

**TEACHER MONITORING EVALUATION SCORES AND PUPIL ACADEMIC  
PERFORMANCE OF GRADE NINE (9) PUPILS IN MILENGE DISTRICT,  
ZAMBIA.**

**By**

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**A Dissertation Submitted to the University of Zambia and Zimbabwe Open University in  
partial fulfillment of the requirements for the award of the Degree of Master of Education  
in Education management.**

**Lusaka**

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## **DECLARATION**

I, Chikonde Godfrey, declare that the dissertation is my original work and has never been submitted to any University or Institution for any award.

Sign: .....

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Date: .....

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## APPROVAL

This dissertation has been written under my supervision and has been submitted for the award of the Degree of Master of Education in Education Management with our approval as University Supervisors.

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## **DEDICATION**

I dedicate this work to my dear wife, Mrs. Chikonde Muma Jolyn, my two sons and daughters and dear friends who endeavored lots of vexation and discomfort the times I used to leave them while working on this dissertation.

Thanks and cherish your patience.

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## **ABSTRACT**

The researcher outlined the background to this study by giving a brief background to the study, clearly states the statement of the problem, objectives of the study, research questions, and purpose of the study, theoretical framework, conceptual framework and literature on the study area. The general objective of this study was to study teacher monitoring evaluation scores and pupil academic performance of grade pupils in Milenge district. The specific objectives were; to determine teachers understanding of the teacher monitoring evaluation scores in Milenge district. To determine how monitoring evaluation scores, improve classroom performance of teachers in Milenge district. To establish whether teacher monitoring evaluation scores is a reflection of pupil academic performance of grade nine pupils in Milenge district. And to suggest possible improvements to make to teacher monitoring evaluation scores more effective in Milenge district.

The study adopted a descriptive research design were both quantitative and qualitative approaches of data collection were employed. A total of 60 respondents constituted the sample of the study which included ten (10) head teachers, thirty-two (32) teachers, two (2) Education Standard Officers, ten (10) Deputy Head teachers and six (6) Heads of departments. The researcher used three types of research instruments namely; questionnaires, interviews and interview schedules. From the study it was evident that teachers understanding of the teacher monitoring evaluation scores improved pupil academic performance. The study established teacher monitoring evaluation scores had an effect on improving the classroom performance of teachers as they kept on perfecting identified areas to be their weakness. It was established that prompt giving of feedback to teachers helped them in improving in the pedagogical skills. The study also revealed that teacher monitoring evaluation scores was a reflection of pupil academic performance as the teacher performance reflected on the results scored by individual pupils.

From the study, it was concluded that teachers understanding of the teacher monitoring evaluation scores was cardinal in improving classroom performance of both teachers and pupils. The researcher therefore, recommended that teacher monitoring should be intensified and done r

## **ABBREVIATIONS**

DC	District Commissioner
DEBS	District Education Board Secretary
ESO	Education Standards Officer
HOD	Head of Department
MOE	Ministry of Education
ODL	Open and Distance Learning



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# **1 CHAPTER ONE**

## **1.1 Introduction**

The researcher outlines the background to the study by giving a best background to the study, spells out the statement of the problem, objectives of the study, research questions, and purpose of the study, significance of the study, theoretical framework and conceptual framework. The study researched on teacher monitoring evaluation scores and pupil academic performances of grade nine (9) pupils in Milenge district.

## **1.2 Background of the study**

Education is a fundamental human right and a key to economic and human development (Morris, 2010). It acts as an agent of transformation towards sustainable development as it increases people's knowledge to drive the visions into reality. As a social institution, it is described as a process by which young adults develop abilities, attitudes and other forms of behavior which are of positive value to the society in which they live. Furthermore, the value of education cannot be over emphasized as it significantly contributes to the national development through the provision of appropriate human resource that help to stimulate productivity and eliminate hunger, poverty, disease and ignorance (Quist, 2013).

To realize this mammoth task of education, governments put in place some control measures to monitor and evaluate what is happening in the education sector. Globally, teacher monitoring in the education sector is not a new phenomenon in the history of education system. According to Blumberg et al (2014) teacher inspection or monitoring originated from Europe specifically France at the end of the 18<sup>th</sup> century. However, with the importance attached to teacher inspection or monitoring, it later spread to other European countries in the 19<sup>th</sup> century. Much progress was noted in the provision of teacher inspection or monitoring in most of African countries when they got their independence. Most of the countries strived to promote quality education to its citizenry, hence the need to establish teacher inspection or monitoring services. In addition to the provision of quality education, governments at this time established formal public education.

In order to enhance provision of quality education in the country, the Zambian government established the Directorate of Standards and Evaluation to oversee this significant task of promoting the highest standards of education and learning for all. The role of Standards Officers is complimented by Head teachers, Deputy Head teachers, Senior teachers and Head of departments in schools who have a large responsibility of carrying out routine internal monitoring of teachers. (MOE, 1996), elaborates that education standards officers have a key responsibility of reinforcing external monitoring of teachers in Zambian schools.

Despite several measures being put in place, the academic performance of pupils in most of Zambian schools has not been impressive particularly in Milenge District. The performance of pupils in public examinations has been below the set target by the nation, province and district. Despite the several interventions that have been implemented, the pass rate in Milenge District at grade (9) nine level for 2015, 2016 and 2017 were 49%, 54% and 58% respectively, (MOESVTEE, 2015). This is against the District targets at grade nine (9) in 2015, 2016 and 2017 that were set at 65%. With this background, the study researched on teacher monitoring evaluation scores and pupil academic performance of grade nine (9) pupils in Milenge District.

### **1.3 Statement of the problem**

The government of the republic of Zambia has been making frantic efforts in the provision of quality education and improving academic performance of learners. Despite having put in place different strategies such as introduction of the Annual Performance Appraisal System, provision of learning and teaching materials and deployment of more teachers to reduce the teacher pupil ratio, the academic performance of pupils at grade nine level in Milenge district has been below average.

For the past three years, results at grade nine level have been poor compared to other districts in the province. These poor results have been a source of concern to various stakeholders and education officers. Therefore, this study sought to study on teacher monitoring evaluation scores and pupil academic performance of grade nine (9) pupils in Milenge District. Additionally, there has been very little research specifically carried out in Milenge district on teacher monitoring evaluation scores and pupil academic performance of grade nine pupils in Milenge district that the researcher is aware of. Therefore, this study was intended to bridge that gap.

## **1.4 Purpose of the study**

The purpose of the study was to study on teacher monitoring scores and pupil academic performance of grade nine (9) in Milenge District.

## **1.5 RESEARCH OBJECTIVES**

### **1.5.1 General objectives**

The general objective of this study was to study teacher monitoring evaluation scores and pupil academic performance of grade nine (9) pupils in Milenge District.

### **1.5.2 Specific objectives**

The study was guided by the following objectives;

1. To determine teachers understanding of the teacher monitoring evaluation scores in Milenge district.
2. To determine how monitoring evaluation scores improve classroom performance of teachers in Milenge district.
3. To establish whether teacher monitoring evaluation scores is a reflection of pupil performance in Milenge district.
4. To suggest possible improvements to make teacher monitoring evaluation scores more effective in Milenge district.

## **1.6 Research questions**

The study was guided by the following research questions;

- (i). To what extent do teachers understand the teacher monitoring evaluation scores in Milenge district?
- (ii). How does teacher monitoring evaluation scores improve classroom performance of teachers in Milenge district?
- (iii). To what extent is teacher monitoring evaluation scores a reflection of pupil academic performance in Milenge district?
- (iv). What suggestion could be made to make teacher monitoring evaluation scores more effective in Milenge district?



## **1.7 Significance of the study**

It was important to research on teacher monitoring evaluation scores and pupil academic performance of grade nine pupils in Milenge District of Zambia. This will help in identifying critical areas that need urgent action in order to come up with workable monitoring strategies that will translate in improved academic performance of pupils in the district. Improved monitoring strategies will result in improved education standards, measured levels of competencies and planning skills in the teachers.

Furthermore, the research enhanced the availability of information to the Ministry of Education, Senior Education Standards Officers, District Standards Officers, School management team and other stakeholders to develop strategies that improve the education standards. The research further will inspire the researchers and academicians to do more research on how to help those involved in teacher monitoring and teachers to improve the monitoring strategies and performance levels of teachers respectively. Improvements in teacher monitoring and performance levels of teachers will raise academic performance of the pupils and ultimately their socio economic status.

The study would be beneficial to the Ministry of General Education as well as policy makers and education planners in strategising on how to make teacher monitoring evaluation scores improve academic performance of pupils and take necessary measures for performance improvement among the pupils in national examinations.

## **1.8 Theoretical frame**

This study was guided by Social Capital theory which suggests that education requires networks of association representing groups of people with common interest. The theory postulates that these relationships are essential for academic performance (Coolican, 2013). Social capital maybe defined as those resources inherent in social relations which facilitate collective action. The Social Capital resources include trust, norms and networks of association representing any group which meets regularly for a common goal. A norm of a culture high in Social Capital is reciprocity, which encourages bargaining, compromise and pluralistic politics. Another norm is belief in the equality of citizens, which encourages the formation of cross cutting groups.

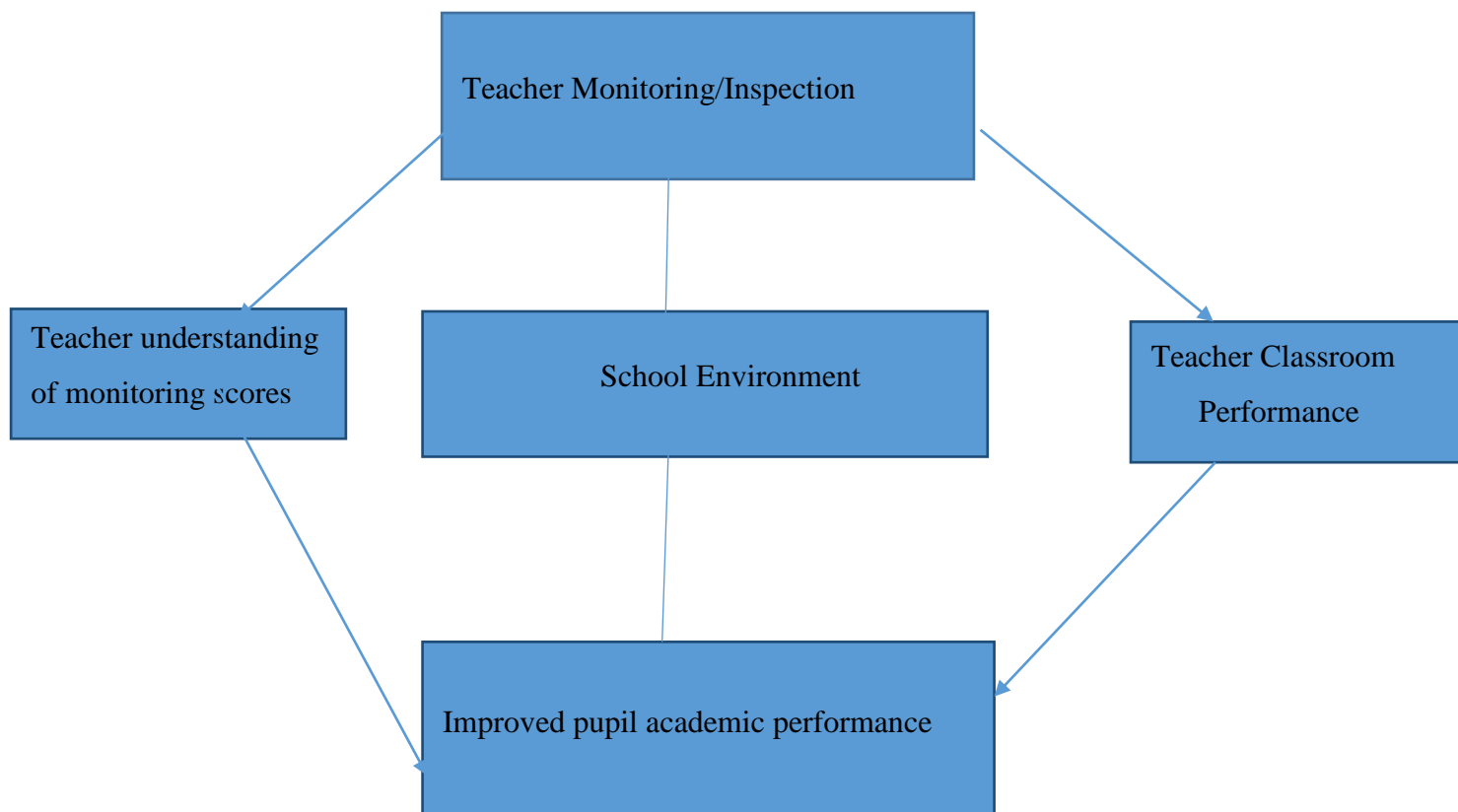
A network can be defined as the pattern of ties linking a defined set of persons or social actors. Each person can be described in terms of his or her links with other people in the network. In addition, Ngando (2011) contends that social relations facilitate shared actions in a given situation.

Levin (2010) agreed that levels of networking influence learners' success in education, thus a strong network enhances good academic performance whereas a weak network hinders good academic performance in learners. Punch (2014) explains that well organized social structures influence actions of particular groups with the aim of improving academic performance in a given institution. Just as the creation of physical capital involves changes in materials so as to facilitate production, and human capital involves changes in an individuals' skills and capabilities. Social capital is created when the relations among people change ways that facilitate instrumental action (Neave, 2011).

This study therefore researched on teacher monitoring evaluation scores and academic performance of grade nine (9) pupils in Milenge district.

## **1.9 Conceptual Framework**

This study was guided by a Conceptual Framework that defined the relationship between the dependent variables and independent variables on teacher monitoring evaluation scores vis a vis academic performance of pupils.



**Figure: 1 Components associated with the study.**

## **1.10 OPERATIONAL DEFINITION OF TERMS**

**Academic performance:** This is the performance of pupils in grade nine (9) national examinations with acceptable standard.

**Researcher:** A person or group of people who studied a subject and carried a research and know a lot on that subject.

**Monitoring:** Assessment of teacher competencies in lesson preparations, classrooms practices, analysis of pupils work and providing professional advice by the immediate supervising officer.

## **2 CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed literature on whether teacher monitoring evaluation scores and pupil academic performance. The researcher looked at teacher monitoring evaluation variables which included lesson organization, subject knowledge, learner's participation, resource utilization, attention to individual learners, classroom management, teachers' qualifications and experience and their effects on the pupils' academic performance of grade nine (9) pupils in Milenge District. These independent variables and their link to academic performance were reviewed as well. The reviewed literature was grouped under World, African, Zambian perspectives and related studies.

#### **2.2 World Perspective**

This section looked at studies which were conducted world over but related to the current study on teacher evaluation scores and pupil academic performance of grade nine pupils in Milenge district. The efficiency and reliability of any educational system is achieved through teacher monitoring. Nzoka (2014) defined teacher monitoring as activities implemented to make teaching and learning beneficial for learners and improving instruction which influence teachers' skills through assisting and supporting to facilitate learning in order to achieve targeted goals of the school. It is well established that teacher monitoring is important as it an essential factor in schools that leads to improvement in teaching and learning. Okendu (2012) defines teacher monitoring as a collaborative effort between the Education Standards Officers and teachers whereby the Standards officer motivates, advices and promotes good interactions for effective achievement of school goals. Madula (2011) describes teachers monitoring as a process of ascertaining that teachers are efficient and creative with classroom teaching to a required level while correcting usage of ineffective approaches of teaching and learning in their profession. Metzler and Woessman (2010) views teacher monitoring to be an important aspect of the curriculum as it is a constant and developmental process that help teachers in their teaching profession from the above definitions reviewed, it can be included that teacher monitoring improves teacher preparations and promotes good classroom practices that in turn improve pupil academic performance in schools. Furthermore, it is important to acknowledge that teacher

monitoring aims at giving advice, support and direction for the improvement of classroom instruction. Grauwe (2011) explains that the first teacher monitoring was done in France in the 18<sup>th</sup> Century. Thereafter, it extended to European countries in the 19<sup>th</sup> Century. In the United Kingdom the earliest teacher monitoring activities were conducted by Her Majesty Inspectorate in 1839 (Learmonth, 2015). In this regard, teacher monitoring was considered as a way of accountability in the education system.

In England and Wales for instance, accountabilities of teachers were engineered through payment by pupils' results (Hoyle and Wallace, 2007). This implies that teachers' salaries were based on performance of the in the national examination especially in 1870. The idea behind this was to make teachers become committed towards their duty of teaching the pupils and contributing greatly to their academic performance. Further, in America, the idea of accountability in education has been connected with the No Child Left Behind (NCLB) policy. The initiative has been thought to facilitate and ensure the proper policy implementation and to make teachers more sensitive to every pupil learning needs (Sergiovanni and Starratt, 2013).

Teacher monitoring and evaluation in Western Australia started some time ago. Before the 1950 teachers' professional development was fairly unknown. Teachers' professional development started expanding during the 1970s. From that time school improvement has been sought through introduction of teachers' standards and registration (Fullan, 2011).

In Netherland, school inspectorate together with regional or District Education Administrative units, are the organs that have been given powers and authority in making decisions in education (Neave, 2012). The notion behind accountability in education through teacher monitoring was to improve student academic performance at all levels of education.

Many schools in the United States of America have invested a lot of resources on teacher monitoring, getting and analysing results. The main aim of the teacher monitoring system is to collect information about teacher performance in a classroom. Further, monitoring review whether the achievement of learning outcome is varying every after some time and determine whether some students have learning challenges. Teacher monitoring and assessment data is helpful to schools, districts, regional and national administrators for making informed decisions

when allocating resources, the effectiveness of certain programs and the strengths and weakness of the same.

In Chile the main aim of teacher monitoring activity is to improve teaching which later improves student academic performance. It is intended to motivate teachers to further their own improvement through learning about their strengths and weaknesses. Teacher monitoring in Chile is a compulsory process and it is conducted at school level either internal or external monitoring approach. During teacher monitoring the following are assessed: preparation for teaching, creation of conducive classroom environment, effective teaching for all the students and professional responsibilities. The teachers evaluate their own teaching and the head teachers also do their own monitoring evaluation (Pipe, 2013).

The teacher monitoring programme in Australian government schools was expected to enhance status of teaching and improve teachers' skills and understanding in all the subjects at any level of education. These are mathematics, literacy, numeracy, vocational education and information technology. The idea behind teacher monitoring in Australia was based on the belief that teachers' skills will be enhanced (Williams, 2010)

### **2.3 African Perspective**

In Africa countries, establishment of teacher inspection or monitoring service accompanied the introduction of formal public education (Grauwe, 2011). Most of the developing countries expanded the teacher monitoring service after independence. Monitoring and evaluation in most Africa countries are done in the education sector to monitor programmes like quality of education. A study conducted in Nigeria by Adewale et al (2014) on school inspection and its effects on public secondary schools in Ogun state revealed that monitoring in secondary schools was the same in all the schools in the country. The researchers had to find out the monitoring practices and the rapport between supervising officers and teachers. In the study, it was revealed that schools should improve on the monitoring of attendance for both teachers and students because regular teacher and pupils' attendance in schools have a huge impact on pupils' academic performance. The findings in this research indicated that teachers should regularly be monitored by their supervisors on class attendance and obtain updated records. This enables teachers to utilize all the teaching and learning time allocated to them. Therefore, teacher monitoring plays a distinctive role in the entire education system and becomes absolutely important to give it prominent attention.

In Kenya teacher monitoring is done by Standards Officers, who have the role of advising on standards in education based on all round aspects. The quality assurance officers look at various areas which include sports, drama, music, nutrition, pupils' welfare effective utilization of available resources and pupil academic performance which is the main focus in education ((Ministry of Education Science and Technology, 2010). A similar research was conducted in Kenya which focused on analyzing the strategies head teachers used to improve academic performance of pupils in 32 schools under free day secondary schools' education (Nzoka, 2014). The study revealed that head teachers used a variety of methods to improve students' academic performance. These methods included consistent teacher monitoring on instructional processes and student evaluation. Despite these measures being implemented, the targeted students' academic performance in Kenya was not achieved because most head teachers had not undergone educational management training. It was therefore recommended that they undergo vigorous training on all aspects of school management in order to achieve academic performance.

For teachers to be effective and efficient in their execution of duties, teacher monitoring should be more constant and regular. Nyagosia (2011) conducted a study in Kenya to determine the relationship between school efficiency and academic performance in public secondary schools of Krambu and Nyeni regions. The study was premised on the successful school's model by Lozotte (2010), which advocates that a successful school is characterized by seven correlation factors including; instructional management, center on school mission, security and organization of schools, opportunities for success, parents and teachers relations, regular teacher monitoring and giving chance for students to learn. The study recommended that secondary schools should adhere to the seven correlation factors identified in order to improve on student academic performance. It is therefore important to invest more on teacher monitoring as it has positive impact on student academic performance. As a core responsibility of teacher monitor is to monitor and evaluate standards, the recommendations made during teachers monitoring should be acted upon promptly.

Matete (2010) conducted a research on the impact of primary school monitoring on teaching and learning in Mbeya district, Tanzania. The research revealed that monitoring reports and recommendations were not added upon by the relevant authorities in order to bring positive change on teaching and learning process. The study also revealed that teacher monitors based

their judgment on performance of the schools based on teacher preparations, whereas classroom observations were not effectively carried out. It was further established that school inspectors working conditions were poor. They did not have readily available transport and had no field allowances to facilitate their visits in schools. From this study it can be concluded that teacher monitoring reports could be timely acted upon by relevant authorities if their purpose is to be achieved. Similarly, it is important to conduct teacher classroom observations as checking teacher preparations alone as alluded to in the study cannot improve pupil academic performance in schools.

The education system in Malawi has struggled with the increase in enrolment, as a result of the introduction of the free primary education in 1994. The information clearly shows that there has been a negative impact on the quality of education in Malawi. For instance, only 9% of learners acquire minimum standards in English reading and only 2% acquire minimum Mathematical skills. It has been observed that weak teacher monitoring has contributed to low level performance in the primary sector (National Staff Development Council, 2011). It advocates that the activities of teacher monitoring are not well funded as a result teacher monitoring is done by random sampling, resulting in some schools not being monitored for some time. Lack of regular monitoring and making of follow ups have negatively impacted on the effective implementation of interventions and as a result pupil academic performance is affected.

Teacher monitoring ensures that the curriculum is effectively implemented and evaluated thus need to be conducted regularly. Okendu (2012) conducted a study to establish whether inspection and supervision have any considerable bearing on the academic performance of Secondary Schools in Degema Nigeria.

The results revealed that instructional supervision has a considerable bearing on pupils' performance. The study recommended improving inspection and supervision in order to boost the academic performance of students in Secondary Schools in Degema, Nigeria.

Effective teacher monitoring necessitates the improvement in academic performance of pupils. Fisher (2011) conducted a research on the effectiveness of supervision on the academic performance of pupils. It was revealed that regular supervision of teacher improves pupil's academic performance. This is so as teacher monitoring involves stimulation of professional



growth and development of teacher. Fisher identified the monitoring of teachers' attendance in classroom regularly, checking and marking all teachers' preparations and providing guidance and assistance to new and experienced teachers as functional duties of head teachers, deputy head teachers and heads of departments. From this research it can be deduced that school administrators are key in improving pupils' academic performance in schools hence they need to strictly and effectively perform their duty of teacher monitoring.

## **2.4   Zambian Perspective**

Zambia has recorded significant success in primary education since the 1990s. However, there have been concerns raised about the quality of education in the country. Kapambwe (2010) describes the quality of education in Zambia as only average, due to the evidence of many Grade Seven and Secondary school leavers who could not write and read. The country had for many years witnessed a steady decline in student academic performance at all levels (Mwanalushi, 2011). Amongst the outstanding factors that have necessitated this poor pupil performance in Zambia, are ineffective teacher monitoring by school administrators and other stakeholders, low level commitment by some education providers, inadequate teaching and learning materials, low teacher motivation and absenteeism, inadequate funding at school level. Nevertheless, when teacher monitoring is done regularly, it brings about efficient learning in pupils and this reflects good performance in classroom tests as well as public examinations.

The Zambian government has an enormous duty of promoting the highest standards of education and learning for all. In order to achieve this, they have entrusted Head teachers, Deputy Head teachers, Heads of departments and Senior teachers to conduct internal monitoring of teachers regularly and Standards Officers the headquarters, province and district to reinforce external monitoring of teachers in schools (Kelly, 2010).

To ensure the provision of education is achieved in the country, the Ministry of Education established a sub sector for teacher monitoring and standards (MOE, 1996). The Standards department has a variety of professional responsibilities that relate quite clearly to the quality and effectiveness of school education in promoting pupil academic performance. Additionally, this sub sector provides an advisory and evaluation function in relation to educational provision performed through school monitoring with the purpose of improving teacher effectiveness, school organization and academic performance of learners.

According to Kapambwe (2010) teacher monitoring stimulate teachers to examine the lesson preparation and follow through their teaching strategies, the way they are developing or using curriculum materials and how they evaluate learners in achieving improved pupil performance. In this aspect, teacher monitoring is concerned with assessing the quality and effectiveness of actual educational provision in individual schools. Furthermore, it determines how successful schools and teachers are working towards prescribed educational objectives.

The Zambian government attaches great importance to monitoring and evaluation and uses it productively in a systematic approach to teaching and learning. MOE (1996) elaborates that monitoring and evaluation are used systematically in the Zambian education system. Learning is monitored closely so that teachers and the school administration are constantly aware of pupil progress in relation to established education goals.

Despite the main strides that the government has been making, teacher monitoring is not adequately done due to financial constraints faced by the Standards department and schools. In most cases the monitors fail to fulfill their monitoring programmes because of lack of transport and other logistics required to carry out this important task. MOE (1996) argues that the Standards department is not sufficiently well equipped for its grave responsibilities. The Standard Officers in most districts are too few in number for the many tasks entrusted to them.

The government of the Republic of Zambia placed education highly on its agenda as it has the potential of enhancing socio-economic status of individuals. Carmody (2002) argued that education did not bear the intended results due to the fact that the government in the process of implementing the education reforms overlooked certain factors. Carmody concluded that academic performance of pupils was dependent on strategies of teacher monitoring and socio-economic factors of a country. He adds by saying that high academic performance provided extra incentives in improving education to the citizenry. Excellent academic performance provided fundamental expertise to all sectors as it drives them towards development.

Bauleni (2004) conducted a research in which he concluded that education provided skills and knowledge to individuals making them more productive in society. This was achieved through a basic level of education and academic performance of the pupils. It is therefore imperative that teacher monitoring is effectively carried out to improve the academic performance of learners.

Mwanakatwe (1998) concluded that the Zambian education discriminated against the socioeconomically disadvantaged hence affecting their academic performance of the learners. In line with this, the Ministry of General Education in collaboration with other stakeholders developed a programme of assisting the disadvantaged pupils in society to enhance their chances of excelling academically.

Kelly (2010) carried out a research based on the assumption that teacher monitoring and evaluation brought about a wide range of developmental benefits to the learning of pupils. He believed that academic performance of learners was attributed to a conducive school environment. Therefore, schools strived to provide quality education to the pupils through teachers who highly motivated and capacity built. This is so because standard of education was affected by how well the teachers and pupils were motivated and involved in the running of the school affairs. To enhance quality provision of education in the country, the government embarked on the construction of more learning institutions, increased funding to learning institutions, supported teachers' professional development and introduced bursaries to vulnerable children (Carmody, 2009). This was done to enable more learners access basic education and improve their status in society. Additionally, it was believed that this would improve the academic performance of the learners and stimulate development in the country as a whole.

#### **2.4.1 Organization of the lesson in improving pupil performance**

Teaching is not an easy task as one may put it because it involves steady preparation and planning activities before one goes in class to teach. Unless adequate and careful preparation and planning is done the objective of teaching cannot be achieved. Additionally, long term preparation ensures coverage of curriculum across a stipulated time, term and year. Further teachers who are effective show high hope for pupils' academic performance and hence select strategies that boost pupils understanding (Kelly, 2010). Apart from adequate preparations of teaching and learning materials, effective organization of a lesson involves the development of a conscious orientation towards academic work because it is the main purpose of classroom activity. It is vital for teachers to communicate in advance to pupils on the topics to be discussed in order for them to participate fully in learning process. A well prepared teacher achieves this by giving out Schemes of work to pupils especially to those in secondary schools in advance. Hartas (2010) postulates that a teacher is said to be effective if he or she is able to recognize academic instruction as essential to his or her role. The focus on academic instruction guides not only the

teachers own planning and lesson organization but also comes across the clearly to pupils and represents the major factors in a robust and conducive learning environment. This implies that for effective teaching to take place, lessons should be organized in such a way that pupils are engaged in the teaching and learning process.

Kelly (2010) argues that effective teachers see lesson organization as important because they allow pupils time to be on teaching and learning in an orderly manner. Similarly, teachers who prioritize lesson organization and pupils learning as the main purpose of schooling communicate an eagerness and commitment to learn by pupils. In this regard, effective teachers reinforce their focus on organization of the lesson through the time allocated for the teaching process, and what they expect pupils to learn within a specified period of time. When a teacher is teaching, one must be mindful of the time allocated to every stage of the lesson.

The amount of time pupils utilize during classroom activities, together with the effectiveness of teacher classroom instruction is positively linked with pupil learning. Weimer (2011) explains that time is one of the most difficult variable a teacher faces in trying to achieve curricular goals and meet the needs of all pupils, at the same time attending to other teacher responsibilities in the school. It is therefore prudent to always prioritize teaching and learning if the academic performance of pupils is to be improved in schools.

A well prepared and efficient teacher prioritizes teaching instruction, a process that is achieved mainly through allocation of time to every stage on the lesson plan in order to be focused and stick to the given time.

Time management is very vital in the teaching and learning process as it helps the teachers to remain engaged with the pupils throughout the lesson. Lawrence and Whitehead (2010) postulates that time can be put to good use in the classroom by cautious preparation of the lesson or by making use of pacing teaching and learning resources. Many are the times pupils always desire to know the course topics ahead of them in order to prepare in advance. It is therefore cardinal for teaches to effectively plan for the lessons for them to help and address pupils requirements. Successful teachers are not only organized in their lessons but also effectively communicate this vital skill to their pupils. Additionally, discussing with the pupils how the teacher manages time can provide guidance to them and help out in their planning, the outcome being equipping them with skills to make them excel in their academic performance.

Teacher organization of the lesson also implies staging areas that can help teachers make best use of time by organizing teaching and learning resources in an orderly manner to ensure smooth lesson delivery. Another effective utilization of time is to have a selected place to store relevant classroom documents such as class register, textbooks as well materials to be used during the lesson. This really helps the teacher to be organized and avoid wasting the vital time searching for the items in the classroom.

Hannah (2013) laments that in an organized classroom, there is a designated area for each item and every time is found in its allocated storage place. Well organized lessons give the platform for maximizing not only teaching but also pupils' time on various activities. Literature has revealed various aspects of lesson planning that are important for teacher lesson organization. Mwanakatwe (2010) identifies preparation and caring for lesson teaching time, maintaining high hope of lesson achievement, examining and arranging resources to be used in order and using a range of instructional strategies as aspects that boost pupils' achievement. All in all, well organized lessons enable pupils and teachers to be focused in the lessons and enhance pupils' academic performance.

#### **2.4.2 Teachers knowledge of the subject**

The changes in curriculum developments have brought about innovations on the impact of teacher monitoring process and how best to enhance teachers' skills and knowledge. School based Continuing Professional Development meetings enhance teachers' subject knowledge and increases their understanding of pupils thinking in the subject or learning area. The time teachers spend in school based Continuing Professional Development programme should materialize in improving teacher's skills and understanding of the subject matter. Blakie (2011) indicates that understanding how pupils learn, curriculum materials and instructions as well as knowledge of the subject can enhance the lesson presentation by teachers and in the long run improve pupil academic performance in schools. Knowledge of the subject is very important for effective teacher classroom performance and helps a teacher to present a lesson in a logical manner. Oshodi (2014) suggests that teacher's knowledge of the subject has a significant relationship with pupils' academic performance. It has been proved that pupils whose teachers do not have good subject knowledge do not perform like those whose teacher has this attribute. Carmody (2009) indicate that apart from the basic entry qualifications, teachers' knowledge of the subject significantly influence their competences and helpfulness which later enables pupils improve in

their academic performance. Knowledge of the subject matter should be considered as the most essential characteristic of a good teacher as this attribute usually motivates the pupils to have interest in the subject.

The knowledge of the subject by a teacher is seen in the way a teacher uses various suitable methodologies and different techniques in imparting knowledge to the learners. These attributes normally impact positively on pupil's academic achievement. Rena (2015) explains that for pupils to perform well in any examination, their teachers should have knowledge of their physical, intellectual and psychological abilities. These entails that teachers should therefore, be well equipped in the knowledge of the subject matter or learning they teach and use correct techniques in the lesson delivery.

During the teaching and learning process, the teacher should communicate effectively by using various methods of teaching that promote pupils' participation in class. Weber and Mitchell (2010) observed that there was a significant relationship between teachers' capability to communicate effectively and pupil's academic performance in high schools. They articulated that instructional processes deal with giving out ideas, skills, knowledge, morals and attitudes from the teachers to the pupils. Teachers ability to teach successfully determines how much the pupils learn in class which later influence their performance in any given test or examination. For a teacher to teach effectively, one must communicate the ideas effectively and explain the instructions in a clear and simplified language.

Teacher's knowledge of the subject is important as far as teaching and learning is concerned.

There was a significant relationship between teacher's knowledge of the subject and their contribution in school curriculum realization. Those to be deployed as teachers in secondary schools should be carefully screened so that only those with relative ideal knowledge of the subject required of a good teacher are recruited and deployed in order to attain national goals and aspirations. Effective teachers contribute significantly on the academic performance of pupils. Kelly (2010) stated that ineffective teachers in secondary schools have a negative influence on the pupil's academic performance. He concluded that knowledge of the subject matters has a significant influence on the academic achievement of pupils at various levels of education.

Knowledge of the subject matter is essential for a teacher to teach well and it has been noted that no nation on the world can develop beyond the quality of teachers in the education fraternity. It is therefore important to recruit and deploy teachers who are well got qualified with desirable attributes. In order to improve teacher's knowledge of the subject matter, teachers should be capacity built through School Based Continuing Professional Development (SBCPD) meetings in schools. This is so because paper qualification alone without teacher's knowledge of the subject cannot improve the academic performance of pupils.

### **2.4.3 Pupils participation in enhancing learner performance**

Pupil participation is regularly equated with classroom which usually involves an exchange of ideas between the teacher and pupils in class. Hollander (2012) explains that pupil participation can also include short interactions between teachers and pupils and can be within small groups of learners themselves. If the teacher has to enhance pupil participation in the schedule of activities in the teaching process, pupils should be informed of what the activities will demand and the reason of including the participation component. In this way, pupils' participation helps the teacher to identify pupils who require help in the classroom. Pupils' participation in a learning process is very important as it helps the pupils to remember what they have learnt for a long period of time. Mwanakatwe (1998) postulated that pupil participation is a noticeable goal that includes regular discussions and small group discussion. When a small number of pupils take part in giving out answers, asking teacher's questions or engaging in class discussions, learning time becomes to some extent a lost occasion to evaluate and promote knowledge (Weimer, 2011). Teachers should therefore stimulate pupil participation in the teaching and learning process by planning adequately for each session. Additionally, as the teacher interacts with the pupils both in words and non-words he or she should give a clear guidance to pupils about the participation going in a class. A teacher should ask correct questions to the pupils that are precise, exact and unambiguous if pupils are to participate actively.

Ideally, the objective of promoting pupils' interaction in class is not to have every pupil participate equally and at the same level, but to give chance to all the pupils to say something and take part in class deliberations. Bauleni (2005) stated that engagement of pupils in a classroom helps the teacher to know the pupils who need more help and guidance. Because of differences in learning abilities as well as social status, some pupils would want to participate in class more than others. Bean and Peterson (2013) advocates that the pupils who do not want to

Speak always in class are thoughtful learners who normally come up with ideas and questions in their minds before giving them out. In similar ways some pupils are too shy to an extent that they feel uncomfortable to express themselves in front of the class. It is therefore, cardinal for the teacher to ensure that all pupils are put on board in the classroom in order to improve pupil academic performance.

Pupils who normally participate in class through asking questions where they are not clear and by contributing to the discussions have the chance to perform well academically. Wilbert (2010) states that the pupils who usually speak out their mind in class are considered to be active pupils. However, the teacher should aim to create a conducive learning environment so as to enable pupils of different learning abilities and social status participate equally in class. To achieve this, the teacher should constantly give confidence to shy pupils to speak their mind and from time to time restrain the more active pupils contributing so as to give chance to the slow learners. Barbara (2010) explained that pupils can participate fully on any given task if they think that the teacher recognizes them as individuals who have different learning abilities. The teacher should know all the pupils in class by name and encourage knowing themselves by name as well. This promotes good interaction between the teacher and pupils and among the pupils themselves. The teacher should know each pupil's ability in class in order to put every pupil on board in the learning process.

Wilbert (2010) cautioned teachers not to allow a situation where the same pupils answer every question asked, but respond to such pupils in a way that show that he or she is grateful to their responses, however would want to hear from other pupils as well. If the slow learners are not participating, the teacher should use verbal and non-verbal cues to engage them in a lesson. A teacher should move round the class to where quiet pupils sit, motivate them with a smile and look at these pupils so as to persuade them to participate.

Davis (2013) suggested the teacher should lessen pupils desire to want to participate by creating an atmosphere in which they feel comfortable "thinking for themselves," taking rational risks, asking questions, and accepting when they do not know the answer. The teacher should ensure that all the pupils are motivated and encouraged to participate in class.

Effective teaching requires the teacher to take time when teaching and not to rush through the content. Bean and Peterson (2013) observe that the teacher should give pupils time to think



before they give out the answer to the question posed. A teacher should be not afraid of the silence in the class instead should allow pupils to think. Barbara (2010) suggested that pupils should be given time to think before giving a response but if silence prolongs and pupils develop surprise looks, the teacher should rephrase the question or provide clues to the question.

However, the teacher should at all costs refrain from providing answers as this can make the pupils conditioned and always wait the teacher to provide the answer. The teacher should be patient with the pupils and allow them to think. Campbell (2012) suggested that the longer the teacher allow pupils think for a response, the more thoughtful and constructive are expected. The teacher should listen carefully to pupils when they are answering to the questions given to them and avoid interrupting them. Hollander (2012) suggested that an effective and passionate teacher corrects the pupils at all costs and does not make assumptions and leave their pupils questions unanswered or misrepresent what the pupils wanted to put across to the teacher. It is encouraged at all times that teachers should provide specific encouraging and varied responses from the pupils. The teacher should mention to the pupils what is good or exciting about the answer given and give varying praises from time to time. Davis (2013) explained that it was important for the teacher to ask thought provoking questions to the pupils to make them be clear about their responses and support their line of thinking. When a pupil gives out the answer which is not correct, the teacher should reply in a way that will provoke the pupils to think critically.

Teachers should provoke pupils thinking in class by giving them time to think. Kelly (2010) suggested that when the teacher is facilitating a discussion, he or she should not react to every question as this prevents pupils to depend entirely on the teacher. Instead, the teacher should always encourage students to interact and share ideas and make use of such knowledge in other situations.

It was evident from the above that pupils' engagement and contribution in classroom does not happen abruptly but must be cautiously planned for and supported. The teacher must allocate enough time to assess pupils' contributions during lessons and come up with strategies to improve academic performance. At times, teachers should conduct peer classroom monitoring where a friend observes the teaching and learning picking the strengths and weaknesses that are shared after the lesson. This helps teachers to know what they should do to enhance pupil participation to faster academic excellences in schools.

#### **2.4.4 Attention to individual pupils**

During the teaching and learning process it is advised that teachers pay particular attention to individual pupils. Teachers should be vigilant and notice individual pupils as they move around the classroom and ensure that all the pupils are busy throughout the learning process. Brown and Mwanakatwe (1998) suggested that teachers should address individual pupils in order to keep them answerable and ensure that they are doing the right thing. It is the responsibility of teachers to ensure that pupils work steadily on class activities and address the challenges faced by individual pupils. In the aspect, every pupil should be kept on task and responsible for his or her work.

The time teachers work closely with pupils in the teaching and learning process differs due to various factors. These include the academic ability of the pupils, the class size and the teaching and learning materials. These factors have an impact on the time the teacher may spend with the pupils. Classes with few pupils enable the teacher to have enough time to be with them and pay particular attention to individual challenges. Kelly (2010) stated that reduced number of pupils in class permits teacher to attend to each pupil in class. In a classroom where there are a lot of pupils, teachers fail to attend to each individual pupil's challenge and this impact negatively to their academic progress.

A sizeable class has an advantage as the teacher spends enough time attending to individual pupils needs. Benassi et al (2014) advocated that small classrooms enable teachers to have more time assess pupil performance and provide the required help to each pupil.

Having few learners in class assist very much in helping lower performing pupils as the teachers have ample time for individual pupils. In a classroom with too many pupils, a teacher has limited time to attend to each pupil in class. As a result, if lower performing pupils are not adequately attended to, they have become discouraged in whatever task is given to them. This can make them to start misbehaving in class which can affect the entire class.

Classrooms which have many pupils are difficult to handle as it becomes a challenge for the teacher to prepare work across pupils' abilities. Failure by the teacher to prepare work according to pupil's abilities can make slow pupils to have learning challenges and as a result become naughty in class to frustrate the work for faster learners (Blakie, 2011). In this regard, there are many academic benefits of small classes as compared to large classes where individual attention is concerned. To help the lower performing pupils in class, teachers should employ learner centered

methodologies that involve pupils in the learning process. The teacher should identify learners with learning difficulties and provide remedial teaching to them.

In order to achieve this, the teacher should plan the lessons in a way that makes pupils participate fully and get engaged at all times during the lesson. The teacher should always make the pupils busy to avoid them getting bored and concentrate in doing other activities. The teacher should come up with class activities that foster pupils to participate, provide feedbacks and responses among themselves and to the teacher. This creates an enabling environment that promotes good rapport among pupils and the teacher thus creating a classroom climate where pupils feel free to participate fully. However, a lot of teachers do not employ strategies that stimulate active learning in pupils. Some teachers do not create classrooms that encourage interaction amongst the pupils, but instead employ lecture or exposition methods that inhibit active participation by learners. Pupils' attention is disturbed once they are not engaged in the learning process which results in poor performance. MOE (1996) argue that there is awesome evidence to support the idea that pupils' engagement in the learning process leads to effective learning. Thus teacher attention to individual pupils brings about improved pupil academic performance in schools.

#### **2.4.5 Utilisation of teaching and learning materials**

Kelly (2010) defines teaching resources as real materials, and artifacts that are normally used by the teacher. The teaching and learning resources facilitates pupils learning and grasping of concepts thereby reducing on verbal explanation by the teacher. Kelly (2010) postulated that schools which are well managed produce good results and enhance pupils' retention. The teaching and learning materials the teacher selects to use enable the lesson to be successful. The teacher should innovatively select and come up with teaching and learning resources before the start of the lesson to avoid panicking during the lesson. The materials that the teacher should utilize in class include; pupils' text books, teachers hand books, newspaper cuttings, materials creatively produced by the pupils and teachers, charts, audio and visual materials.

Teaching resources and educational materials create opportunities which may reveal misconceptions on the part of the teacher and learners. Teachers are therefore, supposed to be creative and innovative for them to come up with teaching resources using the available local materials and not wait for the government to supply them. The use of teaching and learning resources should be emphasized to improve the pupils' academic performance in schools.

Teaching and learning should not be abstract but require the material resources in order to motivate, make pupils understand the concepts and practice real life situation. Szendrie (2010) stated that it is a well-known fact that the relationship between the learner, teacher and materials are interlinked and is hub of quality of education in schools. Therefore, teaching and learning materials are supposed to be well made or produced for them to stimulate pupils' interests and meets their needs.

#### **2.4.6 Teachers classroom management**

Mwanakatwe (1998) explained that effective management entails orderliness, conducive classroom free from all sorts of bodily harm. An effectively managed class contributes a lot to pupil academic performance in schools. The classroom should be favourable for effective teaching and learning process if pupils have to improve their academic performance and excel academically. Matete (2010) identified four important factors that include a sense of physical safety, high expectations for academic learning, a feeling of connectedness to teachers and pupils, and pupil academic achievement as factors that should be considered in the area of classroom management.

Classrooms that are not well managed presents obstacles to both the teachers and pupils and this can hinder the successful achievement of the objectives. Lozotte (2010) states that classrooms with enough space are orderly and structured and prevent pupils from physical injuries while classrooms with insufficient space may cause physical injury. Spacious classrooms enable teachers to teach effectively by according them an opportunity to freely move around and attend to individual pupils. Kelly (2010) observed that as the class size increased, teachers spent a lot of time on nonacademic issues.

Teachers usually manage the class well when the number of pupils is minimal as the learners are actively engaged in learning process than in lager classrooms. In smaller classes, the pupils are given more opportunities to interact among themselves thus increasing the pupil academic performance. Additionally, in classes with few learners, pupils relate well to one another other than in larger classes.

A classroom is an important place where teaching and learning process takes place and hence should be well mentioned. Carmody (2002) observes that pupils spend most of their time in the classroom where they acquire knowledge, skills, values and competencies required for them to compete in the rapid changing world. The teacher should therefore, have good management skills if learners are to reach the maximum potential in their academic life. If School managers want their pupils to achieve highly, classroom management should be given the attention it deserves. If well managed, the classroom can make learners excel academically and achieve their goals. If class management is not properly organized, it can inhibit innovations amongst the pupils and result in poor pupil academic performance. Bauleni (2005) identifies materials things such as wall paintings, equipment and intangible elements such as the rules and noise coming within or outside the classroom and as things that affect classroom management. Ways in which the teachers manage their classrooms have a positive or negative result for the academic performance of pupils.

If a teacher has negative attitude towards work and pupils, classroom management is usually poor. Similarly, if teachers have positive attitude towards work and to the pupils they will most likely have a positive impact on their pupils. It is therefore important for the teachers to know how to manage their classrooms in order to have a healthy learning environment. Classrooms should be arranged in such a way that promotes pupil to pupil interaction.

The way the classroom is managed and organized has a visible impact on the pupil academic success. This entails orderly arrangement of materials and the physical appearance of the classroom. Teachers should put in place all the required things in class in order to reinforce pupil ability to acquire knowledge.

Classroom arrangement and organization gives a correct impression of what the pupils expect from their teacher. The way desks are arranged and display of charts on the walls set a good impression to the pupils about the seriousness of the teacher. For instance, the availability of teaching and learning resources in the classroom can tell the pupils that their teacher likes the use of hands on in the teaching and learning process. MOE (1996) explains that the display of teachers and pupils work on the classroom wall demonstrates that teacher is proud of the work done with the pupils. Pupils are encouraged to participate actively in the learning process as they do not just copy the notes but take an active role of doing things for themselves.

Classrooms should have subject corners and taking walls well displayed for the benefit of pupils. Information well displayed in each subject corner helps the pupils to spend time in class and study on their own during their spare time and revise on what they have learnt.

A classroom is a place where pupils learn how to respect and tolerate other people's views and opinions. The teacher should therefore be vibrant and transmit these values in the pupils by helping all the pupils take an active role during class discussions. During the discussion, the teacher should emphasize orderliness and clear instructions should be given to the pupils to avoid the same pupils dominating the discussions. Bauleni (2005) stated that pupils should give chance to their friends and take turns as they discuss as this gives an opportunity to each pupil to participate.

A well-managed classroom reduces pupils' bad behavior and truancy. Mwanakatwe (1998) postulated that developing good rapport between teachers and pupils is essential in creating a good classroom environment. It becomes tricky for the teacher to uphold discipline in class in the absence of the teacher pupil rapport. Cornelius and Leslie (2014) suggested that teachers should create a good relationship with their pupils by being flexible and accommodating to the needs of the pupils. Teachers should be approachable and not feared by the pupils if they are to progress academically. The teacher should be a role model to the pupils and motivate them to work extra hard and be free to ask questions and contribute positively in class.

For pupils' academic performance to improve in schools, teacher monitoring should be intensified at all levels. Kelly (2010) emphasized that school managers should take up their roles as quality assurance personnel in their schools and ensure that there is adequate teacher classroom monitoring. This should be intensified by using locally designed teacher monitoring instrument forms that enhance standards and ensure a variety of teaching methods and activities are utilized. School head teachers should collaboratively work hand in hand with other Standards Officers or teacher monitors in ensuring that monitoring is done and teachers adhere to the required standards. Feedback should adequately be given to the teachers if improvements have to be recorded as this will in turn improve the academic performance of pupils.

## **2.5 Knowledge Gap**

Various issues regarding pupils' academic performance have been explored in the literature reviewed. The reviewed literature has indicated that the issue of pupils' academic performance is not a new experience in the Zambian education system and world at large. Such factors as teachers understanding of the monitoring evaluation scores, teacher monitoring evaluation scores and improvement of classroom performance of teachers and pupils, teachers' knowledge of the subject matter, organization of the lesson and involvement of pupils in the lesson are identified to be among the influencing factors to pupils' academic performance.

However, none of the reviewed literature explains how these factors contribute to pupils' academic performance among the grade nine pupils in Milenge district. Various efforts have been taken by various stakeholders in addressing the problems facing junior secondary schools but the results at grade nine are still poor. This has consequently created a need to conduct a research in this area in order to explore teacher monitoring evaluation scores and pupils' academic performance of grade nine pupils in Milenge district.

## **3 CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter deals with the description of methods that were used in carrying out the research. The chapter highlights the research design, population of the study, sample and sampling techniques, research instruments, validation of instrument, data collection procedure and data analysis procedure.

#### **3.2 Research design**

Charles (2012) defined research design as the overall strategy that you choose to integrate the different components of the study in a coherent and logical way ensuring effective address of the research problem. The researcher used the descriptive research design as it was the most appropriate design for this study and provided information concerning the current status of the research. The descriptive design helped in collecting information from a representation of a group. Hoyle and Wallace (2011) described descriptive design as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. The descriptive design collects information from a representative group, and inferences about the behavior of the group are drawn basing on the available information. Both qualitative and quantitative approaches were used in this research. The qualitative approach was used to interview District Standard Officers, Head teachers and teachers on the operation of the teachers monitoring evaluation in the district. The quantitative approach enabled the researcher to obtain the teacher evaluation scores and pupils academic performance statistics.

#### **3.3 Population of the study**

The study was conducted at the five (5) secondary schools and nine (9) basic schools namely Milenge Secondary, Kafwanka Secondary, Mulumbi Secondary School, Lwela Secondary School, and Chibende Secondary school. The basic schools are Milenge Basic, Kapalala Basic, Mashika Basic, Milambo Basic, Lwela Basic, Butimbwe Basic, Mumanse Basic, Moffat Basic, Kabange Basic, Milambo Basic and Lwela Basic. Brown and Roediger (2014) defined a population as a well-defined collection of individuals or objects known to have similar characteristics. Blumberg (2014) defines population as a complete set of elements (persons or



objects) that have some common characteristics defined by the sampling criteria established by the researcher. The target population for this study comprised of the Education Standards officers (ESO General and ODL) Head teachers, Deputy Head teachers, Heads of departments and teachers.

### **3.4 Sample and Sampling techniques**

A sample is a group of people, objects or items that are taken from a larger population for measurements. It is a representative of the population which ensures generalization of the finding from the research sample to the population as a whole. Coolican (2013) defined a sample as a subset of the whole population from which the researcher would make inferences about the whole population. For this study, the sample consisted of the ten (10) head teachers, thirty-two (32) teachers, two (2) ESO's, ten (10) Deputy Head teachers and six (6) Heads of departments. In this study all the Standards officers, head teachers Deputy Head teachers and teachers were randomly and purposively selected as they existed in each institution.

### **3.5 Research instruments**

Questionnaires and interview schedules were used as instruments for data collection. This was designed for data collection of information on teachers understanding of monitoring evaluation scores and how they affect pupil's performance as evaluated by different monitors. As a guide for the interview of heads of departments, an interview schedule was constructed and administered. A questionnaire is an instrument used to gather data over a large sample and was therefore used to collect data from the teachers.

### **3.6 Validation and reliability of instruments**

The instruments were submitted to my supervisor at the University of Zambia who determined their face and content validity. He helped me on the validation of the instruments and determined their ability to measure and further determined the accuracy of measurement of the phenomena. The researcher measured the reliability of the instruments as tools for data collection by conducting a pilot study at five (5) primary schools within the District.

### **3.7 Data collection procedure**

In this study the following ethical considerations were observed;

- (i) A letter of introduction was collected from the University of Zambia to the District Commissioner (DC) – Milenge District.
- (ii) The researcher obtained a letter of permission from the District Education Board Secretary (DEBS) – (Milenge) to allow him conduct research in the schools.
- (iii) The researcher distributed the questionnaires and then collected them later on the time and day that was agreed upon by the researcher and respondent.
- (iv) To ensure confidentiality of respondents, the names and any other form of identification and personal information of respondents was not required.

### **3.8 Data analysis procedure**

The data that was collected, coded and analysed manually as the sample size was not large. The interview questions were interpreted qualitatively using the descriptive interpretive method.

## **4 CHAPTER FOUR**

### **DATA PRESENTATION**

#### **4.1 Introduction.**

This chapter dealt with data presentation from the main respondents based on the three research objectives

#### **4.2 Background information on respondents.**

General information about respondents comprised gender, age, experience qualification and position held in school as shown in section A of appendix B (questionnaire)

**Table1: Respondents by position.**

<b>Position</b>	<b>Frequency</b>	<b>Percentage</b>
Standard Officers	2	3
Head teachers	10	17
Deputy heads HODs	16	27
Teachers	32	53
Total	60	100

Table1 shows the distribution of respondents by position. The big number of respondents on Deputy Head teachers and Heads of Departments was as a result of them answering the same questionnaire.

#### **4.3 Teachers understanding of the teacher monitoring evaluation scores to improve pupil academic performance of grade nine pupils in Milenge District.**

Objective one (1) was to determine teachers understanding of the teacher monitoring evaluation to improve pupil academic performance. The findings from the respondents came out under the following variables; how often monitoring is done, orientation of teachers on monitoring instrument, utilisation of contents of the teacher monitoring instrument by teachers and how the evaluation is done after teacher monitoring.

#### **4.3.1 How often teacher monitoring is done.**

In all the sampled 14 schools, the respondents indicated that teacher monitoring takes place in their schools. There was a variation on the number of times teacher monitoring was conducted in the schools sampled.

One class teacher upon being interviewed had this to say:

*From the time i started work, Standard Officers come for monitoring termly whilst my Head of Department does it twice a term. The Head teacher conducts teacher monitoring once a term.*

One head teacher had this to say on how often teacher monitoring is conducted in her school;

*I monitor and evaluate teachers in my school twice in a term as it improves teacher lesson delivery and their lesson preparation is enhanced.*

#### **4.3.2 Orientation of teachers on monitoring instrument.**

Teacher orientation was vital in the delivery of lessons to the learners. Teachers needed to know and understand the contents of the monitoring instrument and how the evaluation is done. The main respondents who were the teachers, Deputy Head teachers and Heads of departments agreed that the teachers are oriented on the contents of the monitoring instrument and its administration.

The respondent from District Education Board Secretary office lamented that:

*All teachers are oriented on the contents of the teacher monitoring instrument by their immediate supervisors and made aware of the expectations during teacher monitoring.*

On understanding of the teacher monitoring instrument and evaluation,

One Head of Departments said;

*Teacher monitoring instrument is understood because monitors sit with them and discuss its contents step by steps and evaluate the instruments and then chart the way forward.*

Additionally, one Deputy Head teachers had this to say;

*They understand it very well and follow what is required of it as they know that it is through monitoring that monitors check on the quality of teaching, learning and assessment processes are achieved.*

#### **4.3.3 How evaluation is done**

Giving of feedback after teacher monitoring was cardinal in the progression of a teacher. A teacher needed to be given feedback on his or her performance during the monitoring progress. Feedback helped the teacher to improve on one's weaknesses. On this variable, the respondents, (Deputy Head teacher and Heads of Departments) indicated that monitors and teachers sat together at the end of the lesson to discuss the scores to be given to a teacher.

One Deputy Head teacher had this to say;

*The monitoring process is discussed with the teacher after which the teacher is given scores accordingly and there after he or she concurs by signing.*

#### **4.3.4 Utilization of the contents of the teacher monitoring instrument**

Deputy Head teachers and Heads of Departments revealed that most of the teacher put into consideration the contents of the teacher monitoring instrument during lesson planning and delivery.

One Head of Department lamented that;

*During lesson preparations and classroom teaching, teachers consider the aspect teachers consider the aspects of personal and professional presentation, organization and structure of the lesson, knowledge of the subject matter, teaching and learning resources and overall classroom management.*

One teacher indicated that;

*Contents of the monitoring instruments affect my lessons delivery positively in that after being monitored, am made to be alert of the areas i need to work on and improve which in turn results into improvement of lesson delivery.*

However, in another school a teacher complained that;

*The contents of teacher monitoring instrument always affect my lessons in that I do not teach freely and concentrates much on learner centered methods which on my learners side is a challenge as they fail to produce the expected outcome.*

#### **4.4 Monitoring evaluation and classroom performance of teachers**

The second objective was to determine how monitoring evaluation improve classroom performance of teachers.

This objective was presented on the following factors; advice given to teachers who perform low during teacher monitoring, impact of teacher monitoring evaluation on teachers, strengths and weaknesses of teacher monitoring evaluation.

##### **4.4.1 Advice given to teachers**

The respondents revealed that advising teachers after monitoring them was a critical aspect that should not be overlooked. Teachers who scored low were advised in areas where they performed low.

One Deputy Head teacher remarked that;

*At my school teachers are advised to work on their weaknesses and further encouraged to continue working hard in areas where they are doing well. Those who score low are closely supervised from time to time and helped to grow professionally through Continuous Professional Development meetings.*

Another Deputy Head teacher lamented that;

*We always encourage them to work extra hard and show them different methods of teaching and support them with all the required materials of teaching and learning.*

Generally, teachers performed well during teacher monitoring as most of them adequately prepared for it once informed about the same.

One Head of department remarked that;

*Teachers are encouraged to be creative, and innovative and work extra hard to maintain their performance guidance is provided on areas that require extra effort.*

#### **4.4.2 Effects of teacher monitoring evaluation**

The main respondents (Head teachers) revealed that teacher monitoring and evaluation had a positive impact on the teaching learning process.

One head teacher lamented that;

*Teacher performance is enhanced as the challenges faced by teachers are easily attended to. This is so as the best practices are shared thereby uplifting the performance of a teacher.*

Another Head teacher remarked that;

*There is enhanced learner performance and teachers teach within the syllabus. Teacher monitoring evaluation has a significant impact on the teaching and learning process as there is improvement in the teaching and learning process in the school through lesson delivery.*

The Standard officer added that;

*Teacher monitoring and evaluation improves the quality of teaching and subsequently improves learner performance.*

#### **4.4.3 Strengths of teacher monitoring evaluation**

The respondents revealed that teacher monitoring and evaluation had strengths that need to be embraced by teachers.

The Standard officer from DEBS office remarked that;

*It helps teachers to know how to manage their classrooms well and be creative and innovative in terms of preparations of teaching and learning materials and in the long run improve on their pedagogical skills.*

One head teacher lamented that;

*It helps administrators and supervisors to make informed decisions to improve teaching and learning processes as appropriate decisions and interventions are made in order to improve learner performance.*

Teacher monitoring and evaluation when infectively implemented in the school helped teachers to detect weaknesses and strengths, maintain strengths and work on weaknesses.

One head teacher had this to say;

*It helps to measure the effectiveness of the teaching and learning process in the school and form an opinion of the amount, value or quality of work performance after thinking about it carefully.*

#### **4.4.4 Weaknesses of teacher monitoring evaluation**

The study revealed that teacher monitoring despite having strengths has weaknesses as well.

One head teacher remarked that;

*Some teachers when they that know it is time for monitoring, they do extraordinary which they don't normally do especially if they are aware that they are going to be monitored in this way the results from such monitoring when used for decision making result into the school administration coming up with decisions not matching with what normally transpires in the classrooms.*

Another Head teacher added that;

*Some monitors have a negative impression of certain teachers resulting into monitoring becoming a fault finding venture missing the purpose of improving performance of teachers and pupils frustrating some teachers in the process.*

If not well handled in a school, monitoring in this situation creates enermity and fear among workmates and this can result in it being compromised.



The Standard officer from DEBS lamented that:

*High concentration is put on key areas reflecting on the monitoring instrument whilst those key areas not reflecting on the instrument will receive little or no attention at all.*

#### **4.5 Teacher monitoring evaluation and pupil academic performance**

Objective 3 was to establish whether teacher monitoring evaluation scores is a reflection of pupil's academic performance. This objective was presented on the following aspects;

How teacher monitoring scores affects the performance of teachers in class, how teacher monitoring evaluation scores affects the academic performance of grade nine pupils, how teacher monitoring evaluation score relates to pupils' academic performance and improvements suggested to make teacher monitoring more effective.

##### **4.5.1 Teacher monitoring evaluation scores on the performance of teachers**

The respondents revealed that teacher monitoring evaluation scores affected the performance of teachers in class in several ways.

One Deputy Head teacher lamented that;

*Mostly, teachers are put to task to prepare adequately in order to deliver the lessons effectively and administer necessary remedial work, homework and tests, it enables them improve on the quality of teaching as the working documents in the teaching files are prepared and effectively utilized.*

Another Deputy Head teacher remarked that;

*It acts as a bulldozer in ensuring that teachers cover the syllabi in time and learners grasp the contents with less difficulty. As the supervisor discusses the monitoring processes with the teacher, teacher performances is enhanced as both the strengths and weakness of the lessons are discussed with the view of the teacher making an improvement.*

One Head of Department remarked that;

*Teacher monitoring evaluation scores affect the performance of a teacher in class because the teacher sees where he or she needs to improve. It is an indicator to the teacher as it reminds his or her were to put more focus and improve in lesson delivery to the learners.*

#### **4.5.2 Teacher monitoring evaluation scores on academic performance of grade nine (9) pupils**

The respondents revealed that teacher monitoring evaluation affected the academic performance of the grade nine (9) in various ways. Most of them agreed that once the teacher improved on the weaknesses identified and implemented the good attributes, it benefited and improved learner performance.

One Head of Department lamented that;

*Teacher monitoring evaluation scores positively affect the academic performance of grade nine pupils at the final examinations as teachers deliver syllabi materials which are recommended due to regular monitoring and advice given to the teacher on regular intervals to improve in his or her lesson delivery.*

One Head teacher remarked that;

*Monitoring and evaluation affects academic performance of pupils as they receive quality education at all times and a high pupil's performance is achieved.*

A standard officer from DEBS office had this to say;

*In schools where teacher monitoring is done regularly and teachers are highly evaluated there is improved grade nine (9) academic performance compared to schools where monitoring is not regularly and effectively implemented.*

At times monitoring evaluation scores does not give a true reflection of what happens in class on daily basis as teachers try to impress when being monitored by preparing adequately and using best methods of teaching. One teacher revealed that;

*The high scores that always score is not a true reflection of my performance as well as pupil academic performance as the preparation i do when am being monitored differ. Furthermore, the input I put in when being monitored is different from the one when am not being mentioned.*

#### **4.5.3 How teacher monitoring evaluation scores relates to pupil academic performance**

The respondents revealed that teacher monitoring evaluation scores is related to pupil's academic performance in class and during the final grade nine examinations.

One head of Department had this to say.

*Teachers who consistently highly produces pupils whose academic performances is good as these teachers whose academic performance is good as these teachers effectively use best practices in their teaching effectively use best practices in their teaching.*

Another Head of Department lamented that;

*The more a teacher is monitored and scores highly the better the performance of pupils as teachers keep on improving on their weakness.*

One Deputy Head teacher lamented that;

*Scoring of high grades by teachers during teacher monitoring enables them to work extra hard resulting in good performance of the learners.*

#### **4.5.4 Suggested improvements to make teacher monitoring more effective**

The study revealed that some improvements can be adopted to make teacher monitoring more effective. One class teacher lamented that;

*The best is to monitor teacher frequently and give them prompt feedback for them so as to know of the utilize time, apply their and extend their pedagogical skills to learners so that learners are accorded chance to move to the next level.*

Another class teacher remarked that;

*Responsible supervisors should ensure that all the teachers are monitored so that results can improve; furthermore, monitors should take it upon themselves to monitor teacher regularly as it's their responsibility to do so as this will help in ensuring that they plan their work and deliver quality lessons for the learners.*

The standard officer from DEBS commented that;

*The ministry of general education should be allocating more resources for school monitoring, increase the number of standard officers at District level and consistently be sending vehicles for Standards officers to enhance regular teacher monitoring. All recommendations left by standards officers to the teachers must be worked on promptly.*

Teachers have a mandate to prepare adequately for lessons if learners are to improve their academic performance. As such apart from lesson plans and schemes of works, teachers should prepare lesson notes. One head teacher remarked that;

*Monitoring should be done randomly without informing the teachers and should be placed on key areas of teacher improvements and pupils academic performance*

From the above scenario, monitoring should be intensified and done consistently to promote teacher preparation, use of resources and appropriate methodology. Monitors should be adequately trained for them to provide guidance to the teachers. The department of Teacher Education should be funded adequately if they are to perform and train the teachers in the new pedagogical skills needed to impart skills and knowledge in pupils.

## **5 CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.1 INTRODUCTION**

Having outlined the finding of the study, this paper proceeded to discuss the findings which were guided by the three objectives of the study. (Teacher monitoring evaluation scores and pupil academic performance of grade nine pupils in Milenge district) and on which the basis of the summary, conclusions and recommendations were drawn from. The objective here was to try and interpret what the findings mean, not only in the narrow sense of answering the research questions, but also their implications on the wider assumptions about both pupil and teacher academic and classroom performance respectively.

#### **5.2 Discussion on teachers understanding the teacher monitoring evaluation to improve pupil academic performance of grade nine pupils in Milenge District**

The findings of the study on this objective revealed that it was important for teachers to understand the purpose of teacher monitoring evaluation. Teacher should understand the contents of monitoring instruments for them to effectively teach the learners. This is so as effective teaching and learning improves the academic performance of pupils in schools. Teacher lack of understanding of teacher monitoring evaluation may lead to poor academic performance of the learners as the contents they are supposed to be given is not effectively transferred to them. There are calls for quality education provision in Zambia at all levels of the education system, hence teachers should understand the teacher monitoring evaluation and utilize the contents of the teacher monitoring instrument effectively.

#### **5.3 How often teacher monitoring is done**

The study revealed that those teachers who were frequently monitored and evaluated effectively, performed well in delivering lessons to the learners. The teachers who were frequently monitored prepared adequately for the lessons and hence improved the academic performance of their learners. The findings concurred with Kapambwe (2010) who emphasized on the importance of frequent teacher monitoring in schools to improve classroom performance of teachers. The study

revealed that teacher monitoring was regularly done in Milenge District by the Head teachers, Deputy Head teachers and Heads of Departments. The study further revealed that recently Standard Officers have not been regularly monitoring schools due to lack of resources.

### **5.3.1 Teacher orientation on monitoring instrument**

Teacher understanding of the monitoring instrument was cardinal in the effective delivery of lessons to the learners. The study revealed that teachers were adequately oriented on the contents of the monitoring instrument. The orientation is done through Continuous Professional Development meetings that are done in departments fortnightly. Teachers are given the opportunity of sitting down with their supervisors and go through the teacher monitoring instrument item by item. This accords the teacher an opportunity to fully understand the teacher monitoring instrument.

### **5.3.2 Utilization of the contents of the teacher monitoring instruments**

The study revealed that teachers personal and professional presentation, organization and structure of the lesson, knowledge of the subject matter, use of a variety of teaching and learning resources and overall classroom management are cardinal in the improvement of pupil academic performance. The attention given to individual learners and the teacher working documents all have a bearing on the impact of teacher monitoring evaluation on pupil academic performance. This was in line with Galloway and Edwards (2011) who supported this by stating that a well-qualified and active teacher pays particular attention to individual learners as the lesson progress.

Use of a variety of resources by grade nine teachers in Milenge District was satisfactory. The study clearly revealed that teachers go to classes adequately prepared with teaching and learning aids and this positively affect the learner's performance during examinations. Teachers' use of resources in the teaching and learning process help learners to understand certain concepts which could be difficult to understand when verbally presented. Szendrei (2010) argues that there is a significant relationship among pupils, teachers and materials as these are the hub of education quality and are intertwined. There is no doubt that academic performance of pupils is enhanced when the teachers uses various resources in the teaching and learning process. It was evident that in most of the grade nine classrooms in Milenge District there were talking walls that were being used by the teachers.

The use of the variety of activities in the teaching and learning process cannot be over emphasized as it keeps the pupils active throughout the lesson thus learning how to learn and achieve the best in national examinations.

On use of a variety of activities, Sidhu (2010) observed that varying activities in a classroom situation help in maintaining the tempo of learning by the pupils.

The study revealed that teachers' personal presentation and knowledge of the subject matter was excellent among the graded nine teachers in Milenge District This implies that their dress code was good as well. Meltzler and Woessman (2010) supported that knowledge of the subject matter greatly influence teachers' efficiency and effectiveness which invariably influence pupil academic performance.

### **5.3.3 Teacher monitoring evaluation process**

The study revealed that giving of feedback to teachers after the monitoring is vital in the progression of the teacher. The feedback given to the teacher helps in improving one's weakness and maintaining the strengths or positives. Huberman (2011) stated that giving feedback to teachers was important as it enhances teacher performance and lesson delivery. The study revealed that teachers were being given immediate feedbacks on the monitoring that was being done in the District. It was indicated that supervisors took time to go through the monitoring instrument with individual teachers when giving the scores. This promptly gave the teachers the much needed information in areas where they needed to improve. Therefore, objective one (1) tested positive that the teachers understanding of the teacher monitoring evaluation improved pupil academic performance.

## **5.4 Discussion of findings on how teacher monitoring evaluation improves classrooms performance of teachers**

This objective was discussed on the following factors, advice given to teachers who perform low, strengths and weaknesses of teacher monitoring evaluation and impact of teacher monitoring evaluation on teacher's classroom performance.

#### **5.4.1 Advice given to low performing teachers**

Advising teachers who perform low during teacher monitoring evaluation is vital in helping those teachers improve professionally. The study revealed that supervisors or monitors correctly advised teachers who performed low during teacher monitoring. Correctly advising low performing teachers helped them to identify their weaknesses and work extra hard. These teachers were equipped with pedagogical skills to enhance their lesson delivery. The findings of the research were that the teachers who performed low were encouraged to be creative, innovative and work extra hard to improve their classroom performance and ultimately pupil academic performance. Kelly (2010) analyzed that effectively advising teacher helps in effective management of the classroom and utilization of good classroom practices to improve pupil's academic performance.

#### **5.4.2 Strengths and weaknesses of teacher monitoring evaluation**

The study revealed that teacher monitoring evaluation helped administrators and supervisors in making informed decisions to improve teaching and learning processes as appropriate decisions and interventions are made to improve learner performance. Furthermore, the study revealed that teacher monitoring helps to measure the effectiveness of the teaching and learning process in the school and form an opinion of the amount, value or quality of work performance after thinking about it carefully.

The strengths of teacher monitoring were attested by Bauleni (2005) who stated that teacher monitoring helps teacher to know how to manage their classroom well and be creative and innovative in terms of preparations of teaching and learning materials and in the long run improve on their pedagogical skills.

On the weaknesses aspect of teacher monitoring, the study revealed that teacher monitoring created enmity and fear among teachers and this led to it being compromised at times. Fullan (2011) analyzed teacher monitoring to have had high concentration on some areas of the monitoring instrument which made some teachers not to be creative and innovative.

#### **5.4.3 Impact of teacher monitoring on teachers' classroom performance**

The study revealed that teacher monitoring evaluation has a positive impact on the teachers in Milenge district. Teacher monitoring evaluation had a significant impact on the teaching and learning process as there was improvement in the teaching and learning in the school as lesson delivery was enhanced. Piper (2013), confirmed teacher monitoring evaluation enhanced the



status of teaching and improved teachers' skills and understanding in all the subjects at any level of education.

Therefore, objective two (2) has an effect in improving classroom performance of teachers. The study has shown that teacher monitoring evaluation has an impact on the classroom performance of teachers when it is effectively executed.

## **5.5 Discussion of findings on whether teacher monitoring evaluation is a reflection of pupil academic performance**

This objective was discussed on how teacher monitoring evaluation scores affect the performance of teachers in class, how teacher monitoring evaluation scores affect the academic performance of grade nine pupils in Milenge District, how teacher monitoring evaluation scores relates to pupils' academic performance and suggested improvements to make teacher monitoring more effective.

The study revealed that teacher monitoring evaluation scores affected the performance of teachers in class as there was an improvement in the quality of teaching and learning in subjects where teachers scored highly. Additionally, teachers who scored high were able to complete the syllabus in good time as their performance was checked and monitored from time to time. This is supported by Okendu (2012) who alluded that teacher monitoring when effectively and regularly implemented improved classroom performance of teachers. This was evidenced by regular and effective administration of the remedial work, homework and tests to the learners by teachers who performed high in their subjects. Therefore, there was a relationship between teacher monitoring evaluation scores and classroom performance of teachers.

Effective teacher monitoring improves the academic performance of pupils as quality teaching and learning is enhanced. The study revealed that teacher monitoring evaluation scores improved through regular monitoring as the teacher were given timely advice by the supervisor. Further Fisher (2011) elaborated that effective teacher monitoring improves pupil's academic performance as it stimulates professional growth and development of the teacher in the long run improving the pupil performance. Teacher monitoring evaluation scores negatively effectively affects the pupil academic performance when the teacher is performing low. This concurs with Babajide (2011) who found that poor quality of teacher's impact negatively on pupil's

achievements in both tests and national examinations. Therefore, teacher monitoring evaluation scores have a direct effect on pupil performance. To make teacher monitoring evaluation more effective and reliable, it should be done regularly and feedback given to the teacher for them to work on the areas of low performance. The study revealed that teachers who were regularly monitored and given prompt feedback performed well and this translated in the well performance of their pupils. Therefore, routine monitoring on teachers who performed low was recommended to enhance their pedagogical skills. Okendu (2012), elaborated that more resources should be allocated towards teacher monitoring to improve teacher and pupil performance.

Therefore, objective 3 confirmed that teacher monitoring evaluation scores is a reflection of pupil academic performance.

The study in this aspect showed that teacher monitoring evaluations scores affects the pupil academic performance in class and during national examinations.

## **6 CHAPTER SIX**

### **CONCLUSSION AND RECOMMENDATION**

#### **6.1 Conclusion**

From the study, it was evident teachers' personal presentation, knowledge of the subject matter, satisfactory organization of lessons, use of variety of activities, pupil's participation and good classroom had an effect on the academic performance of the learners.

Therefore, based on the findings and discussions, the following conclusions were drawn;

Firstly, how often a teacher was monitored helped the teacher in improving his or her class performance and understanding of the contents of the teacher monitoring instrument and scores as one was regularly reminded on the same. It was concluded that regular teacher monitoring improved teachers understanding of the personal and professional presentation, organization and structure of the lesson, knowledge of the subject matter, use of teaching and learning materials and classroom management.

Secondly, teacher monitoring scores improved classroom performance of the teachers as the teachers were put to task to prepare adequately to deliver the lessons and administer necessary remedial work, homework and tests. Teachers ensured that they covered the syllabi in time and learners grasped the concepts and contents with less difficulty.

Thirdly, teacher monitoring evaluation was a reflection of pupil's academic performance as the score obtained by a teacher reflected the level of pupil academic performance. The teacher who scored highly had their pupils performing academically well compared to the pupils whose teacher scored low.

#### **6.2 Recommendations**

In view of the findings of the research tied with observations from the collected data the following recommendations were made;

1. All teachers should be encouraged to use teaching and learning resources and attend to individual pupils in the teaching and learning process as these have direct impact on the pupil academic performance.
2. All supervisors (Head teachers, Deputy head teachers, Heads of Departments, Senior teacher) should intensify teacher monitoring and evaluation in schools and make routine teacher monitoring follow up to ensure that recommendations or advice given to the teachers are worked

on or implemented. Similarly, all teachers monitored should endeavor to implement the advice or recommendations given by their supervisors promptly.

3. Teacher monitoring and evaluation should not be left to Head teachers alone since in some instances especially in Basic schools they also have classes to teach.

### **6.3 Recommendations for further studies**

In order to dig more on teacher monitoring the following are the suggestions to would so research in the area;

1. This study was done at grade 9 level in Milenge district. The researcher recommends that similar studies be done in Milenge District and other parts of the country at grade (12) twelve level.
2. Examine the extent to which teachers make use of teacher monitoring reports and recommendations.
3. The impact of attending to individual pupils and use of teaching and learning resources on the pupil academic performance.

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# APPENDIX A

## CONFIDENTIAL

MINISTRY OF GENERAL EDUCATION

REPUBLIC OF ZAMBIA

DIRECTORATE OF STANDARDS AND CURRICULUM

LUAPULA PROVINCE

TEACHER MONITORING REPORT

Part A: General Information.

Name of Teacher: ..... Sex: ..... TS.NO: .....

Date of birth..... Date of retirement.....

Marital Status.....

Qualifications (i) Academic..... Professional.....

Institution(s) where trained: ..... Year: .....

..... Year: .....

..... Year: .....

..... Year: .....

Date of First Appointment: ..... Confirmed/ Not confirmed.....

School: ..... District: .....

Date teacher reported to present school: .....

Current Appointment (Acting/Substantive).....

Additional responsibilities.....

Date last monitored: ..... Date of monitoring: .....

Monitoring objective(s).....

.....

.....

Enrolment: Boys: ..... Girls: ..... Total: .....

Number Present: Boys: ..... Girls: ..... Total: .....

Observation(s).....

.....

No. of Pupils with SEN: .....

Type of need	Boys	Girls	Total
Gifted			
Visually impaired			
Hearing impaired			
Intellectually impaired			
Physically impaired			
Healthy problems			
Other			

Comments:.....  
.....  
.....  
.....  
.....

#### Part B: Lesson particulars

Class taught:.....Subject:.....Pupil/Book Ratio: .....

Topic: .....

Lesson objective(s): .....

.....  
.....

#### Part C: Organisation, Structure and Lesson Presentation

##### Personal and Professional presentation

Appearance	U	S	G	VG	O
------------	---	---	---	----	---

Punctuality	U	S	G	VG	O
-------------	---	---	---	----	---

##### Organisation of the lesson

Teacher preparedness for the lesson	U	S	G	VG	O
-------------------------------------	---	---	---	----	---

.....

Introduction	U	S	G	VG	O
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.....

#### Lesson Development. Variety of activities

Whole class activities	U	S	G	VG	O

.....

Group/Pair activities	U	S	G	VG	O
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.....

Individuals activities	U	S	G	VG	O
------------------------	---	---	---	----	---

.....

Voice projection/ Sign language/ gestures	U	S	G	VG	O
-------------------------------------------	---	---	---	----	---

.....

Level and relevance of teaching materials	U	S	G	VG	O
-------------------------------------------	---	---	---	----	---

.....

Conclusion	U	S	G	VG	O
------------	---	---	---	----	---

.....

Time management	U	S	G	VG	O
-----------------	---	---	---	----	---

.....

Evidence of Home work	U	S	G	VG	O
-----------------------	---	---	---	----	---

.....

#### Knowledge of subject matter

Accuracy	U	S	G	VG	O
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Level and relevance	U	S	G	VG	O
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Logical presentation	U	S	G	VG	O
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Pupil Participation

Pupils written work	U	S	G	VG	O
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Pupil-Teacher relationship	U	S	G	VG	O
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Pupil to pupil relationship	U	S	G	VG	O
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Pupil display of interest	U	S	G	VG	O
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Attention to Individuals

Ability to cope with individual pupils work	U	S	G	VG	O
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Evidence of remedial teaching	U	S	G	VG	O
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Allows time for individual attention	U	S	G	VG	O
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Awareness of CSEN	U	S	G	VG	O
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Knowledge of handling CSEN	U	S	G	VG	O
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Teaching/Learning Resources:

Availability of teaching/learning resources, SEN materials inclusive	U	S	G	VG	O
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Nature of resources	U	S	G	VG	O
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Improvisation	U	S	G	VG	O
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Applicability/Appropriateness	U	S	G	VG	O
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Management of teaching and learning materials	U	S	G	VG	O
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Class library	U	S	G	VG	O
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Class management

Class control	U	S	G	VG	O
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Classroom cleanliness	U	S	G	VG	O
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Desk/Sitting arrangement	U	S	G	VG	O
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Classroom furniture	U	S	G	VG	O
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Talking walls	U	S	G	VG	O
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Teacher Working Documents

Syllabus	U	S	G	VG	O
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Teacher Working Documents

Schemes and records of work/ individual education plan	U	S	G	VG	O
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Lesson Plan	U	S	G	VG	O
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Time table	U	S	G	VG	O
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Pupil Assessment Record	U	S	G	VG	O
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Class register	U	S	G	VG	O
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Class stock book					
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## Part D Observations

(a)STRENGTHS.....

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(b)WEAKNESSES.....

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## Conclusion

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## Recommendations

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NAME OF STANDARDS OFFICER

SIGNATURE

DATE

.....

NAME OF HEADTEACHER

SIGNATURE

DATE

.....

NAME OF TEACHER

SIGNATURE

DATE

.....

Original Copy to the teacher

Copies To:

MOE–HQ (Samples only and Action Sheets)

PEO

DEBS

SCHOOL

RATINGS: U-Unsatisfactory-1,S-Satisfactory-2,G-Good-3,VG–VeryGood-4,O–Outstanding-5

\_\_Source: MOESVTEE(2015

## APPENDIX B

### QUESTIONNAIRE FOR DEPUTY HEADTEACHERS AND HEADS OF DEPARTMENTS ON TEACHER MONITORING EVALUATION SCORES AND PUPIL ACADEMIC PERFORMANCE OF GRADE NINE (9) PUPILS IN MILENGE DISTRICT.

#### INSTRUCTIONS:

1. You are not required to write your name on the questionnaire.
2. Indicate your choice by putting a tick ( ) or filling the empty space(s).
3. All the questions in this questionnaire should be answered.
4. The information provided in the questionnaire will be treated with a lot of confidentiality.

#### Introduction

I am Chikonde Godfrey from the University of Zambia currently doing my research in Master of Education in Educational Management. The purpose of this study is to research on teacher monitoring evaluation scores and pupils academic performance of grade nine (9) pupils at their final examinations in Mlienge District. Please be as honest as possible as you respond to the questions in the questionnaire.

#### SECTION B: BACKGROUND INFORMATION.

- 1What is your gender? Male ( ) female ( )
- 2How old are you? .....
- 3How long have you been in the services? .....
- 4How long have you been working as a Supervisor? .....
- 5Indicate your professional qualification- certificate ( ) diploma ( ) degree ( ) masters ( )  
Other specify.....

#### SECTION B:

Investigate if whether teacher monitoring evaluation scores is a reflection of pupil's academic performance of grade nine (9) pupils in Milenge District.

6. How many teachers teach at upper Basic levels in your school? Male.....  
female.....

7. How often is teacher monitoring of grade nine (9) teachers done at your school?

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8. Who conducts teachers monitoring at upper Basic level in your school?.....

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9. Are teachers oriented on the monitoring instrument used **yes** ( ) **no** ( )

10. If your answer given to question 9 is yes, how do teachers understand the monitoring instrument?.....

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11. How is scoring done during teacher monitoring?

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12. How do teacher monitoring scores affect the performance of teachers in class?

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13. How do teacher monitoring evaluation scores affect the academic performance of grade nine (9) pupils at the final examinations?

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14. What advice is given to teachers who score low scores?

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15. How do you relate teacher monitoring evaluation scores to pupil academic performance?.....

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## **APPENDIX C**

### **INTERVIEWS SCHUDELE FOR HEADTEACHERS ON TEACHER MONITORING EVALUATION SCORES AND PUPIL ACADEMIC PERFORMANCE OF GRADE NINE (9) PUPILS IN MILENGE DISTRICT.**

#### **Introduction**

My name is Chikonde Godfrey from the University of Zambia currently doing my research in Master of Education in Education Management. The purpose of this study is to research on teacher monitoring evaluation scores and pupil academic performance of Grade nine (9) pupils in Milenge District. Please be as honest as possible as you respond to the questions in interview schedule. The information you will give will be treated as confidential.

1. How often do you monitor and evaluate your teachers?
2. Do the teachers understand the monitoring instrument used?
3. What are the strengths of teacher monitoring and evaluation in schools?
4. What are the weaknesses of teacher monitoring and evaluation in schools?
5. What impact does monitoring and evaluation of teachers have on the teaching learning process?
6. In what ways does monitoring and evaluation of teacher affect academic performance of pupils?
7. What improvement would you suggest in order to make monitoring and evaluation of teachers more effective?

## **APPENDIX D**

### **INTERVIEW SCHEDULE FOR EDUCATION STANDARDS OFFICERS ON TEACHER MONITORING EVALUATION SCORES AND PUPIL ACADEMIC PERFORMANCE OF GRADE NINE PUPILS IN MILENGE DISTRICT.**

#### **Introduction**

My name is Chikonde Godfrey from the University of Zambia currently doing my research in Master of Education in Education Management. The purpose of the study is to research on teacher evaluation scores and pupil academic performance of grade nine pupils in Milenge district. Please be as honest as possible to as you respond to the questions in this interview schedule. The information you give will be treated as confidential.

1. How often do you monitor teachers in schools?
2. Do you orient teachers on the monitoring instrument used?
3. What are the weaknesses and strengths of teacher monitoring?
4. What impact does monitoring of teachers have on the teaching and learning process?
5. How does monitoring of teachers affect the performance of grade nine (9) pupils during national examinations?
6. What improvements would you suggest in order to make teacher monitoring more effective?



## **APPENDIX E**

### **INTERVIEW GUIDE FOR TEACHERS ON TEACHER MONITORING EVALUATION SCORES AND PUPIL ACADEMIC PERFORMANCE OF GRADE NINE PUPILS IN MILENGE DISTRICT.**

#### **Introduction**

My name is Chikonde Godfrey from the University of Zambia currently doing my research in Master of Education in Education Management. The purpose of this study is to research on teacher monitoring evaluation scores and pupil academic performance of grade nine pupils in Milenge district. Please be as honest as possible as you respond to the questions in the questionnaire. The information you will give will be treated as confidential.

1. How long have you been in the service?
2. How often are you monitored by your supervisors and Standards Officers?
3. Have you been oriented on the teacher monitoring instrument used?
4. How does the content of teacher monitoring instrument affect your lesson delivery?
5. How do the monitoring scores affect the academic performance of your learners?
6. What should be done to make teacher monitoring more effective?