

Internal Monitoring and Evaluation of Teaching in Secondary Schools of Kabwe District in Central Province, Zambia. Challenges and Possible solutions

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Abstract: This study aimed at investigating the challenges and possible solutions of conducting internal monitoring and evaluation of selected secondary schools teachers' performance in Kabwe district. The study was conducted within the framework of mixed methodology using an embedded mixed design. The study collected data from 114 participants drawn from ten secondary schools in Kabwe district. The data was collected using questionnaires and interviews. The findings included the following challenges; minimal frequency of internal monitoring and evaluation, head teachers' challenges of multiple roles, teachers' divided attention between teaching in class and personal development, head teachers not being conversant with processes of monitoring and evaluation thus tended to be fault finding and intimidating in nature as opposed to providing constructive criticism and encouragement. The recommendations for addressing the challenges that emerged from the findings included; Head teachers to undergo training in educational management and administration, to increase frequency of internal monitoring and evaluation, roles of head teachers to be reduced to administration only, to introduce peer to peer monitoring, to encourage monitoring through intertwining of secondary schools in the district, and teachers to regularly attend Continuous Professional Development (CPD).

Keywords: Internal monitoring, evaluation, challenges, teacher performance

I. INTRODUCTION

Internal monitoring and evaluation is an important aspect in schools as it is utilized to enhance the academic performance of learners. The effects of internal monitoring and evaluation depend on how well the procedures are done and whether the recommendations by school monitors are followed as a tool to improve school performance of learners. The ministry of education in Zambia has established performance standards as indicators for quality education which are checked by school administrators (MOE, 2010). Daka, Banda and Namafe (2020) and Silwamba and Daka (2021) stated that schools that meet the most performance standard indicators are the schools which also perform well academically. When all the necessary procedures of internal monitoring and evaluation are put in place and the recommendations implemented, the monitoring process is bound to yield positive results. In Zambia, internal monitoring and evaluation is conducted by school head teachers, deputy head teachers and heads of departments (Ministry of Education, 2010). The Organization for Economic Co-

operation and Development, OECD (2009) asserts that the responsibilities for education monitoring and evaluation are typically shared between educational authorities, including quality assurance agencies such as inspectorates, schools and their leadership, and teachers themselves. There are various activities that are monitored and evaluated in the day to day teaching and learning process. These include teacher's preparation documents, the physical attendance of classes by teachers and students, students and teachers reporting time. The learner's reaction is also used to determine if the learners enjoyed the lesson therefore leading to conclusion as to whether learning has taken place. However, there are many challenges which impede the effective implementation of internal monitoring and evaluation and these lead to poor academic performance of learners.

Performance in Kabwe District of secondary schools as derived from the Examination Council of Zambia reports (2016 to 2019) indicate that learner performance at Grade 12 level recorded a downward trend in the years 2016, 2017, 2018 and 2019 at 75.5%, 73.7%, 72.5% and 67.2% respectively (MOE, 2019). The District is recorded to have been leading at above 75% in Central Province until 2016 when the records began to decline (ECZ reports, 2016-2019). Thus, this study set out to investigate the major challenges head teachers and school administrators of Kabwe District in Central Province of Zambia face in their internal monitoring and evaluation activities aimed at improving teacher performance.

II. PROBLEM STATEMENT

Despite internal monitoring and evaluation of secondary teachers' performance being conducted so as to improve the learners' academic performance at secondary level, the performance of learners continues to deteriorate in Kabwe District. The Grade 12 level academic performance in 2016 was at 75.5% compared to 67.2% recorded in 2019 indicating a decrease of 8.3% in 3 years. Hence, the need to conduct the study on how internal monitoring and evaluation of secondary schools of teaching and learning activities can improve the academic performance of pupils of Kabwe District in Central Province of Zambia.

Research Objective

To propose possible solutions to challenges that school administrators face in the internal monitoring and evaluation activities of secondary schools on teaching and learning activities in Kabwe District.

III. REVIEW OF RELATED LITERATURE

A study by Namfukwe (2016) and Kakupa, Tembo and Daka (2017) revealed that teachers whose teaching was not monitored, tended to avoid making lesson plans and did not adequately prepare for lessons. In their studies, they discovered that some teachers skipped classes and attended to personal businesses which affected the pupils' academic performance. In a study done by Daka, Chipindi, Phiri, Mulenga, Mvula and Chirwa (2021) found out that when pupils see less classroom activities, they become inactive in class and lose interest in going for lessons. Daka, Banda and Namafe (2017), Daka, Chilala, Hamatanga, Chirwa, Mumba, Kaoma and Chikopela (2021) and Hamaleke, Daka and Mphande, (2020) also added that in situations highlighted above, the pupils feel no urgency to attend lessons when they notice that the teachers come to classroom very late or consistently skip classes.

A study by Kruger (2003) in Kenya revealed that effective internal monitoring and evaluation enables teachers prepare adequately and leads to improved service delivery. The study revealed that in such scenario pupils feel more connected to their teachers and improve in their attendance of classes. Daka (2019) also pointed out that the increase in attendance of classes helps to develop their interest in learning and as a result their academic performance improves year by year. In short, more and effective internal monitoring practices affect teachers' quality teaching which in the long run improves the pupil's academic performance.

The research by Menlo and Poppleton (1990) three decades ago states that the impact of teachers' Continuous Professional Development (CPD) implementation on the educational practices of the primary schools of Fagita Lekoma woreda was moderate. In this study, all the teachers shared that the implementation of teachers' CPD program in the schools for years had created greater opportunity to share ideas freely with other colleagues, share best practices done by others, increased student achievement, increased their skill of interactively using different active learning methods, increased their skill of planning lessons and help them to be more committed to their job than before.

Daka, Chipindi, Phiri, Mulenga, Mvula and Chirwa (2021) did a study on administrative mitigation measures against examination attrition rates in tertiary institutions and emphasized the importance of the Head's instructional leadership role which concerns the head teacher's responsibility to ensure that effective teaching and learning takes place. Daka, Namafe and Katowa – Mukwato (2019) found that Instructional leadership occurred when the head

teacher provided direction, resources and support to both educators and learners with the aim of improving teaching and learning at the school. These studies revealed that good instructional leadership is the path to good teaching and learning, and instructional leaders ensured a sound culture of learning and teaching in their schools at all times.

Studies by Chimuka (2016) and Daka, Chipindi and Mwale (2020) observed that Continuous Assessments immensely influenced pupil's academic performance positively. In these studies educators pointed out that Continuous Assessment created confidence in the pupils in tackling and handling examinations and made them revise continuously. Namfukwe (2016) in a similar study on the impact of monitoring and evaluation of secondary schools in Mbala district found that majority of head teachers were of the view that teaching and learning materials were inadequate.

Ehren, Perryman & Spours (2014) carried out a study which found that there were challenges of dual roles of head teachers, thus administration and teaching, head teachers did not have enough time to monitor classroom activities. The study further found that teachers on distance learning had a challenge of divided attention between teaching and personal professional development, as they had to go to school for further studies instead of being in class teaching. A study by Ehren, *et al* (2014) recommended that head teachers' duties should be concentrated solely to administration. Meetings and workshops should be delegated to other administrators and deputy head teachers. This is in order to give them sufficient time to carry out increased frequency of internal monitoring and give appropriate feedback to the teachers to improve the academic performance of the learners. These findings were in agreement with the findings in a study by Daka, Chipindi, Phiri, Mulenga, Mvula and Chirwa (2021) that the multiple roles of Heads of departments in the School of education of the University of Zambia reduced their time in monitoring and evaluation of teaching and learning.

Nkinyangi (2006) conducted a study on internal monitoring and evaluation in Uganda which revealed negative attitudes towards school by some communities. Parents rarely collected report forms for their children and this made it difficult to give them feedback on their children's performance as well as to hear from the parents' reasons why their children were not performing well, as teaching is a collaborative work between the school and the community.

Chapman and Harris (2004) and Silwamba and Daka (2021) recommended that feedback on monitoring and evaluation should be given to the teachers on time. These studies found that feedback from the head teachers' monitoring has an impact on classroom improvement. A study by Mwamba, Musonda and Daka (2021) recommended that lecturers should receive specific mentoring training in order to offer useful supervision and support to their students.

IV. METHODOLOGY

This study was conducted within the framework of mixed research methodology using an embedded mixed design. The school sample size comprised of ten (10) secondary schools of Kabwe District selected using systematic sampling technique. Patton (2002) and Chpindi, Serenje – Chipindi and Daka (2021) argue that the advantages of this method are that a large population can be studied with every member of the population having an equal chance of inclusion and in doing so minimize biasness. The study consisted of One Hundred and fourteen (120) participants in this study comprising ten (10) Heads of department, ten (10) Head teachers, and one hundred (100) teachers. Stratified random sampling was used to select teachers in the participating secondary schools. The sampling involved dividing the population into homogenous sub- groups and then taking a simple random sample in each group. The sampling was informed by Kasonde (2018) and Daka (2019) who declared that stratified random sampling enhances equal and independent chance of being selected from each respective sub group. On the other hand, purposive sampling was used in the selection of Head teachers.

In this study the researchers used interview guides and self-administered questionnaires for the administrators and teachers respectively. Creswell (2014) and Daka (2019) argue that a questionnaire takes a quantitative approach to measuring perceptions and provides data upon which generalization can be made on the views of a given population on a particular phenomenon. The self-administered questionnaire was preferred in this study given that the targeted respondents was able to read and write and filled out the questionnaire appropriately without the researchers' assistance and also expressed themselves effectively. Moreover, open ended questions in interviews were used to obtain qualitative data from administrators. Responses from the interviewees were double checked by reading them out to the participants for the purpose of validation.

The completed questionnaires were edited for completeness and consistency. The data was then coded to enable the responses to be grouped into various categories. Data collected was quantitative and qualitative and was analyzed by descriptive analysis techniques. The statistical tool SPSS was used to describe the data. Using SPSS, the data was then summarized in frequencies and percentages. This was then presented using frequency tables, pie charts and graphical presentations. Qualitative data was classified and coded into themes and concepts for analysis based on objectives of the study.

The researcher obtained clearance from the University of Zambia Ethics Committee before data collection. Before proceeding with the study the researcher pilot tested the instruments in two neighboring schools in Kabwe District over a period of two weeks.

V. FINDINGS

(a) Challenges faced in internal monitoring and evaluation

The main aim of this section was to establish the challenges that teachers and head teachers faced in conducting internal monitoring and evaluation in Kabwe District. In order to establish the challenges faced by School Administrators and teachers in carrying out internal monitoring and evaluation among secondary schools in Kabwe District, the respondents were asked to rate the statements by indicating their extent of agreement or disagreement. This was based on the five scalar likert of 1-5 in which 5 represented-Strongly Agree, 4=Agree, 3= Uncertain, 2= Disagree, 1= Strongly Disagree also translated as: 5=SA, 4=A, 3=U, 2=DA, 1=SD. For ease of analysis, strongly agree and agree were combined as agree while strongly disagree and disagree were combined to disagree.

Table 1: Challenges of internal monitoring and evaluation

Statements	Agree (%)	Disagree (%)
I face challenges in my work as a secondary school teacher with regards to monitoring and evaluation by the head teacher	72%	28%
Inadequate teaching and learning materials	06%	94%
Poor staff levels	05%	95%
Fear to meet head teacher for monitoring due to lack of preparation	19%	79%

Source: Field Data, 2021

According to table 1 it is revealed that the majority of teachers agreed that they face challenges in internal monitoring and evaluation with the supervisory skills of their head teachers, while few 6% indicated that they had challenges due to inadequate teaching and learning materials as compared to 94% who disagreed, and the majority 95% disagreed that they had challenges as a result of poor staff levels.

One head teacher indicated that he had challenges due to many competing duties. Head teacher A echoed:

There are too many competing interests to be done in the school, such that there is no enough time to consistently monitor the teachers throughout the term. As a head teacher you have to attend meetings, workshops and many other activities so there is no time to monitor the teachers according to the schedules that are planned for the term.

Table 2: Frequency of Internal Monitoring and Evaluation by the Head Teacher

Number of times monitored by the head of the school		Frequency	Percent %
Valid			
0	Not Monitored	10	10%
1	Once	47	47%
2	Twice	25	25%

3	Three times	18	18%
4	Four times	00	00%
5	Five times	00	00%
Total		100	100%

Source: Field Data, 2021

The researcher further sought to determine the frequency of internal monitoring and evaluation by head teachers of the school. According to table 2 the majority of teachers 47% stated that they had only been monitored once in a term by their head teachers while 10% stated that they were not monitored. This clearly shows that the frequency of internal monitoring and evaluation in Kabwe District is a challenge, as Head teacher C said:

Monitoring is not very frequent although there is a monitoring schedule for all the teachers. We are supposed to monitor each teacher 3 times in a term, however, this program is not always consistently followed, and it is usually disturbed by other programs in the school, therefore, we carry it out when need arises."

From the findings above, it can be deduced that monitoring and evaluation of teacher performance among head teachers in Kabwe district is not as frequent as it is supposed to be.

Table 3: Influence of internal monitoring and evaluation

Statements	YES	NO
Monitoring and evaluation aims at creating an overview of the quality of education in the school.	90%	10%
It helps diagnose the problems and short comings in implementation of the curriculum.	91.8%	9.2%
Provides guidance to schools on how they can improve.	95.1%	4.9%
Helps identify some of the discipline problems encountered in schools.	90%	10%

Source: Field Data, 2021

Table 3 validates that 90.9% of teachers agreed that internal monitoring and evaluation aims at creating an overview of the quality of education in the school. Table 3 also shows that 91.8% teachers indicated that internal monitoring and evaluation helps diagnose the problems and short comings in implementation of the curriculum. 95.1% of teachers agreed that it provides guidance to schools on how they can improve, while 90% of teachers stated that it helps to identify some of the discipline problems encountered in schools. From the findings above, it shows that the majority of teachers in Kabwe district agreed that internal monitoring and evaluation improves the overall quality of education in the school.

When the head teachers were asked to indicate the influences of internal monitoring and evaluation on teaching and learning in secondary schools one head teacher (Head teacher G) reported that:

Internal monitoring and evaluation has resulted into positive improvement in performance of both teachers and learners, it helps teachers to make sure they prepare adequately for the learners because they know they will be monitored. And it helps them to be present in class which in turn helps them to cover the syllabus.

Another head teacher’s response (Head teacher D) to the question of the influence of internal monitoring and evaluations on classroom activities said:

Monitoring helps give feedback on the progress of the learner’s performance, therefore, challenges faced by pupils in the school are addressed just there and then. If there is a teacher who has challenges with lesson delivery, through frequent monitoring this problem is identified and addressed. The that the teacher is having may be due to lack of proper lesson planning, or the teaching method, or it could as a result of failure of proper interaction between the teacher and the learners.

One Head of department (Head of department B) said:

Monitoring helps to wake up teachers as they are guided regularly in their teaching process, and it also leads to commitment and seriousness among teachers which in turn leads to excellent student performance in both local and national exams.

(b) *Strategies of improving internal monitoring and evaluation*

On the strategies to improve internal monitoring and evaluation in secondary schools, different views were recorded from the head teachers and heads of departments. Teachers also aired their views in the questionnaires. Some of the views were as follows:

One Head teacher (Head teacher E) said

There is need for serious peer to peer monitoring besides that done by administrators. There is need to come up with a program where teachers monitor each other, a situation where a teacher may observe his/her fellow teacher deliver a lesson in class and then identify and advise where he/she may improve. This is because the teacher does not feel intimidated because it is a fellow teacher, and they are able to sit down and discuss as peers as they are able to understand each other well and interact at a friendly level.

One teacher in the questionnaire stated that:

There is need to promote monitoring through intertwining with other secondary schools in the district. This will enable teachers and administrators to learn from practices done in other schools, and the administrators monitoring teachers in other schools

will be unbiased as they do not know the teachers there.

One head of department (Head of department D) also added that:

There was need for Head teachers to work hand in hand with us heads of departments and encourage them to conduct regular monitoring of teachers in our departments. This is because some head teachers are not aware of what goes on in some departments because they do not collaborate with their heads of departments.

Another head of department voiced that:

Teachers should be encouraged to regularly attend Continuous Professional Developments (CPD) meetings as this is where share and learn ideas from one another. And there is also need to increase funding in schools so that they can procure teaching and learning aids for the teachers, and science and computer equipment.

Head teacher H further proposed that:

There is need of meeting every after a term to discuss the performance of end of term examinations results between schools and in every zone. This will enable them to learn from those schools that have performed well.

VI. DISCUSSIONS

Based on the findings of this study, it was revealed that in Kabwe District there was lack of consistence in conducting internal monitoring and evaluation. The head teachers and heads of departments did not follow the planned schedule of monitoring and evaluation dual to busy programs such as attending workshops and other meetings. In addition, some Head teachers and heads of departments had challenges of dual roles of administration and teaching in class, therefore, they could not effectively monitor teachers due to too many duties. As Namfukwe (2016) found in a similar study in Mbala district that there is need to relieve Head teachers of some duties such as teaching in class so that they can focus mainly on administration in order to effectively monitor teachers.

The findings of the study revealed that the majority of teachers 47 % had only been monitored by their head teacher once in a term. The ministry of education stipulates that a teacher is required to be monitored three times in a term (MOE, 2010). Therefore, it can be deduced from the findings of this study that the number of times teachers were monitored in Kabwe District was low compared to the number of times that they are supposed to be monitored.

It was found that Head teachers had a challenge to consistently follow the monitoring schedule due to many programmes in the school. These programmes include

attending to workshops, and meetings. In addition, some Head teachers had dual roles of administrators and also the role of teaching in class, therefore, they found it a challenge to monitor all the teachers three (3) times in a term. It was also found in this study that teachers could not frequently monitor classroom activities due to a challenge of divided attention between teaching and professional development. This is agreement with what Silwamba and Daka (2021) found out that many teachers want to develop their career by studying through distance learning therefore spend much of their time doing academic work. Teachers concentrated on going to school for further studies when they had to be in class assessing pupils. Therefore, pupils were not frequently assessed in class exercises, weekly and monthly tests as also reported by Kakupa, Tembo and Daka (2017).

The study showed that majority of teachers 95% indicated that Head teachers' classroom observations addresses problems encountered by teachers in class. The Head teachers' classroom observations addressed the problem such as lack of proper teaching techniques to handle difficult topics in some subjects. This finding is in line with Namfukwe (2016) and Daka, Mulenga-Hagane, Mukalula-Kalumbi, and Lisulo (2021) who stated that teachers were able to share ideas of how to handle difficult topics in mathematics and science through lesson demonstrations between teachers and heads of departments. This involved planning together as a group, observing the lesson delivery and providing feedback after the lesson.

In an aim to improve internal monitoring and evaluation in secondary schools in Kabwe District, the researcher sought to gather measures of how internal monitoring and evaluation could be improved. The majority of the teachers from the study suggested that head teachers and administrators should undergo training in educational management and administration to acquire skills in monitoring and evaluation and leadership.

In addition, the teachers in the study felt that head teachers should work with teachers as part of policy implementers and not as people with less influence. The teachers further suggested that there was need to introduce peer to peer monitoring between teachers. In this way they will not feel intimidated by each other but they will help to build one another in their weak areas.

A similar study by Daka, Chipindi, Phiri, Mulenga, Mvula and Chirwa (2021) found that lecturers tend to pretend and only prepare when they know that they are going to be monitored. Teachers who were not frequently monitored tended not to prepare lesson plans and assessments for pupils before going to teach and were often absent from duty. Therefore, it is suggested that from time to time, Head teachers should offer teachers surprise lesson observations as this will help to keep the teachers adequately prepared all the time.

The findings also revealed that head teachers prefer peer to peer monitoring and also different schools to meet to learn from each other. Central Province could leverage high-performing schools to mentor low-performing schools. Peer-to-peer learning often benefits both the mentor and the mentored. Many other countries are leveraging school-to-school learning in order to raise educational standards in all schools. These relationships are sometimes facilitated by the government, while in other cases, schools themselves take the initiative to learn from their peers. In still other cases, schools compete against each other.

VII. CONCLUSION AND RECOMMENDATIONS

Based on the study of the findings, it is evident that internal monitoring and evaluation was not practiced as frequent as the number of times recommended by the ministry of Education. According to the Ministry of Education (1996) the recommended number of times for teacher observation is three (3) times per term. The study found that the majority of teachers 47% were observed once in a term. This affected the level of teacher preparedness in the classroom. It was found that teachers tended not to prepare lesson plans, and continuous assessments on a daily, weekly, and monthly basis. While the teachers acknowledged that internal monitoring and evaluation has positive effects on teaching and learning, it was evident from the study that teachers felt that monitoring by head teachers was more of fault finding and intimidation in nature and not based on constructive criticism and encouragement.

In view of the findings in this study it is recommended that head teachers should undergo further studies in educational management and administration as the program will enable them to acquire managerial skills and to understand processes of monitoring and evaluation and leadership. Further, the frequency of internal monitoring and evaluation should be increased to provide adequate guidance and support. As pointed out school administrators reminded and supported teachers in performing their duties. Regular school monitoring updates old teachers and conducts in-service training to the new teacher. Teachers need internal monitoring in the implementation of new syllabi and implementation of new teaching strategies. In addition, there is need to introduce peer to peer monitoring. Teachers may feel intimidated when being monitored the head but may not feel intimidated by their fellow teachers because they interact as peers, therefore peer to peer monitoring should be encouraged. There is also need to promote monitoring through intertwining with other secondary schools in the district. This will enable teachers and administrators to learn from practices done in other schools. Administrators monitoring teachers in other schools will not be biased as they do not know the teachers in other schools. Teachers should be encouraged to regularly attend Continuous Professional Developments (CPD) meetings as this is where they share and learn ideas from one another. And there is also need to increase funding in schools so that they can procure

teaching and learning aids for the teachers, and science and computer equipment.

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