

**INFLUENCE OF MONITORING AND EVALUATION
PROCESS ON TEACHING AND LEARNING AMONG
PUBLIC PRIMARY SCHOOLS IN GATANGA SUB
COUNTY, MURANG'A COUNTY, KENYA**

BY

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**A Research Project Report Submitted in Partial Fulfillment
for the Requirements of the Degree of Masters of Art in
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Nairobi**

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DECLARATION

This Research Project Report is my original work and has not been presented for award of a degree in any other university.

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DEDICATION

I dedicate this research project to my loving husband James Nderitu and my two wonderful children, Collins and Eliza and my entire family for the support and love they have shown as I tried to pursue my dream. May God in his mercies bless you all.

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LIST OF ACRONYMS

DQASO	–	District Quality Assurance and Standards Officer
EFA	–	Education for All
FPE	–	Free Primary Education
KCPE	-	Kenya Certificate of Primary Education
MDGS	–	Millennium Development Goals
MOE	–	Ministry Of Education
MOEST	–	Ministry Of Education, Science and Technology
MSS	-	Mean Standard Score
NGO	–	Non Governmental Organization
SMC	–	School Management Committee
SPSS	–	Statistical Package for Social Sciences
TSC	–	Teachers Service Commission
UPE	–	Universal Primary Education

ABSTRACT

The purpose of the study was to investigate the influence of monitoring and evaluation process on teaching and learning in primary schools in Gatanga Sub County Muranga County. This study was guided by the following objectives: to establish the influence of monitoring and evaluation of instructional policy and planning on teaching and learning among public primary schools in Gatanga Sub County , to establish the influence of monitoring and evaluation of teachers' professional development on teaching and learning processes in public primary schools in Gatanga Sub County , to establish the influence of monitoring and evaluation of classroom activities on teaching and learning and to identify the influence of monitoring and evaluation of leadership, management and communication on teaching and learning in public primary schools in Gatanga Sub County. The study adopted a Descriptive Survey Research design. The target population was 56 head teachers 336 panel heads 6 DQASOS. The researcher used stratified sampling to identify the schools, simple random sampling to identify the teachers and purposive sampling techniques to sample its key respondents such as county staffing officer, Zonal TAC and DQASO. The study had a sample size of 18 head teachers, 108 teachers, one county staffing officer, three zonal TAC officers and 3 DQASO. This gave a total sample of 133 respondents. A total of 16 head teachers, 106 teachers, two zonal TAC officers and two DQASO participated in the study. This ensured that a total of 126 respondents who were used in the study giving out an instrument return rate of 95.5%. Validity of the research instruments was ensured by undertaking a pre-test in four schools from the nearby Kandara Sub County which did not form part of the sample. Reliability of the instruments was then computed by correlating the results of these four schools and the reliability coefficient was found to be 0.78. The researcher used SPSS (Statistical Package for Social Sciences) to analyze the data. Descriptive statistics such as frequencies and percentages were used to summarize the data. From the analysis, the study found out the following: monitoring and evaluation in public primary schools is carried out internally by head teachers, deputy head teachers, senior teachers and subject panel heads. External monitoring and evaluation is minimal. Teachers do not sign in registers when they report or leave work. Monitoring and evaluation leads to effective teaching and learning in all schools. It helps improve and diagnose weak areas in the curriculum, it enhances curriculum delivery, improves performance and teaching techniques adopted by teachers. To some teachers, monitoring and evaluation carried out externally by QASO seems to be reactive rather than advisory. These officers are only involved when there are issues to be addressed in schools such as poor academic performance. Majority of the respondents felt monitoring and

evaluation should be done on frequent basis by the DQASOS. Proper and adequate funding should be provided to aid activities of monitoring and evaluation.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Every educational establishment has a responsibility to monitor the effectiveness of the service being provided for its children and young people. Many things must be taken into account when measuring the effectiveness of an educational establishment - things like health and safety, financial management, attendance, staff development, child protection, ethos, partnership with other agencies and, of course, the curriculum and teaching and learning. The better the common understanding of the purpose and nature of these core activities, the greater is the likelihood that all staff will recognize the importance of their own roles in assuring, maintaining and improving standards (Glasgow Education Services, 2013).

Glasgow Education Services (2013) notes, in seeking to achieve continuous improvement in educational standards, schools have to engage in a whole range of quality processes. The key ones include: development planning, the implementation of school improvement strategies, monitoring and evaluating and continuing professional development of staff. All these processes must have, as the very core of their purpose, improving the quality of teaching and learning so that every child and young person can achieve to the limit of his or her potential. In this context, it is obvious that particular importance must attach to monitoring and evaluating the quality of teaching and learning.

According to Ballard et al., (2010), monitoring and evaluation is a process that helps program implementers make informed decisions regarding program operations, service delivery and program effectiveness, using objective evidence. It is a process in that it involves on-going and routine collection of information used to assess if the program has made efficient use of resources and is on track (monitoring), and to assess to what extent the program has reached its objectives in terms of outputs (program activities) and outcomes and impact (whether the expected benefits to the target population were reached). Monitoring and evaluation is often required by sponsors and other stakeholders

in order to provide evidence that the investments into the project were worthwhile or whether alternative approaches should be considered to improve effectiveness.

Monitoring is an ongoing function that employs the systematic collection of data related to specified indicators in education. Williams (2000) asserts that monitoring provides management and the main stakeholders of a development intervention with indications of the extent of progress and achievement of expected results and progress with respect to the use of allocated funds. Monitoring provides an early indication of the likelihood that expected results will be attained, as well as an opportunity for validating program theory and logic, and making the necessary changes in program activities and approaches (Iranna, 2009). Monitoring provides essential inputs for evaluation and therefore constitutes part of the overall evaluation process. Evaluation is a systematic and objective assessment of an ongoing or completed policy, program or project, its design, implementation and results. The aim is to provide timely assessments of the relevance, efficiency, effectiveness, impact and sustainability of interventions and overall progress against original objectives.

(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. Other areas include: appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development, the role of leadership and management in raising achievement and supporting learners, parents involvement in and views of the school and curriculum provision and learning experiences.

Concerns about quality education and measures to monitor, evaluate, supervise and enhance school education have attracted increasing attention in many parts of the world.

In many developed countries, such as the United States and the United Kingdom (UK), where basic education is fully implemented, in the context of educational supervision, much more attention has been given to school inspection and school self-evaluation than to administrative supervision. Some scholars have identified a spectrum of practices ranging from greater emphasis on external school inspection in England to a sharper focus on internal review in, for example, Victoria, Australia (Gurr et al., 2004; Kennedy and Lee, 2008). In such countries there has been a trend towards educational decentralization and school autonomy alongside an emphasis on the provision of services and guidance (Yang and Guo, 2005). This echoes what Glickman and Kanawati (1998) have pointed out when they identified four trends for school supervision: shifting from individual to group focus; shifting from a preoccupation with inspection and evaluation toward a function of facilitating growth; shifting from a micro- to a macro-conceptualization of supervisory content; and an emphasis on creating community, both within the school and with the larger community which the school serves.

Monitoring and evaluation started a long time ago, in Western Australia. Prior to 1950's teachers professional development was relatively unknown. By the 1970's teachers professional development started expanding in, 1980 it was a period of rationalization. It was recognized by this time although achieving change in practice, the classroom level was the hallmark of effective professional development. Since then school improvement has been sought through introduction of teacher standards and registration, competency frame works and efforts to transform schools from industrial organization to learning organizations (Fullan, 2001).

In 1987 the Australian common wealth was concerned with school improvement and limited research into teacher professional development through the in service 'Teacher Education' Project. During the 1990's further deliberations led to the acceptance of the Adolalde Declaration on National goals for schooling in the twenty first century, from this declaration there arose the common wealth Government policy, teachers for the twenty first century making the difference Quist (2000). This consisted of four major changes designed to improve educational outcome in Australia. The quality teacher program was a key component of the quality teacher's element of this initiate and begun

its implementation in Western Australia in 2001 (Quist, 2000). Teachers in Australia were engaged in a period of intense educational reform with the curriculum improvement program which was Chief strategy of the department of Education and training to implement the curriculum frame work, which had been mandated by the curriculum council Act (1997) and outlined that all students should know, understand, value and be able to do as a result of their education. The Curriculum Improvement Program (CIP) included the curriculum framework and curriculum assessment and reporting policy.

The Quality Teacher Programme (QTP) was expected to enhance status of teaching in Australian government schools, update and improve teacher's skills and understanding in each of the primary subjects. These are Mathematics, literacy, numeracy, vocational education and information technology. The operating principles of the QTP were founded on the beliefs that teacher professional development focused on enhancing teacher's skills (Williams, 2000).

In the United States of America (USA) the education is under the state's development of education. Many schools in USA have spent a lot of resources collecting and analyzing data that entail annual and biennial achievement testing and collection of demographic data. Sometimes data about homework polices, classroom discipline and the parental involvement is also collected. The aim of the monitoring system is to gather information about how teachers in a given jurisdiction and training as compared to other jurisdictions. Also assess whether the achievement of learning outcome in these jurisdictions is changing over time, determine whether there are in equalities in achievements among learners with different social economic backgrounds Williams, (2000). The monitoring and evaluation information in the department of state in USA is useful to school, Districts and state administrators for making day to day decisions concerning allocation of resources, the efficiency of certain programs, the strengths and weaknesses of these program. In the evaluation aspects such as preparation for teaching, creation of positive classroom environment, effective teaching for all the students and professional responsibilities are assessed. The teachers assess their own performance and the head teachers also do their own evaluation.

According to UNICEF report (2006) the challenges faced in monitoring and evaluation can be categorized into three: generating support from various stakeholders can be a daunting task especially when they are disinterested and unconcerned. But through a creative combination of persuasion and recognition of their contribution their support can be realized. Getting correct information from various stakeholders can also prove challenging. Befriending these respondents can help in validating the information gathered. Overlapping of reports is another major challenge. The school system requires many reports from the schools and, more often than not, schools are burdened in preparing these reports. Integrating all these databases and reports so that less time and effort is spent in preparing all of them can help address this challenge.

In Kenya, responsibility for the education system is vested in the Ministry of Education, Science, and Technology. Supervision by inspection has long been and still is a major device employed by the Ministry of Education to monitor education quality in the country. The Kenyan philosophy of education embraces “the inculcation of a high quality instruction” (Republic of Kenya, 1999). According to Republic of Kenya, this quality has been equated with high standards, namely, a set of criteria against which an institution or system is judged. Among the determinants of quality on education, Republic of Kenya noted, are the availability of qualified and motivated teachers, a conducive environment for teaching and learning, including the curriculum, facilities, the resources available for their provision, and the tools for evaluation.

The Hand book for inspection of educational institutions (2000) notes that quality assurance and standards officers monitor and advise on standards in education based on all round aspects. Standard performance indicators for various areas, including sports, games, drama, music, science congress, scouting/girl guide, academic performance environmental education health care and nutrition, pupils’ welfare, pupils provision and optimum use of available resources. Koech Report (1999), clearly explains that educationists have shown that habits are formed and they become entrenched at early stage of a learner; therefore the classrooms should be learner centered and learner sensitive. Learning should also be made enjoyable because if learners enjoy the experience of learning they will go on to become lifelong learners. At present in many

contexts teaching is too teacher centered and unimaginative with little involvement by the pupils. The inspector's manual also raises concerns about examination preparation predominating real learning, the education is too examination centered to be concerned about whether learning actually took place.

According to statistical data available at the DEO'S offices (Meeni, 2012); Gatanga is one of the seven districts in Murang'a County, with a population of 113,094. It borders Kinangop, Gatundu North, Juja, Yatta, Masinga, Maragua, Kandara and Kigumo constituencies. Until the year 2007, Gatanga district had been a division in of the larger Thika District of the Kiambu County when it became a district of its own. Though that was the case Educational issues pertaining to the district continued to be addressed from the Thika District Education office until the year 2010.

The district has 56 public primary schools and 21 private primary schools. Monitoring and evaluation of schools, and teaching learning is done by the Sub County Quality Assurance and standards officer (DQASO) in the Sub County while in schools it is done by the head teacher. At zonal offices there are two officers one from the ministry of education called an inspector. The officers advise the administration and also sits in class to observe the teaching and learning process. They do not advise the teacher directly but give their assessment report to the curriculum support officer who is under the Teachers Service Commission. This officer is referred to as a TAC tutor and he advises teachers on the correct and up to date teaching methodologies and curriculum implementation (Hand book for inspection of educational institutions, 2000).

Teachers have to prepare various professional documents like schemes of work, lesson plans, teaching learning aids before attending classes and later give assignment after every lesson. Pupils play an important part in the education process because they are the recipients of the content and the learning experience, and therefore they have to be closely monitored and evaluated, but statistics show that student's results are always different with some scoring highly and others performing poorly (The Link, 2005).

1.2 Statement of the Problem

Concerns about quality education and measures to monitor, evaluate, supervise and enhance school education have attracted increasing attention in many parts of the world.

In Kenya empirical studies that have been conducted have largely concentrated on individual stakeholders as key agents determining quality of teaching and learning in schools.

Studies of this kind include Wairimu (2011) on teacher's perception of headteachers supervisory practices on performance of duty in public primary schools in Nakuru North Sub County. Wawira (2012) on headteacher's characteristics influencing instructional supervision in public primary schools in Kasarani Sub County Kenya. Too et al (2012) on impact of headteachers on students academic performance in Bureti sub county in Kenya.

As noted in UNICEF report (2006) despite critical importance of monitoring and evaluation for organizational learning and self-renewal. The reality is that schools often do not have the means or inclination to engage in monitoring and evaluation. Monitoring and evaluation tends to be done on schools rather by schools or with school

On this basis, schools, rely on directives, advice and suggestions from others on how to improve their practice. This does not provide the necessary motivation, incentive or means for schools to take responsibility and be accountable for improving education quality.

The continued poor performance in KCPE examination over the years in Gatanga Sub County raises concern. From the KCPE results released by the Kenya National Examination Council from 2010, the sub county had a mean score of 231 compared to the regional MSS of 250.77 and National 251.45. In 2011, the Sub County dropped to 229.40 compared to the provincial which was 249 and the national 252.29. The KCPE results for 2012 too indicated that the sub county was below the National mean score which was 250.40 compared to 237.39.

This raises concern as to whether educational programs like SMASE are monitored and

evaluated to promote efficient and effective teaching and learning for quality teaching by the DQASO, head teachers subjects panels and TAC Tutors who have the responsibility of ascertaining proper implementation programs and policies in education. Therefore this study sought to establish the influence of monitoring and evaluation on teaching and learning among public primary schools in Gatanga Sub County, Murang'a County, Kenya.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of monitoring and evaluation on teaching and learning among public primary schools of Gatanga Sub County, Murang'a County, Kenya.

1.4 Objectives of the Study

- i) To establish the influence of monitoring and evaluation of instructional policy and planning on teaching and learning in public primary schools in Gatanga Sub County.
- ii) To establish the influence of monitoring and evaluation of teachers' professional development on teaching and learning among public primary schools in Gatanga Sub County.
- iii) To establish the influence of monitoring and evaluation of classroom activities on teaching and learning among public primary schools in Gatanga Sub County.
- iv) To identify the influence of monitoring and evaluation of leadership, management and communication on teaching and learning in public primary schools in Gatanga Sub County.

1.5 Research questions

The study was guided by the following research questions:

- i) To what extent does monitoring and evaluation of instructional policy and planning influence teaching and learning in public primary schools in Gatanga Sub County?

- ii) To what extent does monitoring and evaluation of teachers' professional development influence teaching and learning among public primary schools in Gatanga Sub County?
- iii) To what extent does monitoring and evaluation of classroom activities influence teaching and learning among public primary schools in Gatanga Sub County?
- iv) To what extent does monitoring and evaluation of leadership, management and communication influence teaching and learning in public primary schools in Gatanga Sub County?

1.6 Significance of the study

The aim of this study was to establish the influence of monitoring and evaluation process on teaching and teaching schools in Gatanga Sub County, Muranga County. The study hoped to increase available knowledge in the field of monitoring and evaluation of educational projects and programs; thus complementing other quality assurance initiatives conducted under the aegis of systemic evaluation, namely: accreditation of providers, program and service reviews and monitoring learning achievements.

The knowledge accrued from this study is hoped to assist the school administrators in designing effective practices for monitoring and evaluating teaching and learning at both classroom and school level. The findings of this study may also promote awareness to the teachers as curriculum implementers on appropriate internal differentiation teaching methods that take into account the individual differences and different learning profiles of pupils and assessment methods that show whether a pupil has problems that require special attention hence imparting desirable skills to learners from across the divide.

The findings from this study may create awareness to the Ministry of Education (in reviewing its policy on school inspection, recruitment of quality assurance and standards officers, alignment of developmental appraisal for educators so that educators are confident that the features of good practice sought in whole-school evaluation are the same as those encouraged through appraisal and development programs and create clear links between those at national and provincial level who are responsible for the quality of education, and supervisors, schools and local support services), TSC, KNEC and KIE (in

recruitment and deployment of teachers, in structuring the curriculum, learning materials, formulation of testing policies to meet the needs of all learners and establishing ways in which very good schools should be recognized and under-performing schools supported), the government, policy makers and non-governmental organizations about the needs of learners that need to be addressed in order to realize quality teaching and learning. Finally, the findings from this study may also add to knowledge on which further research on related issues can be based.

1.7 Delimitation of the study

This study concentrated on the influence of monitoring and evaluation process on teaching and learning among public primary schools. The specific area of study was Gatanga Sub County, Murang'a County. The study dealt on four aspects: Instructional policy and planning, teachers' professional development, classroom activities and leadership, management and communication.

Gatanga Sub County has a total of 56 public primary schools. The study was delimited to 18 public primary schools within the sub county. Focus was on administrators, teachers, TAC officers, County staffing officer, DQASO and County director of education who represents Gatanga Sub County. The reason there was due to the fact that those respondents gave more information on monitoring and evaluation of teaching and learning in the Sub County. Questionnaires were administered to teachers and head teachers while interviews were conducted with County staffing officer, county director of education, zonal TAC officers and DQASO. This helped the researcher to get crucial information about monitoring and evaluation of effective teaching and learning in the Sub County.

1.8 Limitations of the Study

The study used a sample of the population and the findings may not necessarily be true to the whole of the Sub County due to limited funding and the limited time the researcher had to collect data for the study. The study used questionnaires and some of the respondents might have withheld or given incorrect information. The study was limited

in that it assumed homogeneity of the factors. The study assumed that the data collected from the random sample should have been representative of the population.

1.9 Assumptions of the Study

In the study it was assumed that head teachers are involved in monitoring and evaluation of the teaching and learning process and they monitor the preparation for curriculum delivery and evaluated the effectiveness of the process. It was also assumed that teachers prepared adequately for their lessons. In addition the study also assumed that QASOs from the Ministry of Education with the assistance of County staffing officer and County director of Education often carry out monitoring and evaluation of teaching and learning process in all the schools. Lastly the study assumed that proper monitoring and evaluation of the evaluation process is carried out by the teachers.

1.10 Definition of significant terms

Monitoring and Evaluation: Refers to continuous systematic checking of activities and judging that should be carried out by QASO, head teachers and teachers in preparation and conducting of a lesson to facilitate teaching and learning in primary schools to ensure curriculum implementation.

Influence: Effects that arise due to monitoring and evaluation processes in schools.

Teaching and Learning: Refers to the ability of the teacher to deliver contents

Prepared for a lesson: It is the extent to which students understand, master and apply the content that the teacher has delivered for a particular lesson, thereby acquiring desirable behavior.

Public school: Any school that is fully funded by the government.

Quality assurance: The process of assessing and reporting on educational institutions to ensure smooth co-ordination of the teaching and learning process.

Professional Development: Advancement of teachers teaching skills in teaching and

learning.

Leadership: Ability to influence others towards desired behavior.

Instructional policy and planning: Guidelines or procedures put in place for teaching and learning in given school.

1.11 Organization of the Study

This study was organized into five chapters. Chapter one dealt with the background of the study, statement of the problem, purpose of the study, objectives, research questions of the study, significance of the study, delimitations of the study, limitations of the study, and assumptions of the study and operational definition of key terms. Chapter two dealt with literature review organized into sub title preview of influence of monitoring and evaluation process on teaching and learning in primary schools, theoretical framework and conceptual framework.

Chapter three dealt with introduction, research design, target population, sample size and sampling technique, research instruments, validity and reliability of the instruments, data collection procedure and data analysis technique. Chapter four comprised of data analysis, presentation and interpretation of the findings. Chapter five summarized the research findings, discussed the findings, made conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to review literature related to the problem content. The literature was reviewed from relevant books and from studies carried out by different researchers both locally and internationally. The review of the literature was related to the topic of the study and focused on the following areas: Instructional policy and planning, teachers' professional development, classroom activities and leadership, management and communication promotion of teaching and learning in public primary schools.

2.2 Instructional policy and planning in schools.

Kruger (2003) observes in his study on instructional leadership: the impact on the culture of teaching and learning in two effective secondary schools in South Africa that formal instructional leadership begins with well-designed policy documents with regard to educational matters and well-designed year and quarterly planning. The policy documents that were studied included general aims for the school as well as explanations of instructional aspects such as: subject policies, subject meetings, subject files, differentiation, assessment and discipline. Other areas include goal setting and planning. Principals in Kruger's study stressed the importance of well-designed planning.

As the principal of school A stated: "I think that the program (year plan) creates a certain sense of security ...". In the beginning of the year clear goals are also set by both learners and teachers. The principal of school B gives the senior learners as well as the teachers' opportunities to set and explain their goals for the year. During a staff meeting at the beginning of the year the goals are discussed and during subject meetings these goals are elaborated on and discussed in more detail as they should be applied in each subject.

Wairimu (2011) carried out a study on teachers' perceptions of head teachers' supervisory practices on performance of duty in public primary schools in Nakuru North Sub County.

The findings of the study were; head teachers make classroom observation and hold conferences to discuss problems encountered by teachers and way forward. Most of the head teachers endorsed and helped the teachers to prepare professional documents, checked pupils books regularly to ascertain the amount of work and comments made on them. Teachers too agreed that instructional supervision helps to improve teaching and learning, head teachers do carry out instructional supervision in their schools, a factor they perceived positively. These results were also realized by Wawira (2012) in her study. All head teachers agreed that they assign duties and responsibilities to teachers according to qualifications and merit but teachers strongly felt that this was not fairly done. Teachers felt that head teachers never adhered to the TSC rules and regulations on placement and promotion, a factor that impacted negatively on them.

The Inspectorate of the Department of Education and Science Report (2004) carried out an evaluation of planning in thirty primary schools in Ireland and came up with the following findings: it is evident that a wide variety of external support is used effectively by schools to support planning. External personnel facilitate whole-school review and guide planning, and structured frameworks are effectively used, formal structures, such as the allocation of time for planning, and regular meetings, enable whole-school planning to take place systematically.

It was for that reason that the study sought to investigate the influence of instructional policy and planning on teaching and learning among public primary schools in Gatanga Sub County, Murang'a County.

2.3 Professional development of teachers

IDES Report (2004) established while professional development support is provided for teachers through a number of agencies, the practice of individual schools supporting the attendance of their teachers at activities related to areas given priority for development needs to be systematically addressed at a policy level. In some schools, the board of management cited lack of funding as inhibiting their ability to support professional development activities of this nature.

Kruger (2003) in a study on instructional leadership: the impact on the culture of teaching and learning in two effective secondary schools in South Africa found out that involvement of the teachers in decision making about the allocation of work stimulates their professional growth and influences the organizational culture of the school positively. One of the teachers commented: "... if you are happy in your subject, you give your best". Both principals also set a high value on promoting the professional growth of the teachers. Teachers are motivated to attend workshops arranged by the department at the different teacher centres and to share these ideas with their colleagues.

In a study by Menlo and Poppleton (1990), it was clearly argued that the single most significant factor why teachers should be professionally developed based on the conviction that the quality of teachers influences the quality of the learners' experience and achievement in a positive way. Presently in South Africa there is an energetic political press to judge teachers' quality by measuring learner performance. Raising the quality of teacher performance through teacher development programs is essential, it is believed, to improve the overall performance of the education system, which makes the debate about school type, school-by-school performance, and class size, among others, look irrelevant.

Wawira (2012) conducted a study on head teachers' characteristics influencing instructional supervision in public primary schools in Kasarani Sub County in Kenya. The rationale for her study was that the head teacher plays a very vital role as the first and resident supervisor in a school which leads to the realization of an enhanced performance in the teaching/learning process. The findings of the study indicated that head teachers supervised their teachers when teaching and discussed the observations with the respective teachers irrespective of the head teachers' gender. Supervisory activities were found not to be significantly related to head teachers' experience. The study also found no significant relationship between head teachers level of professional training and most of their supervisory activities.

Meaningful teacher evaluation involves an accurate appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching,

support and opportunities for professional development. It is also essential to celebrate, recognize and reward the work of teachers. Research results reveal that the great majority of teachers report that the appraisal and feedback they receive is beneficial, fair and helpful for their development as teachers (OECD, 2009).

Danielson's Framework for Teaching (1996, 2007), groups teacher's responsibilities into four major areas further divided into components: planning and preparation – demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, selecting instructional goals, designing coherent instruction, assessing student learning; the classroom environment – creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior and organizing physical space; instruction - communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, demonstrating flexibility and responsiveness; professional responsibilities - reflecting on teaching, maintaining accurate records, communicating with families, contributing to the school and district, growing and developing professionally, showing professionalism. This study looked at influence of teachers' professional development in teaching and learning with special reference to the academic achievement of pupils in public primary schools in Gatanga Sub County.

2.4 Leadership, Management and Communication

A school with an established teaching and learning culture will also have a well-developed organizational structure and instructional program that focuses on all aspects of academic achievement and the professional development of educators. Davidoff and Lazarus (1997) in their study indicated the link between organizational culture and the culture of learning and teaching by pointing out that both the written and unwritten rules and norms of the school determine a certain pattern of behavior. In other words, the organizational culture ratifies what is proper and ideal for the school, it exerts pressure on both learners and educators to conform to the standards and validate the high expectations or performance as outlined in the school's mission statement and policy. By means of the principal's instructional leadership task he/she can influence the organizational culture of

the school by emphasizing academic aspects such as staff development programs, involving educators in decision making, providing resources, supervision and provision of instructional time.

Academic excellence is one of the cornerstones of the success of both schools. In this area of instructional leadership the principals play a major role. The principal of school B in Kruger' (2003) explained it as follows: "... with the examination results my intervention (in instructional leadership) is usually very strong ...". According to Licata and Harper (1999), academic emphasis is a significant characteristic of effective schools. The emphasis on academic achievements provides a shared meaning about purposes and the vehicle for integrating the behavior of teachers and learners.

Productive work takes place when the goals of the school are understood by all stakeholders (Karpicke and Murphy, 1996). Both principals monitored the performance of the learners through a comprehensive analysis of the examination results especially the final matriculation results. These data are used to motivate teachers to achieve according to their expressed expectations and the abilities of the learners. School A's principal explained his monitoring process as follows: I keep record of the performance of every teacher and every group appointed to him via symbol spreadsheets, learner averages and subject averages. From Grade 6 up to Grade 12. This principal also stressed the emphasis on academic excellence as follows: ... the priority of the school's budget should be in the interest of the child ... (the budget) should have a direct influence on the bulk of the children, in other words their (the learner's) academic work is the priority.

Developing a school vision is an essential foundation from which the instructional activities of the school evolve (Haughey and MacElwain, 1992). In almost all the studies dealing with instructional leadership, defining and communicating a clear mission, goals and objectives for the school forms an important aspect of instructional leadership. As Keller (1998) puts it; "If there is one broad area of agreement among researchers, consultants, those who teach prospective principals; and the principals themselves – it is that schools must have a clear idea of what they are about". Understanding the purposes and goals of the school by all stakeholders contributes to a healthy organizational culture

(Karpicke and Murphy, 1996). The principals and teachers of both schools indicated that effective year and term planning and the setting of clear objectives form important activities in the beginning of the year. The recognition of achievements forms an ongoing activity in both schools.

However, it is apparent that members of the boards of management and parents do not play an active role in whole-school planning activities and that in some schools the responsibility for planning remains with the principal. However, priorities for development have yet to be identified in some schools, while in most schools the process of writing formal action plans is not embedded in the school plan. In a third of the schools in the sample, curriculum plans are not monitored or reviewed regularly.

One of the most general conclusions emanating from the research on effective schools is that a principal can exercise a significant effect on the efficiency and success of the school (Hawley, Rosenholtz, Goodstein and Hasselbring, 1984). The school effectiveness studies emphasized the importance of the principal's instructional leadership role which concerns the principal's responsibility to ensure that effective teaching and learning takes place. It relates to the core activities of the school, i.e. teaching and learning in the classroom involving all the beliefs, decisions, strategies and tactics which principals utilize to ensure instructional effectiveness in every classroom. Instructional leadership occurs when the principal provides direction, resources and support to both educators and learners with the aim of improving teaching and learning at a school. Good instructional leadership is the path to good teaching and learning and instructional leaders ensure a sound culture of learning and teaching in their schools at all times. This study tried to address how leadership, management and communication of public primary schools in Gatanga monitors school activities as seen in research question four and how this influences teaching and learning in schools.

2.5 Monitoring classroom activities

Cotton (1988) noted that research on the use of learning probes can indeed produce achievement benefits. Particularly effective techniques include: keeping questions at an

appropriate level of difficulty – that is, at a level where most students can experience a high degree of success in answering; paying close attention to who is answering questions during classroom discussion and calling upon non volunteers; asking students to comment or elaborate on one another's answers; using information on students levels of understanding to increase the pace of instruction whenever appropriate. There is a strong positive relationship between content covered and student achievement. Monitoring can alert teachers to situations where they can profitably pick up the instructional pace and thus cover more material.

Cotton (1988) further adds, research comparing the behavior of effective teachers (i.e., those whose students achieve highly or higher than would be expected given background variable) with that of less effective teachers has clearly revealed the importance of monitoring the class during seatwork periods. Such monitoring involves teachers moving around the classroom, being aware of how well or poor students are progressing with their assignments, and working with students one-to-one as needed. The most effective teachers: have systematic procedures for supervising and encouraging students while they work; initiate more interactions with students during seatwork periods, rather than waiting for students to ask for help; have more substantive interactions with students during seatwork monitoring, stay task oriented, and work through problems with students; give extra time and attention to students they believe need extra help and stress careful and consistent checking of assignments and require that these be turned in.

Researchers who study assessment and evaluation techniques are quick to point out that the role of standardized testing has received considerably more research attention than have classroom testing and other classroom-level assessment methods. The existing research does indicate, however, that well-designed classroom testing programs bear a positive relationship to later student achievement. Beneficial effects are noted when tests are: administered regularly and frequently; an integral part of the instructional approach (i.e., well-aligned with the material being taught) and collected, scored, recorded and returned to students promptly so that they can correct errors of understanding before these become ingrained (Cotton, 1988).

Cotton (1988) states that homework confers the most beneficial results when assignments are: closely tied to the subject matter currently being studied in the classroom; given frequently as a means of extending student practice time with new material; appropriate to the ability and maturity levels of students; clearly understood by students and parents; monitored by parents; i.e., when parents are aware of what needs to be done and encourage homework completion; quickly checked and returned to students; graded and commented on. Research indicates that homework which meets these criteria is positively related to student attitudes. Students may say they don't like homework, but research shows that those who are assigned regular homework have more positive attitudes toward school, toward the particular subject areas in which homework is assigned, and toward homework itself, than students who have little or no homework.

When attitudes toward testing are studied, students who are tested frequently and given feedback are found to have positive attitudes toward tests. They are generally found to regard tests as facilitating learning and studying, and as providing effective feedback and outcome which has surprised some researchers, who had anticipated finding more negative student attitudes toward testing (Cotton, 1988).

Cotton (1988) observes that the use of homework assignments bears a significant and positive relationship to achievement when the homework is carefully monitored, as well as serving the function of increasing students' learning time. Homework confers the most beneficial results when assignments are: closely tied to the subject matter currently being studied in the classroom; given frequently as a means of extending student practice time with new material; appropriate to the ability and maturity levels of students; clearly understood by students and parents; monitored by parents; i.e., when parents are aware of what needs to be done and encourage homework completion; quickly checked and returned to students; graded and commented on.

The research also indicates that homework which meets these criteria is positively related to student attitudes. Students may say they don't like homework, but research shows that those who are assigned regular homework have more positive attitudes towards school, towards the particular subject areas in which homework is assigned, and towards

homework itself, than students who have little or no homework.

It was of great concern to this study to examine how classroom activities are monitored and in both lower and upper primary in public primary schools and especially by teachers and head teachers in Gatanga Sub County.

2.6 Theoretical Framework

This study was guided by Systems Theory by Ludwig von Bertalanffy (1972) who is often cited as the father of general systems theory. An educational system is described by the relationships among its components (teachers, students, content, and contexts) and the relationship this system has with its environment (Frick, 2004). When changes are made in an educational system, one or more of these relationships can be affected. This can be related to the effect of monitoring and evaluation in teaching and learning. Systemic change, however, is a comprehensive process where “a fundamental change in one aspect of a system requires fundamental changes in other aspects in order for it to be successful” (Reigeluth, 1992). These aspects: Instructional policy and planning , teachers’ professional development classroom activities and leadership ,management and communication .

2.7 Conceptual Framework

A conceptual framework is a model representation where a researcher represents the relationships between variables in the study and shows the relationship graphically and diagrammatically (Orodho, 2004). The conceptual frame work in this study is based on Systems Theory by Ludwig von Bertalanffy (1972). According to the theory an educational system is described by the relationships among its components (teachers, students, content, and contexts) and the relationship this system has with its environment. When changes are made in an educational system, one or more of these relationships can be affected. Monitoring and evaluation of teaching and learning in schools being one of the various aspects in schools when conducted then it is likely to trigger other changes in the educational system. The role played by various stakeholders in this process is also

likely to shape how various players relate with each other. The relationship between different variables is as summarized in the figure below:

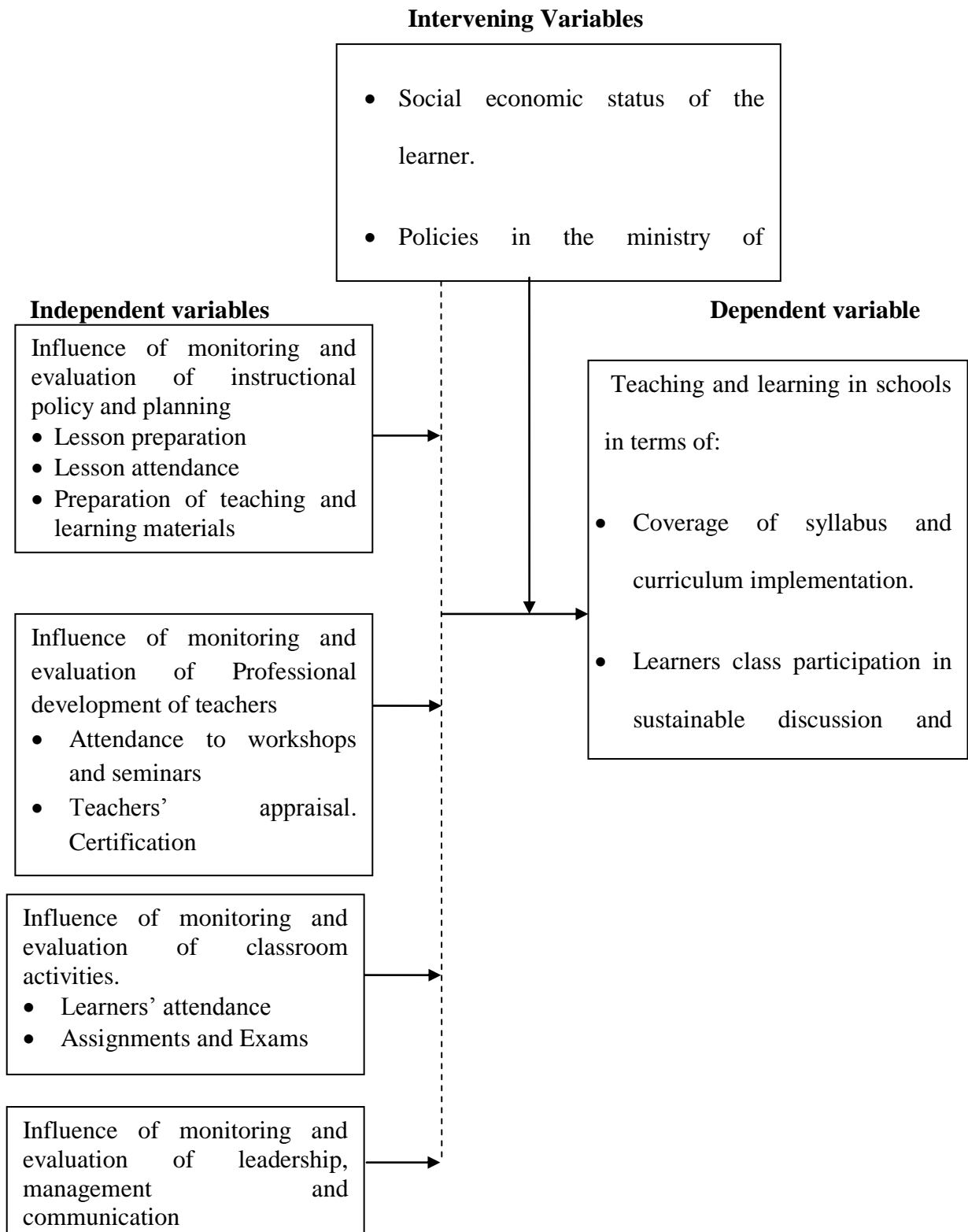


Figure1: Conceptual Framework

2.8 Summary of Literature Reviewed

From literature review schooling research identifies the practice of monitoring and evaluating teaching and learning as an essential component of high-quality education. Monitoring and evaluation of school activities is shown to be one of the major factors differentiating effective schools and teachers from ineffective ones. Majority of the studies reviewed touching on areas that are monitored and evaluated in schools have greatly been conducted in secondary schools and the focus has been on the principals as the main respondents.

In addition most of these studies have been conducted in countries other than Kenya. Studies that have tried to address the effect of monitoring and evaluation processes on teaching and learning have not addressed a myriad of areas and how this affects the overall well being of teaching and learning in schools. In addition, studies trying to unravel challenges that monitoring and evaluation faces in schools have greatly focused the inspectorate or quality assurance and standards officers at the expense of other stakeholders especially at school level and this has tilted the mitigation measures towards the school inspectorate.

This study tried to fill this void by first conducting a study on the influence of monitoring and evaluation process on teaching and learning in public primary schools of Gatanga Sub County in Kenya. It addressed teacher's instructional policy and planning, teachers' professional development, classroom activities and leadership, management and communication that influence effective teaching and learning for quality teaching.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the research design, the target population and sample frame, data collection instrument and procedures and data analysis methods.

3.2 Research Design

This study adopted descriptive survey research design. It is applied in a research conducted in order to explain any behavior in an institution. It could be done through using questionnaires, interviews, random sampling (Orodho, 2002). The design was chosen because the researcher gathered data on the state of affairs in the study location without manipulating any variables. Ogula (2005) notes that the survey design is an efficient method of collecting descriptive data regarding current practices, conditions and needs in population. According to Mugenda and Mugenda (2003) survey design also enables the researcher to summarize and organize data in a meaningful way and be able to describe the existing relationship effectively.

3.3 Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg and Gall, 1989). The study targeted the 56 public primary schools in Gatanga Sub County. The study had a target of 56 head teachers, 336 subject panel heads. The study also targeted the three zonal TAC officers, one district QASO officer and County staffing officer. That totaled to a population of 399.

3.4 Sample size and sampling techniques

Sampling means selecting a given number of subjects from a defined population as

representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). According to Bartlett, Kotrlik and Higgins (2001) sample size of a statistical sample is the number of observations that constitute it. The sample size was drawn from the target population of the study. In survey a sample size was composed of respondents drawn from the larger population. Mugenda and Mugenda (2003) proposes a third of the population when using a survey design to determine the size of the sample size from a target population. This resulted to a sample size of 18 primary schools from Gatanga sub County. Gatanga Sub County has three zones namely Gatanga, Kariara and Kihumbu-ini. These zones formed the stratus. Each zone was equally represented with six schools from each zone. The primary schools were randomly sampled. There are approximately 6 subject heads from each school. This results to a target of 108 subject panel heads from the 18 sampled schools. The head teachers, zonal TAC officers, and DQASO were purposively sampled due to their instrumental role in monitoring and evaluation processes in schools.

Table 3.1: Sample Size

Category of staff	Target population	Sample size
Head teachers	56	18
Teachers	336	108
County staffing officer	1	1
Zonal TAC officers	3	3
DQASO	3	3
Total	399	133

3.5 Data collection instruments

The researcher used four different research instruments to collect information to enable him to come up with answers for the research questions. These instruments were:

questionnaires, interview guides, observation check lists and document analysis. The questionnaires were administered to the teachers and Head teachers while, County staffing officer, zonal QASO and zonal TAC officers were interviewed.

3.5.1 Questionnaires

The researcher used both open and close ended type of questions. This instrument made it possible for the researcher to reach a large number of respondents who are able to read and write independently. Close ended questions were used for the purpose of getting specific information by providing the respondents with all possible alternatives from which the respondents select the answer that best describes their situation. The open ended items enabled the respondents to have a chance to think beyond the researcher's scope and by so doing the researcher got more useful information.

The questionnaires consisted of five sections, namely A, B, C and D. Section A – included demographic characteristics of the respondents. This is general information on the background of the respondents. Section B consisted of items that seek to gather information about areas that are monitored and evaluated in teaching and learning in schools. Section C – influence of monitoring and evaluation classroom activities, leadership management and communication on teaching and learning. A likert scale with a five -point ranging from SA= Strongly Agree, A= Agree, N= Neutral, D = Disagree and SD = Strongly Disagree were be incorporated in these two sections. Section D of the questionnaire was made of general questions seeking to identify challenges that affect monitoring and evaluation among various stakeholders. One set of questionnaire was used to collect data from teachers and head teachers in different primary schools.

3.5.2 Interview guide for the County staffing officer, zonal QASO and TAC officer.

The researcher conducted intensive interview with the County staffing officer, zonal QASO and TAC officer of Gatanga District. This interview guide allowed flexibility where the researcher may make clarification, expound on the items or change the items if

need be that the respondents fully understands the intention of the researcher. By using this instrument, the respondent was give more complete and valid answers because clarifications and elaboration was provided by the researcher. Section A of the guide was on the background information of the respondents, while section B on the areas that are monitored and evaluated in schools, the influence of these practices to various stakeholders, challenges encountered and the interventions that addressed these challenges.

3.5.3 Observation check list

This instrument was used to gather information about the resources and the infrastructure in schools. A list of the facilities together with a rating scale was used.

3.5.4 Document Analysis

This instrument was used to gather information about the resources and infrastructure in schools and the performance of pupils in National examinations in the last three years.

3.6 Pilot Testing of Instruments

The researcher pilot tested the instruments in four neighboring schools in Kandara District. The pilot testing helped the researcher to determine the validity and reliability of the instrument.

3.7 Validity of research instruments.

Validity is the degree to which the empirical measure or several measures of the concept accurately measure the concept (Orodho, 2004). It is essentially concerned with establishing whether the questionnaire content is measuring what it purports to measure. The study used content validity, which is the degree to which the content of a given test are related to the traits for which it is designed to measure (Best and Khan, 2004). To ensure content validity of the questionnaires to be used in the study, the researcher discussed the items in the instrument with the supervisors, lecturers from the department

and colleagues. Advice given by these people helped the researcher determine the validity of the research instruments. The advice included suggestions, clarifications and other inputs. These suggestions were used in making necessary changes.

3.8 Reliability of Research Instruments

According to Mugenda and Mugenda (1999) the reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. In order to test the reliability of the instrument to be used in the study, piloting was used. Piloting was done in 4 schools in the neighboring Kandara district. To determine the coefficient of reliability, a correlation coefficient of 0.7 was considered reliable for the study. The results obtained from the pilot study assisted the researcher in revising the questionnaire to make sure that it covers the objectives of the study.

3.9 Data Collection Procedure

The researcher first got a letter from the University of Nairobi introducing him to the National Council for Science and Technology. A permit was sought from the Ministry of Education through the National Council for Science Technology. The County Director was notified of researcher's intention. Head teachers of the public primary schools to be sampled were also notified and clearance sought before the instruments are administered. Questionnaires were used since it is a low cost method. Even when the universe is large respondent have adequate time to give well thought out answers. In addition respondents who are not easily approachable can be reached. Conveniently and large samples can be made use thus making the results dependable and reliable (Jwan, 2010). The questionnaires were administered by the researcher and the assistant who will visit the schools to teachers and head teachers. Interviews were also used for the County staffing officer and the zonal QASO. The interviews lasted for 20 minutes.

3.10 Data Analysis Technique

Before processing the responses, 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 both quantitative and qualitative and will be analyzed by descriptive and inferential analysis techniques. The statistical tool such as SPSS version 16 helped the researcher to describe the data and determine the extent used. The findings were presented using tables, charts, percentages and tabulations. Tables were used to summarize responses for further analysis and facilitate comparison. This generated quantitative reports for this study. Both descriptive and inferential analyses were conducted to establish the relationship between the variables through performing correlation (Patton, 2002). It showed the relationship between the independent variables and the dependent variable. Precisely, this study sought to establish the influence of monitoring and evaluation process on the effectiveness of teaching and learning among public primary schools in Gatanga District, Murang'a County.

3.11 Ethical Considerations

The following ethical considerations were taken into account during the study; the need for approval of the research proposal by the school of Education, University of Nairobi was essential and mandatory to give validity to the document and to show that the study has been done according to approved research standards and practices. Informed consent from the participants in the study was necessary so as to gain their trust and confidence in the objectives of the study which was purely academic in nature. Observation and maintenance of confidentiality was vital, especially for participants who would like to remain anonymous for either official or personal reasons, for fear of reprisals or otherwise.

Research questions	Variables	Indicators	Measurement	Level of scale	Data collection methods	Type of analysis	Level of analysis
To what extent does monitoring and evaluation of instructional policy and planning influence teaching and learning in public primary schools in Gatanga Sub County?	Influence of monitoring and evaluation of instructional policy and planning	<ul style="list-style-type: none"> Teacher preparation documents, Pupils' achievement Lesson preparation Lesson attendance Preparation of teaching and learning materials 	<ul style="list-style-type: none"> Number of preparation documents availed Syllabus coverage Pupils performance 	Interval scale, Nominal scale Nominal scale	Questionnaire Interview schedule	Descriptive Inferential	Qualitative Quantitative
To what extent does monitoring and evaluation of teachers' professional development influence teaching and learning among public primary schools in Gatanga Sub County?	Influence of monitoring and evaluation of Professional development of teachers	<ul style="list-style-type: none"> Attendance to workshops and seminars Teachers' appraisal Certificates 	Number of lessons attended, relationships between various stakeholders, pupils' KCPE scores, assessments level.	Ordinal scale Nominal scale	Questionnaire Interview schedule	Descriptive Inferential	Qualitative Quantitative
To what extent does monitoring and evaluation of classroom activities influence teaching and learning among public primary schools in Gatanga Sub County?	Influence of monitoring and evaluation of classroom activities.	<ul style="list-style-type: none"> Learners' attendance Assignments and Exams Proper communication skills Home works. T&L materials 	Assignment Completion of assignments	Ordinal scale, Interval scale	Questionnaire Interview schedule	Descriptive Inferential	Qualitative Quantitative
To what extent does monitoring and evaluation of leadership, management and communication influence effective teaching and learning in public primary schools in Gatanga Sub County?	Influence of monitoring and evaluation of leadership, management and communication	Goal setting. Communication. .Child friendly school	<ul style="list-style-type: none"> Improved performance Organization culture 	Ordinal scale, Ratio scale, Interval scale	Questionnaire Interview schedule	Descriptive Inferential	Qualitative Quantitative

Table 3.2: Operationalization table for the Variables

CHAPTER 4

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF THE FINDINGS

4.1 Introduction

This chapter deals with analysis, presentation and interpretation of the findings on the influence of monitoring and evaluation on teaching and learning in primary schools in Gatanga Sub County. The data was analyzed using SPSS version 16 and Excel computer programs. Frequencies, percentages, tables were used to present the data gathered. The findings of the study were presented in this chapter under the following headings: bio data of the respondents, followed by influence of monitoring and evaluation of, instructional policy and planning, teachers' professional development, classroom activities and leadership, management and communication on teaching and learning in public primary schools in Gatanga Sub County of Murang'a County.

4.2 Questionnaire return rate of the respondents

The study had a sample size of 18 head teachers, 108 teachers, one county staffing officer, three zonal TAC officers and 3 DQASO. This gave a total sample of 133 respondents. A total of 16 head teachers, 106 teachers, two zonal TAC officers and two DQASO participated in the study. This ensured that a total of 126 respondents were used in the study giving out an instrument return rate of 95.5%. Questionnaires, interview guides, document reviews and observation checklists were used to collect data for the study.

4.2 Bio data of the respondents

The demographic characteristics covered by the study were gender, age bracket professional qualifications, employment status, marital status and duration of stay in present school of the respondents.

4.3.1 Gender of the respondents

In order to determine the gender of the respondents, a question was posed to the respondents to indicate their gender. The responses gathered are as shown in Table 4.3.1:

Table 4.3.1: Distribution of respondents by gender

Gender	Teachers f (%)	Head teachers %	Key respondents f
Male	30 (28)	9 (56)	1 (25)
Female	67 (63)	7 (44)	3 (75)
No response	9 (9)	-	-
Total	106 (100)	16(100)	4 (100)

Data depicted in Table 4.3.1 clearly shows that 63% of teachers in primary schools were females compared to 30% who were male. These results clearly show female dominance in the teaching fraternity in primary schools in the district. Figure 4.2 shows that 56% of the head teachers were males compared to 44% who were female. These results clearly reveal that the distribution of head teachers in the district was fairly distributed though in favor of male gender. Figure 4.3 shows that majority of key respondents (TAC officers and QASO staff) were female (75%) compared to 25% who were male.

4.3.2 Age bracket of respondents

Respondents were also requested to indicate their age bracket. The data collected is summarized as follows in table 4.3.2.

Table 4.3.2: Distribution of Respondents by Age

Age bracket	Teachers f (%)	Head teacher f (%)
25 - 35 years	27 (25.5)	-
36 - 45 years	38 (35.8)	7 (43.75)
46 - 50 years	23 (21.7)	6 (37.5)
Above 50 years	18 (17)	3 (18.75)
Total	106 (100)	16 (100)

Table 4.3.2 clearly shows that majority of the teachers (35.8%) were within 36 – 45 years of age compared to 17% who were above 50 years of age. Majority of the head teachers (43.75%) were within 36 – 45 years of age compared to 18.75% who were above 50 years.

4.3.3 Professional qualifications

A study of this nature requires information about the respondents' professional qualifications in order to determine if it has an influence on monitoring and evaluation of teaching and learning in schools. All respondents were asked to indicate their professional qualifications and the data collected was analyzed and the results are as summarized in Table 4.3.3:

Table 4.3.3: Professional qualifications of the respondents

Professional Qualifications	Teachers	Head teachers
	f (%)	f (%)
P 2	1 (.9)	-
P 1	40 (37.7)	2 (12.5)
DIPLOMA IN EDUCATION	37 (34.9)	8 (50)
DEGREE	19 (17.9)	4 (25)
PHDE	1 (.9)	-
MASTERS	1 (.9)	1 (6.25)
ATS 4	1 (.9)	1 (6.25)
ATS 1	5 (4.7)	-
No response	2 (1.9)	-
Total	106 (100)	16 (100)

From the table 4.3.3., majority of the teachers 40 (37.7%) had P 1 professional qualifications while 50% of the head teachers had attained Diploma in education. In addition 31.25% of the head teachers had attained above a degree qualifications compared to 18.8% of the teachers. These results clearly point that teachers could easily be monitored and supervised by head teachers in the district due to differences in academic qualifications. Key respondents were also asked to indicate their professional qualifications and the study established that majority of them were degree holders. There is need for these officers to further their education in order to advise teachers, subject heads and head teachers accordingly.

The key respondents were further asked to indicate whether they had received any training in monitoring and evaluation of teaching and learning and they all indicated yes.

The researcher further wanted to establish the areas they had received training and they indicated that they had received training in special education, general curriculum, teaching subjects like English, Mathematics and Science. This clearly shows that there is still room for

further training in areas such as managing school finances, leadership, planning and motivation of personnel in the schools.

4.3.4 Employment status

Respondents were further asked to indicate their employment status and the following responses were realized:

Table 4.3.4: Employment status of the respondents

Employment status	Teachers f (%)	Head teachers f (%)
Permanent	117 (95.9)	16 (100)
Contract	5 (4.1)	-
No response	2 (1.9)	-
Total	106 (100)	16 (100)

As depicted in Table 4.3.4, 95.9% of the teachers and head teachers are employed on permanent basis compared to 4.1% who are on contract. This presents a better opportunity of ensuring all teachers in primary schools are well monitored by and evaluated by agents of a single employer or the Ministry of Education officials.

4.3.5 Marital status

Respondents were also asked to indicate their marital status. A question to this effect was posed to the respondents and the following response obtained:

From Table 4.3.5 below, 86 (81.1%) of the teachers and 11 (68.75%) head teachers are married. Teachers 17 (16%) and 4 (25%) are single while 1% represents those who are divorced respectively.

Table 4.3.5: Marital Status of the Respondents

Marital status	Teachers	Head teachers
	f (%)	f (%)
Single	17 (16)	4 (25)
Married	86 (81.1)	11 (68.75)
Divorced	1 (.9)	1 (6.25)
No response	2 (1.9)	-
Total	122 (100)	16 (100)

4.3.6 Duration of stay in school

Duration of stay in a working station clearly help in acquainting respondents with activities taking place in the area. All respondents were further requested to indicate how long they have been in their schools. A question to this effect was posed to the teachers and head teachers and the following responses realized:

Table 4.3.6: Duration of stay in school

Duration of stay	Teachers and Head teachers
	F (%)
LESS THAN 2 YEARS	26 (21.3)
3 - 5 YEARS	55 (45.08)
6 - 10 YEARS	24 (19.67)
11 - 15 YEARS	11 (9.01)
16 - 20 YEARS	2 (1.6)
More than 20 years	3 (2.45)
No response	1 (.82)
Total	122 (100)

From Table 4.3.6 , 45.08% of the teachers and head teachers had been in their current station for between 3 – 5 years, 21.3% for less than 2 years while 19.7% had been in their school for between 6 – 10 years respectively. Key respondents indicated that they have worked in the district for over three years. These results clearly show that the respondents easily understand the intricate issues surrounding monitoring and evaluation of teaching and learning in the Sub County.

4.4 Instructional Policy and Planning

4.4.1 K.C.P.E. Mean scores

Respondents were asked to indicate the pupils’ KCPE mean scores from 2010 to 2012 and the following results were realized:

Table 4.4.1a: KCPE mean scores

Years	Mean	Median	Mode	Std Deviation
2010	226.25	214.56	192	29.27
2011	224.4	225.57	183.9	23.6
2012	225.61	221.33	193.13	24.11

From table 4.4.1a, the KCPE mean scores in 2010 was 226.25, it declined to 224.4 in 2011 before picking up to 225.61 in 2012. Majority of the schools had a mean of 192 in 2010; it declined to 183.9 and slightly rose to 193.13. The standard deviation of KCPE scores in the district was 29.27 in 2010; it declined to 23.6 in 2011 before rising to 24.11 in 2012. These results clearly revealed that majority of the primary schools in the district have been performing below average in KCPE – 250 marks. This calls for immediate attention to monitoring and evaluation of teaching and learning activities in the district in order to uplift academic standards in the district.

4.4.2 Instructional Policy and Planning

Respondents were requested to indicate areas monitored and evaluated in schools in the district. A question was posed to the respondents and the following results as summarized in the table below realized:

Table 4.4.1b: Curriculum implementation and teachers' lessons attendance

Curriculum implementation and teachers' lessons attendance		
	YES	NO
	f (%)	f (%)
Teachers' daily attendance	121 (99.2)	1 (.8)
Lesson attendance by teachers	119 (97.5)	2 (1.6)
Pupils' notes, assignments and home works	116 (95.1)	5 (4.1)
Pupils' school attendance	121 (99.2)	1 (.8)
The resolutions realized in staff meetings	109 (89.3)	11 (9)
Curriculum implementation materials such as lesson plans, teachers' notes, schemes of works, class registers, report forms etc	120 (98.4)	2 (1.6)
Adequacy of school resources and facilities	97 (79.5)	22 (18)
Supervision of continuous assessment tests and examinations	116 (95.1)	5 (4.1)

From the table 4.4.1a , majority of the respondents indicated that teachers' daily attendance 121 (99.2%), lesson attendance by teachers 119 (97.5%), Pupils' notes, assignments and home works 116 (95.1%), pupils' school attendance 121 (99.2%), resolutions realized in staff meetings 109 (89.3%), curriculum implementation materials such as lesson plans, teachers' notes, schemes of works, class registers, report forms etc, adequacy of school resources and

facilities 97 (79.5) and supervision of continuous assessment tests and examinations 116 (95.1%) are areas that influence instructional policy and learning that influenced effective teaching and learning in public primary school. Most of the respondents said that these are monitored and evaluated internally by head teachers, deputy head teachers, senior teachers and subject panel heads.

Key respondents were also asked to indicate how they monitor instructional policy and planning for effective teaching and learning in public primary school. all the subjects are monitored and evaluated in terms of syllabus coverage, testing, teaching techniques adopted etc, the pre-school section is also monitored and evaluated, curriculum implementation and supervision, pupils written works, teachers lesson notes, lesson plans and schemes of work. The study also sought to establish how monitoring and evaluation is carried out in the Sub County and the key respondents indicated that it is carried out by a panel organized by the county or district education office externally while at school level it is carried out through perusal of pupils' exercise books, checking of teachers' professional documents classroom observations of teaching and learning activities.

The study further sought to determine the extent of agreement and disagreement with various statements regarding areas that are monitored and evaluated in schools. Respondents were asked to rate different statements according to their level of agreement and disagreement in the process of monitoring and evaluation of various activities in schools. Thirteen structured statements were incorporated with a scale ranging from strongly agree to strongly disagree. For ease of analysis, strongly agree and agree were combined as agree while strongly disagree and disagree became disagree. The respondents' percentages of agreement and disagreement with the various statements have been worked out as shown in Table 4.4.2.

Table 4.4.2: Respondents' rating of various statements

Statements	Agree f (%)	Undecided f (%)	Disagree f (%)
Teachers sign in registers when they report to work and when leaving.	51 (41.8)	13 (10.7)	53 (43.5)
There is assessment of teachers teaching in classrooms.	87 (71.3)	7 (5.7)	23 (18.8)
Teachers' preparation of lesson plans and schemes of work is ensured.	118 (96.7)	1 (.8)	1 (.8)
Teachers' performance is regularly evaluated within or outside the school.	99 (81.2)	9 (7.4)	9 (7.4)
Teachers receive guidance in curriculum implementation from subject panels, head teachers or Quality assurance and standards officers.	101 (82.8)	5 (4.1)	16 (13.1)
The panel heads regularly discusses with pupils about the content taught in class.	77 (63.2)	12 (9.8)	32 (26.2)
Responsibilities assigned to teachers are regularly supervised by head teachers or subject panels.	105 (86)	6 (4.9)	9 (7.4)
Classroom testing and assignments are regularly issued and checked by teachers.	119 (97.6)	1 (.8)	2 (1.6)
Teachers are involved in decision making and formulation of policies at school level.	117 (87.7)	2 (1.6)	10 (8.2)
Head teachers monitor utilization and management of school resources and funds.	116 (95.1)		4 (3.2)
Pupils' progress records are kept by teachers and subject panels in schools.	111 (91)	4 (3.3)	5 (4.1)
Resolutions made during staff meeting are closely monitored in school.	102 (83.6)	6 (4.9)	11 (9)

Teachers are sponsored to attend workshops and seminars to boost their professional development. 96 (78.7) 5 (4.1) 18 (14.8)

From the Table 4.4.1b , majority of the respondents (43.5%) indicated that teachers do not sign in registers when they report to work and when leaving, 71.3% stated that there is assessment of teachers teaching in classrooms, 96.7% indicated that teachers do prepare lessons and schemes of work, 81.2% stated that teachers' performance is regularly evaluated within and outside the school, 82.8% observed that teachers do receive guidance in curriculum implementation from subject heads, head teachers and quality assurance and standards officers, 63.2% stated that the subject panel heads regularly discusses with pupils about content taught in class, 86% observed that responsibilities assigned to teachers are regularly supervised by head teachers or subject heads while 97.6% observed that classroom testing and assignments are regularly issued and checked by teachers. In addition, 87.7% of the respondents indicated that teachers are involved in decision making and formulation of policies at school level, 95.1% stated that head teachers monitor utilization and management of school resources and funds, 91% of the respondents indicated that pupils' progress records are kept by teachers and subject panel heads in schools, 83.6% indicated that the implementation of resolutions made during staff meeting are closely monitored while 78.7% of the respondents stated that teachers are sponsored to attend workshops and seminars to boost their professional development.

4.5 Influence of monitoring and evaluation of teachers' professional development

4.5.1 Reasons for monitoring and evaluating teachers' professional development

The study was also interested in establishing the reasons for carrying out monitoring and evaluation teachers' professional development in schools. A question was posed requiring subject panel teachers and head teachers to indicate reasons about monitoring and evaluation

in schools and the following results were realized as seen in Table 4.5.1

Table 4.5.1: Reasons for monitoring and evaluation of teachers' professional development

Reasons	YES f (%)	NO f (%)
Monitoring and evaluation aims at creating an overview of the quality of education in the school.	117 (95.9)	3 (2.5)
Helps identify some of the discipline problems encountered in schools.	113 (92.6)	7 (5.7)
It helps diagnose the problems and short comings in implementation of the curriculum.	112 (91.8)	6 (4.9)
Provides guidance to schools on how they can improve.	116 (95.1)	3 (2.5)
Matches evidence against a criteria, arrive at judgments and make those judgments known to all stakeholders.	97 (79.5)	20 (16.4)

From the Table 4.5.1, 95.9% of the respondents indicated that monitoring and evaluation aims at creating an overview of the quality of education in the school, 92.6% stated that monitoring and evaluation helps identify some of the discipline problems encountered in schools, 91.8% stated that it helps diagnose the problems and short comings in the implementation of the curriculum, 95.1% indicated that it provides guidance to schools on how they can improve and 79.5% indicated that it helps in matching evidence against criteria, arrive at judgments and make and make those judgments known to all stakeholders. These results resonates with the findings of Wilcox and Gray (1994) and McGlynn and Stalker's (1995), who reported that both inspectors and the school staff agreed that inspection had been valuable in reviewing the position of the school and indicating its way forward and findings

of inspection are used to identify aspects requiring attention and improvement in individual schools; to clarify performance of education system as a whole; and to inform national and regional educational policy, practice, and development.

4.5.2 Influence of monitoring and evaluation of teachers professional development in schools

The study further sought to determine the extent of agreement and disagreement with various statements regarding the influence of monitoring and evaluation of teaching and learning. Fifteen structured statements were incorporated with a scale ranging from strongly agree to strongly disagree. For ease of analysis, strongly agree and agree were combined as agree while strongly disagree and disagree became disagree. The respondents' percentages of agreement and disagreement with the various statements have been worked out as shown in Table 4.5.2.

Table 4.5.2: Responses on the influence of monitoring of teachers professional development in schools

Statements	Agree f (%)	Undecided f (%)	Disagree f (%)
Head teachers' classroom observations addresses problems encountered by teachers in class.	97 (79.5)	13 (10.7)	9 (7.4)
Supervision by QASO, head teachers and subject heads helps teachers to prepare professional documents.	83 (68.1)	8 (6.6)	27 (22.1)
Supervision and marking of pupils' assignments help pupils to complete assignments on time.	114 (93.5)	3 (2.5)	4 (3.3)
Teachers perceive supervision negatively and this makes them prepare professional documents for the sake of it.	66 (54.1)	11 (9)	42 (35.2)
Monitoring and evaluation makes head teachers adhere to the TSC rules and regulations.	85 (69.7)	9 (7.4)	27 (22.1)
Head teachers' supervisory skills help teachers improve on their teaching skills.	69 (56.5)	11 (9)	38 (31.1)
Supervision of pupils' homework and assignments help teachers gauge their understanding.	114 (96.7)	1 (.8)	3 (2.5)
Assignments given by teachers help pupils develop a positive attitude towards the subject and school.	111 (91)	6 (4.9)	5 (4.1)
Frequent testing of pupils and feedback given make pupils have positive attitudes towards tests.	110 (90.2)	5 (4.1)	7 (5.7)
Supervision has a positive relationship with the schools' overall mean score.	102 (83.6)	3 (2.5)	16 (13.1)
Monitoring alerts teachers on their instructional pace and hence syllabus coverage.	103 (84.4)	3 (2.5)	16 (13.1)
Allocation of responsibilities to teachers by head teachers stimulates their involvement in school.	109 (89.3)	5 (4.1)	7 (5.7)
Professional development strengthens teachers and head teachers teaching skills.	116 (95.1)	3 (2.5)	3 (2.5)
Quality of teachers influences the quality of learners.	102 (83.6)	6 (4.9)	13 (10.7)
Instructional leadership by school heads provides a good path to effective teaching and learning.	103 (84.5)	10 (8.2)	7 (5.7)

From the table, majority of the respondents (79.5%) indicated that head teachers' classroom observations addresses problems encountered by teachers in class, 68.9% of the respondents observed that supervision by QASO, head teachers and subject panel heads help teachers to prepare professional documents, 93.5% of the respondents stated that supervision and marking of pupils assignment help pupils complete assignments on time, 54.1% stated that teachers perceive supervision negatively and this makes them prepare professional documents for the sake of it, 69.7% indicated that monitoring and evaluation makes head teachers adhere to the TSC rules and regulations, 56.5% stated that head teachers' supervisory skills help teachers improve on their teaching skills, 96.7% stated that supervision of pupils' homework and assignments help teachers gauge their understanding, 91% indicated that assignments given by teachers help pupils develop a positive attitude towards the subject and the school while 90.2% observed that frequent testing of pupils and feedback given make pupils have positive attitudes towards tests.

This finding resonates with the findings of Cotton (1988) on pupils' perceptions towards testing in schools. In addition, 83.6% of the respondents indicated that supervision has a positive relationship with the schools' overall mean score, 84.4% observed that monitoring alerts teachers on their instructional pace and hence encourage syllabus coverage, 89.3% stated that allocation of responsibilities to teachers by head teachers stimulates their involvement in school, 95.1% stated that professional development strengthens teachers and head teachers teaching skills, 83.6% observed that quality of teachers influences the quality of learners while 84.5% stated that instructional leadership by school heads provides a good path to effective teaching and learning.

Key respondents were also required to indicate how monitoring and evaluation influences teaching and learning in schools and the following responses were obtained: monitoring and evaluation helps improve and diagnose weak areas in curriculum implementation, it enhances curriculum delivery, improve performance and improves teaching techniques adopted by teachers.

4.6 Influence of monitoring and evaluation of classroom activities

4.6.1 Effectiveness of monitoring and evaluation in schools

A question was posed to the subject panel heads, head teachers and quality assurance and standards officers, county staffing officers and zonal TAC officers to indicate whether monitoring and evaluation done in their schools leads to teaching and learning and the following results were obtained as depicted in table 4.6.1

Table 4.6.1: Responses on effectiveness on monitoring and evaluation of leadership, management and communication

Effectiveness of monitoring and evaluation	Teachers and Head teachers f (%)
Yes	80 (65.6)
No	17 (13.9)
No response	25 (20.5)
Total	122 (100)

From the table 4.6.1, majority of the respondents (65.6%) indicated that monitoring and evaluation done in schools leads to effective teaching and learning compared to 13.9% who felt otherwise. An explanation was further sought on the effectiveness of monitoring and evaluation in schools and the following responses realized: monitoring and evaluation has helped the school make very informed decisions relating to teaching and learning, help identify pupils' weaknesses that are dealt with during remedial lessons, it enhances syllabus coverage, teachers get acquainted with pupils' progress, teachers receive necessary advise that build them professionally, it keeps all parties alert of their work, helps teachers gauge their performance and identify areas that need immediate attention, makes teachers more responsible in their work, it encourages competition among teachers and pupils, it helps in

proper placement of learners in the classrooms and promotion to the next class, it improves teachers' teaching skills, use of instructional materials and evaluation techniques and monitoring of pupils' work make them more interested in the subject and hence leads to a good academic performance.

Respondents who indicated that there has not been effective monitoring and evaluation of teaching and learning in schools gave the following reasons: monitoring and evaluation at times seems to be reactive rather than advisory. Quality and assurance and standards officers are only involved when there are issues to be addressed such as poor academic performance, teachers also felt that teaching is more of a calling and self drive should be the motivating factor, the motive for monitoring and evaluation should be clearly spelt out at the inception in order to avoid witch hunt, harassment of teachers occur at times especially when a wrong approach is used and teachers seem to view monitoring and evaluation negatively and as a means of spying on them.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, discussions, conclusions and recommendations based on the findings of the study. The summary presents each part of the study in brief, conclusions are made for each research question and recommendations are based on the general findings of the study.

5.2 Summary of Findings

On the issue of areas monitored and evaluated in schools, the study established that majority of the primary schools in the Sub County had KCPE mean scores of below 250 marks which was below pass mark of 250marks. The study established that teachers' daily attendance 121 (99.2%), lesson attendance by teachers 119 (97.5%), pupils' notes, assignments and home works 116 (95.1%), pupils' school attendance 121 (99.2%), resolutions realized in staff meetings 109 (89.3%), curriculum implementation materials such as lesson plans, teachers' notes, schemes of works, class registers, report forms etc, adequacy of school resources and facilities 97 (79.5) and supervision of continuous assessment tests and examinations 116 (95.1%) were areas monitored and evaluated in instructional policy and planning of schools in the sub county.

The study also established that most of these areas are monitored and evaluated internally by head teachers, deputy head teachers, senior teachers and subject panel heads. Other areas that are monitored and evaluated in schools include: instructional policy and planning in terms of syllabus coverage, testing, teaching techniques adopted and the pre-school section. The study also established that external monitoring and evaluation is carried out in the district by a

panel organized by the county or Sub County education office while at school level it is carried out through perusal of pupils' exercise books, checking of teachers' professional documents classroom observations of teaching and learning activities.

The study also established that teachers do not sign in registers when they report to work and when leaving. Majority of the respondents (71.3%) stated that there is assessment of teachers teaching in classrooms, 96.7% indicated that teachers do prepare lessons and schemes of work, 81.2% stated that teachers' performance is regularly evaluated within and outside the school, 82.8% observed that teachers do receive guidance in curriculum implementation from subject heads, head teachers and quality assurance and standards officers, 63.2% stated that the subject panel heads regularly discusses with pupils about content taught in class, 86% observed that responsibilities assigned to teachers are regularly supervised by head teachers or subject heads while 97.6% observed that classroom testing and assignments are regularly issued and checked by teachers.

In addition, 87.7% of the respondents indicated that teachers are involved in decision making and formulation of policies at school level, 95.1% stated that head teachers monitor utilization and management of school resources and funds, 91% of the respondents indicated that pupils' progress records are kept by teachers and subject panel heads in schools, 83.6% indicated that the implementation of resolutions made during staff meeting are closely monitored while 78.7% of the respondents stated that teachers are sponsored to attend workshops and seminars to boost their professional development.

On the issue of influence of monitoring and evaluation of teachers' professional development on teaching and learning in schools, majority of the respondents (95.9%) stated that monitoring and evaluation aims at creating an overview of the quality of education in the school, 92.6% stated that monitoring and evaluation helps identify some of the discipline problems encountered in schools, 91.8% stated that it helps diagnose the problems and shortcomings in the implementation of the curriculum, 95.1% indicated that it provides guidance to schools on how they can improve and 79.5% indicated that it helps in matching evidence

against criteria, arrive at judgments and make and make those judgments known to all stakeholders. Majority of the respondents (79.5%) also indicated that head teachers' classroom observations addresses problems encountered by teachers in class, 68.9% of the respondents observed that supervision by QASO, head teachers and subject panel heads help teachers to prepare professional documents, 93.5% of the respondents stated that supervision and marking of pupils assignment help pupils complete assignments on time, 54.1% stated that teachers perceive supervision negatively and this makes them prepare professional documents for the sake of it, 69.7% indicated that monitoring and evaluation makes head teachers adhere to the TSC rules and regulations, 56.5% stated that head teachers' supervisory skills help teachers improve on their teaching skills, 96.7% stated that supervision of pupils' homework and assignments help teachers gauge their understanding, 91% indicated that assignments given by teachers help pupils develop a positive attitude towards the subject and the school while 90.2% observed that frequent testing of pupils and feedback given make pupils have positive attitudes towards tests.

In addition, 83.6% of the respondents indicated that supervision has a positive relationship with the schools' overall mean score, 84.4% observed that monitoring alerts teachers on their instructional pace and hence encourage syllabus coverage, 89.3% stated that allocation of responsibilities to teachers by head teachers stimulates their involvement in school, 95.1% stated that professional development strengthens teachers and head teachers teaching skills, 83.6% observed that quality of teachers influences the quality of learners while 84.5% stated that instructional leadership by school heads provides a good path to teaching and learning. Key respondents were also required to indicate how monitoring and evaluation influences teaching and learning in schools and the following responses were obtained: monitoring and evaluation helps improve and diagnose weak areas in curriculum implementation, it enhances curriculum delivery, improve performance and improves teaching techniques adopted by teachers.

Majority of the respondents (65.6%) indicated that monitoring and evaluation done in schools leads to effective teaching and learning compared to 13.9% who felt otherwise.

Respondents who indicated that there has not been effective monitoring and evaluation of teaching and learning in schools gave the following reasons: monitoring and evaluation at times seems to be reactive rather than advisory. Quality and assurance and standards officers are only involved when there are issues to be addressed such as poor academic performance. Teachers also felt that teaching is more of a calling and self drive should be the motivating factor, the motive for monitoring and evaluation should be clearly spelt out at the inception in order to avoid witch hunt of teachers or head teachers in school, harassment of teachers occur at times especially when a wrong approach is used and teachers seem to view monitoring and evaluation negatively and as a means of spying on them.

5.3 Discussions of the findings

In regard to the gender distribution of the respondents, the study established that 63% of teachers in primary schools were females compared to 30% who were male. In addition majority of key respondents (TAC officers and QASO staff) were female (75%) compared to 25% who were male. These results clearly indicate female dominance in the teaching fraternity in primary schools in the Sub County.

One possible explanation to this dominance is that teaching is regarded as a profession that befits the female gender especially at the primary schools level. Despite of this 56% of the head teachers were males compared to 44% who were female. The study also established that majority of the teachers (35.8%) were within 36 – 45 years of age compared to 17% who were above 50 years of age. Majority of the head teachers (43.75%) were within 36 – 45 years of age compared to 18.75% who were above 50 years. A common age bracket shared among majority of teachers and head teachers can ensure collegial supervision is easily enshrined in monitoring and evaluation of teachers since both parties can learn from each other.

In regard to professional qualifications majority of the teachers (37.7%) had P 1 qualifications who were certificate holders while 50% of the head teachers had attained

Diploma in education. In addition 31.25% of the head teachers had attained above a degree qualifications compared to 17.8% of the teachers. These results clearly point that teachers could easily be monitored and supervised by head teachers in the Sub County. Key respondents were found to be degree holders. There is need for these officers to further their education in order to advise teachers, subject heads and head teachers accordingly. This will motivate teachers in effective teaching and learning since teachers learn and share new ideas as advocated by Kruger (2003).

In addition key respondents indicated they had received training in monitoring and evaluation of teaching and learning. Key respondents indicated that they had received training in special education, general curriculum, teaching subjects like English, Mathematics and Science. This clearly shows that there is still room for further training in areas such as managing school finances, leadership, planning and motivation of personnel in the schools.

In regard to employment status, 95.9% of teachers and head teachers were employed on permanent basis. This presents a better opportunity of ensuring all teachers in primary schools are well monitored and evaluated by agents of a single employer (TSC) or the Ministry of Education officials. Those employed on contract basis (4.1%) can easily be supervised at school level by head teachers. In terms of marital status, the study established that 79.5% of the teachers and head teachers were married, 17.2% were single while 1% represented those who were divorced and widowed respectively.

The study also established that majority (45%) of the teachers and head teachers had been in Gatanga for between 3 – 5 years. Key respondents indicated that they had worked in the district for over three years. This presents a perfect opportunity among the respondents since majority were new in Gatanga District and could easily learn from each other.

On instructional policy and planning that influence teaching and learning in schools, the study established that KCPE mean scores in 2010 was 226.25, it declined to 224.4 in 2011 before picking up to 225.61 in 2012. Majority of the schools had a mean of 192 in 2010; it

declined to 183.9 and slightly rose to 193.13. These results clearly revealed that majority of the primary schools in the Sub County have been performing below average in KCPE – 250 marks. These findings tend to agree with the findings of Too et al., (2012) who stated that results reveal that supervision had positive relationships with the schools’ overall mean scores in KCPE. This calls for immediate attention to monitoring and evaluation with special reference to supervision of teaching and learning activities in the Sub County in order to uplift academic standards in the Sub County.

The study also established that teachers’ daily attendance 121 (99.2%), lesson attendance by teachers 119 (97.5%), pupils’ notes, assignments and home works 116 (95.1%), pupils’ school attendance 121 (99.2%), resolutions realized in staff meetings 109 (89.3%), curriculum implementation materials such as lesson plans, teachers’ notes, schemes of works, class registers, report forms etc, adequacy of school resources and facilities 97 (79.5) and supervision of continuous assessment tests and examinations 116 (95.1%) were areas monitored and evaluated in schools in the district. Frick (2004) postulates that an educational system is described by the relationships among its components (teachers, students, content and contexts) and the relationship this system has with its environment. It is clear that more coordination is required in primary schools to ensure all these key areas that have received an affirmative approval in Gatanga Sub County are properly coordinated for effective results.

The study also established that most of these areas are monitored and evaluated internally by head teachers, deputy head teachers, senior teachers and subject panel heads. These results tend to contradict the findings of the Inspectorate of the Department of Education and Science Report (2004) who carried out a study in primary schools in Ireland and found out a wide variety of external support was used effectively by schools to support planning. The same could be borrowed to ensure primary schools in Gatanga Sub-County both benefit from internal and external monitoring and evaluation.

Key respondents also indicated the following: all the subjects are monitored and evaluated in terms of syllabus coverage, testing, teaching techniques adopted etc, the pre-school section

is also monitored and evaluated, curriculum implementation and supervision, pupils written works, teachers lesson notes, lesson plans and schemes of work. Key respondents indicated that monitoring and evaluation is carried out by a panel organized by the county or Sub County education office externally while at school level it is carried out through perusal of pupils' exercise books, checking of teachers' professional documents classroom observations of teaching and learning activities. From these findings its clear teachers and head teachers perceive themselves as very effective teachers. Cottons' (1998) findings of research comparing the behavior of effective teachers (i.e those whose students achieve highly) with that of a less effective teachers has clearly revealed the importance of monitoring and classroom activities. Results of KCPE scores registered in Gatanga Sub County tend to portray teachers differently.

Majority of the respondents (43.5%) indicated that teachers do not sign in registers when they report to work and when leaving, 71.3% stated that there is assessment of teachers teaching in classrooms, 96.7% indicated that teachers do prepare lessons and schemes of work, 81.2% stated that teachers' performance is regularly evaluated within and outside the school, 82.8% observed that teachers do receive guidance in curriculum implementation from subject heads, head teachers and quality assurance and standards officers, 63.2% stated that the subject panel heads regularly discusses with pupils about content taught in class, 86% observed that responsibilities assigned to teachers are regularly supervised by head teachers or subject heads while 97.6% observed that classroom testing and assignments are regularly issued and checked by teachers.

In addition, 87.7% of the respondents indicated that teachers are involved in decision making and formulation of policies at school level, 95.1% stated that head teachers monitor utilization and management of school resources and funds, 91% of the respondents indicated that pupils' progress records are kept by teachers and subject panel heads in schools, 83.6% indicated that the implementation of resolutions made during staff meeting are closely monitored while 78.7% of the respondents stated that teachers are sponsored to attend

workshops and seminars to boost their professional development.

Concerning the aims of monitoring and evaluation the study established: 95.9% of the respondents indicated that monitoring and evaluation aims at creating an overview of the quality of education in the school, 92.6% stated that monitoring and evaluation helps identify some of the discipline problems encountered in schools, 91.8% stated that it helps diagnose the problems and shortcomings in the implementation of the curriculum, 95.1% indicated that it provides guidance to schools on how they can improve and 79.5% indicated that it helps in matching evidence against criteria, arrive at judgments and make and make those judgments known to all stakeholders. These results resonates with the findings of Kamuyu (2001), Republic of Kenya (1994), Wilcox and Gray (1994) and McGlynn and Stalker's (1995), who reported that both inspectors and the school staff agreed that inspection had been valuable in reviewing the position of the school and indicating its way forward and findings of inspection are used to identify aspects requiring attention and improvement in individual schools; to clarify performance of education system as a whole; and to inform national and regional educational policy, practice, and development.

On the influence of monitoring and evaluation of classroom activities: majority of the respondents (79.5%) indicated that head teachers' classroom observations addresses problems encountered by teachers in class, 68.9% of the respondents observed that supervision by QASO, head teachers and subject panel heads help teachers to prepare professional documents, 93.5% of the respondents stated that supervision and marking of pupils assignment help pupils complete assignments on time, 54.1% stated that teachers perceive supervision negatively and this makes them prepare professional documents for the sake of it, 69.7% indicated that monitoring and evaluation makes head teachers adhere to the TSC rules and regulations, 56.5% stated that head teachers' supervisory skills help teachers improve on their teaching skills, 96.7% stated that supervision of pupils' homework and assignments help teachers gauge their understanding, 91% indicated that assignments given by teachers help pupils develop a positive attitude towards the subject and the school while 90.2% observed that frequent testing of pupils and feedback given make pupils have positive

attitudes towards tests. This finding resonates with the findings of Cotton (1988) on pupils' perceptions towards testing in schools. Constant monitoring of learners' achievement helps in forging a positive attitude among learners towards assessment measures and school. In addition, 83.6% of the respondents indicated that supervision as a positive relationship with the schools' overall mean score, 84.4% observed that monitoring alerts teachers on their instructional pace and hence encourage syllabus coverage, 89.3% stated that allocation of responsibilities to teachers by head teachers stimulates their involvement in school, 95.1% stated that professional development strengthens teachers and head teachers teaching skills, 83.6% observed that quality of teachers influences the quality of learners while 84.5% stated that instructional leadership by school heads provides a good path to effective teaching and learning. These findings tend to agree with the findings of Wairimu (2011) and Wawira (2012) who concurred that head teachers do carry out instructional supervision in their schools, a factor they perceived positively. Appraisal and feedback teachers receive which is beneficial, fair and helpful might be the missing link for teachers' effectiveness in their work in the Sub County.

Majority of the respondents (65.6%) also indicated that monitoring and evaluation done in schools leads to effective teaching and learning compared to 13.9% who felt otherwise. These revelations were not clearly reflected in the KCPE performances that had been registered by schools in the district over the successive years. An explanation given on the influence of monitoring and evaluation in schools were: monitoring and evaluation has helped the schools to make very informed decisions relating to teaching and learning, helped identify pupils' weaknesses that are dealt with during remedial lessons, it enhances syllabus coverage, teachers get acquainted with pupils' progress, teachers receive necessary advise that build them professionally, it keeps all parties alert of their work, helps teachers gauge their performance and identify areas that need immediate attention, makes teachers more responsible in their work, it encourages competition among teachers and pupils, it helps in proper placement of learners in the classrooms and promotion to the next class, it improves teachers' teaching skills, use of instructional materials and evaluation techniques and

monitoring of pupils' work make them more interested in the subject and hence leads to a good academic performance. These findings clearly show that teachers are well aware of the benefits and influences of monitoring and evaluation and therefore there was no need for the Ministry of Education through its seminars and workshops to focus on the sensitization of teachers on the benefits of the exercise.

A few of the respondents indicated that there has not been effective monitoring and evaluation of teaching and learning in schools gave the following reasons: monitoring and evaluation at times seems to be reactive rather than advisory. Quality and assurance and standards officers are only involved when there are issues to be addressed such as poor academic performance, teachers also felt that teaching is more of a calling and self drive should be the motivating factor, the motive for monitoring and evaluation should be clearly spelt out at the inception in order to avoid witch hunt, harassment of teachers occur at times especially when a wrong approach is used and teachers seem to view monitoring and evaluation negatively and as a means of spying on them.

5.4 CONCLUSION

The following conclusions were made based on the findings of the study: monitoring and evaluation in public primary schools is carried out internally by head teachers, deputy head teachers, senior teachers and subject panel heads. External monitoring and evaluation is minimal. Teachers do not sign in registers when they report or leave work. Monitoring and evaluation leads to effective teaching and learning in all schools. It helps improve and diagnose weak areas in the curriculum, it enhances curriculum delivery, improves performance and teaching techniques adopted by teachers. To some teachers, monitoring and evaluation carried out externally by QASO seems to be reactive rather than advisory. These officers are only involved when there are issues to be addressed in schools such as poor academic performance.

Most of the challenges experienced by various stakeholders involved in monitoring and

evaluation were categorized in three folds: stakeholders personal level, school level and at the Ministry or government level and in order to mitigate against these challenges there is need to address the attitude of various stakeholders towards monitoring and evaluation, address monitoring and evaluation at school by preparing teachers in advance and by providing adequate teaching and learning materials and at government level by ensuring there is adequate funding for officers involved in monitoring and evaluation exercise.

5.5 RECOMMENDATIONS

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

5.5.1 Personal level

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

5.5.2 School level

Panel heads should be involved in monitoring and appointing subject heads who will help head teachers in monitoring school activities; seminars, in-service courses and workshops should be organized to equip teachers, head teachers, deputy head teachers on effective teaching and learning techniques; teachers should be prepared in advance to avoid last minute rush; parents should be sensitized on the need to monitor pupils' academic progress

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

5.5.3 Government policy

Quality assurance standards officers from the Ministry of Education should adopt supervisory techniques that are clinical in nature, friendly and appropriate in order to avoid antagonizing teachers and head teachers; the motive for monitoring and evaluation should be clearly spelt out at the inception in order to avoid witch hunt of teachers or head teachers in schools and to ensure the exercise is carried out in an organized manner, the government should provide adequate funding to the Ministry of Education officials involved in the monitoring and evaluation exercise; QASO should increase the number of field trips they make to school in order to advise teachers on a regular basis; the government through Teachers Service Commission should recruit more teachers to ensure effective teaching and learning takes place in schools, teachers should be trained on techniques of handling large classes of pupils and monitoring and evaluating teaching and learning in schools.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

- i. A comparative study on the influence of monitoring and evaluation in public

secondary schools in urban and rural areas.

- ii. A study on the influence of monitoring and evaluation of middle level colleges in Kenya.

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APPENDIX 1: INTRODUCTORY LETTER

University of Nairobi,
P.O. Box 3900,
Nairobi.

Dear Respondent,

I am a student from University of Nairobi pursuing a Masters Degree in Art (Project planning and Management). I am carrying out a research entitled:

“Influence of monitoring and evaluation process on teaching and learning among public primary schools in Gatanga Sub County, Murang’a County, Kenya”

Please assist me by filling in the questionnaires provided. The questionnaires are meant to help in fulfilling the research objectives. The researcher assures you confidentiality in the information given.

Yours faithfully,

Tabby Njeri Kinyua

REG. No. **L50/72009/11**

APPENDIX 2: QUESTIONNAIRE FOR TEACHERS AND HEAD TEACHERS

This questionnaire is to collect data for purely academic purposes. The study seeks to investigate the influence of Monitoring and Evaluation process on Teaching and Learning among primary schools in Gatanga Sub County, Murang'a County, Kenya. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

Answer all questions as indicated by either filling in the blank or ticking the option that applies.

SECTION A: BIO DATA

1. By means of a tick please indicate your age.

Below - 25 years () 36 - 45 years ()

25 - 35 years () 46 - 50 years ()

Above - 50 years ()

2. Which one of the following grades indicates your highest professional qualifications?

a) P II b) PI c) Diploma in education

d) Degree e) PGDE f) Masters

Others -----

2. Employment status

Permanent () Contract () Part time ()

Others -----

4. Marital status Single () Married () Divorced () Others -----

5. Gender Male () Female ()

6. How long have you been in this school? (tick)

Less than 2 years () 15 years ()

5 years () 20 years ()

10 years () More than 20 years ()

SECTION B: INSTRUCTIONAL POLICY AND PLANNING

7. Indicate the pupils' mean scores in KCPE in the following years in your school.

	KCPE year	KCPE mean score
a)	2010	
b)	2011	
c)	2012	

8. Indicate by ticking whether the following areas are monitored or evaluated in your school.

	Instructional policy and planning	YES	NO
a)	Teachers' daily attendance		
b)	Lesson attendance by teachers		
c)	Pupils' notes, assignments and home works		
d)	Pupils' school attendance		
e)	The resolutions realized in staff meetings		
f)	Curriculum implementation materials such as lesson plans, teachers' notes, schemes of works, class registers, report forms etc		
g)	Adequacy of school resources and facilities		
h)	Supervision of continuous assessment tests and examinations		

9. Please indicate the extent of agreement or disagreement to the following statements. TICK appropriately.

- (1) Strongly agree (2) Agree (3) Undecided
 (4) Disagree (5) Strongly disagree

	Teachers' professional development	1	2	3	4	5
a)	Teachers sign in registers when they report to work and when leaving.					
b)	There is assessment of teachers teaching in classrooms.					
c)	Teachers' preparation of lesson plans and schemes of work is ensured.					
d)	Teachers' performance is regularly evaluated within or outside the school.					
e)	Teachers receive guidance in curriculum implementation from subject panels, head teachers or Quality assurance and standards officers.					
f)	The panel heads regularly discusses with pupils about the content taught in class.					
g)	Responsibilities assigned to teachers are regularly supervised by head teachers or subject panels.					
h)	Classroom testing and assignments are regularly issued and checked by teachers.					
i)	Teachers are involved in decision making and formulation of policies at school level.					
j)	Head teachers monitor utilization and management of school resources and funds.					
k)	Pupils' progress records are kept by teachers and subject panels in schools.					

1)	Resolutions made during staff meeting are closely monitored in school.					
1)	Teachers are sponsored to attend workshops and seminars to boost their professional development.					

SECTION C: The influence of monitoring and evaluation of evaluation of classrooms activities in schools

10. Please indicate by ticking in the appropriate column whether you are in agreement with the following reasons about monitoring and evaluation classroom activities in your school. Tick appropriately.

	Statements	Yes	No
a)	Monitoring and evaluation aims at creating an overview of the quality of education in the school.		
b)	Helps identify some of the discipline problems encountered in schools.		
c)	It helps diagnose the problems and short comings in implementation of the curriculum.		
d)	Provides guidance to schools on how they can improve.		
e)	Matches evidence against a criteria, arrive at judgments and make those judgments known to all stakeholders.		

l)	Allocation of responsibilities to teachers by head teachers stimulates their involvement in school.					
m)	Professional development strengthens teachers and head teachers teaching skills.					
n)	Quality of teachers influences the quality of learners.					
o)	Instructional leadership by school heads provides a good path to effective teaching and learning.					

SECTION D:

12. In your view, does monitoring and evaluation of leadership, management and communication in your school lead to effective teaching and learning? If yes please explain.

.....

13. In your opinion, what are challenges that deter effective monitoring and evaluation of teaching and learning by various stakeholders in your school?

.....

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

.....

Thank you for your cooperation.

APPENDIX 3: INTERVIEW SCHEDULE FOR COUNTY STAFFING OFFICER,

ZONAL TAC OFFICERS AND DQASOS

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

1. Please indicate your gender

Male () Female ()

2. Indicate your academic qualifications

Certificate () Diploma in Education () Degree ()

Masters in Education () Other

3. Have you received any training in monitoring and evaluation of teaching and learning in schools? If yes please indicate in which areas or subjects

.....
.....

3. Indicate your working experience in the

Below 3 years () 4 – 6 years ()

Above 7 years ()

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

.....
.....

5. How is monitoring conducted in schools?

.....
.....

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

.....
.....

7. How can we improve monitoring and evaluation in our Gatanga Sub County?

.....
.....

8. What challenges do you face when carrying out monitoring and evaluation in our Gatanga Sub County?

.....
.....

10. How often do you visit the schools in the Sub County to carry out monitoring and evaluation in our Gatanga Sub County?

.....
.....

Thanks for your cooperation

APPENDIX 4: OBSERVATION CHECKLIST

Facilities

Floor : Smooth Uneven

Doors and windows : Lockable Un lockable

Desks : Adequate Inadequate

Toilets/ Pit latrines : Adequate Inadequate

Teaching/ learning resources

Wall charts : Available Not available

Vision and Mission statements

Vision : Displayed Not displayed

Mission statement: Displayed Not displayed

APPENDIX 5: LIST OF NAMES OF SCHOOLS

No.	Name of School	Zone	Subject Heads		Panel		Prefects	
			Population	Sample	Population	Sample	Population	Sample
1.	Mabanda	Gatanga	6	3	3	3	2	2
2.	Kirwara	Gatanga	6	3	3	3	2	2
3.	Rwaitira	Gatanga	6	3	3	3	2	2
4.	Ithang'arari	Gatanga	6	3	3	3	2	2
5.	Muthuri	Gatanga	6	3	3	3	2	2
6.	Gakurari	Gatanga	6	3	3	3	2	2
7.	Ng'ate	Gatanga	6	3	3	3	2	2
8.	Thamuru	Gatanga	6	3	3	3	2	2
9.	Makongo	Gatanga	6	3	3	3	2	2
10.	Ngungugu	Gatanga	6	3	3	3	2	2
11.	Kathambara	Gatanga	6	3	3	3	2	2
12.	Gatanga	Gatanga	6	3	3	3	2	2
13.	Kigio	Gatanga	6	3	3	3	2	2
14.	Rwegetha	Gatanga	6	3	3	3	2	2
15.	Gichumbu	Gatanga	6	3	3	3	2	2
16.	Muteria	Gatanga	6	3	3	3	2	2
17.	Chomo	Gatanga	6	3	3	3	2	2
18.	Gatunyu	Gatanga	6	3	3	3	2	2
19.	Giatutu	Gatanga	6	3	3	3	2	2
20.	Mwiting'iri	Gatanga	6	3	3	3	2	2
21.	Kiama	Gatanga	6	3	3	3	2	2
22.	Mabae	Gatanga	6	3	3	3	2	2
23.	Iganjo	Kariara	6	3	3	3	2	2
24.	Kanunga	Kariara	6	3	3	3	2	2
25.	Gatunguru	Kariara	6	3	3	3	2	2
26.	Ndaka-Ini	Kariara	6	3	3	3	2	2
27.	Gatura	Kariara	6	3	3	3	2	2
28.	Karangi Kiana	Kariara	6	3	3	3	2	2
29.	Ndunyu Chege	Kariara	6	3	3	3	2	2
30.	Gitiri	Kariara	6	3	3	3	2	2
31.	Karega	Kariara	6	3	3	3	2	2
32.	Kamunyaka	Kariara	6	3	3	3	2	2
33.	Kiumu							
33.	Mbugiti	Kariara	6	3	3	3	2	2
34.	Giachuki	Kariara	6	3	3	3	2	2
35.	Giteme	Kariara	6	3	3	3	2	2

36.	Kimandi	Kariara	6	3	3	2
37.	Mwagu	Kariara	6	3	3	2
38.	Elimambo	Kariara	6	3	3	2
39.	Wanyaga	Kariara	6	3	3	2
40.	Kagarii	Kariara	6	3	3	2
41.	Kiarutara	Kariara	6	3	3	2
42.	Gataka-Ini	Kariara	6	3	3	2
43.	Kiunyu	Kihumbu-ini	6	3	3	2
44.	Kihumbu-Ini	Kihumbu-ini	6	3	3	2
45.	Paul Mbiu	Kihumbu-ini	6	3	3	2
46.	Gathanji	Kihumbu-ini	6	3	3	2
47.	Thare	Kihumbu-ini	6	3	3	2
48.	Gatha-Ini	Kihumbu-ini	6	3	3	2
49.	Kibaaka	Kihumbu-ini	6	3	3	2
50.	Thuita	Kihumbu-ini	6	3	3	2
51.	Githambia	Kihumbu-ini	6	3	3	2
52.	Gathuthu	Kihumbu-ini	6	3	3	2
53.	Gatiiguru	Kihumbu-ini	6	3	3	2
54.	Nyaga	Kihumbu-ini	6	3	3	2
55.	Gituamba	Kihumbu-ini	6	3	3	2
56.	Mbari Ya Ruga	Kihumbu-ini	6	3	3	2
56 Schools						

APPENDIX 6: TRANSMITTAL LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/013/1191

Date:

2nd July, 2013

Tabitha Njeri Kinyua
University of Nairobi
P.O.Box 6232-01000
Thika.

RE: RESEARCH AUTHORIZATION

Following your application dated *28th June, 2013* for authority to carry out research on "*Influence of Monitoring and Evaluation process on the effectiveness of teaching and learning among primary schools in Gatanga District, Muranga County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Gatanga District** for a period ending **31st December, 2013**.

You are advised to report to **the District Commissioner and the District Education Officer, Gatanga District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Gatanga District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

PAGE 2 PAGE 3

Research Permit No: **NCST/RCD/14/013/119**

THIS IS TO CERTIFY THAT: Date of issue **2nd July, 2013**

Prof./Dr./Mr./Mrs./Miss/Institution Fee received **KSh. 1,000**

Tabitha Njeri Kinyua

of (Address) **University of Nairobi**

P.O. Box 5232-01000, Thika.

has been permitted to conduct research in

Location **Gatanga**
District: **Coast**
Province

on the topic: **Influence of Monitoring and Evaluation**

process on the effectiveness of Teaching and learning

among primary schools in Gatanga District, Muranga

County Kenya.


 Applicant's for Secretary
 Signature National Council for
Science & Technology

for a period ending **31st December, 2013.**

