

UNIVERSITY OF EDUCATION, WINNEBA

HEADS CHALLENGES OF MONITORING AND EVALUATING TEACHER'S
INSTRUCTION IN PUBLIC SENIOR HIGH SCHOOLS AT BOSOMTWE
DISTRICT IN THE ASHANTI REGION OF GHANA



**A Dissertation in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the
requirement for award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, ARABA BAIDOO ABIGAIL, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole for another degree elsewhere.

SIGNATURE

DATE:.....

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised by me in accordance with the guidelines for the supervision of the dissertation as laid down by the University of Education, Winneba.

SUPERVISOR: DR. LYDIA OSEI AMANKWAH

SIGNATURE

DATE:.....

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DEDICATION

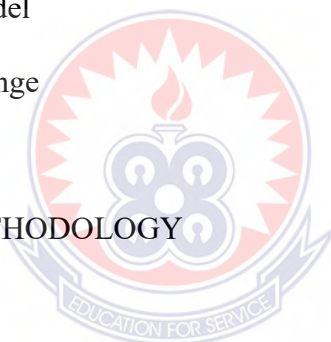
To the memory of my father Mr. John Kwabena Baidoo, my mother; Theresah Apprey and Siblings. To my loved ones Aaron Kado, Edward Okai Poku and John Davis.



TABLE OF CONTENTS

CONTENTS	PAGE
DECLARATION	ii
ACKNOWLEDGEMENT	iii
DEDICATION	iv
TABLE OF CONTENTS	v
ABSTRACT	ix
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem Statement	5
1.3 Purpose of the Study	6
1.4 Objectives of the Study	6
1.5 Research Questions	7
1.6 Significance of the Study	7
1.7 Limitations of the Study	8
1.8 Delimitations of the Study	8
1.9 Organization of the study	8
CHAPTER TWO: LITERATURE REVIEW	9
2.1 Introduction	9
2.2 The Concept of Monitoring and Evaluation	9
2.3 Monitoring and Evaluation	12
2.4 Monitoring and Evaluation in Education	14
2.5 Monitoring and Evaluation of Teaching and Learning in Schools	18
2.6 Instructional supervision and the role of heads	20
2.7 Monitoring and Evaluation and Performance Measures in Education	22

2.8 School Monitoring and Evaluation Process	23
2.8.1 Monitoring of implementation of programs	23
2.8.2 Monitoring curriculum implementation	24
2.8.3 Regular tracking of staff performance	25
2.8.4 Learner Tracking	26
2.9 Challenges of monitoring and evaluation	27
2.10 Improving head's monitoring and evaluation in senior high schools	28
2.11 Theoretical Review	31
2.11.1 Theory of Reductionism	31
2.10.2 System theory	32
2.11.3 The Logic Model	34
2.11.4 Theory of Change	38
2.11.5 Summary	39
CHAPTER THREE: METHODOLOGY	41
3.1. Introduction	41
3.2 Research Design	41
3.3 Population	42
3.4 Sample and Sampling Techniques	42
3.5 Data Collection Instruments	43
3.5.1 Interview guide	43
3.6 Validity of research instruments	43
3.7 Reliability of Instruments	44
3.8 Data analysis Plan	44
3.9 Ethical Considerations	45



CHAPTER FOUR: DISCUSSION AND PRESENTATION	46
4.1 Introduction	46
4.2 Demographic profile of the respondents	46
4.3 Monitoring and Evaluation activities carried out by Heads of senior high schools	46
4.3.1 Perceptions of heads on monitoring and evaluation in senior high schools	46
4.3.3 Specific monitoring and evaluation activities are undertaken by heads of senior high schools	49
4.3.5 Impact of heads monitoring and evaluation activities on teaching and learning in the school	51
4.4 Challenges associated with monitoring and evaluation	52
4.4.1 Challenges heads encounter in performing their monitoring and evaluation duties	53
4.4.2 How the challenges affect the work of heads of senior high schools	54
4.5 Improving monitoring and evaluation in senior high schools	56
4.5.1 What GES should do to improve monitoring and evaluation in schools	58
4.5.2 What must be done at the school level to improve monitoring and evaluation	59
4.5.3 Teachers role in making the monitoring and evaluation process effective	60
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	61
5.1 Introduction	61
5.2 Summary of findings	61
5.2.1 Monitoring and Evaluation activities carried out by Heads of senior high schools	61

5.2.2 Challenges associated with monitoring and evaluation	62
5.2.3 Improving monitoring and evaluation in senior high schools	63
5.3 Conclusions	64
5.3.1 Monitoring and evaluation activities performed by heads of senior high schools	64
5.3.2 Challenges associated with monitoring and evaluation	65
5.3.3 Improving monitoring and evaluation in senior high schools	65
5.4 Recommendations	66
5.5 Suggestions for further studies	67
REFERENCES	68
APPENDIX A: INTERVIEW PROTOCOL FOR HEADMASTERS	91



ABSTRACT

The purpose of the study was to investigate the challenges of senior high schools' headmasters relative to monitoring and evaluation at the Bosomtwe District in the Ashanti Region of Ghana. The study adopted the qualitative case study approach. The census sampling technique was used to sample all the headmasters of the six senior high schools in the Bosomtwe District. A total of twelve headmasters were selected to participate in the study. An interview guide was used as the main data collection instrument. The study found that monitoring and evaluation remains an essential managerial function critical to improving teaching and learning in senior high schools in the Bosomtwe District of the Ashanti Region. Also, the study observed that the main monitoring and evaluation activities performed by the heads of senior high schools included monitoring, supervising and evaluating teachers and students teaching and learning activities and also guiding curriculum implementation in the schools. Additionally, monitoring and evaluation practices by heads of senior high schools are constrained by inadequate financial resources and teaching and learning materials for effective teaching and learning to take place. Based on the findings it was recommended that government increase the funding allocation to the Ministry of Education to enable the ministry to effectively carry out its mandate of monitoring and evaluating the performance of the sector. Also, the Ministry of Education should ensure that it provides all necessary teaching and learning and materials needed to undertake effective monitoring and evaluation practices in all districts across the country particularly the Bosomtwe District of the Ashanti Region.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Concerns regarding quality education and measures to monitor, evaluate, supervise and enhance school education have attracted increasing attention in many parts of the world (DiPaola & Wagner, 2018; Oakes, Lipton, Anderson & Stillman 2018; Ahmed, Lee, Ding & Song, 2008). In many advanced countries, such as the United States and the United Kingdom, where secondary 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 to a sharper focus on the internal review (Lavigne & Good, 2019; Kennedy, Lee & Grossman, 2012).

Thus, rigorous, adequate, inclusive and continuous monitoring and evaluation are some of the most vital keys to the successful implementation of any new educational program (Ibrahim, 2020; Neumann, Robson & Sloan, 2018). Every time any innovative educational program comes into operation there arises the need for some kind of mechanism by which the progress of implementation can be readily assessed (Madani, 2019; Chumba, Wekesa & Benjamin, 2017) as in the case of senior high schools (SHS) in Ghana. Such a mechanism is commonly referred to as the monitoring mechanism (Madani, 2019; Tengan, Aighayboa & Thwala 2018). Within any educational system, monitoring covers activities of inspection and supervision (Bllacak, 2018; Hossain, 2018).

Kumargazhanova, Erulanova, Soltan, Suleimenova, and Zhomartkyzy, (2018) and Vainikainen, Thuneberg, Marjanen, Hautamäki, Kupiainen, and Hotulainen, (2017) infer that educational monitoring connotes the assumption of responsibility for bringing about the

specified result in the field of education. Monitoring is the process of gathering data and periodically assembling key indicators to count or measure inputs, outputs and processes to report on the functions of elements of the education system (Guzman, 2003; Scheerens, Glas, Thomas & Thomas, 2003). Thus, monitoring is an ongoing function that uses the systematic collection of data related to specified indicators to provide management and the main stakeholders of a development intervention with indications of the extent of progress and achievement with regard to expected results and progress in the use of allocated funds (Naykki, Jarvenoja, Jarvela, & Kirschner, 2017; Kayani, Begum, Kayani, & Naureen, 2011).

Monitoring provides an early indication of the likelihood that expected results will be arraigned and provides an opportunity to validate program theory and logics and make necessary changes in program activities and approaches (Bllacak, 2018; Chumba, Wekesa, & Benjamin, 2017). A sound monitoring system for a partnership combines information at all levels to give the management team, and ultimately the governing body, a picture of performance and helps facilitate decision-making and learning by the partners (Singer-Brodowski, Brock, Etzkorn, & Otte, 2019; Grinstein & Rossi, 2016).

Every educational establishment has a responsibility to monitor and evaluate the effectiveness of any new educational service being provided for learners (Hossain, 2018). Many actions must be taken into consideration when evaluating the effectiveness of any new educational venture including the welfare of staff, financial management, attendance, staff development, child protection, ethos, partnership with other agencies and, more importantly, the curriculum and the pedagogy itself (Kumargazhanova, Erulanova, Soltan, Suleimenova, & Zhomartkyzy, 2018). The better the collective appreciation of the purpose and nature of these core activities, the higher the likelihood that all stakeholders will recognize the

importance of their roles in assuring, maintaining and improving the standards as well as the implementation of the new reforms (Garira, Howie & Plomp, 2019; Bllacak, 2018).

Plank, O'Day and Cottingham (2018), specify that in a quest to achieve continuous improvement in educational standards, educational institutions have to engage in a whole range of quality processes. The important ones comprise development planning, the implementation of school improvement strategies, Monitoring and Evaluation and continuing professional development of staff. All the above processes must have, as the very core of their purpose, improving the quality of teaching and learning so that every learner can reach their utmost potential. In this context, it is evident that particular importance must attach to Monitoring and Evaluation the quality of teaching and learning (Latif, Latif, Farooq Sahibzada & Ullah, 2019, Plank, O'Day & Cottingham, 2018).

According to Bolotov, Motova and Navodnov (2019), monitoring and evaluation is a process that helps program implementers make informed decisions regarding program operations, service delivery, as well as program effectiveness, using objective evidence. Evaluation is a systematic and objective assessment of an ongoing or completed policy, program or project, its design, implementation and results. The goal is to provide timely assessments of the relevance, efficiency, effectiveness, impact and sustainability of interventions and overall progress against original objectives. The current study, therefore, seeks to assess the influence of Monitoring and Evaluation by heads on effective teaching and learning in senior high schools at Bosomtwe district in the Ashanti region of Ghana.

According to Nusche, Earl, Maxwell and Shewbridge (2011) the responsibilities of education monitoring and evaluation are typically shared between educational authorities, including quality assurance agencies such as inspectorates, schools and their leadership, and

teachers themselves. Various activities 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 conclusions as to whether learning has taken place.

Other areas comprise 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.

In Ghana, responsibility for the education system is vested in the Ministry of Education. Supervision by inspection has long been and is still a key device employed by the Ministry to monitor education quality in the country. The Ghanaian philosophy of education embraces the inculcation of high-quality instruction, especially with the introduction of the Senior High Schools (SHS) in Ghana (Baffour-Awuah, 2011; Akyeampong, 2004).

According to Baffour-Awuah (2011), this quality has been equated with high standards, including, a set of criteria against which an institution or system is judged. Among the determinants of quality on education, 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, as well as the tools for evaluation (Jermittiparsert & Sriyakul, 2020; Ashraf, Osman & Ratan, 2016).

Concerns raised within the context of Monitoring and Evaluation in education are the result of various global, regional and national level discussions and debates of the post-

Dakar Education forum in 2000. The drive to achieve global targets in education has introduced new key concepts (Cheng, 2009). All of these have affected the way monitoring and evaluation systems have been designed and implemented in many countries around the world (Adow, Edabu & Kimamo, 2020; Madani, 2019; Hossain, 2018) including Ghana.

The paradigm shifts in educational Monitoring and Evaluation towards performance-based and results-oriented outcomes in the development context, along with current education reform in Ghana, paying attention to quality in education, will significantly influence the current approaches and practices of Monitoring and Evaluation on the effective teaching and learning in senior high schools in Ghana. The current study thus will attempt to assess the influence of Monitoring and Evaluation by SHS heads on effective teaching and learning in senior high schools at Bosomtwe district in the Ashanti region of Ghana.

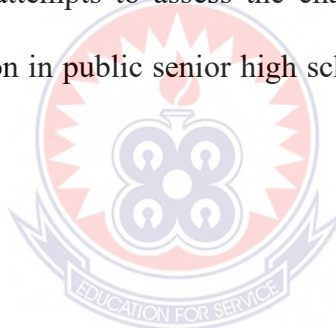
1.2 Problem Statement

Concerns regarding quality education, challenges and measures to monitor, evaluate, supervise and enhance school education have attracted increasing attention in many parts of the world (DiPaola & Wagner, 2018) including Ghana.

Monitoring and evaluation have been identified as one of the main challenges confronting heads of public senior high schools in Ghana. The researcher who is a teacher noted this problem through interactions with heads of senior high schools in her district when they attend periodic teacher development workshops and seminars. It was observed that heads of senior high schools who participated in the workshops and seminars continuously complain about having difficulties in dispensing with their monitoring and evaluation roles. When consulted, they are often not clear as to what the actual problem giving rise to the challenges.

In Ghana, there are minimal empirical studies on challenges of monitoring and evaluation in secondary schools in general, and those that have been conducted have concentrated mainly on individual stakeholders as key agents determining the quality of teaching and learning in schools and not on the challenges of monitoring and evaluation (Huaisheng et al. 2019; Stem, Margoluis, Salafsky & Brown, 2005). As inferred by Collinson and Cook (2006) despite the critical importance of monitoring and evaluation for organizational learning and self-renewal, the reality is that heads of schools often do not have the means or inclination to engage in effective monitoring and evaluation. Thus, teachers rely on directives, advice and suggestions from others on how to improve their teaching practice (Madani, 2019).

Thus, the current study attempts to assess the challenges of heads monitoring and evaluation on teacher's instruction in public senior high schools in the Bosomtwe District of the Ashanti region of Ghana.



1.3 Purpose of the Study

The purpose of the study was to investigate heads' challenges of monitoring and evaluation of teacher's instruction in public senior high schools at Bosomtwe District in the Ashanti Region of Ghana.

1.4 Objectives of the Study

The following objectives guided the study:

1. To find out monitoring and evaluation activities heads carry out in senior high schools at the Bosomtwe District of the Ashanti Region.
2. To identify challenges associated with the head's monitoring and evaluation activities in senior high schools at the Bosomtwe District of the Ashanti Region.

3. To find out ways of improving monitoring and evaluation of senior high schools in the Bosomtwe District of the Ashanti Region.

1.5 Research Questions

The study sought to answer the following questions;

1. What monitoring and evaluation activities do heads carry out in senior high schools at the Bosomtwe District of the Ashanti Region?
2. What challenges are associated with the heads monitoring and evaluating in senior high schools at the Bosomtwe District of the Ashanti Region?
3. In what ways can monitoring and evaluation activities be improved in senior high schools at the Bosomtwe District of the Ashanti Region?

1.6 Significance of the Study

The current study aims to assess the challenges of monitoring and evaluation by SHS heads and the challenges they encounter in their monitoring and evaluation activities in Senior High Schools at Bosomtwe district of the Ashanti region of Ghana. The study will add to the existing literature in the area of monitoring and evaluation of teaching and learning practices which will go a long way to influence other quality assurance initiatives in education.

Again, the findings that will be accrued from this study is hoped to assist the school heads and other school administrators in designing effective practices for monitoring and evaluating teaching and learning in the classroom. The outcomes of this study may also promote awareness of teachers as curriculum implementers to use appropriate internal differentiation teaching methods and assessment methods will show teachers which problems require special attention. Furthermore, the results from this study may enable the Ministry of

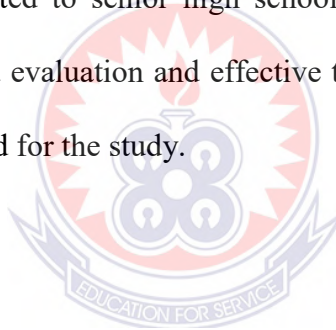
Education to review its policy on monitoring and evaluation in schools to promote effective teaching in schools.

1.7 Limitations of the Study

The study used only heads of senior high schools. The heads form a small number of staff in senior high schools. This shows that the study was limited to a small sample. The use of a questionnaire prevented respondents from providing additional information. This may affect the finding of the study.

1.8 Delimitations of the Study

The research was delimited to senior high schools in the Bosomtwe District. The study focused on monitoring and evaluation and effective teaching and learning. Only heads of Senior High Schools were used for the study.



1.9 Organization of the study

This dissertation is organised into five chapters. Chapter One introduces the background of the study, problem statement, purpose of the study, objectives and research questions, significance of the study, limitation and delimitation and organization of the study. Chapter Two presents the literature related to monitoring and evaluation and effective teaching and learning. Chapter three discusses the methodology used in the study. It presents a description of the research design, population, sample and sampling technique, data collection instrument, validity and reliability, ethical considerations and analysis of collected data. Chapter Four presents the results and discussions of the study. Chapter Five will focus on the summary of the findings, conclusions and recommendations of the study.

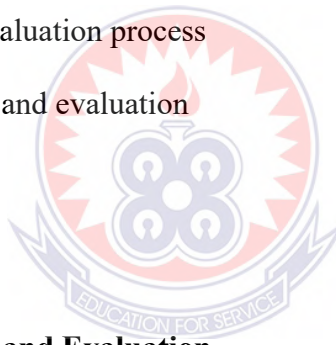
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of related literature for the study. Empirical literature was conducted for the study and focused on the areas listed below;

1. Concept of Monitoring and Evaluation
2. Monitoring and evaluation in education
3. Monitoring and Evaluation in Teaching and Learning in schools
4. Instructional supervision and the role of heads of senior high schools
5. Monitoring and evaluation and performance measures in education
6. School monitoring and evaluation process
7. Challenges in monitoring and evaluation
8. Theoretical review



2.2 The Concept of Monitoring and Evaluation

Monitoring and Evaluation is a process of incessant gathering of information and valuation of it to determine whether progress is being made towards pre-specified goals and objectives and to emphasize whether there are any unintended - either positive or negative - effects and its activities. Monitoring and Evaluation is an integral part of good management practice (Tengan et al. 2018; Nirmala & Kumar, 2017; Grinstein & Rossi, 2016). In absolute terms, monitoring is conducted to track progress and performance as a basis for decision-making at various steps in the process of an initiative or project. Evaluation conversely is a more generalized valuation of data or experience to establish the extent to which the initiative has achieved its goals or objectives (Curry, 2019; Banu, 2018).

Monitoring and Evaluation is an essential tool of management, encompassing almost every aspect of all sectors' activities, including development. Monitoring and Evaluation affords a basis for accountability to stakeholders. When reported clearly, Monitoring and Evaluation procedures and outcomes help detect shared learning regarding a range of domains, including good practice, practical strategies and tools, and information regarding specific issues. Monitoring and Evaluation further support well-informed management through evidence-based decision-making (see Neumann et al. 2018; Porter & Goldman, 2013).

Thus, Monitoring and Evaluation is conducted for several diverse purposes. For instance, monitoring systems provide executives and other stakeholders with consistent information on progress relative to targets and outcomes (Kanyamuna & Phiri, 2019). This permits administrators to keep track of progress, categorize any glitches, alter operations considering experience, and develop any monetary requests and justify them. This allows the early identification of glitches so that resolutions can be proposed. Monitoring and Evaluation are considered to be a critical part of proper management (Curry, 2019; Neumann et al. 2018; Porter & Goldman, 2013).

Excellent planning and strategies alone do not guarantee good results (Grinstein & Rossi, 2016). Progress towards realizing results needs to be monitored (Neumann et al. 2018). Similarly, no amount of good monitoring alone will correct poor programme designs, plans or results. Statistics from monitoring needs to be employed to inspire enhancements or strengthen plans. Information from systematic monitoring further offers critical input to evaluation. It is very problematic to evaluate a programme that is not well designed, and that does not systematically monitor its progress (Kanyamuna & Phiri, 2019; Mertens & Wilson, 2018).

Like monitoring, evaluation is an essential part of programme administration and a critical management tool. Evaluation complements monitoring by providing an autonomous and thorough valuation of what worked, what did not work, and why this was the case. After executing and monitoring an initiative for some time, it is a crucial management discipline to take stock of the condition through an external evaluation (Neumann et al. 2018; Harkin et al. 2016). The benefits of using evaluations are multiple. A quality evaluation offers feedback that can be used to advance programming, policy and strategy (Govender, 2017). Evaluation further recognizes unintended outcomes and consequences of development initiatives, which may not be evident in regular monitoring as the latter emphasises the implementation of the development plan (McConnell, 2019; Mertens & Wilson, 2018).

Evidence generated from evaluations contributes to administrative learning as well as the global knowledge base on development effectiveness. In this fast-evolving educational development contexts, in emerging, and ongoing shifts, a development strategy needs to be dynamic, reviewed and improved over time (Spires & Moore, 2016). Whenever development strategies are restructured during the application, it is essential to document the justification for such changes. Effective monitoring and evaluation are essential as it offers evidence to base such changes through informed management decisions (Kasule & Omvia, 2016).

Monitoring and Evaluation are also imperative for integrating the opinions of stakeholders, particularly the target population and can be a further mechanism to encourage participation and increased ownership of a mission. Consequently, the key motives for Monitoring and Evaluation can be summarized under four (4) segments which include Accountability, operational management, Strategic management, Capacity building (Neumann et al. 2018; Nirmala & Kumar, 2017; Grinstein & Rossi, 2016; Spires & Moore, 2016).

2.3 Monitoring and Evaluation

Monitoring is the continuous collection of data on specified indicators to assess for a development intervention be it projects, programmes or policies and its application about activity schedules and expenditure of allocated funds, and its progress and achievements regarding its objectives (Subrahmanyam, 2017). Evaluation, conversely, is the episodic assessment of the design, implementation, outcomes and impact of a development intervention (Subrahmanyam, 2017; Fendrich & Bloom, 2016). Evaluation also assesses the relevance and achievement of objectives, implementation performance in terms of its effectiveness and efficiency, and the nature, distribution and sustainability of impacts.

According to Singh et al. (2017), it is evident that monitoring and evaluation are different yet complementary. Depending on the purpose of a particular evaluation, it might assess other areas such as achievement of intended goals, cost-efficiency, effectiveness, impact. As mentioned above, Monitoring and Evaluation are two separate but complementary processes that mutually strengthen each other. In general, Monitoring and Evaluation are intended to monitor the influence of a policy, or progress of programme actions, against the overall goals, aims as well as targets. Monitoring and Evaluation also assess the outcome significance of an activity, and the effect of a programme, or the effectiveness of a strategy, as well as its efficiency and sustainability.

Näykki et al. (2017) define monitoring as the constant, systematic collection of information to measure progress towards the attainment of objectives, results and impacts. Grinstein and Rossi (2016) define evaluation as the systematic and objective valuation of an ongoing or accomplished project, programme or policy, its design, application and results, to determine the relevance and accomplishment of objectives, development efficiency, effectiveness, impact and sustainability. Monitoring and Evaluation are like a continuum,

where actions in the early phases emphasise more on inputs and outputs, as well as their timeliness, and then the process gradually turns in more of impact data and thus becomes more of an assessment of impact, with special studies added (Tilbury, 2007).

Tengan et al. (2018) infer that monitoring is the collection and analysis of information about a project or programme, undertaken while the project/programme is ongoing and evaluation is the periodic, retrospective assessment of an organisation, project or programme that might be conducted internally or by external independent evaluators. According to Markiewicz and Patrick (2016), monitoring is the systematic process of collecting, analyzing and using the information to trail a programme's progress toward accomplishing its goals and to guide management decisions.

Porter and Goldman (2013). indicate that monitoring usually emphasises processes, such as when and where activities happen, who delivers them and the number of people or entities they reach. Monitoring, according to them, is conducted after a programme has begun and continues throughout the programme implementation period. Evaluation, conversely, is the systematic valuation of an activity, project, programme, policy, strategy, theme, sector, operational area or establishment's performance. Evaluation focuses on projected and attained accomplishments, examining the results chain including inputs, activities, outputs, outcomes plus impacts, processes, contextual factors and causality, in order to comprehend achievements or the absence of achievements.

Stem et al. (2005) suggest that evaluation aims at determining the relevance, influence, efficiency, efficacy and sustainability of interventions as well as the contributions of the intervention to the results achieved. Thus, evaluation should provide evidence-based information that is credible, reliable and useful. The findings, recommendations and lessons of evaluation ought to be used to inform the future decision-making processes regarding the

programme (Kanyamuna & Phiri, 2019; Neumann et al. 2018; Nirmala & Kumar, 2017; Nusche et al. 2011).

In summary, monitoring is the systematic collection and analysis of evidence to afford indicators of progress towards objectives. It includes monitoring inputs, activities, outputs and progress towards outcomes. Monitoring answers, the question of what is going on. Evaluation is an assessment of a planned, ongoing or completed activity to measure the attainment of objectives as well as testing underlying theory of change assumptions, and this answers the question of what happened. Monitoring and evaluation have a complementary relationship. Monitoring offers data on the status of a policy, program, or project at any given time relative to respective targets and outcomes whereas evaluation offers evidence of why targets and outcomes have or have not been achieved.

2.4 Monitoring and Evaluation in Education

Quality management and improvement systems for educational institutions involve a process of monitoring and evaluation to control and guarantee quality in the system through the introduction of accountability, to detect the strengths and areas in which the system can advance, and to afford a basis for innovative courses of action, as well as enhancement and support strategies. Thus, the contemporary discourse on global education notes a shift in focus and the emergence of new challenges. This, therefore, warrants innovative impetus to intermittent measurements of advancement made in the education sector, including the varied nature of the Education 2030 agenda that involves shifting themes like quality, gender, adult literacy, youth and competencies, early childhood care as well as education, inequality and governance, sidelined populations etc.

It is essential to note in this context that the new education 2030 Framework for Action emphasises developing and implementing a focused, evidence- based and dynamic monitoring and evaluation system (Didham & Ofei-Manu, 2020; Beveridge et al. 2019) for the education sector in order to adequately meet the demands generated by the new challenges mentioned above. It is generally acknowledged that sustained development hinges on good governance and accountability. In order to realize this, stakeholders look for evidence- based decision- making. Herrington (2015) believes in the crucial role of Monitoring and Evaluation systems for doing this. While the proper assessment of quality aspects of the teaching and learning mix is no doubt an essential function of Monitoring and Evaluation, measuring the performance of other impact aspects of education, such as effective teaching and learning and greater accountability for outcomes, are equally essential functions. Even though Monitoring and Evaluation systems form a part of every education system, many of them suffer from lack of or poor policy design and weak implementation (Lewis & Pettersson Gelandar 2009).

Most Monitoring and Evaluation systems try to measure performance; however, their precision, effectiveness and efficiency are questionable (Govender, 2017; Stem et al. 2005). The availability of the capacity of concerned personnel, accessibility and reliability of evidence, etc., are the other critical issues that influence the level of impact and the sustainability of sound Monitoring and Evaluation systems in education. Educational Monitoring and Evaluation systems are mechanisms for gathering, processing, analyzing, interpreting, and storing data and information about learners' progress, school's programs and projects and school stakeholder's performance (Olney et al. 2018).

The system sets into motion a series of managerial actions for the purpose of ascertaining the realization of the school's objectives. Thus, a complete educational

Monitoring and Evaluation system must have some characteristics including organized gathering and processing; analysis and interpretation; storing data and information; managerial actions and realization of objectives (Ndung et al. 2015). Educational Monitoring and Evaluation systems provide the necessary information and insights for the school head/principal to perform school-based management effectively and efficiently and for the teachers to manage based on standards the teaching and learning process (Paragoso & Barazon, 2019; Scheerens et al. 2003).

Specifically, educational Monitoring and Evaluation system affords certain information and insights on learners' progress and achievement of desired learning competencies and potentials of learners to meet the requirements of the next learning level; the status and effectiveness of curriculum implementation, school curriculum; the quality of the teaching and learning process and that these meet the required and difficulties, problems, issues or risks that hamper the efficient application of school-based management (Nusche et al. 2011; Ahmed et al. 2008). Educational Monitoring and Evaluation systems permit school heads to meet the information, reporting and documentation requirements of the institution. This will provide critical information to all stakeholders and improve schools.

Given the importance of education to national development, Monitoring and Evaluation is critical to the success or failure of any educational program, project or policy. Every educational system works with educational policies and has programs and projects which require adequate planning and implementation as well as ensuring compliance between expectations and outcomes hence monitoring and evaluation (Bozorgmehr et al. 2011). The processes of monitoring and evaluation are therefore relevant in many areas of education, including the ensuing:

Education policies set the context in which educational programs and project are planned, implemented, monitored and evaluated. The process of monitoring and evaluation thus guarantees that the policies are examined regarding their ability to afford the best institutional and legal framework that promotes the intended objectives (Braun & Singer, 2019; Glas et al. 2006). Continual policy assessments and formulation necessitates critical knowledge of the outcomes of the prevailing policies, what worked or failed and why and what can be done to advance the policy which are rudimentary contents of the policy monitoring and evaluation reports. Additionally, the policy relevance, effectiveness, efficiency, influence and sustainability are critical areas of policy consideration possible only through Monitoring and Evaluation policy (Adow et al. 2020; Chumba et al. 2017; Wotela, 2017).

Educational plan and strategies cannot be articulated effectively without recognizing what has to be addressed, what has been applied before, the strategies that worked and the ones that did not, all being outcomes of policy monitoring and evaluation (Bllacak, 2018). Besides, to only implement strategies without assessment, whether it is an ex-ante or ex-post does not fit into coherent planning and may lead to wastage of scarce resources.

Educational programs denote what the educational system has to offer, and their effectiveness dictates that failure or success of the entire education system since the educational programs are directly responsible for educating learners. Educational programs must, therefore, be monitored and evaluated for success (Nusche et al. 2011).

School performance represents another pertinent area for monitoring and evaluation as it is the execution and result of the educational program. The need to identify the cause and effect variables of school performance, measure the actual performance with the expected

performance, pursue the identification of performance glitches and solutions and these require the processes of monitoring and evaluation (Willms, 2003).

2.5 Monitoring and Evaluation of Teaching and Learning in Schools

Kruger (2003) argues that the impact on the culture of teaching and learning in secondary schools begins with well-designed policy documents with regard to educational matters and well-designed year and quarterly planning. Learning is dependent on the pedagogical approach instructors use in the classroom. A variety of pedagogical approaches are common in schools; nonetheless, some strategies are more effective and appropriate than others (DiPaola & Wagner, 2018; Daniels, 2016). The effectiveness of pedagogy often is contingent on the specific subject matter to be taught, the understanding of the varied needs of different learners, and on adapting to the on-the-ground situations in the classroom and the surrounding context (Black & Wiliam, 2018).

In general, the best teachers believe in the capacity of their students to learn and carefully utilize a range of pedagogical approaches to ensure this learning occurs (Iroegbu & Etudor-Eyo, 2016). Pedagogy refers to the interactions between teachers, students, and the learning environment as well as the learning tasks (Daniels, 2016). This broad term includes how teachers and students relate together as well as the instructional approaches implemented in the classroom. Pedagogical approaches are often placed on a spectrum from teacher-centred to learner-centred pedagogy; though these two approaches may seem contradictory, they can often complement each other in the realisation of educational goals (del Valle, 2019).

Teacher-centred pedagogy situates the instructor at the centre of the learning process and typically relies on methods like a whole-class lecture, rote memorization, and chorus

answers (Bremner, 2019). This method is frequently criticized, especially when students complete only lower-order tasks and are afraid of the teacher (Pereira & Sithole, 2020; Mavhunga and Rollnick, 2016). Nevertheless, whole-class teaching can be useful when instructors often ask students to explain and elaborate vital ideas, rather than merely lecture (Chow et al. 2019). Learner-centred pedagogy, on the other hand, is a pedagogical approach that has many associated terms, including constructivist, student-centred, participatory, active. However, it generally draws on learning theories suggesting that learners must play an active role in the learning process (Starkey, 2019).

Students, therefore, use prior knowledge and new experiences to create knowledge. The teacher facilitates this process, but also creates and structures the conditions for learning. Considerable research and advocacy have promoted learner-centred pedagogy in recent years for economic, cognitive, and political reasons (Olifer, 2020; Lee et al. 2017). Some research suggests that this approach can be very effective, but it is also difficult to measure consistently (Bremner, 2019). It is often challenging for instructors to change from teacher-centred pedagogy to learner-centred pedagogy, and thus substantial support may be required if this is an essential goal for a given education system (du Plessis, 2020; Li 2019).

The learning-centred pedagogy is a comparatively novel term that acknowledges both learner-centred and teacher-centred pedagogy can be effective; however, educators must reflect on the context, including the number of learners in the class, the physical environment, the availability of teaching and learning materials, etc. (van de Kuilen et al. 2019; Lee et al. 2017). This suggests that educators ought to be flexible and carefully adapt their pedagogical approaches based on the school environment. Effective pedagogy can lead to academic achievement, social and emotional development, acquisition of technical skills, and general ability to contribute to society (Livy et al. 2019; Mamman et al. 2019; Sayer, 2016).

Among these varied learning outcomes, academic achievement is the easiest to measure; however, the others are also important to consider when trying to reform and monitor ongoing changes to pedagogical practice (Ibrahim, 2020). Pedagogical effectiveness often depends on ensuring that the approach is appropriate for a specific school and national contexts. However, some strategies are more effective than others in a broadly applicable way.

2.6 Instructional supervision and the role of heads

Teachers use instruction that influences various levels of learners (Ndungu et al. 2015). Instructional supervision is aimed at improving instructions and providing better education to assist supervisors in becoming successful in performing their supervisory tasks. Effective learning may not occur if adequate supervision is not provided (Ndungu et al., 2015). School heads anchor their administrative work on issues to teaching and learning. The quality of education depends on the nature of leadership provided by the heads (Kiptum, 2018).

Kiptum (2018) suggests that schools which performed highly viewed instructional supervision as a friendly process and teachers in these schools would ask for a classroom observation session, while those in low performing schools viewed it as a witch hunt. These findings concur with (Kieti et al. 2017), who asserts that teachers do not present their professional documents for scrutiny to heads. This implies that effective instructional supervision by the head is vital in improving academic performance. Okoth (2018), indicate that heads as supervisors are responsible and are expected to initiate activities that make the teaching and learning process responsive.

Day (2017) and Schleicher (2012) argues that schools' heads' responsibilities are to certify that teaching is carried out well and both teachers and students are carrying out their

functions in learning which is reflected in students' performance. Antonio (2019), specify that supervision is aimed at refining classroom learning and the head must be experienced with supervisory knowledge and skills to carry out this process so as to inspire teachers to influence their mode of teaching. When teaching is strengthened, instructional programmes are advanced, and this advances instructions by the teachers (Mission, 2017; Malunda et al. 2016). Heads are managers for change who must see teachers as equal partners in the process of instructional supervision. Heads must acknowledge their professionalism as this improves the quality of teaching.

For instructional supervision to be effective, school heads must invest in teachers the required resources and instructional support because students' performance improves with the availability of instructional materials (Gordon, 2019; Brandon et al. 2018). Resources must be well rationed such that each student is in a position to access them for better performance. Lunenburg (2010) specifies that heads have the responsibility of facilitating teachers' development. Hamzah et al. (2013) maintain that heads' interacting with teachers in matters of class visitation allows them to recognize teachers' strengths and identify their weaknesses to advance on the teaching. Developed instructors will be able to discover diverse capacities in different students so that they can use the suitable procedure in teaching (Yavuz & Bas, 2010; Glickman et al. 2001).

Heads' instructional, administrative functions comprise frequent inspection of teachers' schemes of work, the lesson notes, visiting the classrooms and observing the actual teaching, observing their strengths and weaknesses (Tulowitzki, 2019; Heaton, 2016). This leads to teacher improvements of teachers' skills and professionalism, certifying all teachers have student's records which demonstrate students' academic progress, setting goals and targets for student and seeking ways of achieving them (Johnston et al. 2016).

2.7 Monitoring and Evaluation and Performance Measures in Education

Performance measures provide an accurate picture of the status of accomplishments and achievements or outcomes attained by educational institutions. The educational institution's performance is assessed in terms of effectiveness which refers to the achievement of learners' outcomes; efficiency which pertains to the school's implementation of programs and projects; quality of teaching and learning process which focuses on teachers' performance and capability to manage the teaching and learning process (Niyivuga et al. 2019; Behn, 2003). Thus, teachers' performance plays a major function in the achievement of the learners' outcomes and in the implementation of school programs. It is, thus, essential to certify that teachers' management of the teaching and learning process' satisfy the expectations and standards set by the ministry.

Schools' performance is usually measured based on the teachers' ability to be a master of subject matter, management of the teaching and learning process. This includes lesson planning, classroom management, use of appropriate teaching methods, use of learning materials and student assessment and finally the use of ICT to enhance the teaching and learning process (Ibrahim, 2020; Olney et al. 2018; Wanzare, 2012; Scheerens et al. 2003; Näykki et al. 2017). This comprises the teachers' basic computing skills, development of instructional materials using ICT, and skills on the use of the internet (Susanto & Priyatna, 2020; Mu et al. 2019); quality of school service which emphasis on learners' access or utilization of school facilities, learning materials and other school services and satisfy the expectations which refer to stakeholder's perception of the quality of service being provided by the school (Teshome, 2018; Courtney, 2008).

These school performance measures will serve as a guidepost to school heads in making intelligent decisions and relevant adjustments in the programs of the school (Figlio &

Loeb, 2011). Furthermore, the educational institution's quality of service to learners must be assessed using the classroom to learner ratio; textbooks to learner ratio; learners' access to school laboratories and learning equipment as well as access to library and health services (Näykki et al. 2017; Scheerens et al. 2003).

2.8 School Monitoring and Evaluation Process

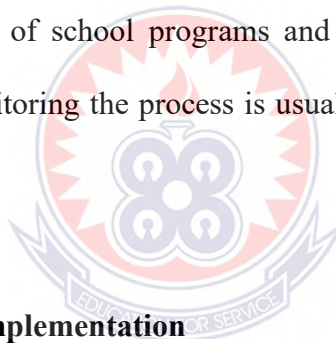
The School Monitoring and Evaluation system is composed of processes which provide the school head with a holistic depiction of the status of the school's achievement and the status of the school's progress with regard to the implementation of programs (Scherman & Smit, 2017; De Clercq, 2007; Mok et al. 2003), The processes supply the diverse information requirements of the school head that is required to make accurate and timely decisions that will guarantee the achievement of objectives and maintain quality of educational service. These processes include but not limited to monitoring the effective implementation of the program; instructional supervision; monitoring staff development; managing school assets, learner tracking process, and evaluating school performance (Chumba et al. 2017).

2.8.1 Monitoring of implementation of programs

Monitoring of implementation of programs keeps track of the status of the school agendas as documented in the policies. As the primary beneficiary of the data and information gathered from undertaking this process, the school head assumes full responsibility for this task. The process allows the school head to assess on a macro level his/her efficiency in implementing programs. As a manager, the process provides the school head with a complete representation of the school in terms of programs implemented and as

to how far or near is the school from reaching its desired objectives (Huffman, 2019; Shapiro et al. 2018).

Specifically, this process provides information to the school head and stakeholders regarding the achievement of targets, timeliness of outputs, financial efficiency, and determines the quality of the school programs and projects. The school is able to compare the actual status and number of programs and projects implemented against the number and schedule of the same as targeted in the programs (Schamberg et al. 2017). The main objective of this process is to provide the school head with a clear and accurate depiction of the school's progress on program implementation. This Monitoring and Evaluation process will provide the school head with information on the school's physical accomplishment, which involves comparing the number of school programs and projects implemented versus the planned/targeted programs. Monitoring the process is usually a monthly or quarterly activity spearheaded by the school head



2.8.2 Monitoring curriculum implementation

Monitoring curriculum implementation is a quality control mechanism of the school that ensures the correct and timely implementation of the curriculum by the teaching staff. The process allows the school head to track the progress of curriculum implementation and assess the quality of inputs provided to learners (Okoth, 2018; Mojkowski, 2000). This helps guarantee the learners are receiving complete and quality inputs that will develop their competencies and prepare them for the requirements of the next learning level. This process offers input information to the school head on the instructional support strategies to teachers. This will allow the school head to adjust or improve support to the teacher(s) according to monitoring results (Sinnema, 2010).

Monitoring curriculum implementation also generates data and information on the responsiveness of the curriculum; strengths and weaknesses of teachers concerning curriculum delivery progress of learners (Sinnema, 2011). The objective of monitoring curriculum implementation is to further provide the school head and teachers with an accurate depiction of scope or coverage of the curriculum, whether time spent per subject is within a standard set and the quality of the teaching and learning process (Okoth, 2018; Glatthorn et al. 2005). In order to guarantee the quality of curriculum implementation, the following monitoring activities must be implemented: curriculum supervision which includes regular conduct of classroom observation feedback session (Hussain et al. 2011) and focus group discussion with teachers. The school head is mainly responsible for the conduct of instructional supervision.

2.8.3 Regular tracking of staff performance

Regular tracking of teachers and non-teaching staff performance enable school managers to reward good performers and help staff in areas they need to improve. The main objective of tracking staff performance is to maintain a ready and responsive human resource that will deliver school programs and projects efficiently and effectively to learners (Duflo & Hanna, 2005; Willms, 2003). Specifically, the tracking staff performance process affords information on the contribution of staff to the achievement of school objectives and gaps in the performance of both teachers and non-teaching staff capability building requirements (Leckie & Goldstein, 2016).

In order to achieve the objectives of the process, various tracking activities must be undertaken including performance appraisal of teachers and non-teaching staff; needs analysis and appreciative inquiry based on the performance of teachers; preparation of

teacher development plan addressing the needs and enhancing the strengths of teachers; regular team meeting to discuss performance and the maintenance of teachers' information database (Leckie & Goldstein, 2016; Earley, 2000). The school head is mainly responsible for implementing the process school-wide. In large schools, the tasks of tracking teachers' performance may be delegated to the Department Heads.

2.8.4 Learner Tracking

Learner tracking is a process designed to monitor the participation and progress both academic and social of the learners. Information regarding learners' performance offers vital information on the relevance and responsiveness of school programs and projects. Tracking learners include the performance of the learners inside the classroom; attendance which involves tracking learners who are at risk of dropping out; information on the health status of the learners and participation in school-wide activities (Popescu & Cioiu, 2012; Bertin & Narcy-Combes, 2007).

The main objective of this process is to provide timely and essential information concerning the improvement in the competencies of the learners and their participation in the classroom and the school, in general (Sun et al. 2004). Specifically, this process will allow the school head and the teachers to customize or adjust school programs and projects according to the pacing of the learners; Learning needs and requirements of fast, regular and slow learners are met; identify potential problems and/or learners who are at-risk of dropping out; provide status report or profile on the performance of each learner (Amokrane et al. 2008).

In order to monitor learners progress, attendance must be checked and home visitation for learners at risk of dropping outs and undertake group activities. The school head, which is

mainly responsible for the learner tracking process, must ensure the consistency and integrity of the process in order to ensure comparable assessment of learners' performance while teachers play a more direct role in the tracking of learners' performance, especially their class participation. Teachers are also responsible for diagnosing the learners' needs (Popescu & Cioiu, 2012; Sun et al. 2004).

2.9 Challenges of monitoring and evaluation

There are potential challenges at any stage of Monitoring and Evaluation in education programs and activities, including the fact that Monitoring and Evaluation may not be built into activities or programs; indicators and other measures may be poorly specified; there could be a lack of reliable and valid data; a lack of access to Monitoring and Evaluation respondents; incomplete data including no baseline evidence; limited capacity in data analysis; Monitoring and Evaluation systems may be generally set up to include a focus on results, but evaluations of projects or programs tend to default to a model of evaluating inputs, activities and outputs (Kolisnichenko, 2017).

Education outcomes may not have been well defined in the Monitoring and Evaluation system, which means they cannot be measured, and cannot be reliably, and sensitively, understood. Difficulties in Monitoring and Evaluation usually arise when there is the very little reference given to Monitoring and Evaluation during the project/program planning, implementing and reviewing cycle (Ebisine, 2014; Aheto-Tsegah, 2011). Poor Monitoring and Evaluation is usually evidenced in poorly defined measures and procedures, unclear data collection methods, limited access to evidence and data and little attention given to the impact of the activity. Monitoring and Evaluation plan establishes a clear way to define Monitoring and Evaluation criteria, processes, outputs, timeframes, roles and responsibilities at the outset for a well-managed program or activity (Kolisnichenko, 2017; Ebisine, 2014).

Those responsible for Monitoring and Evaluation must assert themselves at the commencement of a program, ensure that the measures and processes they are using are understood and agreed with, and are supported by reliable data by accessing or creating relevant data sources (Shapiro et al. 2018). Heads should also see it as part of their roles to, where needed, strengthen the capacities of local staff to build their Monitoring and Evaluation skills, particularly in data verification and analysis (Brandon et al. 2019; De Clercq, 2007).

2.10 Improving head's monitoring and evaluation in senior high schools

Improving head's monitoring and evaluation in senior high schools in terms of performance, functions of management, and supervision of instruction cannot be over-emphasized. Head's monitoring and evaluation have become necessary because schools demand efficient leadership to manage workers to achieve set targets and goals (Ibrahim, 2020; Amina, 2015). Educational goals cannot be achieved if leadership is dysfunctional or administration cannot manage the resources, including teachers entrusted to their care. Educational policies cannot be implemented if senior high schools lack competent administrative leaders who have special administrative skills to secure resources to monitor and evaluate instruction (Rogers et al. 2019; Knezevich, 1984).

Knezevich (1984) asserted that the school head requires specialized functions that include organizing and implementing programs. Nafiah et al. (2019) explain that school heads help institutions develop because they enforce rules and regulations. Thus, every organization requires a head who will facilitate the school's activities, including monitoring and evaluation, to get things done. Pasaribu et al. (2017) inferred that school heads' primary responsibility is to coordinate, direct, and supervise school activities. These activities will guarantee that the school achieves its goals and vision of effective instruction. To carry out

these responsibilities efficiently, Knezevich (1984) asserted that, good effective heads require special training. A teacher's needs should be a priority for every school head (DiPaola & Wagner, 2018; Kinyua, 2018; Amina, 2015).

According to Iroegbu and Etudor-Eyo (2016), shared decision-making has added importance, as reformers advocate teacher involvement in their schools' decision-making process. Involving teachers in the school's decision-making process can improve the quality of decisions and promote cooperation in the school. Hay and Tarter (1993) noted that participation in decision-making is not merely a yes or no decision but varies along a continuum. They used the Acceptance Model to elucidate the level to which teachers are involved in the decision-making process. The model suggests conditions under which subordinates are involved in the decision-making process, the frequency of involvement, purpose, nature as well as the structure of their participation.

Some of the major tasks the headteacher can perform to improve their monitoring and evaluation in senior high schools and achieve collaboration from their teachers are by calling for frequent meetings and delegating duties to teachers. Headteachers further need competencies in problem-solving and system analysis to practice participative monitoring and evaluation. Teacher performance supervision is an essential element for teachers continued effective performance in a school (Malunda et al. 2016; Wanzare, 2012).

Monitoring and evaluation enables teachers to improve instruction for learners to benefit. Without monitoring and evaluation, teachers are unlikely to deliver the desired quality of teaching (Adow et al., 2020; Susanto & Priyatna, 2020; Näykki et al. 2017). As a result of this inclination, it is one of the most vital staff personnel services that need utmost attention. Some of the tasks required of the headteacher to provide monitoring and evaluation further

includes (Ibrahim, 2020; Chukwu et al. 2019; Kinyua, 2018; Amina, 2015; Maughan et al. 2012; Baffour-Awuah, 2011):

- The vetting of the classroom teachers' lesson notes/plan.
- Paying regular visits to the classroom to observe teachers lesson presentation as well as issuing confidential feedback.
- Observing the teachers' attendance as well as punctuality.
- Regular inspection of learners exercises to determine teachers' output of work.
- Examining learners' assessment record books regularly to ascertain how teachers make use of continuous assessment record scores.
- Paying regular visits to the bookshop, library, and canteen (Knezevich, 1984).

Zuilkowski et al. (2018) infer that one of the characteristics of successful non-public schools was the presence of strong leadership manifested through the supervision of teachers' work. For example, in most successful schools, the headteachers sit in the classroom during instructional time and jot down points that they later discuss with them. Frequently, the headteacher samples out some of the exercises carried out by students to ascertain the level to which teachers are teaching. The head further scrutinizes teachers' lesson plans and vets them each week (Tucker, 2012). Headteachers in most private schools paid regular visits to other school areas, like the library, the bookshop, and other facilities. This exercise familiarizes them with the state of affairs in these areas. All these efforts enhanced the confidence of teachers prompting them to work even more challenging.

Heads can also carry out compliance monitoring, focusing on inputs such as textbooks, classrooms, teaching equipment etc. to ensure that the teachers comply with predetermined standards and norms set by rules and regulations. Diagnostic monitoring

which focuses on the instructional processes relating to what happens in the classroom and whether learners are actually learning what they are supposed to learn is essential (Kim et al. 2019; Vermunt & Verloop, 1999). Since the teaching/learning process is equally as vital as input variables in education, having such monitoring and evaluation would give insightful evidence on explaining teachers' quality of education.

2.11 Theoretical Review

2.11.1 Theory of Reductionism

Various of the frequently used approaches to educational evaluation had their roots in the Enlightenment when the understanding of the world moved from a model of divine intervention to one of experimentation and investigation (Mennin, 2010). Underlying this was an assumption of order; as knowledge accumulated, it was expected that there would be movement from disorder to order (Frye & Hemmer, 2012). Phenomena could be reduced into and understood by assessing their constituent parts. Because order was the norm, one would be able to predict an outcome with some precision, and processes could be determined since they would flow along defined and orderly pathways (Geyer et al., 2005).

The legacy of this thinking is evident in the way several education programs are organized and can even be seen in the approaches to teaching (Mennin, 2010). The reductionist view that the whole or an outcome can be understood and therefore predicted by examining and understanding the contribution of the constituent parts is a fundamental part of the scientific approach (Blizzard & Klotz, 2012). The reductionist perspective also dominated educational evaluation throughout a significant part of its 80-year history as a formal field of practice (Stufflebeam & Coryn, 2014).

This cause-effect approach to analysis requires an assumption of linearity in program elements' relationships. That is, changes in certain program elements are expected to have a predictable impact on the outcome (Frye & Hemmer, 2012). A small change would be expected to have a small impact, a substantial change a massive impact. The assumption of linearity is evident in some popular program evaluation models such as the Logic Model (Rogers, 2008; Frechtling, 2007) and the Before, During, and After model (Durning et al., 2007; Durning & Hemmer, 2010).

Examination of those models demonstrates a logical flow from beginning to end, from input to outcome. The reductionist or linear way of thinking suggests that once the factors contributing to an outcome are known, program success or lack of success in achieving those outcomes can be explained (Frye & Hemmer, 2012). The cause-and-effect paradigm's impact on several of the evaluation models we describe is clear.

2.10.2 System theory

Although the reductionist approach brought significant advances in medicine and even medical education, concern with the approach's limitations can be traced back to at least Aristotle and the dictum that the 'whole is greater than the sum of its parts' (Frye & Hemmer, 2012). Thus, what we see as a final product, in this case, an educational program, is more than merely a summation of the individual component parts. The appreciation that an outcome is not explained simply by component parts but that the relationships between and among those parts and their environment (context) are essential eventually led to the formulation of a system theory parts' (Frye & Hemmer, 2012).

The system theory is accredited to Bertalanffy (1968, 1973). Even though Bertalanffy recognized the roots of his idea in earlier thinking, his approach focusing on systems was a

significant step away from the reductionist tradition so dominant in scientific thinking at the time. Bertalanffy proposed that the ultimate character of the living thing is its organization, the customary examination of the single parts and processes cannot provide a full description of the vital phenomena. This examination gives no evidence regarding the coordination of parts and processes (Bertalanffy, 1973).

Bertalanffy viewed a system as a set of elements standing in interrelation among themselves and with the environment (Bertalanffy, 1973). Thus, the system encompasses the parts, the organization of the parts, and the relationships among those parts and the environment. These relationships are not stationary but dynamic and changing. In proposing his General System Theory, Bertalanffy asserted that there exist models, principles, and laws that apply to generalized systems or their subclasses, regardless of their specific kind, the nature of their component elements, and the associations or ‘forces’ between them (Bertalanffy, 1968).

Consequently, in Bertalanffy’s view, an animal, a human being, and social interactions are all systems. In the context of this study, an educational program is a social system includes component parts, with interactions and interrelations among the component parts, all existing within, and interacting with, the program’s environment (Frye & Hemmer, 2012). To appreciate an educational program’s system would necessitate an evaluation approach consistent with system theory. Bertalanffy’s proposal (re)presented a technique of observing science, shifting from reductionism, and looking for commonalities across disciplines and systems.

Therefore, while his ideas about a General System Theory were initially rooted in biology, 20th-century work in mathematics, physics, and the social sciences underscored the

approach that Bertalanffy proposed: across a variety of disciplines and science, there are universal underlying principles (Frye & Hemmer, 2012). A consequence of the existence of general system properties is the appearance of structural similarities or isomorphisms in different fields. There are correspondences in the principles that govern the behaviour of entities that are, intrinsically, widely different (Frye & Hemmer, 2012).

Lastly, General System Theory embraces the notion that change is an intrinsic part of a system. Bertalanffy defined systems as either being 'closed', in which nothing either enters or leaves the system, or 'open', in which exchange occurs among component parts and the environment. Bertalanffy held that living systems were open systems. Equilibrium in a system connotes that nothing is changing and, in fact, could signify a system that is failing. Alternatively, an open system at steady-state is one in which the elements and interrelationships are in balance or in opposite or opposing directions, but active nonetheless (Bertalanffy, 1968).

Additionally, in an open system, there is equifinality which is the final state or outcome that can be reached from a variety of starting points and in a variety of ways as contrasted with a closed system in which the outcome might be prearranged by knowing the starting point and the conditions. Frye & Hemmer (2012) believe that an open system is consistent with what occurs in an educational program. It is an open system, perhaps sometimes at steady-state, but active. Since the advent of General System Theory, a number of other theories have arisen attempting to address the principles across a variety of systems.

2.11.3 The Logic Model

The influence of system theory on the Logic Model approach to evaluation can be seen in its careful attention to the relationships between program components and the components' relationships to the program's context (Frechtling, 2007; McLaughlin & Jordan,

2004). Albeit it is being used during program planning instead of exclusively as an evaluation approach, the Logic Model structure powerfully supports a rational evaluation plan. The Logic Model, similar to the evaluation models already discussed, can be strongly linear in its approach to educational planning and evaluation. In its least complicated form, it may oversimplify the program evaluation process and thus not yield what educators need (Frye & Hemmer, 2012; Julian et al. 1995).

With careful consideration to building in feedback loops and to the prospect of circular interactions between program elements, nevertheless, the Logic Model can offer educators an evaluation structure that incorporates system theory applications into thinking about educational programs (Kalu & Norman, 2018; Frye & Hemmer, 2012). The Logic Model approach to program evaluation is currently promoted; thus, it is worth knowing what this approach can offer.

The Logic Model's structure shares feature with Stufflebeam's CIPP evaluation model (see Stufflebeam & Zhang, 2017; Stufflebeam, 2007) but emphasizes on the change process and the system within which the educational innovation is entrenched. Though its structural straightforwardness makes it attractive to both beginner and experienced educators, this approach is grounded in the hypothesis that the relationships between the program's educational methods and the desired outcomes are clearly understood (Ormsby & Morrow, 2019; Frye & Hemmer, 2012).

The purest form of the Logic Model approach may thus oversimplify the nonlinear complexity of most educational contexts. The Logic Model works best when educators clearly comprehend their program as a dynamic system and plan to document both intended and unintended outcomes (Kalu & Norman, 2018; Cooksy et al. 2001). The four essential

components of the Logic Model are simple to describe (Figure 2.1). The level of complexity introduced into the specification of each component can differ based on the evaluator's skill or the program director's resources. When using a Logic Model for program planning, most find it useful, to begin with, the desired outcomes and then work backwards through the other components (Frechtling, 2007). For complex programs, the Logic Model can be expanded to multiple tiers.

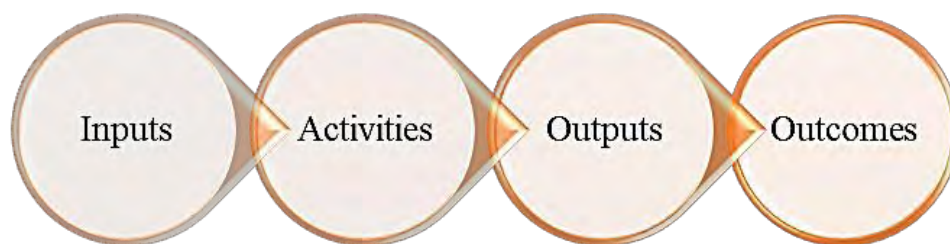


Fig. 2.1: Logic Model Components Source: Adapted from Frye and Hemmer (2012)

- i. **Inputs:** A Logic Model's Inputs encompass all pertinent resources, both material and intellectual, projected to be or actually available to an educational project or program. Inputs may include facilities, skills, time, staff time, staff skills, educational technology, and relevant rudiments of institutional culture (Frye & Hemmer, 2012; MacPhee, 2009). Defining a program's inputs describes a unique program's starting point or the existing status of a current program. Notably, an inventory of relevant resources allows all stakeholders an opportunity to confirm the commitment of those resources to the program. A comprehensive record of program resources is also useful later for describing the program to others who may wish to emulate it.
- ii. **Activities:** The next component of a Logic Model is the activities, the set of 'treatments', strategies, innovations or changes intended for the educational program. Activities are characteristically expected to transpire in the order specified in the

Model (Frye & Hemmer, 2012). That explicit ordering of activities recognizes that a continuous activity may be influenced by what occurs after or during the implementation of the preceding activity. Educators working with complex multi-activity programs are advised to refer to a reliable text on the Logic Model for recommendations regarding developing more elaborated models to satisfy the requirements of their programs (Frechtling, 2007).

- iii. **Outputs:** The Logic Model's third component outputs are outlined as indicators that one of the program's activities or parts of an activity is ongoing or finalized and that something transpired (Taylor-Powell & Henert, 2008). The Logic Model structure dictates that each Activity must have at least one Output, though a single Output may be related to more than one Activity. Outputs can differ in 'size' or importance and may occasionally be problematic to differentiate from Outcomes, the fourth Logic Model component (Frye & Hemmer, 2012). In educational programs, Outputs might consist of the number of learners attending a planned educational event (the activity), the features of faculty recruited to contribute to the program or the number of educational modules created or tested
- iv. **Outcomes:** Outcomes describe the short-term, medium-term, and long-range changes intended as an outcome of the program's activities. A program's Outcomes may comprise learners' demonstration of knowledge or skill acquisition, program participants' application of novel knowledge or skills in practice. Outcomes may be quantified at the level of individuals, groups or an organization (Knowlton & Phillips, 2012).

The Logic Model approach can support the design of a practical evaluation if educators are appropriately cautious of its linear relationship assumptions. A Logic Model approach can be valuable during the planning phases of a new educational project or innovation like the FSHS or when a program is being revised. Because it necessitates that educational planners to explicitly describe the intended links between the program resources (Inputs), program strategies or treatments (Activities), the immediate outcomes of program activities (Outputs), and the anticipated program accomplishments (Outcomes), using the Logic Model can assure that the educational program, once implemented, actually focuses on the intended outcomes (Frye & Hemmer, 2012; McLaughlin & Jordan, 2004).

It takes considers the elements surrounding the planned change, how those elements are linked to each other, as well as how the program's social, cultural, and political context is related to the planned educational program or innovation. Logic Models have proven particularly beneficial when more than one individual is involved in preparation, executing, as well as evaluating a program (Knowlton & Phillips, 2012; Frye & Hemmer, 2012; Savaya & Waysman, 2005). When every team member contributes to the program's Logic Model design, the conversations required to reach common understandings of program activities and desired outcomes are more likely to occur.

2.11.4 Theory of Change

Theory of change is fragment of the program theory that appeared in the 1990s as an improvement to the evaluation theory (McLaughlin & Mitra, 2001). The theory of change is a tool used for developing solutions to complex social problems. It provides a comprehensive image of early and intermediate-term changes that are needed to reach a long-term set goal (Blustein et al. 2019). It, therefore, offers a model of how a project should work, which can

be tested and refined through monitoring and evaluation (Lemke & Sabelli, 2008). The theory of change is also a specific and measurable description of the change that forms the basis for planning, implementation and evaluation. Most missions have a theory of change, although they are usually assumed (Mackenzie & Blamey, 2005). The theory of change assists in developing comprehensible frameworks for monitoring and evaluation.

2.11.5 Summary

Investigating the influence of monitoring and evaluation by teachers on teaching and learning at the senior high school level is a complex undertaking. Monitoring and Evaluation forms an essential tool which touches on every aspect of the education system. Monitoring and Evaluation, a critical part of the effort to strengthen the entire basic education delivery system. Monitoring and evaluation procedures and outcomes help detect shared learning regarding a range of domains, including good practice, practical strategies and tools, and information regarding specific issues.

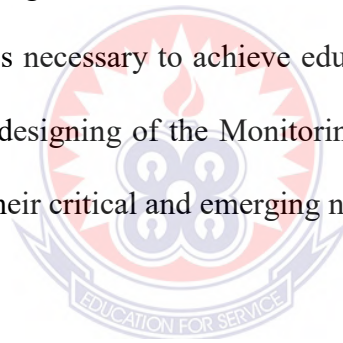
From the foregoing, it is imperative to integrate the opinions of stakeholders, particularly the headmasters and teachers which can be a further mechanism to encourage participation and enhance teaching and learning. Monitoring and Evaluation in schools assesses the outcome significance of an activity, and the effect of a programme, or effectiveness of a strategy, as well as its efficiency and sustainability. It usually emphasizes processes, such as when and where activities happen, who delivers them and the number of people or entities they reach.

Due to the critical role monitoring and evaluation there has been increasing emphasis on developing and implementing a focused, evidence-based and dynamic monitoring and

evaluation system for the education sector in order to adequately meet the demands generated by the emerging challenges in education. Most Monitoring and Evaluation systems try to measure performance; however, their precision, effectiveness and efficiency are questionable.

In spite of the critical role it plays in the provision of quality education, many at times the implementation of monitoring and evaluation programs suffer from lack of or poor policy design and weak implementation. Given the importance of education to national development, Monitoring and Evaluation is critical to the success or failure of any educational program, project or policy.

It is therefore important that there is a study to focus on assessing the factors that contribute to effects of monitoring and evaluation in senior high schools in Ghana in an attempt to address the core issues necessary to achieve educational goals. This could further lead to a review, refine and re- designing of the Monitoring and Evaluation systems so that they can adequately address all their critical and emerging needs related to the policy.



CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter presents the methodology used to conduct the study. According to Kumar (2019), research methodology involves the actions and procedures which are relevant in investigating a research problem, a subject and the rationale or justification for the application of specific procedures or technique used to identify, select, process and analyze information applied to comprehending the problem thereby allowing the reader to evaluate a study's overall validity and reliability. This chapter discusses the design, the population, the selected sample, sampling techniques, instrument, pilot-testing, data collection procedure, data analysis plan and ethical issues.

3.2 Research Design

Research design is the framework, plan, and structure for investigating a phenomenon and enables the researcher to obtain appropriate answers to the developed research questions (Leavy, 2017). It is a blueprint that outlines the processes or procedures for measurements, data collection, and analysis of these data. According to Schoonenboom and Johnson (2017), the research design is the overall strategy that is chosen to integrate the varied components of the study coherently and logically to address the research problem effectively.

The research adopted a qualitative case study approach. The case study method was chosen because of its power to allow in-depth investigation of a case to unveil important issues which would otherwise be overlooked by other methods. Case study method was especially appropriate since this research sought to conduct exploratory study on monitoring and evaluation activities carried out by heads of senior high schools. In addition, data

collection occurred in the real-world context, hence adding credibility to the findings obtained (Yin, 2006). The focus of the research was on the challenges of heads Monitoring and Evaluation of teacher's instruction in public senior high schools at Bosomtwe District in the Ashanti Region of Ghana.

3.3 Population

A population can be described as the complete set of subjects that can be studied (Gray 2019). The target population comprised all heads of senior high schools at Bosomtwe district. The accessible population for this study included heads of public senior high schools at the Bosomtwe District in the Ashanti Region. The Bosomtwe district has six public senior high schools (GES, Bosomtwe District Office, 2020). Each school has two heads; one in charge of academics and another in charge of domestic administration of the schools. That makes it a total of 12 heads in the six senior high schools of the district.

3.4 Sample and Sampling Techniques

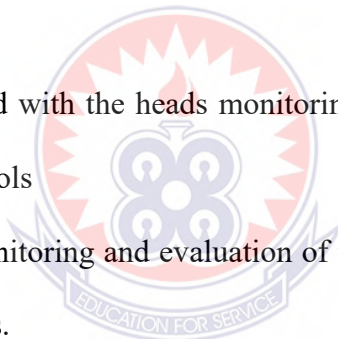
Sampling denotes the process of selecting subjects from the study population accurately with the intention of equal representation of the entire population (Kumar, 2019; Taherdoost, 2016). Quinlan et al. (2019) define a sample as a relatively small number of units used to make generalisations about the whole. Its primary objective is to provide accurate estimates of an unknown parameter. It is made up of single members or units. Census sampling technique was used for the study. Census method is the method of statistical enumeration where all members of the population are studied (Saunders, Lewis & Thornhill 2012). Using this technique, the researcher can survey all members of the accessible population due to the small number of members in the population in position to participate in the study.

3.5 Data Collection Instruments

3.5.1 Interview guide

A semi-structured interview guide was generated based on the objectives of the study. The interviews were conducted in accordance with the interview guide (refer to Appendix A). While the exact sequence and choice of interview questions depended on the individual respondents' responses, the interviews generally followed the following structure:

1. Interviewee's background: e.g., headmaster's working experience, academic qualifications;
2. Opinions towards monitoring and evaluation;
3. Major activities involved in the process of monitoring and evaluation of teacher's instruction
4. Key challenges associated with the heads monitoring and evaluation of teaching and learning activities in schools
5. Strategies to improve monitoring and evaluation of teaching and learning activities in public senior high schools.



An advantage of the interview format is that it provided liberty for the researcher to ask spontaneous follow-up questions to explore issues uncovered during the course of the response solicitation and tape recording process (Lubben, 1994).

3.6 Validity of research instruments

The validity of an instrument is the extent to which research instruments measure what they are intended to measure (Mohajan, 2017). Validity thus, is the accurateness, meaningfulness and technical reliability of the research instrument (Clark & Watson, 2019). Explicitly, this study used content validity since the primary purpose of the study was to

establish the situation as it exists. To establish the content validity of research instruments, an expert review was sought as proposed by (Zohrabi, 2013). The content was scrutinized by the supervisor of the researcher. The opinions, comments as well as suggestions were taken into consideration and the instruments reviewed. Moreover, content validity was improved through the piloting of instruments.

3.7 Reliability of Instruments

Reliability is a measure of the degree to which a research instrument will reliably produce the same result after being administered several times on the same respondents (Mohamad et al. 2015; Oluwatayo, 2012). In order to ensure the reliability of the interview guide, the researcher used the Inter-Rater Reliability method. This was done by administering the same set of questions twice on the selected HODs of the pilot schools within a duration of two weeks and comparing the responses among the same respondents. In order to establish the degree to which the contents of the instrument consistently prompted the same responses every time they are administered (Zohrabi, 2013). The responses were consistent with responses given by the piloted responses. Questions that appeared ambiguous were clarified to convey the intended motive for asking them.

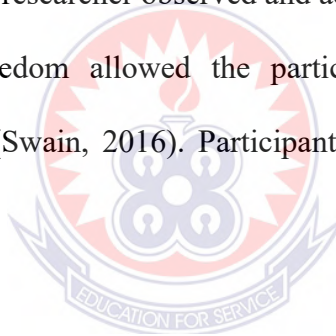
3.8 Data analysis Plan

In qualitative research, data analysis is a rigorous process involving working with the data, organizing data into manageable units, categorizing, comparing, synthesizing data, searching for patterns, discovering what is important and what is to be learned (Creswell, 2013). The researcher recorded as much data and as accurately as possible as well undertook member checks with participants to ascertain that data recorded reasonably represents their

accounts. The researcher then transcribed, read through (iterate) the recorded data and quoted verbatim in the analysis. The researcher and the respondents settled on an agreed date, time and venue for the focus group and face to face interview. The researcher sought the interviewees' consent to tape record and took brief notes in the event of tape recorder malfunctions. This was useful for gathering in-depth information on the subject under investigation.

3.9 Ethical Considerations

Ethical considerations in research are usually put in place to control the relationship between the researchers and participants and between the researchers and the fields they wish to study (Pietilä et al. 2020). The researcher observed and adhered to research ethics to ensure that informed consent and freedom allowed the participants to choose to participate voluntarily or not in the study (Swain, 2016). Participants were told about the nature and procedures of the study.



CHAPTER FOUR

DISCUSSION AND PRESENTATION

4.1 Introduction

This chapter presents the analysis and interpretation of the data of the findings. The purpose of this study was to investigate the challenges of heads Monitoring and Evaluation on teacher's instruction in public senior high schools at Bosomtwe District in the Ashanti Region of Ghana.

4.2 Demographic profile of the respondents

The gender distribution of the respondents showed that most of the respondents were males with an average age of 40 years. The highest educational qualification of the respondents revealed most of the heads interviewed were master's degree holders obtained in a variety of academic disciplines. Additionally, the results revealed that most of the respondents have been in their position as heads of their schools for a period of 3 years. These results clearly show that the respondents are in a better position to understand the intricate issues surrounding monitoring and evaluation in senior high schools in the study area.

4.3 Monitoring and Evaluation activities carried out by Heads of senior high schools

4.3.1 Perceptions of heads on monitoring and evaluation in senior high schools

The respondents were asked to give their general perceptions concerning monitoring and evaluation in the senior high schools at the Bosomtwe District of the Ashanti Region. Selected responses have been outlined below;

That's a difficult one...!! my perception about monitoring and evaluation? I think currently things are really someway. I don't know how to put but it appears things are a bit tensed around here. The authorities are on your neck. Every little thing is scrutinised so everyone is careful [Head of School 5]

I believe monitoring in our secondary schools is a bit better these days even though I believe there is so much to be done. We cannot do much because of the centralized administration system in place now. We are just observing how it goes. [Head of School 6]

My perception is that I think things are normal because the roles and procedures are already set out for you and so you just follow it and so I think for now there is not much to say. [Head of School 1]

From the responses, it can be concluded that the respondents are ambivalent about the current situation when it comes to monitoring and evaluation in senior high schools particularly at the Bosomtwe District of the Ashanti Region. There appears to be a stoic sense of apathy concerning monitoring and evaluation as it is being practised in senior high schools.

4.2.2 How monitoring and evaluation help in your work as the head of this school

The respondents were asked to indicate how monitoring and evaluation help in their work as the heads of their respective senior high schools. The responses suggest that monitoring and evaluation play a key role in the activities of heads of senior high schools. Excerpts of the remarks by respondents have been outlined below;

Oh on a more serious note all I can say monitoring and evaluation has everything got to do with the work of the head of the school. If you ask me from my position as the

head of this school without effective monitoring and evaluation strategies here how would I have done my job? All there is with effective administration of an institution is effective monitoring so I don't joke with my monitoring duties and the teachers will tell you..." [Head of School 3]

You know in all honesty without monitoring the activities taking place in the school all the time you cannot be an effective leader. As the headmaster, you need the information to be able to make decisions daily and basically, it is through the monitoring function that can generate that information for you; else a lot of things will go unnoticed and when your superior comes around you'd be found wanting..."
[Head of School 1]

The monitoring of the effectiveness of learning is, therefore, an essential element of the overall management practice within all educational establishments and so here it is aimed very clearly at improving teaching and learning and the sharing of good practice is an important consequence of the process. [Head of School 2]

From the responses, it can be concluded that the respondents firmly recognize that the monitoring and evaluation function represents a critical managerial function among the various roles performed by school heads. It is relevant to add that schools need to pay more systematic and formal attention to observing how both pedagogical and extra-curricula activities sanctioned by the schools are progressing on a daily basis and if the heads of the schools can play an effective role, then he/she needs to take monitoring and evaluation seriously.

4.3.3 Specific monitoring and evaluation activities are undertaken by heads of senior high schools

The headmasters interviewed were asked to enumerate the specific monitoring and evaluation activities undertaken by the heads of the senior high schools at the Bosomtwe District. Selected remarks given by the respondents have been given below;

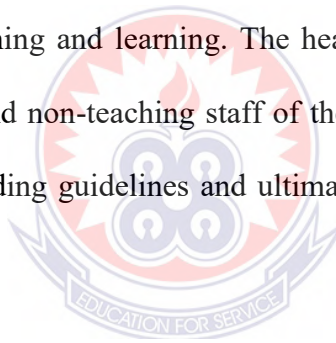
I normally supervise school programs both teaching and non-teaching, just to ensure that the school runs smoothly and effectively as it should run. As part of that, I need to ensure that to track the implementation of interventions systematically and ensure that the progress made is towards achieving the objectives of the interventions. I also monitor and ensure that there is much control over the behaviour of actors in the school particularly the teachers and students. Without the appropriate controls through the institution of rules and regulations to guide behaviours. [Head of School 4]

I collaborate with the department heads to determine the school's standards and principles, which I then communicate to students, staff, and parents. I keep track of everything that is going on in the school from teachers and student's daily attendance, decisions taken, checking the availability of curriculum implementation materials and their adequacy too... so it's a difficult task. [Head of School 3]

I go round and check both teacher and student activities to be sure that academic work is taking place as they should. Effective utilisation of instructional time is of paramount importance to me. And also, I evaluate teachers work too. I find time to go through students work and their marking. I evaluate the continuous assessment tests and examinations as well. Aside from this, I ensure that designated school programs and initiatives are implemented and executed appropriately. At the end of the term, I evaluate the performances across all levels and take the necessary action for improvements where need be. [Head of School 6]

For me, the rationale is to monitor everything that is happening in the school. From classroom work to the canteen or dining hall. I've got to have hands-on information concerning everything taking place. So, I monitor both teachers and students work and evaluate their performances over the period, give guidance to teachers on curriculum implementation, stick to quality assurance standards, assigning additional responsibilities to teachers and many other things time would not allow to go through all of them. [Head of School 4]

From the responses it can be concluded that the major monitoring and evaluation activities performed by the head of senior high schools include monitoring, supervising and evaluating teachers work. They also provide guidance and directions to teachers on curriculum implementation. Ultimately to ensure that is a healthy and positive learning environment that promotes teaching and learning. The heads also supervise and coordinate the work of both the teaching and non-teaching staff of the school. Keeping track of school finances in accordance with funding guidelines and ultimately responsible for all aspects of the school's administration.



4.2.4 Teachers reactions to the monitoring and evaluation activities by heads of school

The respondents were asked to indicate how the teachers react to the monitoring and evaluation activities performed by the heads of the schools. Selected comments are as shown below;

“you know naturally people don't like to be observed as in you snooping over their shoulders all the time so naturally, they wish I don't do what I do but that is my job and I must say it even helps them in many ways. Much as they feel uncomfortable it also keeps them on their toes to produce results...” [Head of School 3]

“...so they say among themselves that I am too harsh and difficult boss to work under but I care less that is my job. The next day should a superior

officer of the profession comes around and finds things are done wrongly in the school I am the one to hold accountable and responsible so I don't have to relax. Sometimes I call students and ask them about how the teachers teach and I confront them and that even annoys them the most but I am doing my work. I mark attendance and conduct random evaluation of their students work and I challenge them to do more if they are not doing the right things..." [Head of School 5]

It could be realized from the responses that the teachers do not like the manner the heads go about their monitoring and evaluation activities in their respective schools. However, the differences stem from the fact that heads have the firm belief they have a role to perform though to the displeasure of the teachers.

4.3.5 Impact of heads monitoring and evaluation activities on teaching and learning in the school

Again, the respondents were asked to give their assessment of the impact of their monitoring and evaluation activities on teaching and learning in the school. The following selected remarks from the teachers show a positive outlook of the impact of their monitoring and evaluation activities on teaching and learning in the school.

"...I think it is working because I set the standard for teachers to attain and that is helping them put in much efforts which are helping the students perform better as evidenced in last year WASSCE..." [Head of School 5]

"The main purpose of the monitoring evaluation activity is to collect information that will inform and facilitate improvement in classroom practice. It is essential to note that once the headteacher can be very consistent and tactful about this role he/she can get the best out of his subjects and achieve the set educational goals they so desire. My role here

has been to ensure that educational goals are achieved and that is what everyone is driving towards. Without the added pressure to give students homework, tests and other extra-curricular activities then we may not achieve our educational goals...” [Head of School 2]

“Monitoring and evaluating school activities from the perspective of the headmaster is the more straightforward of the two tasks. Its principal focus is to understand whether students are meeting targets or milestones. And so ever since I became the headmaster here, I’ve been pushing the teachers and everyone here to attain a certain standard of performance and that’s what is happening. Due to the pressure mounted we’re seeing gradual improvement in our WASSCE results. Last two years was 86% pass rate and last year we moved to 89% through a 3% upward movement from the lay point of view you might think it’s not significant but if you look at the number of students we presented for the exam and that 89% is a huge achievement and we’re not yet done we’re pressing on. Last year we qualified for the regional contest of the National Science and Maths Quiz for the first time in the history of this school. That should tell you something...” [Head of School 4]

From the responses, one could deduce that the respondents have the firm belief that their monitoring and evaluation efforts are having a significantly positive impact on educational outcomes. Schools in the district are seeing improvements in their WASSCE results as more of the students are passing their final examinations as well as improvements in the overall management of the senior high schools in the district.

4.4 Challenges associated with monitoring and evaluation

While most of the headmasters interviewed believe the monitoring and evaluation activities, they are currently undertaking in their respective schools is having a positive

impact on the educational outcomes there is every indication to believe there is always more room for improvements. On this basis, the researcher sought to find out the challenges encountered by the headmasters as they carry out their monitoring and evaluation duties in their respective schools.

4.4.1 Challenges heads encounter in performing their monitoring and evaluation duties

The respondents were asked to indicate the challenges they face in performing their monitoring and evaluation duties. Selected comments have been presented below;

“The challenge is what happens when you’re not around to do the monitoring? Sometimes you have to leave to attend to other important things and while you’re away that is where there will be shortcomings. This is so important because as human beings naturally we want freedom so you the person putting pressure on them when you’re not around they will do whatever they want and so it means you have to put mechanisms in place to deal with that in your absence...” [Headmaster at School 1]

“...the challenge for me has to do with the behaviour of some of the teachers. They are simply very difficult to manage. Some have attitudinal problems and so no matter how you put it they do the same thing. Look, this is the public sector and people feel insulated from the treatment a private person would have given out to a worker who is misbehaving. Left to me some of the teachers would be transferred from here but there are procedures and structures but all in all, we’re doing our best...” [Head of School 6]

“...the problems are many for me. We lack funds that is financial resources to undertake certain initiatives and the sometimes the teaching and learning materials are not available or if they are they’re not adequate and

so that puts a lot of stress on you the head. You have to at times use your own money to make the provision...” [Head of School 1]

“...The challenge is that some of the heads or the monitors are not good. They don't do a good job. They work in cahoots with the teachers and do anything to represent something and there are others who lack the understanding to actually do what it is expected of him when it comes to monitoring and evaluation like defining performance indicators, the retrieval, collection, preparation and interpretation of data...some of the heads are simply inefficient no matter what you do them” [Head of School 5]

From the results, it could be concluded that the major challenge the heads have in dispensing with their monitoring and evaluation duties has to do with managing the human resources placed under their care. Another problem encountered is inadequate or lack of funds and teaching and learning materials for effective teaching and learning. This implies that without adequate funds and teaching and learning logistics it becomes very difficult for heads to actually evaluate the performance of the teachers and students. The absence of the facilities inhibits teaching and learning hence affective academic outcomes. More so, inefficient placed at the helm of affairs in the school will eventually create a challenge with monitoring and evaluation.

4.4.2 How the challenges affect the work of heads of senior high schools

Furthermore, it is quite obvious the challenges they encounter affect their work and how it affects their work only requires an enquiry. The respondents were asked to indicate how the challenges affect their work and the results have been outlined below;

“Yeah, it affects you in so many ways. You are unable to do what you have to do because if the teachers are not cooperating with you, it becomes difficult and besides you cannot do the work alone too...someone is always giving excuses; just submit the topics you have taught for the term to my office and that alone you have to go after them up and down...continuous assessment reports too same thing...” [Head of School 3]

“It affects you in so many ways if care is not taken, you’d give up. People don’t like to be monitored especially professionals who see themselves as perfect so when you try to monitor them, they don’t take it easy. If you become so hard on them you end up making enemies for yourself and you are too easy-going, then mediocrity sets in and everyone does whatever they want. So, you need to tread cautiously and that means achieving your objective becomes very difficult to do...” [Head of School 4]

“madam without teaching and learning materials for teachers use there is no way you can do a fair and proper monitoring and evaluation exercise in the school. It affects you the more some times when you have to dig into your pocket to provide certain items for use else the lesson may not go as planned...all these put what do you expect it makes the work harder and harder...” [Head of School 1]

From the responses, it could be concluded that the challenges encountered in the monitoring and evaluation practices makes the practice of monitoring and evaluation very difficult to implement. By implication, monitoring and evaluation is to promote rapid academic performance and school improvements, but without the cooperation of teachers in the face of inadequate financial and teaching and learning materials.

4.5 Improving monitoring and evaluation in senior high schools

The respondents were requested to share their opinions on ways monitoring and evaluation can be used to improve teaching and learning in senior high schools. The responses to that effect have been provided below;

There has to be greater consistency in the monitoring and evaluation practice within the school other than that the steam will die off with time. If the head is not consistent the teachers or those being monitored will lower their guard and draw the whole program back. [Head of School 6]

I think it's all about taking data from the classroom and analysing or evaluating it and allowing the outcomes to inform your decisions...that is in its basic sense. You observe the classroom activities that is the teaching and learning, have a measuring criterion against which you can evaluate to see if the goals set have been achieved. [Head of School 4]

If we indeed want to improve the teaching and learning in our senior high schools then monitoring and evaluation should be taken seriously. I say this because it is the monitoring and evaluation exercise that will provide us with the justification through data that can be evaluated for necessary action to be taken where appropriate...when teachers are not doing well teaching the subject students' scores will show simply as that. [Head of School 3]

From the responses, it can be concluded that monitoring and evaluation can be used to improve teaching and learning when heads of institutions observe the teaching and learning process, collect data and subject the data to critical analysis and evaluate it against set standards and where matters fall short necessary actions can be taken.

4.4.1 Ministry of Education's role in improving monitoring and evaluation in schools

The respondents were asked what the Ministry of Education should do to improve monitoring and evaluation in senior high schools. Selected responses in that regard have been provided below;

"...you know monitoring and evaluation is about mobility; the monitors have to be mobile so it is important for the ministry to provide the necessary logistics for the monitors to be able to move around to conduct effective monitoring and evaluation duties...There should be adequate funding from the ministry to the department of monitoring and evaluation under GES so they can do a lot more monitoring of schools..." [Head of School 4]

"The Ministry should organize training programs for monitors and also involve all stakeholders. This is to avoid the situation where teachers blame heads for antagonizing them. Because the quality assurance standards from the ministry of education should use supervisory techniques that are clinical in nature, pleasant and appropriate for monitoring and evaluating teaching and learning activities..." [Head of School 2]

From the responses, it could be concluded that from the ministry of education standpoint; the government should make provide logistical resources to monitors to be able to go round and monitor the activities of all who need to be monitored. More so, training programs should be organized for all involved in the monitoring process so that no stakeholder holds up against the other for doing their work.

4.5.1 What GES should do to improve monitoring and evaluation in schools

Again, the researcher sought to find out the opinion of the respondents from the GES level; specifically, what the service should do to improve the monitoring and evaluation practices in schools. Selected comments have been provided as follows;

“The monitoring process as laid out by the GES should be supportive and encourage staff to work collaboratively. Effective monitoring encourages collaboration and generates positive outcomes...” [Head of School 6]

“I believe that since most of the challenges encountered in the monitoring and evaluation practices is caused by the teachers it is imperative to suggest that the right calibre of people, with the acceptable temperament be employed to teach...and I must say the service should be seen to be supportive. All the requirements needed by the heads should be provided to enable them to carry out their activities.” [Head of School 5]

From the GES level, it can be concluded that respondents want the service to provide support to the heads as well as any entity that is involved in the monitoring and evaluation practices in the senior high schools so that they can deliver effective monitoring and evaluation outcomes. Moreover, they admonish that the service makes sure to appoint or employ the right calibre of workers to teach and perform other roles in the schools. Probing on how this can be done by Ghana Education Service to get the right calibre, eg. Psychological testing of expected behaviour.

4.5.2 What must be done at the school level to improve monitoring and evaluation

The respondents were further asked about what should be done at the school level regarding what should be done to improve the monitoring and evaluation practices in the senior high schools. Find below-selected responses from the respondents;

“I keep saying that this is a job you need a lot of passion else you cannot do it. So, for one to be very effective they have to be committed and show superior dedication to duty to be able to excel at it. Some personnel must be appointed to carry out the practices but those should be very committed to duty and also logistics provided for them to carry out their duties...” [Head of School 1]

“It is even more demanding at the school level because that is where the action is. There is always the pressure of producing good students who fit into society and find jobs after school. That in itself means that the burden is huge however, with everyone committed to the course of achieving academic excellence then the work lightens up. Without that, we get nowhere because we lack unity of purpose. If teachers decide to do their own thing and not yield to administrative authority there will be chaos so all must put hands on deck to achieve objectives...” [Head of School 5]

The results imply that individuals with the passion, commitment and dedication to work must be employed to work in the educational sector. Teachers remain very essential to achieving successful educational outcomes hence the right calibre of persons are recruited to carry out the role of monitors in the schools. More so, the right logistics be provided to those who have been designated to perform the monitoring and evaluation role so they can do an effective job.

4.5.3 Teachers role in making the monitoring and evaluation process effective

The heads interviewed were asked about the role teachers can play to help improve the practice of monitoring and evaluation at the senior high school level. Below comprises selected responses from the respondents;

“...The teachers are already involved in the monitoring and evaluation process and so it's actually not a new thing however, they can still do more to help the situation. The heads can even encourage peer monitoring where the teachers are delegated to lead sections of the monitoring exercise or the vertical monitoring is reinforced to enhance its effects in the operations of the school...” [Head of School 6]

“Monitoring and evaluation as a continuous process is essential to the delivery of quality education so the practice must be given all the necessary attention it deserves. By so doing the practice can effectively play the role all stakeholders expect it to produce.” [Head of School 3]

The responses imply that teachers hold a central role to the success or otherwise of any academic activity hence teachers can be deliberately involved in the process just to make them committed to the course of having effective monitoring and evaluation.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, the conclusions and the recommendations. The aim of the study was to assess the challenges faced by heads in public senior high schools in their monitoring and evaluation practices.

5.2 Summary of findings

5.2.1 Monitoring and Evaluation activities carried out by Heads of senior high schools

Concerning how monitoring and evaluation help heads of senior high schools to perform their roles as heads of the school; the study found that among the various roles performed by senior high school heads, monitoring and evaluation remains a vital managerial function and that more systematic attention must be given to observing how both pedagogical and extra-curricula activities approved by the schools are progressing on a daily basis.

Furthermore, concerning the specific monitoring and evaluation activities undertaken by the heads, the study observed that the major monitoring and evaluation activities performed by senior high school heads include monitoring, supervising, and evaluating teachers' work and that the headmasters also offer teachers guidance on curriculum implementation. Additionally, it was observed that the heads also ensure that the learning environment is safe and conducive for teaching and learning whereas ensuring judicious utilisation of school resources by keeping track of school budgets in compliance with funding requirements and, in the end, being responsible for all facets of the school's administration.

More so, the study noticed that teachers have negative reactions towards monitoring and evaluation activities performed by the heads and feel uncomfortable by the way and manner by which the heads carry out their role.

Nevertheless, in assessing the impact of the monitoring and evaluation activities carried out by the heads of the senior high schools the current study discovered that the monitoring and evaluation practices are having a significantly positive impact on educational outcomes as most of the schools in the district are experiencing improvements in their WASSCE results and that more of students are passing their final examinations while experiencing improvements in the overall management of the senior high schools in the district.

5.2.2 Challenges associated with monitoring and evaluation

On the challenges faced by the heads in performing their monitoring and evaluation duties; the study observed that the headmasters have a hard time managing teachers of their respective schools and that presents a major challenge for the heads. Furthermore, the heads are constrained by the lack of adequate financial resources and teaching and learning materials for effective teaching and learning in their respective schools.

Again, the study has shown that the challenges faced by the heads only makes their work extremely difficult and thus without teaching and learning materials and sufficient funding to procure them when not available; heads find it difficult to enforce any meaningful monitoring and evaluation of the teaching and learning activities in the school.

Also, the study has shown that some of the headmasters do not have technical knowledge especially relating to defining performance indicators, the collection, retrieval, preparation and interpretation of data; and inefficient monitoring and evaluation practices.

5.2.3 Improving monitoring and evaluation in senior high schools

The current study has shown that monitoring and evaluation can be used to improve teaching and learning when heads of institutions observe the teaching and learning process, collect data and subject the data to critical analysis and evaluating it against set standards and where matters fall short necessary actions can be taken.

Moreover, concerning the role of the ministry of education in improving monitoring and evaluation in senior high schools, this study has intimated that the government should provide logistical resources to monitors to be able to visit the senior high schools to monitor the activities of all who need to be monitored. More so, training programs should be organized for all stakeholders involved in the monitoring process particularly teachers to help them understand the relevance of monitoring and evaluation.

From the GES level, the study ascertained that GES should support the heads as well as any entity that is involved in the monitoring and evaluation practices in the senior high schools so that they can deliver effective monitoring and evaluation outcomes and that GES ensure they employ the right calibre of workers to teach and perform other roles in the schools.

Additionally, at the school level, the study determined that individuals with the passion, commitment and dedication to work must be employed to work in the educational sector and that heads must also ensure that the right quality and quantity of teaching and learning logistics are provided to those who have been designated to advance the teaching and learning process.

Finally, the study found that teachers play a critical role in the teaching and learning process hence for effective monitoring and evaluation outcomes teachers of senior high

schools need to cooperate well with their heads so there can be effective monitoring and evaluation practices to improve the quality of teaching and learning.

5.3 Conclusions

From the findings of the study the following conclusions were made;

5.3.1 Monitoring and evaluation activities performed by heads of senior high schools

1. that monitoring and evaluation is considered a vital school managerial function and thus, critical and systematic attention is paid to the processes of observing how both pedagogical and extra-curricular activities in the schools are progressing on a daily basis.
2. that the major monitoring and evaluation activities performed by heads in the senior high school at the Bosomtwi District of the Ashanti Region include monitoring, supervising, and evaluating teachers' work while the headmasters also offer teachers guidance on curriculum implementation.
3. that the headmasters ensure that the learning environment is safe and conducive for teaching and learning while ensuring judicious utilisation of school resources by keeping track of school budgets in compliance with funding requirements.
4. that teachers at the senior high schools at the Bosomtwi District of the Ashanti Region are not comfortable with the monitoring and evaluation practices being implemented by the heads of the schools.
5. that monitoring and evaluation practices is having a significantly positive impact on the performance of students in senior high schools in the Bosomtwi District of the Ashanti Region.

5.3.2 Challenges associated with monitoring and evaluation

1. that the headmasters find hard time managing the activities of the teachers in the school.
2. the work of the senior high school heads is constrained by the lack of adequate financial resources and teaching and learning materials for effective teaching and learning.
3. that some of the senior high school heads do not have the technical knowledge with regards to defining performance indicators, retrieving and collecting data and also preparation and interpretation of the data
4. inefficient monitoring and evaluation practices and that these challenges faced by the heads only makes their work extremely difficult.

5.3.3 Improving monitoring and evaluation in senior high schools

1. that heads of senior high schools should observe the teaching and learning activities that take place in the school by collecting data and subjecting the data to critical analysis and evaluating it against set standards or objectives and where there are deviations the necessary actions taken to avert undesirable occurrences.
2. that the government through the ministry should provide resources to assist monitors to be able to visit the senior high schools to monitor the activities of all who need to be monitored.
3. that training programs should be organized for all stakeholders involved in the monitoring process particularly teachers to help them understand the relevance of monitoring and evaluation.

4. that GES should support the heads as well as teachers involved in the monitoring and evaluation practices in the senior high schools so that they can deliver effective monitoring and evaluation outcomes and that GES ensure they employ the right calibre of workers to teach and perform other roles in the schools.
5. that at the school level individuals with the passion, commitment and dedication to work must be to work in the educational sector and that heads must also ensure that the right quality and quantity of teaching and learning logistics are provided to those who have been designated to advance the teaching and learning process.
6. that teachers play significant role in the teaching and learning process they need to cooperate well with their heads so there can be effective monitoring and evaluation practices to improve the quality of teaching and learning.

5.4 Recommendations

1. The government should increase the funding allocated to the Ministry of Education to enable the ministry effectively carry out its mandate as the sector body in charge of the sector.
2. The Ministry of Education should ensure that all necessary logistics and materials needed to undertake effective monitoring and evaluation practices in all districts across the country particularly the Bosomtwi District of the Ashanti Region.
3. At the school level, there is a need to resolve the negative attitude of teachers towards monitoring and evaluation. All stakeholders must shift their perspectives on the exercise so that it is seen as a tool for improving teaching and learning in schools rather than a fact-finding task to determine whether or not there is any teaching and learning taking place. This can be accomplished by raising awareness of the

importance of monitoring and evaluation among various stakeholders in schools, especially teachers.

4. The heads of the senior high schools should adopt quality assurance standards and supervisory techniques that are friendly, clinical in nature and appropriate in order to avoid antagonizing teachers and the motive for monitoring and evaluation should be spelt out at the inception in order to avoid witch hunt of teachers in schools.
5. Teacher Professional development programs such as seminars, in-service training and workshops should be organized to equip teachers, headmasters, Assistant headmasters on effective teaching and learning techniques.
6. The Bosomtwi District Directorate of the GES should adopt policies that encourage more cooperation from all stakeholders in the educational sector to work together towards improving the quality of education in the district.
7. Parents during PTA meetings should be encouraged on the need to monitor pupils' academic progress and discipline to augment the role played by teachers; headmasters and assistant headmasters and head of departments in order for them to effectively monitor and evaluate teaching and learning activities in school.

5.5 Suggestions for further studies

1. In-depth exploration of the challenges confronting headmasters monitoring and evaluation activities would be more welcoming. Further research could compare, for example, the situation in both private and public senior high schools.
2. More methodological work is needed on expanding the scope of the study geographically as this study only focused on schools in the Bosomtwe District of the Ashanti Region therefore future researcher could consider extending the scope other regions of the Ghana.

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APPENDIX A

INTERVIEW PROTOCOL FOR HEADMASTERS

Section A Demography

Interview No.: _____

Date/Time: _____

Interviewee: _____

School : _____

Female [] Male []

SECTION B: Monitoring and Evaluation activities carried out by Heads

1. How do you perceive monitoring and evaluation in senior high schools?
2. In your view, how does monitoring and evaluation help in your work as the head of this school?
3. What specific activities to monitoring and evaluation do you undertake as the head of this school?
4. How do the teachers you superintend react to the monitoring and evaluation activities you undertake?
5. How does the monitoring and evaluation activities you are engaged in impact teaching and learning in the school?

SECTION C: Challenges associated with monitoring and evaluation

6. What challenges do you encounter in dispensing with your duties as the monitoring and evaluation officer for this school?
7. Does the ministry train head of institutions on strategies to effectively monitor and evaluate?
8. How does the challenges you encounter influence your work as a monitoring and evaluation agent in the school?
9. Do you have an appropriate implementation strategy for monitoring and evaluation in the school?

SECTION D: Improving monitoring and evaluation in senior high schools

10. Given the challenges enumerated; in what ways can monitoring and evaluation be used to improve teaching and learning in Senior High Schools?
11. At the ministry level what do you think must be done to improve monitoring and evaluation in schools?
12. At the GES level, what do you think administratively can be done to improve monitoring and evaluation in schools?
13. And the school level what can be done to improve the process?
14. What role you think Teachers have a unique role to play in making the monitoring and evaluation process effective?
15. Any further comments