CHRISTIAN SERVICE UNIVERSITY COLLEGE

ASSESSING THE IMPACT OF MONITORING AND EVALUATION ON LEARNING AND PERFORMANCE OF PUPILS IN JUNIOR HIGH SCHOOLS. A CASE STUDY OF JUNIOR HIGH SCHOOLS IN KWADASO CIRCUIT, ASHANTI REGION.

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BY

ISAAC KWASI APPIAH

Dissertation submitted to the Department of Planning and Social Development of the Faculty of Humanities, Christian Service University College in partial fulfillment of the requirements for Awards of Master of Science Degree in Monitoring and Evaluation.

2019

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation has been undertaken by me for the Award of Master of Science Degree in Monitoring and Evaluation and that no part of it has been presented for another degree in this University or elsewhere. I also declare that acknowledgment have made on other work cited in this dissertation.

CANDIDATE'S NAME: ……………………………………………

SIGNATURE: ....

DATE: ....

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by Christian Service University College, affiliated to University of Cape Coast.

SUPERVISOR'S NAME: …………………………………………..

SIGNATURE: ....

DATE: ....

HEAD OF DEPARTMENT'S DECLARATION

NAME: ………………………………………………………………….

SIGNATURE: ....

DATE: ....

APPROVAL

This is to certify that this work has been done under my supervision and submitted for examination with my approval.

SIGNATURE: …………………………   DATE: ………………………………

Dr. Patrick Cobbinah

ABSTRACT

The purpose of this study was to assess the impact of monitoring and evaluation on learning and performance within Kwadaso circuit, with a focus on the pupil's in the schools. Specifically, the study sought to investigate the challenges JHS within Kwadaso District face in monitoring and evaluating on learning, evaluate the extent to which financial resources influence the implementation, evaluate the extent to which human capacity influence the implementation of monitoring and evaluation and to examine the effects of monitoring and evaluation on the performance of students in JHS. A case study design was used and both qualitative and quantitative data collection techniques were employed.

The respondents comprised pupils, teachers and head teachers of schools within the circuit. The study targeted 99 teachers and head teachers, and 526 pupils as participant but 87 of teachers and head teachers and 485 of pupils returned the questionnaires. A purposive sampling technique was used to select some of the respondents. Quantitative data was analyzed using correlation and percentages while qualitative data was analyze using content analysis. In responding to the issue of challenges affecting monitoring and evaluation in schools, the three most dominated factors enumerated by respondents were poor existence of monitoring and evaluation systems in schools, lack of adequate funds to deal with monitoring and evaluation and lack of training facilities for teachers and head teacher to equip their skills on how to effectively deal with monitoring and evaluation. It is therefore concluded that, monitoring and evaluation in school setting is a crucial activity undertaken to ensure that goals are achieved. The study recommended that there should be adequate, well planned budget to cater for M & E in schools, GES to organize adequate training for teachers and head teachers on best practices towards

monitoring and evaluation in schools and government of Ghana should prioritize the need for effective monitoring and evaluation systems in schools.

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this work to my wife Juliet Appiah, my loving son Ryan Amoako Appiah and to the most High God (JEHOVAH) for granting me the strength to complete the work.

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LIST OF ABBREVIATIONS

GES   Ghana Education Service

M&E   Monitoring and Evaluation

PRS   Poverty Reduction Strategy

UNDP   United Nation Development Programmes

SPSS   Statistical Package for Social Sciences

OECD   Organizations for Economic Cooperation and Development

HND   Higher National Diploma

WASCE   West Africa Senior Certificate Examination

US   United State

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education continues to be one of the main avenues that involve the state in the economy. Education policy choices and decisions play a critical role in determining to what degree future economic and poverty reduction plans can be accomplished in preparing individuals for future inclusion in the labor market. The academic literature known as effective education research identifies student learning monitoring as an integral part of elevated-quality education (In 1988, Cotton). Some of the main factors that distinguish productive from poor schools and teachers are the close evaluation of student success in literature (Khawaja, 2001; Cotton, 1988). One of the good predictors of student achievement is the tracking of student progress (Cotton, 1988).

Adequate, comprehensive, fair and ongoing supervision and evaluation is one of the essential to successful execution of educational programs. Each time each educational program goes into action, it needs other processes by which implementation success can be readily measured. Usually, such a mechanism is referred to as the control process. Management in the education system needs oversight and management activities (Khawaja, 2001). Management gives an early indication that expected results will provide an opportunity to test the theory and logic of the program and make appropriate changes in project practices and methodology. A strong monitoring system for alliances integrates data at all levels to provide the management team and eventually the governing body with a quality image and helps facilitate decision-making and training for partners (Marriott & Goyder, 2009). Monitoring and evaluation is not an end in itself. It is a mechanism for promoting good governance, new methods in management, creativity

and reforms, and increased transparency. When properly used, this program will produce trustworthy, clear and relevant information (Kusek, 2004). Monitoring provides important feedback for evaluation and is therefore part of the overall assessment process. Evaluation is an organized and objective assessment of an ongoing or completed policy, program / project, design, implementation and outcomes (Rogers, 2009).

The objective is to provide timely evaluations of the value, viability, efficacy, effects and sustainability of interventions and overall progress against original objectives. Monitoring and evaluation is a process that uses objective evidence, according to Ballard et al (2010), to help program implementers make informed decisions about program management, service delivery and effectiveness. Victoria (2016) suggested that the continuous tracking of student development in the classroom has many advantages. Regular formal and informal assessments provide teachers with valuable information about the progress and achievements of their students. They also provide teachers with the opportunity to reflect on their own teaching and evaluate the impact of the teaching strategies used.

The most effective assessment in a teaching and learning culture is the one that promotes and rewards effective teaching activities based on learning outcomes for students (Doherty et al., 2002; Shapiro and Levine, 1999). Evaluation of student learning at its finest allows students to recognise their own strengths and weaknesses and to recognize the types of information they need to address their learning shortcomings and misunderstandings (National Academy of Sciences [US], 2017). Data is crucial to understanding if the school system delivers good results and reviews on enhancing student outcomes (OECD, 2016). Tracking and evaluation

frameworks are widely recognized in all countries as key to building stronger and fairer school systems (OECD, 2016). Most countries around the globe also stress the importance of seeing assessment and evaluation not as ends in itself, but as important tools to improve student outcomes.

The tracking and assessment of both schools help to provide a centralized source of information that demonstrates the school's success. Monitoring and assessment provide a framework for both theories of inquiry and research. Monitoring and assessment is an integral part of any particular school as it helps with scheduling. A school should use available technological tools to assist with information gathering. It also shows the errors and creates ways to learn and improve (Miller, 2017). Both monitoring and assessment has become an important tool in global efforts to achieve ecological, economic and social sustainability through the process of plan and program implementation as a check and balance system (OECD, 2012). Rogers (2009) argues that monitoring provides management and key stakeholders with indication of the level of progress and achievement of expected outcomes and success in the use of allocated funds.

Performance tracking and execution of activities is part of the basic management actions Poverty Reduction Strategy (PRS) recommends measures that should focus on providing affected countries. Programs and projects with good elements of monitoring and assessment tend to remain on track. Monitoring helps management collect specific data to analyze growth and projects (Mensah, 2016).

Evaluation assesses the degree to which objectives are accomplished, the factors contributing to success or failure (UNDP, 2002), and whether the conclusions regarding cause and effect in the result chain are right (Margoluis & Salafsky, 1998). Project M&E performance can be assessed

and analyzed using a wide range of performance indicators that could be correlated with different dimensions (groups) such as time, price, reliability, customer satisfaction, corporate efficiency, health and safety (Cheung et al. 2004). Nevertheless, the prevailing dimensions of performance evaluation are time, cost and quality. Another useful way to assess the quality of the project is through specific indicator sets (Pheng & Chuan, 2006). The only way teachers and schools can determine that students can demonstrate competence in state content standards is to assess and track students regularly as part of their instruction in the classroom.

Teachers should know on a daily basis that in relation to the content standards, their students have the necessary information. Schools must identify the student achievement data they need to collect in order to determine whether they are making progress towards achieving their priority objectives. Agencies need to explain how tracking and assessment are slowly used to increase school performance levels in their structured accountability reports (New Zealand Government, 2017).

1.2 Statement of the Problem

A key component of a training plan and eventually successful education is active supervision (Marriott & Goyder, September 2009). While supervision applies far and wide to the operation of a school and its staff, especially its teachers and administrators, they do not, in most situations, help to determine how to educate individual students. The need for assessment may not even be fully accepted by local authorities and at school level. Significant progress has not been made in Ghana after several years of introduction of the national M&E program (Clear, 2012).It has been observed by the researcher over the years that poor educational outcomes within public junior

high schools in Kwadaso District can be highly attributed to lack of adequate monitoring and evaluation systems.

The absence and in some cases poorly coordinated and implemented measures to sustain and promote use of better monitoring tools to track activities of teachers and students to enhance teaching and learning is a problem which needs swift attention. The failure to adopt and implement sound policies on tracking and assessment have been attributed to severe financial constraints, fragmented and uncoordinated information and inadequate supervision by some heads of schools. To resolve these challenges, it is argued that the current organizational frameworks need to be improved with sufficient capacity to enable and maintain effective tracking and assessment, and existing M&E structures need to be reinforced, harmonized and organized effectively. Evident shows that little research has been done deeper to investigate the effects of M&E strategy implementation on performance of JHS students more specifically in the public schools (Kusek, 2004; Mensah, 2016). The current study aims to investigate the effect of monitoring and assessment on the learning and success of JHS students using Kwadaso Circuit Schools against these claims.

1.3 Objectives of the Study

To achieve the study goal, the following objectives are formulated;

1. To investigate the challenges JHS within Kwadaso District face in monitoring and evaluating on learning.

2. To determine the degree to which financial resources affect JHS monitoring and assessment in the Kwadaso District.

3. To determine the degree to which human capacity affects JHS monitoring and assessment in the Kwadaso District.

4. To determine the impact of monitoring and assessment on JHS student performance in the Kwadaso District.

1.4 Research Questions

To achieve the objectives of the study, the following questions were posed;

1. What are the challenges JHS within Kwadaso District face in monitoring and evaluating on learning.

2. To what degree do financial resources affect JHS monitoring and assessment in the district of Kwadaso?

3. To what extent do human capacities influence the implementation of tracking and assessment in JHS within Kwadaso District?

4. What are the effects of tracking and assessment on the performance of students in JHS within Kwadaso District?

1.5 Significance of the Study

The research provides a framework for organizations to strengthen current tracking and assessment processes. It will also help researchers and scholars who can reference their findings and enrich M&E literature. However, the success of the study has for long now been facing hic-ups in the country due to issues like limited financial resources, lack of training facilities and professional expertise. In this note, the research therefore helps the government to get the solutions to the issues facing M&E by understanding the factors influencing the process and how

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can these factors can be handled to improve school performance in Junior High Schools be handled well. The school heads and the management team are required to receive first-hand information on the role of M&E in their performance with regard to issues surrounding M&E's progress and how these issues can be handled. The research is intended to be beneficial for organisations by leading to a greater understanding and knowledge of improving tracking and assessment systems.

1.6 Scope of the Study

On geographical scope, the study covers junior high schools within Kwadaso circuit. Kwadaso is geographically located off Abuakwa – Tepa road in the Ashanti region. Issues such as the challenges facing monitoring and evaluation systems, the extent to which financial and human capacity influence M&E practices and their effects on performance of students will be captured in the study.

1.7 Overview of Methodology

In the quest to achieve the aim and objectives of the research, triangulation approach will be adopted by the researcher. This entails the use of both theoretical and practical techniques in handling the data. The study being descriptive in nature will employ the use of survey as a major tool for the research exercise. The survey will be carried out at the various JHS that would be selected at the Kwadaso District. The population will consist of all the teachers and students of public JHS within Kwadaso District. Purposive sampling technique will be employed in selecting the sample size. With reference to this study, the sample size will be selected from the various sampling frame being the list of individuals from each school. Purposive sampling was

deployed to allow the researcher concentrate on the core people (students and teachers) which information would be sought during data gathering. For the purpose of this study, the primary data consists of data from the questionnaires that would be administered.

In addition to this, data gathered from interviews conducted serves as the main primary data for the study. The secondary data on the other hand, would deal with reports on monitoring and evaluation relevant to the study. The responses at the end of the data gathering exercise would be analyzed by the use of descriptive statistics, inferential statistics as well as content analysis. The use of the Statistical Package for Social Sciences (SPSS) will promote this. It would be used to use descriptive statistics that refer to the presentation of facts as they are without necessarily going beyond their life. In view of this, the results that would be obtained from the data gathered would be presented per the outcome without any other additions or omissions. Inferential statistics would be employed in addition to the descriptive statistics to make inferences from the results obtained based on other possibilities. This would facilitate the discussion of the study. Moreover, the use of content analysis would be quantitatively and qualitatively applied on the reports that would be gathered from the respondents. The data would be thoroughly checked for possible errors and, if any, corrected before making the final presentation of the findings in the form of tables, graphs and charts, in order to ensure meaningful, precise, consistent and reliable results.

1.8 Structure of the Study

The thesis will primarily be divided into five parts. Research background; problem statement; research goals; research questions; study scope; purpose and description of the Chapter One methodology. The researcher further reviewed some selected literature related to the study on the

premise of both theoretical and empirical existing studies using journals, articles and reports in the Chapter Two. Chapter Three deals with the study's methodology. The sampling techniques and technology will therefore be used to collect the data. The results of the data collected will be interpreted, presented and summarized in Chapter Four in the form of tables, graphs and maps. The Chapter Five would present the summary of the findings, conclusions and recommendations on the study based on the results that would be achieved.

CHAPTER TWO

REVIEW OF LITERATURE AND KNOWLEDGE GAP

2.1 Introduction

This portion of the study includes the relevant literature applicable to the study and addresses the nature and relevance of teaching and learning in schools. This helped in the theoretical basis for the study.

2.2 Concept of Teaching and Learning in Schools

As a product of experience or education, Alovor and el Sadat (2010) interpret learning as a change in behavior. According to them, the change in behavior is fairly permanent, so it is not called training to change the behavior resulting from exhaustion, narcotics, alcohol, and disease. There is also no awareness of changes arising from development, maturation, and injury.

The structured learning concept describes the process as' a fairly permanent behavioral change based on an individual's interactional experience with their environment." The cycle can be detected by observing behavioral changes or even developing new responses through these encounters or environmental experiences. Different writers hold diverse opinions on students learning. Van Rossum and Hamer (2004) for example have described five of such learning conceptions as listed below:

- Learning as knowledge enhancement.
- To learn as a memorizer.
- Training as learning knowledge and techniques that can be stored and/or effectively used?

- Training as meaning approximation.

- Training as an interpretative method to understand reality.

According to Rossum and Hamer (2010), the method within this learning theory is comprehension, which is done by connecting ideas within the subject matter, finding things out, analyzing the subject matter in a much deeper way, gathering different viewpoints on the topic studied and getting a broad picture.

The teaching and learning process is one that is of interest and importance to many. The two key players in the cycle of teaching and learning are teachers and students. The quality of education in schools and educational institutions at the higher level is dependent on teaching quality. It is therefore known that teachers are the main explanatory force behind the standards of education in educational institutions (Golla & De Guzman, 1998). In the opinion of Abell (2007), teachers actually monitor the learning environment and ultimately determine what they are taught, when they are taught, and how they are taught. Teachers are required to do the following to be efficient and productive in the classroom:

1. Activate prior knowledge of students,

2. Predict problems with content for students,

3. Adapt teaching methods and Techniques to better meet students ' varied educational demands,

4. Make connections between concepts,

5. Identify relevant links between life of content and life of learners,

6. Provide students with opportunities to test their training,

7. Using input to advise guidance on formative tests, and

8. Align learning goals and approaches with the subjects taught (Barnett & Hodson, 2001; Lee & Luft, 2006).

Witthaya and Yan (2007) considered teaching as the teacher's major component to facilitate students learning and develop their intellectual growth. According to them, teaching generally takes place where the students are formally taught and educated by the teachers, which is called school. They see teaching and learning as the most important instruments for keeping people changed in many ways such as social order, mental and behavioural development, economic competition, and other social processes.

Teaching occurs in a situation where a certain excess of skills or prestige prompts a human to try to pass on to another something of his competence in knowledge, feeling, value or action. In the opinion of Baafi-Frimpong and Adentwi (2010), in teaching, the contact may be between a child and an adult, two adults, two children, an employer and an employee, a parent and a child or an officially appointed teacher and a pupil. According to them, there could be institutionalized teaching and non-institutionalized teaching. They referred to institutionalized teaching as the type of teaching that occurs in schools, colleges, technical institutions and in Universities. Davis as cited in Adentwi and Baafi-Frimpong (2010) defines teaching as the "interaction of a student and a teacher over subject."

In his view, one or more students may be in a group. Students may be young or old, intelligent or indifferent, "normal" or physically challenged, highly motivated or "removed," male or female, rich or poor. The topic may be complex, simple and complicated.

2.3 Concept of Monitoring and Evaluation

Bartle (2007) defines monitoring as a regular observation and recording of activities taking place in a project or programme. It is a process of collecting information on all aspects of the project on a regular basis. Monitoring is primarily concerned with the ongoing collection and analysis of project execution, coverage and usage information. In particular, monitoring is defined as "continuous evaluation of project implementation in relation to agreed schedules and the use of project beneficiaries ' inputs, infrastructure and services" (Mertens, 2005). Monitoring is the method of collecting data and regularly assembling key indicators to count or calculate inputs, outputs and processes for reporting on the functions of the educational system elements (Mishra, 2005). Monitoring is a method of evaluation that gathers concrete information used to improve the system (Noh, 2006).

Monitoring is an ongoing process that uses the systematic collection of data related to specified metrics to provide management and the key stakeholders in a development project with indications of the level of progress and achievement with respect to expected results and progress in the use of allocated funds. Marriott and Goyder (2009) explained that evaluation is a systematic and objective assessment of an ongoing or completed policy or plan, it is planned, applied and geared towards performance. The area of social science known as evaluative research is the systematic collection of information on program development, implementation and impact on target populations. Evaluation provides information on improvements in the actions and circumstances of targeted communities and individuals (Rossi & Freeman, 1993) by measuring the project's success in achieving its originally stated intermediate and overall objectives.

2.4 Theories on Teaching and Learning/Monitoring and Evaluation

Lo (2012) emphasized that the principle of social constructivism holds that training is most successful when the learner is in an authentic atmosphere and information is exchanged between the community, the equipment used and the participants. Behaviorism is a philosophy of animal and human education which focuses only on actions that are objectively observed and ignores cognitive practices. Behaviours theorists define learning as nothing more than the acquisition of new behavior (Nicholls, 2000). For instance, if a person wants to learn how to be a sailor, being an apprentice on a ship is the best way. The best way to learn from a professional tailor is if a person wants to be a tailor. Since information is transmitted in the community, awareness of education is not necessary object or what knowledge learners need to know.

Individual constructivism claims that teachers should not provide instruction to students unless it is absolutely necessary. Many teachers in Hong Kong interpreted this to mean that there should be no instruction and that teachers should not ' teach. '. This has led teachers to pay attention only to the activities they are going to use to stimulate students ' interest in learning and the kinds of worksheets they are going to create to provide direction on how to prepare their lessons. Teachers are no longer researching what to teach and how to recognize the learning difficulties of students. Important issues such as the material that better meets the desired goals are no longer discussed. According to Nutt (2006), Theory of Successful Project Execution points out a series of steps taken by the accountable institutional agents to organize the change process and bring about the enforcement required to implement the changes. Administrators use execution to render desired organizational improvements by developing environments where changes can endure and be embedded in them (Nutt, 2006). Execution is a manager-driven process in an

enterprise to introduce expected changes. It is widely agreed that administrators are key players in the system and that the aim of management is to enforce the planned changes, whether they are unique or normal. Nonetheless, it was hard to define the sequential steps in implementation as execution becomes omnipresent (Nutt, 2006).

Hargreaves (2001) developed a theory of school efficacy and change focused on: outcomes, both mental and moral; leverage: the interaction between teacher feedback and learning output; human capital: the amount of knowledge and experience in class; and social capital: networks of confidence and cooperation. In this theory, Hargreaves (2001) suggests in this theory that the traditional method of assessing school performance and progress is an appropriate instrument for evaluating progress and loss of the college. The theory of the ethos of school helped to make sense of the relationship between a numbers of school processes, but it did not allow one to analyze the system in detail or to forecast the performance of a school from any close analysis of identifiable variables. He introduces a new empirical school model integrating efficiency and growth with a working model. The definition of the theory is as follows:

i.   **Outcomes**: social and intellectual.

ii. **Leverage**: relationship between teacher input and education output or changes in education output students' intellectual and moral state resulting from the teacher's effort. Hargreaves suggests that good schools concentrate on effective strategies that allow a large impact to result from relatively low effort (working smarter, not harder) rather than putting too much energy into teaching and delivering little fruit. High-leverage approaches are used by excellent colleges. Knowing the efficacy of college includes studying how high leverage operates (Hargreaves, 2001).

iii. **Intellectual resources**: defines a blend of creating a school vision; identifying the underlying values of a community; conceptualizing and articulating a wide-ranging school pedagogy; insights into school development mechanisms; and students ' academic achievement across learning areas.

iv. **Social capital:** explains professional relationships of trust and respect; complexities of simultaneous governance and well-being for graduates. Relationships are the fundamental principle. Through exchanging, their intellectual capital is strengthened by high levels of social capital. Besides financial capital, social and intellectual capital is expanded rather than diminished by transferring to others (Hargreaves, 2001).

Program Theory guides an evaluation by identifying key program elements and articulating how these elements are expected to relate to each other (Donaldson and Lipsey, 2003). Data collection plans are then made within the framework in order to measure the extent and nature of each element's occurrence. The information will be processed within the system once it is obtained. First, data that have been collected by different method or from different source on the same program element are triangulated (Donaldson and Lipsey, 2003). Stake (1967) presented a model that calls for describing the intended antecedents (whatever needs to be before a program is operational) transactions (activities and outputs), and outcomes of a program. The data on the program in operation are compared to what was intended and to what the standards are for that kind of program.

2.5 Benefits of Monitoring and Evaluation

The M&E's goals are very similar: to provide information that can help guide decisions, improve performance, and achieve expected outcomes (Menon et al, 2009). Rodriguez Garcìa and Kusek (2007) agree that M&E helps to determine the extent to which a plan or project is on track and make any necessary changes, make informed decisions on organizational management and service delivery, and ensure the most efficient and effective use of resources.. It again helps to evaluate the extent to which the programme or project is having or has had the desired impact. Kusek and Rist (2004) think that M&E reports can play many different roles such as to demonstrate accountability, to educate, to be documented for future references, assist involvement of stakeholders, gain support and to promote understanding. Kayani et al. (2011) emphasized the need to review the monitoring system, firstly because it helps to align the achievement with predetermined monitoring system goals in order to check its validity and secondly helps identify the strengths and weaknesses of the monitoring system and recommends changes to it.

2.6 Types of Monitoring System

Willms (2003) defines the following three types of monitoring systems:

Compliance Monitoring

It emphasizes that inputs from schools, especially teachers and fiscal resources.

This seeks to ensure that certain requirements of the delivery of education are met.. It might be involved of average class size, pupil teacher's ratio, expenditures on instructional materials, size of the library, teacher qualification, number of support staff, or the proportion of pupils receiving special education. Typically some sanction is applied to schools not meeting specified standards.

For example, a school may be required to submit a plan for correction, or in an extreme case, be subject to closure. The assumption underlying the use of compliance is that if schools meet specified standards on various inputs measures, then adequate levels of performance will necessary follow (Kayani et al., 2011).

Diagnostic Monitoring

It highlights the input-output model's output side, especially academic outcomes. Our aims are to determine whether the majority of pupils are masters in specific aspects of the curriculum. Diagnostic monitoring systems aim to identify specific skills and concepts that require greater focus in certain schools in the same way as teachers use classroom assessments to identify areas where certain pupils need further training or remedial exercises (Kayani et al., 2011).

Performance monitoring (PM)

This requires steps of both inputs and outputs for education. The resulting assessments are usually generic achievement tests, which are less comprehensive curricula but cover a wider field of skills. Performance Monitoring seeks to compare their results between schools and school districts. Such programs have the tacit intention of making schools publicly accountable by market forces. The belief is that interschool or inter district comparison will stimulate competition and motivate educators to provide a better education (Kayani et al., 2011). One type of research that is concluded is progress tracking, which is a research-based approach which encourages regular and consistent evaluation of learner educational and/or social-emotional development. The main purpose is to determine the extent to which students are taught and the usefulness of instructions. More precisely, in order to implement more effective education for

students, progress evaluation measures all rates of achievement as well as rate of change or development. Progress monitoring may be used to assess progress both individual students as well as whole classroom of learners (Hoover, 2009).

Self-monitoring is an element of metacognition. Every aspect of metacognition also has in the thinking process the control of staff self-monitoring. This research focused on the first element of metacognition: self-monitoring, defined in a situation as observation, investigation, value assessment, and quality assessment of staff intellectual performance (Kleitman & Stankov, 2001). During the cognitive cycle, the ability to conduct self-monitoring efficiently leads to the correct approach and significant improvement in learning strategies. In addition, this could help individuals realize their most important attributes that they should express regardless of whether they are being observed. The result could be behavioral change by this means (Reid, 2004). The purpose of self-monitoring is to prepare oneself with a view to achieving the required behaviour by using information obtained via self-evaluation and self-support no matter if it achieves the goal in reality (Thawong, 2007). Consequently, all data is derived through accurate observation and documentation of real-life behavior.

In addition, numerous self-monitoring studies have been conducted (Hughes et al., 2002; Maag, 2004), as it is considered an effective strategy for determining academic behavior and social behaviour, as well as an easily applied tool in the classroom.

2.7 Common elements across Monitoring Methods in Schools

Looking at the scope of student learning monitoring study, several characteristics of successful monitoring were repeatedly cited throughout the various investigations (Cotton, 1988):

Setting High Standards

When monitoring the work of students in relation to high standards, the student effort and achievement will increase. However, researchers warn that standards should not be set so high that they are perceived by students as unattainable; if they do, effort and achievement will decrease. The concept of "high standards" varies across studies, but researchers typically propose that students should be able to achieve a high degree of success (on assignments, during classroom questioning, etc.) while being constantly challenged by new and more challenging material (Cotton, 1988).

Holding Students accountable for their work

Establishing expectations and guidelines for student seatwork, homework and other functions, and through rewards / sanctions, facilitates learning and enhances achievement (Cotton, 1988). Governments set standards for student achievement in standards based systems, which are increasingly common across countries, clearly define the knowledge and skills that students are expected to have mastered at various stages of their education. The curriculum covers the objectives set out in the standards, and the student assessment focuses on the achievement of the standards. The central concept of standard-based systems is the coordination of these key elements. If the assessments do not well match the curriculum and the standards, then results have little value in judging how well students are learning and in diagnosing school or student needs. Hence, policy needs to give considerable attention to sound strategies to assess performance against standards (OECD, 2011). Part of the strategy may consist of developing large-scale standardized tests with a high degree of validity (i.e. the extent to which assessments and evaluations measure what they are intended to measure, reliability (i.e. consistency and

stability of outcomes across student populations) and usability (i.e. how policy makers, school leaders and teachers make sense of and respond to assessment and evaluation results).Another possible strategy is to improve the capacity of teachers to test against expectations, provide comprehensive guidance on marking evaluations, and enhance moderation processes between teachers and schools (OECD, 2011).

Frequency and Regularity

Whether the topic is teacher monitoring of seatwork, administration of tests, checking homework, or conducting reviews, researchers cite frequency and regularity in carrying out monitoring activities as a major reason they are effective (Cotton, 1988).

Clarity

Clarity about expectations, formats, and other aspects of instruction-giving has a positive relationship to the achievement of homework students, participation in classroom interviewing sessions, etc. (Cotton, 1988). Collecting, scoring, and recording results of classwork, homework, tests, and so on. These activities are positively related to achievement, as they provide teachers and students with useful information and communicate to students that teachers are serious about the effort and completion of assignments (Cotton, 1988).

Feedback

Feedback to students allows them to know how they are doing and helps them to correct understanding errors and fill knowledge gaps. Some authors concentrate on how feedback is given, pointing out those students with learning difficulties need guidance, motivation, and

attention to their progress if the feedback is to promote learning goals achievement (Cotton, 1988).

2.8 Classroom Assessment

The assessment of students' learning in the classroom (both by teachers and by students themselves) is an integral component of the teaching-learning process. Much of this kind of assessment is subjective, informal, immediate, on-going, and intuitive, as it interacts with learning as it occurs, monitoring student behavior, scholastic performance, and responsiveness to instruction. Its role is to determine students' current level of knowledge, skill, or understanding, to diagnose problems they may be encountering, to make decisions about the next instructional steps to take (to revise or to move on), and to evaluate the learning that has taken place in a lesson (Kellaghan & Greaney, 2003).

Assessment is a mechanism that at the end of the period of study should be central to student learning and not just something that has been discussed. If evaluation is interpreted in this way, well-designed rubrics of scoring may play a key role in implementing an effective program of training and evaluation (Biggs, 2003). Using a scoring rubric in many ways allows students to participate in work that is better in quality than they might have done otherwise. Students do not have to guess or deduce what the assessor wants; and assessors are expected to identify and measure, if possible, the most important learning outcomes of students (Stevens & Levi, 2005). Well-built rubrics improve accuracy among raters by increasing comparability among a number of evaluators, which is an important factor to consider when using more subjective assessment tasks. A rubric may be structured to re-use the task performed by the participant, or the nature of

the task may change, but the rubric of scoring may be the same. This can save a lot of time in the end (James et al., 2002).

2.9 Challenges facing Monitoring and Evaluation of Activities of Schools

Due to a broad range of factors, implementation difficulties can arise. There may be little familiarity with, or history of, evaluation or a program may be unprepared as a result of the limited professional expertise of those responsible for evaluation to perform large-scale evaluation. Certain obstacles may include a sense of injustice by those being evaluated, unreasonable administrative demands on schools, lack of resources to enforce evaluation policies, or insufficient media coverage of evaluation results.

OECD (2011) indicated that common policy challenges in teacher evaluation are: combining the improvement and accountability functions of teacher evaluation; accounting for student results in evaluation of teachers; and using teacher evaluation results to shape incentives for teachers. School evaluation poses common policy challenges with regard to: aligning school external evaluation with internal school evaluation; providing accurate public reporting on schools and strengthening school agents ' ability to handle information. Getting information to teachers, and effecting changes in their behavior, poses many challenges. Expectations that information from assessments and examinations (in publication of results, newsletters, workshops) will radically alter the culture of schools and substantially raise the achievements of all students need to be tempered by a consideration of factors that may serve to frustrate the intentions of reformers. Unless these factors are recognized and addressed, policies involving assessment may be very limited in their impact on the quality of student learning. The following factors are: mode of intervention, relevance of information, teacher competence, teachers' understanding of

implications of changes, complexity of teaching, classroom context, and opposition by teachers and parents based on the perception that a change would involve a risk to pupils (Kellaghan & Greaney, 2003).

2.10 Influence of Financial Resources in the Implementation of M&E

According to UNDP (2009) Handbook on Planning, Monitoring and Evaluating for Development Results one central factor in the success of the M&E process in projects (be it mega or small ones) is the availability of budget for M&E that is tied to numerous accomplishes. For example, money is always required to hire staff, train staff, and acquires M&E resources, reward or work as incentives to those who have achieved the targets of the project and many more.

On the issue of human capita for example, World Bank (2011) argues that human capital, with proper recruitment and scrutiny, training and experience, proper working environment and many more is vital for the production of M&E results. There is need to have an effective M&E human resource capacity in terms of quantity and quality, hence M&E human resource management is required in order to maintain and retain a stable M&E staff, and this is greatly tied to finances for acquisition (World Bank, 2011). Despite the fact that project M&E is very significant, studies have shown that, like any other developing country, many school development programs in Kenya lack a formal M&E budget. Jha, Barenstein and Pittet (2010) argue that there should be a transparent and sufficient provision in the project budget for monitoring and assessment activities in any project implementation. Within the overall project budget, a budget for monitoring and evaluation can be clearly demarcated to give the monitoring and evaluation role proper recognition in project management (Gyorkos, 2003; Jaszczolt, Potkanski and Stanislaw, 2010). A budget for monitoring and evaluation should range from 5% to 10% of the total budget

(Kelly & Magongo, 2004).The Program Evaluation Standards also indicates that, evaluation planning budget could certainly be more carefully estimated and actual expenditure on the evaluation more carefully monitored (UNDP, 2002). Therefore, the argument it puts across is that, all the process of M&E should have a budget that has to be allocated just like any other operational budget for better results of M&E in school projects. The problem of cost overruns during evaluation has been raised up by several evaluators across the world in projects more specifically in the sub Saharan Africa where the concept of M&E is taken negatively and has not been readily bought.

Smith and Chircop (1993) as cited in Musomba et.al, 2013 say that solid and systematic learning for the M&E process cost money. For the time people spend, financial resources are needed to help the information management system, education, travel, and so on. Key items to include in the budget are contracts for consultants/external expertise (fees and travel expenses), physical non contractual investment costs, recurrent labor cost, focused labor input, training and study tours for M&E related capacity building, and non-operational costs like stationery, meetings, allowances for primary stakeholders and project implementers. In the recent past, Mega projects like those getting funding from international bodies and donors have put emphasis on ensuring that monitoring and evaluation is budgeted for before approving any proposals for funding. In contrast, the Kenyan government for instance, through the free primary and secondary education does not allocate money for proper structuring and implementation of M&E on various projects run.

2.11 Performance of Monitoring and Evaluation Systems

The M&E framework is the collection of processes for preparing, gathering and synthesizing data, refection and reporting, along with the necessary conditions and capabilities for supporting M&E outputs to make valuable contributions to decision making and learning. In addition to informal monitoring and communication, a well-functioning M&E system integrates the more organized, data-oriented side commonly associated with the M&E mission. The M&E system is the set of planning, information gathering and synthesis, refection, and reporting processes, along with the necessary supporting conditions and capacities required for the outputs of M&E to make valuable contributions to decision making and learning. A well-functioning M&E system manages to integrate the more formal, data-orientated side commonly associated with the task of M&E together with informal monitoring and communication.

The structural arrangements of an M&E system are important from a number of perspectives; one is the need to ensure the objectivity, credibility and rigor of the M&E information that the system produces (Mackay, 2006). Khan (2003), concurs that the conceptual design of an M&E system is supposed to address issues with regard to the objectives of the system, competent authority, credibility of information, managing, distributing and recycling it in the planning process. Student evaluation provides keystone indicators for performance evaluation of the system. Assessments of student learning provide evidence by which policymakers, the public, administrators, educators and parents at the national and local levels can gauge both students' current performance relative to student learning objectives and the extent to which improvement goals are being realized. Monitoring system quality based on national assessment programs can take a variety of forms.

Periodic sample-based student testing can allow greater measurement scope, more comprehensive curriculum coverage, and avoid distortions from ' teaching to testing. '. They can be carried out at comparatively low cost (OECD, 2011). Full cohort student tests, on the other hand, have the advantage of potential feedback on classes / students to schools, but are smaller measures that cannot include full curriculum coverage in realistic terms. Large scale standardized tests are often restricted to written forms such as multiple choice and short essay questions that are easiest to score and most cost-effective to implement: these exams can only draw on a limited set of skills from students (OECD, 2011).

2.12 Monitoring and Evaluation and Performance of Schools

Luginbuhl, Webbink and Wolf (2009) indicated that school improvement has proven to be a continual challenge. Good supervision is an essential component of a training program and eventually sustainable education (Marriott & Goyder, 2009). Although monitoring reach far and deep into the workings of a school and the function of its staff in particular of its teachers and managers, they do not in most cases serve to dictate how you should teach individual classes. Nor in most cases do they seek to control the way in which the national curriculum is delivered. Monitoring is an assessment of how well a school is doing, covering strengths and weaknesses and what may be done to make improvements. In this respect monitoring is important but should not be considered exceptional experience (Holems, 2003). Ali (2009) observes that the relationship between the characteristics of the teacher and academic achievement of the student was statistically significant. Adeyemo (2005), notes that the attributes of teachers affected teaching and learning in the classroom. Olaleye (2011) describes the relationship between the characteristics of teachers and the quality of pupils.

Gravestock and Gregor-Greenleaf (2008) state that the explanations for academic performance of good or poor students have been quite exhaustive, but there is still controversy among scholars as to what contributes individually or jointly to poor performance of students. The teacher characteristics found to be dominant in cross-country studies are related to; qualification, experience, attitude and personality Kayani et al. (2011) opined that monitoring and evaluation is not an end unto itself. It is tool to be used to promote good governance, modern management practices, innovation and reforms, and better accountability.

If properly used, this device can produce reliable, clear and relevant information. M&E systems can help policymakers track and improve outcomes and organizations make more informed decisions and policies by providing ongoing feedback on outcomes National monitoring and evaluation (M&E) is suffering from inadequate financial and performance capacity in most developing countries. The need for evaluation may not even be fully accepted by local authorities and at school level. Evaluation can be seen as a threat to, rather than as support for, local development. Quantitative data can be erratic, while qualitative data may be misinterpreted. Consequently, information is often not revised and/or completely accurate (Kusek, 2004)

2.13 Criteria for Project Evaluation

The common criteria used in classifying project evaluation are (1) Time and (2) Responsibility. On the basis of timing we may have: Interim evaluation that takes place at one point in the life of a project; Terminal evaluation that occurs at the end of a project; and Ex-post evaluation that occurs after project completion.

On the basis of responsibility: Self-evaluation may be carried out by person(s) directly involved in the project; Independent evaluation. This is carried out by executing agency; and External evaluation is done by outside consultant (Igbokwe-Ibeto, 2012).

2.13.1 Ways of doing an evaluation

Self-evaluation: This involves an organization or project holding up a mirror to itself and assessing how it is doing, as a way of learning and improving practice. It takes a very self-reflective and honest organization to do this effectively, but it can be an important learning experience (CIVICUS: World Alliance for Citizen Participation, 2001).

Participatory evaluation: This is a form of internal evaluation. The goal is to include as many people as possible with a direct interest in the project. This may mean working together on the assessment with project managers and beneficiaries. . If an outsider is called in, it is to act as a facilitator of the process, not an evaluator (CIVICUS: World Alliance for Citizen Participation, 2001).

Rapid Participatory Appraisal: Originally used in rural areas, the same methodology can, in fact, be applied in most communities. This is a qualitative (see Glossary of Terms) assessment method. It is semi-structured and carried out over a short period of time by an interdisciplinary team. It is used as a starting point for understanding the local situation and is a quick, cheap, useful way to gather information. . It covers secondary information analysis (see Terms Glossary), direct observation, semi-structured interviews, main informants, team interviews, plays, diagrams, maps and calendars. It helps one to obtain valuable input from those who are

supposed to benefit from the development work in an assessment sense. It's interactive and flexible. (CIVICUS: World Alliance for Citizen Participation, 2001).

External evaluation: This is an evaluation done by a carefully chosen outsider or outsider team.

Interactive evaluation: It requires a very direct collaboration between an internal evaluator and assessment group and the evaluation of the company or plan. Sometimes an insider may be included in the evaluation team (CIVICUS: World Alliance for Citizen Participation, 2001).

2.14 Effective Evaluation and Monitoring Systems

Systems for assessment and tracking can be an effective way to:

Provide constant feedback on the degree to which projects achieve their goals.

Identify potential problems and suggest possible solutions at an early stage.

Monitor the project's accessibility for all target population sectors.

Monitor the efficiency with which the different components of the project are being implemented and suggest improvements.

Evaluate the extent to which the project is able to achieve its general objectives.

Provide guidelines for the planning of future projects (The World Bank Group, 2001).

Influence sector assistance strategy. Relevant project and policy assessment review may illustrate the effects of previous initiatives and their implementation strengths and weaknesses (World Bank Group, 2001).

 Improve project design. The use of project design tools such as the log frame (logical framework) contributes to the systematic choice of project performance monitoring indicators.

The monitoring selection process is a test of the soundness of project goals and can lead to improvements in project design (World Bank Group, 2001).

Incorporate views of stakeholders. There is growing awareness that project beneficiaries ' involvement in design and implementation leads to greater "ownership" of project priorities and allows project benefits to be maintained. Ownership brings accountability. Objectives and indicators should be selected in consultation with stakeholders so that objectives and targets are "owned" jointly. The discovery of reported benefits early on helps to strengthen control, and early warning of emerging problems allows action to be taken before costs increase (World Bank Group, 2001). Show need for mid-course corrections. A reliable flow of information during implementation allows managers to monitor progress and adjust operations to take experience into account (OED) (The World Bank Group, 2001).

CHAPTER THREE

THE PROFILE OF THE STUDY AND THE RESEARCH METHODOLOGY

3.1 Introduction

Chapter three of this study presents methods and approaches used in conducting the research. It presents the research structure, demographic and sample size, measurement methods, data sources and tools used in the analysis. It also captures how data collected were analyzed. The section deals extensively on focus groups which the survey targeted.

3.2 Profile of Kwadaso

Kwadaso is a town in the Kumasi Metropolis. The Kwadaso District is sculpted as one of the new five (5) Municipal Assemblies in Kumasi and one of the 38 newly created and upgraded District Assemblies in 2018 from the Kumasi Metropolitan Assembly. The Kwadaso Municipal, created with LI 2292, has its capital as Kwadaso. There are: Several communities within Kwadaso and beyond and these are; Nwamase, Nzema, Amanfrom, Kokode, Edwenase, Ohwimase, Denkyemmuoso, Asuoyeboah, Tanoso, Techiman etc.

Kwadaso shares the North-East boundary with Bantama and the South-East with Nhyiaeso. The District also lies between latitude 6.6905 and longitude of -1.6494 on the map. The location of Kwadaso is shown on Figure 1.

Figure 3.1: Sub-Metro Areas of Kumasi
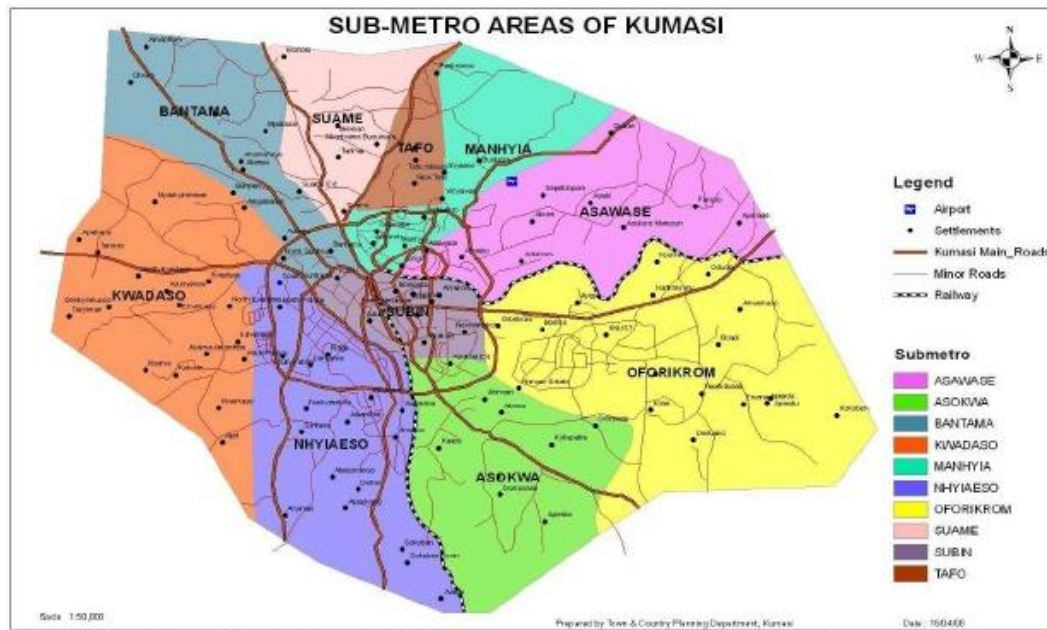
Key Map: The Study Area (Kwadaso)

Source: Wikinow

In terms of development facilities, there is the famous Sofoline Interchange as well as a Market which serves as the center and wholesale for Onion market in the district. The District can also boast of the Northern Command of the Four Battalion Infantry Brigade (4BN), which also serves as a security check zone for the district. The District has many educational institutions, including the Kumasi Campus of the University of Education Winneba (UEW-K), located at Tanoso, a

private University (Christ Apostolic University College), the Kwadaso Agric College and the SDA Nursing and Midwifery Training College. Kwadaso can as well boast of two famous public Senior High Schools (SHS) such as Prempeh College and Yaa Asantewaa Girls Senior High School (YAGSS) in the district. In the same manner, there are 19 public junior high schools (JHS) located in the district.

3.3 Research Design

Data development is the tool that is used to collect and analyze data. The aim of study design is develop a blueprint through which research problem is addressed effectively with right mode of data collection, measurement and analysis. This study was descriptive in nature and methodological triangulation was used in dealing with research issues. The brain behind this was to ensure adequate understanding of issues dealt in the study and not to cross- validate data. Both qualitative and quantitative techniques were adopted in this survey. Quantitative aspect used in this survey deals with measuring data collected through questionnaires using numerical analysis based on statistical techniques. It was used to quantity opinions of teachers on monitoring and evaluation in schools by generating numerical data and generalized results from the sample selected. Qualitative technique on the other hand deals with gaining adequate understanding of issues on monitoring and evaluation through the use of interview guide adopted by the researcher.

3.4 Population

Population involves a targeted individual or groups, objects, entities and animals with common characteristics that a study is focused on. For this study, the target population consists of all

teachers and head teachers and students of public JHS within Kwadaso District. There are a total

of nineteen (19) public junior high schools within Kwadaso District.

3.5 Sampling Technique and Sample Size

According to Zikmund (2012), sample size is the subset of the total number of individuals,

animals, objects or entities selected to represent a population. However, sampling involves

selection made on interest groups from which data can be gathered to draw conclusions from the

population (Sanders et al., 2007). Purposive sampling was adopted in selecting respondents as

the unit of enquiry for the study. This approach was adopted since the researcher needed to focus

on core people of interest to the study. The population sample frame included all teachers and

head teachers in the district from which the sample size was drawn. Aside this, convenience

sampling technique was adopted in selecting the students for the interview sections. With

convenience sampling the willingness and availability of respondent were considered. This

method was selected due to its cost effectiveness and timely delivery. However, there is a

possibility of bias towards sections of the population since the researcher targeted people who

were available and ready to respond to the study. In order to minimize the likelihood of this bias

from the study, participants willing and available at the time of the survey when the researcher

visited the selected schools were given opportunity to respond. In order to calculate the total

number used for the sample size, a mathematical formula adopted from Brewer and Miller

(2003) was employed. The formula states:

Where $n = \frac{N}{1+N(\&)^2}$

Where n= Sample size

N= Population or sample frame

∞= Margin of error (10%)

The margin of error was defined as an "absolute" quantity, equal to a radius of the statistical confidence interval. For example, if the true value is 100 pupils, and the statistic has a confidence interval radius of 10 pupils, then we might say the margin of error is 10 pupils, but percent relative margin of error is 10% (because 10 pupils are ten percent of 100 pupils)

Table 3.1: Population and Sample size

Institution	No. of Teachers	Sample	No. of Students	Sample
Kwadaso M/A JHS	12	10	179	64
Kwadaso SDA JHS	25	20	511	83
Ohwimase M/A 'B' JHS	14	12	270	72
Ohwimase M/A 'A' JHS	16	13	277	73
Prempeh Experimental 'B' JHS	23	18	720	87
Ohwimase Anglican M/A JHS	13	11	149	59
Prempeh Experimental 'A' JHS	18	15	777	88
Total	121	99	2,883	526

Source: Field survey February, 2018

3.6 Sources of Data

Information is obtained from primary and secondary sources. The primary sources are answers obtained from respondents using questionnaires and guides for interviews. Secondary information, on the other hand, discusses surveillance and assessment reports related to the study. The study adopted extensively primary data for the research using questionnaire answers and interviews conducted. These formed the basis upon which the analysis was done.

3.6.1 Data Collection Instruments and Procedure

Survey and conversation guide were the main tools for this analysis to collect data. Questionnaire was designed for teachers. The survey consisted of questions that were both open and closed. There were also dichotomous questions which required Yes or No answers. The open-ended questions allow respondents to express their opinions and comments on issues understudy. With the closed-ended ones, respondents are given set of options to choose from without any opportunity to express other views or comments on the subject. The questionnaire was grouped into four parts. Part A presents participants with demographic characteristics. Part B presents challenges confronting JHS schools in their quest to monitor and evaluate teaching and learning activities. Part C deals with how human capacity affect monitoring and evaluation in JHS.

Part D is the effect of student performance oversight and assessment practices. All these questions are posed in tabular form except for demographic characteristics. The chapter further discusses ways to improve the tracking and assessment of JHS campuses. Most of the items were presented on a 5-point likert scale for respondents to rank statements where 1-1.5=strongly disagree, 1.6-2.4= disagree, 2.5-3.4= Not sure, 3.5-4.4= agree and 4.5-5.4= strongly agree. The

questionnaires were given to respondents to be completed within two weeks. Some respondents were able to complete their questionnaire on the same day and they were retrieved as well. The interview guide consisted of ascertaining head teachers ' views on how tracking and assessment impacts students and teachers in results.

3.7 Data Analysis

Data collected from respondents were sorted and categorized in groups like Gender, Age interval, Educational background, Challenges to monitoring and evaluation in schools, the extent to which financial resources and human capacity influence the implementation of monitoring and evaluation in JHS within Kwadaso District and the impact of monitoring and evaluation on performance of schools with specific reference to students. In the data analysis, both theoretical and practical methods are used. The quantitative aspect measured data in the form of descriptive statistics such as percentages, mean and standard deviation. The qualitative aspect deals with direct quotations from the interviews granted. The items on the 5-point Likert scale were measured using mean scale and standard deviation. The range for the items are 1-1.5=strongly disagree, 1.6-2.4= disagree, 2.5-3.4= Not sure, 3.5-4.4= agree and 4.5-5.4= strongly agree .The use of descriptive statistics that concerns the presentation of facts as they are without necessarily going beyond its existence would be employed.

In view of this, the results that were obtained from the data gathered would be presented per the outcome without any other additions or omissions. Inferential statistics would be employed in addition to the descriptive statistics to make inferences from the results obtained based on other possibilities. This facilitated the discussion of the study. Moreover, the use of content analysis

would be quantitatively and qualitatively applied on the reports from the respondents. To ensure effective, accurate, consistency and reliable results, the data would be thoroughly checked for possible errors and if any, corrected before making the final presentation of the findings in the form of tables, graphs and charts.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

Chapter four of this study presents results emanated from the data gathered as well as discussions. The interpretations were done by comparing results with earlier findings to ascertain whether they support or reject earlier assertions made. The results were presented in the form of descriptive statistics such as percentages, mean scores and standard deviation.

4.2 Demographic Characteristics of Teachers and Students

In finding out the profiles of the respondents, areas such as the gender of respondents, ages as well as their educational background were dealt with.

4.2.1 Gender of Teachers and Students

The teachers and students sex variable shown in Figure 4.1 shows that 57 percent of the teachers in the selected junior high schools are males.

Figure 4.1: Gender distribution of Teachers and Students
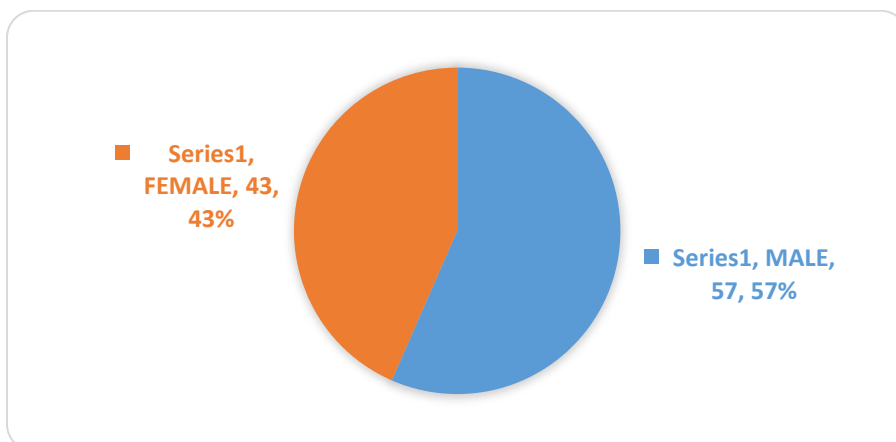
4.2.2 Age interval of Teachers and Head teachers

It was significant in ascertaining the age brackets of respondents in the study because it was imperative to know whether it affects their engagement in the monitoring and evaluation of school activities. From Figure 4.2, it was realized that 45% of respondents were 31-40 years. Teachers within the age bracket of 41-50 years attained second highest in number with 28%. Some teachers were found to be under 30 years and this category obtained 16% and the least been 51+ years who constituted 10%. This implies that most of the teachers in the selected schools are highly dominated by youths and their engagement to monitoring and evaluation of schools would be paramount.

Figure 4.2: Age of Teachers and Head teachers
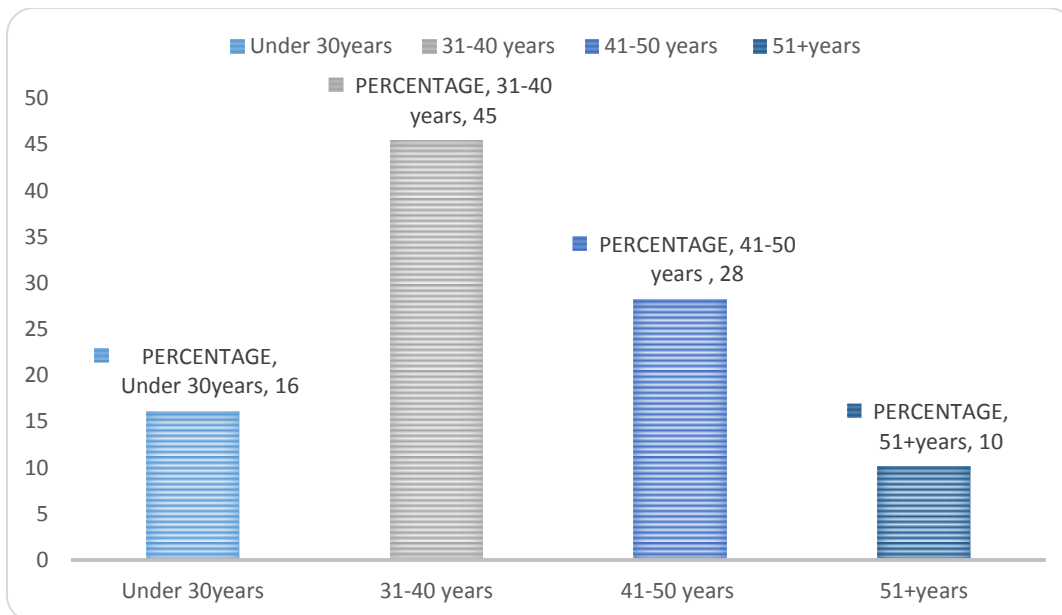
4.2.3 Educational background of Teachers and Head teachers

Figure 4.3 presents educational background of respondents. It was realized that majority (39%) of respondents had attain their 1st degree. Next to this were those with HND/Diploma and respondents from this category constituted 32%. Some respondents were found to have attained

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A'Level/ O'Level (17%) and 12% had attained master degree. This result implies that majority of respondents were highly literates with educational levels ranging from WASCE to postgraduate. When people acquire knowledge, the more they are likely to acquire skills to work towards ensuring effective monitoring and evaluation related issues in schools.

Figure 4.3: Educational background of Teachers and Head teachers
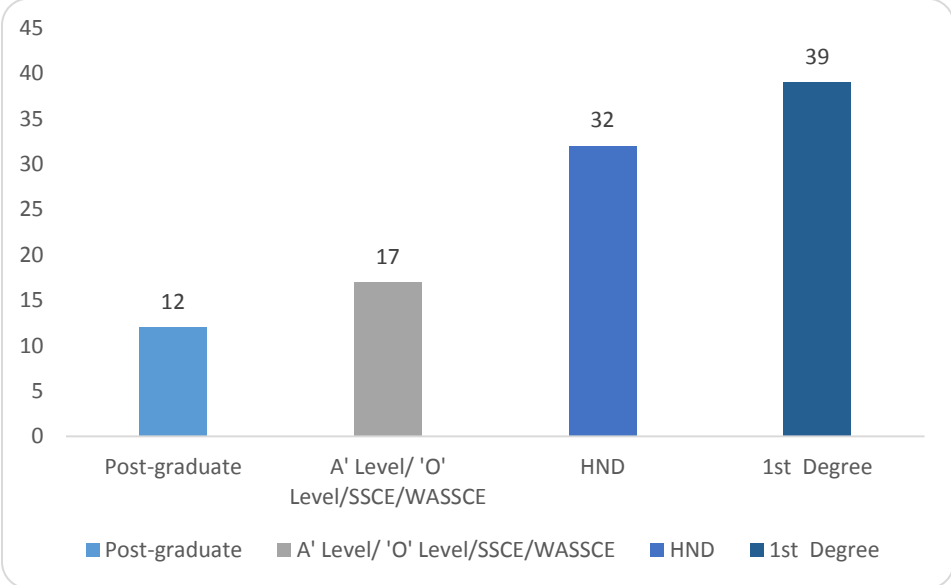
4.2.4 Marital status of Teachers and Head teachers

As captured in Figure 4.4, it was established that majority of respondents (77%) were married. Next to this was respondents who were single (15%) and the least been teachers who were divorced (8%). This suggests that most teachers and head teachers are married and this can also positively or otherwise impacts the efficacy of monitoring and assessment.

Figure 4.4: Marital status of Teachers and Head teachers
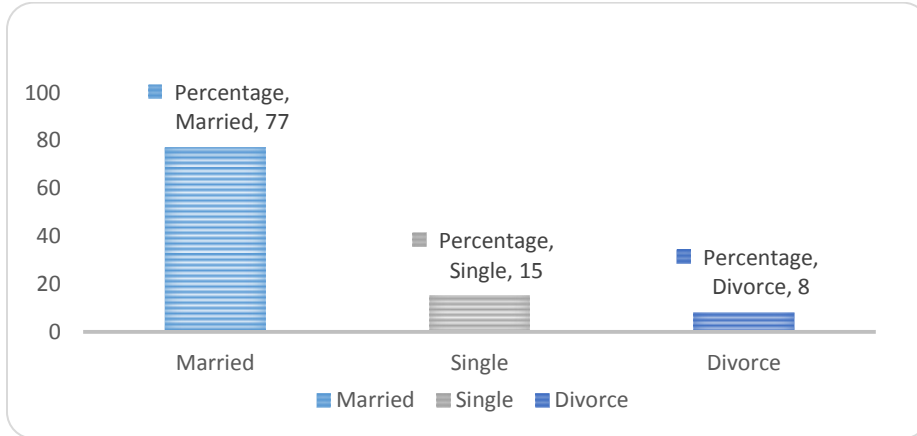
4.3 Monitoring Activities Undertaken by Teachers

Teachers are the immediate care takers of their respective classes in ensuring students' academic outcomes. This becomes effective and results yielding when teachers constantly and efficiently monitor the activities that goes on in class. Table 4.1 illustrates the activities of monitoring undertaken by teachers.

Table 4.1: Monitoring activities undertaken by teachers

Statement	Mean	SD
I give students opportunity to participate in class discussions	4.42	.18
Set, scoring, classroom reporting, homework and assessment	3.87	.18
Setting expectations and guidelines for the seatwork of students	2.43	.26
I praise well informed contributions from students and encourage poor ones to do better	4.35	.20
Walking all over the classroom and reviewing the worksheets, noticing the mistakes and the good work being done	4.11	.22
I call students to do quick problems on individual chalkboards	3.96	.23
I give quizzes, dictation and class exercises to test understanding of students on what is taught	4.28	.19
I organize examination to test capability of students	3.49	.24

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I show willingness to assist with the organization of sport and cultural events	3.30	.22
I ensure that the class is not over sized to make it easily manageable	2.94	.26
Class exercises are well vetted to know progress of students	3.66	.23
Offer frequent feedback, particularly in the early stages	2.57	.25
I motivate kids to listen to each other by summarizing others ' feedback and calling on kids who do not seem to listen	2.24	.23

Source: Field survey February, 2018

Form Table 4.1 it was found that majority of teachers (Mean=4.42, SD= 18) supported the statement 'I give students opportunity to participate in class discussions' was rated as the most frequent form of monitoring usually undertaken by teachers in class. Through class participation students are able to air their views on topic under discussion. When teachers give opportunity to students to express their opinion in class, it builds confidence in students and serves as catalyst for students to be innovative. It encourages students to think on issues under discussion in class and provide solutions to problems raised on the topics. The eagerness to participate in class activities instills positive contributions which improve learning outcomes in schools. Some authors like Barnett and Hodson (2001) and Lee and Luft (2006) share the same view that the teaching and learning become effective through active participation of students. This situation helps foster understanding of issues understudy in class and prepare student mentally towards problem solving and independence in dealing with topical matters in school.

The second most dominated factor used by respondents was the issue of ''I praise well informed contributions from students and encourage poor ones to do better'' (Mean=4.35, SD=.20). One of the strategies adopted by some teachers in dealing with students was to praise those who contribute meaningfully in class and encourage others who might not meet standards to improve

upon their output. Praises instil confidence and the element of 'ready–to-do' and 'can-do-spirit' in students to excel in class activities. Praises motivate students intrinsically to do better in class which in the end improve their performance academically. When people are praised, it boosts their morale towards achieving higher output and the classroom scenario is no exception. Well praised students are eager to achieve more to get praises and recognition from their teachers and their colleagues as well. From the interview, one student stated that:

'I feel comfortable and eager to contribute in class since my teacher will praise me and ask my colleagues to emulate me. This encourages me always to learn hard in class and at home since I can be called by my teacher to answer questions anytime'

Shapiro and Levine (1999) and Victoria (2016) held similar views that successful monitoring and assessment mechanisms can be accomplished in part by acknowledging and accepting positive contributions from students and fostering ' can-do-attitude ' in them when the quality is low. The third factor rated by respondents was 'I give quizzes, dictation and class exercises to test understanding of students on what is taught' (Mean= 4.28, SD=.19). In order to monitor the progress of students' performance, teachers engage in class dictations, exercises and quizzes. This is done with the motive of testing understanding of students on what is taught. This keeps track of students on topics treated in class and teachers are well informed on how to deal with what is taught. It promotes the likelihood of teachers to revisit topics or areas where they note students did not understand in class. National Academy of Sciences [US] (2017) suggested that student learning appraisal at its best allows students to recognise their own strengths and weaknesses and determine the types of information they need to address their learning failures and misunderstandings.

4.4   Monitoring Activities Undertaken by Head teachers

At the basic school level, Head teachers are expected to perform a number of supervisory roles to facilitate the academic performance of their schools. These practices among others include: ensuring that teachers are qualified to teach particular subjects, ensuring that lesson notes of teachers are prepared, ensuring that lesson notes conform to GES curriculum and also ensuring that class size is up to set standard. Table 4.2 gives a clear indication of how Head teachers undertake monitoring and Evaluation in schools.

Table 4.2: Monitoring and Evaluation Activities Undertaken by Head teachers

Factor	Mean	SD
I ensure that teachers are qualified to teach particular subject	3.23	.24
I ensure that lesson notes of teachers are prepared	4.08	.22
I ensure that lesson notes conform to GES curriculum	4.39	.20
I ensure teaching and learning materials are made available to teachers and students	4.25	.18
I ensure that class size is up to set standard	3.88	.22
I visit classrooms regularly to check whether teachers are delivering as expected	3.64	.18
I check punctuality of teachers to school	3.58	.23
I compare students' performance to standard set for teachers and make informed decisions on the way forward	3.43	.20
I ensure that examinations are well coordinated	3.90	.18
If something goes wrong, review student progress regularly and have contingency plans	3.72	.22

Source: Field survey February, 2018

Responses shown in Table 4.2 indicate most respondents alluded head teachers ensure lesson notes of teachers are prepared (Mean= 4.08, SD= .22) Most of the head teachers who responded to the survey said they were checking teachers ' lesson notes. This is to ensure that teachers

comply with the GES rules and regulations. Inspections were carried out to determine if teachers engage students on the basis of appropriate GES syllabus. This is to ascertain whether what is taught are in line with GES. Another activity carried out by most head teachers in their quest to monitor and evaluate teaching and learning outcomes was to ensure teaching and learning materials are made available to teachers and students (Mean= 4.25, SD= 18). Some school heads held the view that ensuring availability of teaching and learning materials which meet acceptable standards were highly prioritized in their activities to enhance easy monitoring and evaluation of the school curriculum. Provision of these needed materials such as books, pens, pencils, board marker to mention a few gives room for effective teaching and learning. The absent of these materials hinder smooth operation of schools which result in poor performance of students and teachers as well.

4.5 Factors Influencing Implementation of Monitoring and Evaluation

4.5.1 Human capacity

Higher quality training is a measure of the individual's inventory of knowledge and ability. The more a person receives education, the more knowledge he or she perceives to possess. Teachers must have enough knowledge to make it possible for students to have an impact. Table 4.3 below illustrates how human capacity impacts monitoring and assessment implementation.

Table 4. 3: Extent to which human capacity influence the implementation of monitoring and evaluation in JHS

Factor	Mean	RII	Rank
Adequate training enhance skills of teachers towards M&E	3.97	0.064	1st
Motivated teachers are more likely to deliver on the job	3.58	0.058	2nd

Well knowledgeable teachers will promote good monitoring activities of students	3.63	0.054	3rd
Experienced teachers are likely to promote effective M&E in schools	3.71	0.051	4th
Proper recruitment of qualified teachers helps in enhancing the ability to monitor and evaluate school activities	2.93	0.048	5th
Clean working atmosphere influence sound teaching and learning	2.82	0.045	6th

Source: Field survey February, 2018

Respondents are assessed to determine to what degree human capacity impacts school monitoring and evaluation implementation. From Table 4.3, it was realized that most respondents agreed that adequate training enhance skills of teachers towards M&E (Mean= 3.97, RII= 0.064, R= 1st). Provision of training for teachers on best practices on monitoring and evaluation will enhance their skills and talents to achieve desirable outcomes in schools. Training offers opportunity for teachers to be conversant with modern technological means to get things done effectively in the quest to improve teaching and learning outcomes in schools. Highly trained teachers are able to adopt different teaching styles to achieve positive results based on a given circumstance than those with no such opportunities. UNDP (2009) and World Bank (2011) submitted that training was an efficient tool which promotes human capital in institutions.

As captured in the Table 4.3, motivated teachers are more likely to deliver on the job (Mean=3.58, RII= 0.058, R= 2nd). Through default, motivation may be inherent and extrinsic. Intrinsic motivation for teachers to better control and assess can benefit from the appreciation, promotion and support of school authorities. Hardworking teachers who are given the needed attention and recognition tend to be motivated immensely towards achieving greater output towards teaching. The study further found that well knowledgeable teachers will promote good

monitoring activities of students (Mean= 3.63, RII= 0.054, R=3rd). The acquisition of knowledge enables people get in-depth understanding of issues. Well knowledgeable and experienced on the job are likely to perform better to achieve high academic standards.

4.5.2 Financial resources

The researcher probed further to ascertain as to whether financial resources has influence on the implementation of monitoring and evaluation system in schools. It was established in Figure 4.5 that most respondents (75%) asserted that indeed, financial resources influence the success of monitoring and evaluation systems in schools. For any M&E system in school to be effective, there is the need to plan adequately on a budget that can sustain its implementation. The financial resources are needed to procure necessary resources and logistics such as assessment notebooks, pens, class attendance register, board marker, chalks and ruler to mention a few. Provision of these resources enhances smooth implementation of monitoring tools by teachers in class. The class register marked daily provide insight for teachers to know absenteeism rate in class for appropriate actions to be taken on affected students. The successes of every M&E in schools depend largely on existence of adequate financial resources to cater for budgetary needs. Jha et al. (2010), Jaszczolt et al. (2010) and Musomba et al. (2013) alluded that for schools M&E systems to be efficient and effective, there is the need for careful allocated budget to achieve desirable results in teaching and learning. Financial resources are needed to ensure effective training for teachers on monitoring and head teachers on evaluation. These training can be done through experts from outside the schools. Travelling expense incurred on these experts and fees paid them can be effectively achieved through sustainable budget on monitoring and evaluation.

It was however established from the responses that 25% of respondents were not in support of financial resources influencing successful implementation of M&E activities in schools. Some reasons attributed to their claim have to do with desire to undertake certain tasks by teachers without financial motivation. It was emphasized by some respondents that the desire to work assiduously is not geared by financial availability but due to passion for their jobs and recognition.

Figure 4.5: Financial resources influence the implementation of monitoring and Evaluation in JHS.
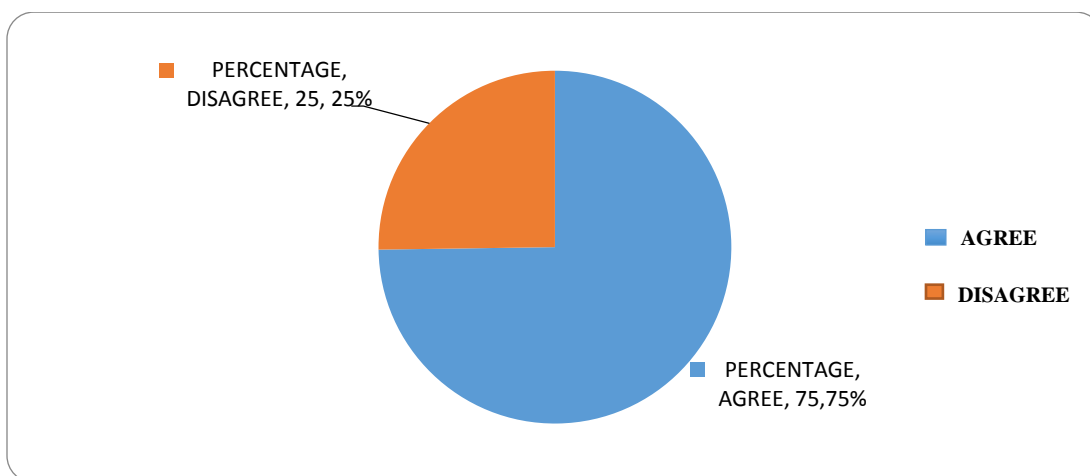
Source: Field Survey February, 2018

4.6 Monitoring and Evaluation Influence on the Performance of Students

The study, having assessed how financial resources affect the introduction of monitoring and assessment in junior high schools, found that the majority of respondents were of the opinion that the presence of such programs would contribute to better student performance. With a percentage of 84 of the total respondents, this was stated. Through monitoring and evaluation, teachers are able to keep track of students' activities and correct deviations as they occur which normally yield positive outcome in their performance. Teachers are easily identified by tracking student

progress and this allows preparing effectively to address student needs in terms of lessons. Therefore, in interacting with students, appropriate approaches and teaching methods to follow. During the interview, one student said:

'*Our teacher marks our classwork and discusses the answers afterwards which enhance our understanding of some difficulties we might have encountered during the exercise*'

This supports earlier views held by the likes of Kusek and Rist (2004) and Rodriguez-García and Kusek (2007) who indicated that effective M&E was an approach for good academic performance of students in schools. However, 16% noted performance of students were not dependent on effective monitoring and evaluation in schools. Some of the reasons assigned to this claim have to do with the willingness of students to learn and take class activities serious themselves. In their view, M&E cannot ultimately achieve its purpose with apathy on the part of students to give out their best towards learning.

Figure 4.6: Monitoring and evaluation influence performance of students.
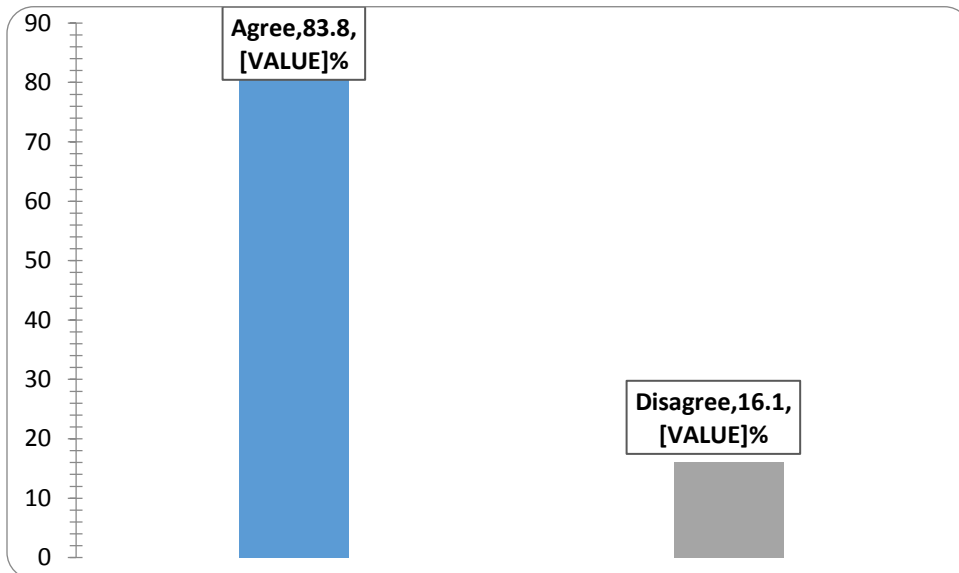
Source: Field Survey February, 2018

4.7 Relationship between M&E and Performance of Students

From Table 4.5, the correlation coefficient of.832 from Pearson shows a strong positive relationship between monitoring and assessment and student success at selected Kwadaso Circuit schools. This means that, as the monitoring and evaluation improves, there is a corresponding positive influence on the performance of students. The relationship is significant at the .05 alpha level (.005< .05). When better systems are put in place for school monitoring and evaluation, the performance of students is improved. Effective school monitoring and evaluation improves the quality of teaching and learning. Through this, weaknesses of students in relation to academic activities are tackled by teachers and appropriate measures implemented accordingly to ensure positive results are achieved in the end. Some authors like Adeyemo (2005), Holems (2003), Luginbuhl et al. (2009), Olaleye (2011), and Gravestock and Gregor-Greenleaf (2008) held common position that effective monitoring in schools lead to improved academic performance. One of the students stated that:

'*When our teachers mark our homework, class test and other assignments, it helps in pointing out errors we made and these are subsequently corrected. This encourages us to know right things after our mistakes and improves learning'.*

Another response from a student during the interview state:

'*I am able to focus on my studies when class tests and homework are vetted by my teacher. It instils courage and seriousness in me to learn adequately towards class activities since they form part of my continuous assessment in class.*

The above information testifies that an improvement in monitoring and evaluation systems in schools would improve academic achievements of students. In view of these, it can be stated

that, good implementation of M&E systems in schools lead to sound academic performance of students whereas ineffective ones bring about poor performance.

Table 4.4: Relationship between M&E and Performance of students

			M&E	**Performance**
Pearson	M&E	Correlation	1.000	.832
		coefficient Sig.		
		(2-tailed)		.005
		N	99	99
	Performance	Correlation	.832	1.000
		coefficient Sig.		
		(2-tailed)	.005	
		N	99	99

Source: Field survey February, 2018.Correlation is significant at the .05 level (2-tailed)

4.8 Perceptions on the extent to which M&E on performance of Schools

In the selected junior high schools within the Kwadaso Circuit, the researcher found it necessary to define the degree to which monitoring and evaluation was successful. Responses shown in Figure 4.7 show that, the majority of respondent felt that school monitoring and evaluation had not been effective. This assertion was endorsed with an overwhelm percentage of 57%. However, 20% were of the view that their M&E in their schools has been very effective. Subsequently, it was found that 13% of respondents held the view that M&E were effective.

Moreover, sections of respondents held contrary view by indicating that M&E was not effective at all in their schools. The overall implication to this effect indicate that there have been poor monitoring and evaluation in most selected schools like Ohwimase M/A 'A' JHS and Ohwimase Anglican M/A JHS used for the survey. This can be partly attributed the decline and persistent

low performance of students in some of the schools selected for the study. Though, there exits some form of M&E in schools but as to whether it has been adequately effective is another bone of contention. Marriott and Goyder (2009) maintained that effective monitoring was a necessary tool in ensuring sustainable teaching and learning in schools which ought to be encouraged.

Figure 4.7: Perceptions on the extent to which M&E on performance of School.
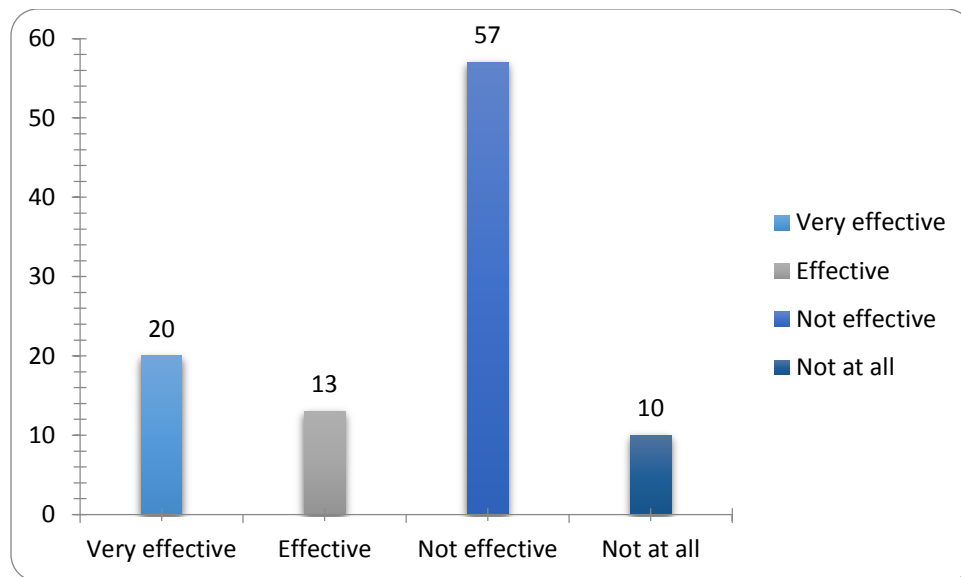
Source: Field survey February, 2018

4.9 Challenges to Monitoring and Evaluation in Schools

Respondents are tested to offer their views on tracking and assessment issues at school. As seen in Table 4.2, the lack of control and assessment systems in schools was found to be a major obstacle in resolving challenges. (Mean=4.06, RII=0.080). Most of the schools selected for this survey had no sound policies on monitoring and evaluation systems which ought to be implemented. The occurrence of these poor systems coupled with poor supervision on their implementations make M&E lose its essence in some academic environment visited by the researcher.

Lack of adequate funds was rated as the second most dominating factor which impedes activities of monitoring and evaluation in schools (Mean=3.93, RII=.0.075). The absence of needed financial resources to manage and deal effectively with monitoring and evaluation related factors in schools seem very difficult. Failure to resource schools with sustainable financial support on M&E distorts its efficiency and effectiveness. Failures by successive governments to allocate the needed budget for M&E do not enhance smooth operations on M&E systems. Poor expertise in technology affects quality of work provided on M&E to satisfy the needs of students and enhance achievement of academic goals and objectives in schools. Where there is lack of expertise to handle assigned task, efficiency and effectiveness of work output suffers. The inabilities to bring more expertise in the area of technology hinder activities of M&E. OECD (2011) indicated lack of adequate financial resources impede successful implementation of M&E systems in schools.

Qualified and competent personnel with knowledgeable experience on the job are expected to handle M&E activities in schools. It was found that in some cases, personnel to handle IT related in the schools were lacking and some existing ones had to outsource people who sometimes are not reliable due to their busy schedules. Another obstacle to the implementation of M&E in schools was lack of training facilities for teachers and head-teachers on monitoring and evaluation (Mean=3.60, RII=0.068). Inability of most state sponsored junior high schools within Kwadaso Circuit to organize efficient training for teachers and head-teachers on best practices on M&E is appalling. The state usually does not prioritize the need to train its human resource. Some authorities see these as extra cost and not investment which improves teaching and learning in schools.

Table 4.5: Challenges to monitoring and evaluation in schools

Factor	Mean	RII	Rank
Poor existence of monitoring and evaluation systems in schools	4.06	0.080	1st
Lack of professional expertise to undertake evaluation	3.91	0.059	5th
Lack of adequate funds	3.93	0.075	2nd
Lack of training facilities for teachers and head teachers on monitoring and evaluation	3.60	0.068	3rd
Lack of resources to implement evaluation policies	3.39	0.063	4th
Sense of injustice by evaluators	3.64	0.056	7th
Combining teacher performance improvement and accountability features	3.48	0.057	6th
Accounting of student outcomes in teacher evaluation	2.09	0.036	9th
Opposition by teachers and parents based on the The belief that a transition entails a threat to pupils	3.41	0.052	8th
Excessive bureaucratic demands on schools	3.60	0.059	5th

Source: Field survey February, 2018

From the survey, it was transpired that unavailability of proactive and efficient monitoring and evaluation systems in schools was a worrying situation which needed much attention from concerned stakeholders. This gives an indication that most schools are faced with poor existence of monitoring and evaluation systems and lacks adequate fund to strengthen M&E in schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

Chapter Five of this report offers a description of key findings from the survey. In this portion of the report, conclusions drawn from the above results are also captured. The chapter also discusses recommendations for improving monitoring and assessment within the Kwadaso system in junior high schools. Moreover, the section presents suggestions for further studies.

5.2 Summary of Findings

From the survey, it was established that one of the crucial monitoring activities undertaken by teachers in class was given opportunity to students to participate in class discussions. This was done to engineer confidence, trust and courage to present their thought on issues they study in class. The second most dominant factor which most teachers alluded they do has to do with praising well informed contributions from students and encouraging poor ones to do better. Showering praises on better inputs during class activities contributed by students' boost their morale to learn well. Some teacher indicated they use quizzes, dictation and class exercises to monitor progress of students' performance in class. These are conducted with the purpose of knowing their level of understanding on issues already taught in class. This provides teachers with informed information on the needs of students and act on them accordingly based on acceptable syllabus of Ghana Education Service.

In responding to the issue of challenges affecting monitoring and evaluation in schools, the three most dominated factors enumerated by respondents were poor existence of monitoring and evaluation systems in schools, lack of adequate funds to deal with monitoring and evaluation and lack of training facilities for teachers and head teacher to equip their skills on how to effectively deal with monitoring and evaluation. The absent of adequate and well-resourced human and financial capital make activities of monitoring and evaluation very difficult to execute. Lack of resources makes implementation of monitoring and evaluation policies very stressful and difficult which does not yield desirable results.

The study also found that human capacity is indeed affecting the application of monitoring and assessment in junior high schools. It was established that adequate training enhance skills of teachers towards effective monitoring and evaluation. Provision of better training for teachers enhance their capacity to deal with students effectively and efficiently using dynamic teaching styles which deemed appropriate based on a given situation. Therefore, it was emphasized that highly trained teaches were more likely to deliver successfully on their job than those with no such opportunities. It was established that teachers who were better motivated either through intrinsic and extrinsic were more likely to perform better and promote good student academic achievement than their peers.

Motivation was regarded as crucial tool which influence people desire to work assiduously to achieve organizational goals and objectives which GES is no exception. In dealing with the issue of monitoring and evaluation activities undertaken by head teachers, it was captured that most of their asserted, they ensure teaching and learning materials are made available in schools to

promote sound academic atmosphere. Provision of such resources and logistics improves quality of teaching and learning which provides avenue for efficient and effective monitoring to be carried out successfully in the quest to achieve favourable academics outcomes. The results indicate further that they ensure lesson notes conform to GES curriculum and are duly prepared by teachers. Head teachers also ensured that examinations were coordinated well and checked on teacher punctuality. In the search to decide how financial resources affect the implementation of monitoring and evaluation in JHS, it was realized that having the appropriate financial resources was a prerequisite for ensuring the successful implementation of the tracking and assessment process in schools. It was emphasized that effective and efficient tracking and assessment activities in schools lead to improved student academic performance. Implementing sound policies on tracking and assessment enhance quality of teaching and learning in schools.

5.3 Recommendations

The following was recommended based on the findings:

- There should be adequate, well planned budget to cater for M&E in schools. The resources to implement items stated in the budget should be readily made available to ensure smooth implementation. Adequate funds should be allocated to cater for tracking and assessment activities in schools. This would ensure that necessary logistics and resources are procured to enhance monitoring and evaluation processes.
- It is imperative for GES to organize adequate training for teachers and head teachers on best practices towards monitoring and evaluation in schools. The training would equip them the needed skills to perform creditability in their duties and responsibilities. By so

doing the quality of teaching and learning will be enhanced to promote better student academic performance.

- Government of Ghana should prioritize the need for effective tracking and assessment systems in schools. There should be regularly supervision and coordination to ensure successful execution of set goals and objectives of GES.

5.4 Conclusion

- Monitoring and evaluation in school setting is a crucial activity undertaken to ensure goals are achieved. From the responses, it emerged that teachers and head teachers claimed they monitor and evaluate class activities. Despite these claims, it was established that M&E have not been effective as expected. These have been attributed to poor allocation of funds to manage M&E in schools coupled with inadequate training programmes for teachers. The human capital in the schools was not prioritized by GES in terms of enhancing their capacity through better programmes. It can therefore be inferred that though teachers attempt to do their best towards monitoring and evaluation but its ineffectiveness have been amplified by poor supervision by GES in ensuring quality education of students.

5.5 Suggestions for future research

The research aimed on teacher monitory and evaluation activities on students' performance. Emphasis was not placed on self-monitory strategies in the quest to develop capacity of students. More studies are expected to focus on examining the effect of self-monitoring on the academic performance of senior high school students.

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APPENDIX A

QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

The purpose of this questionnaire is to examine the impact of monitoring and evaluation on performance of students in public Junior High Schools in Kwadaso circuit.

Kindly answer the following questions as frankly as you can. All information provided will be treated as confidential.

SECTION A: BACKGROUND INFORMATION

1. Sex (Please tick) [√] as applicable to you

   Male   [   ]

   Female   [   ]

 2. Age (years)

   i. 20- 29   [   ]

   ii. 30 - 39   [   ]

   iii. 40 - 49 years   [   ]

   iv. Above 49 years   [   ]

3. Indicate your educational level

   (i) WASSCE/SSCE   [   ]

   (ii) O' Level/ A' Level [   ]

   (iii) HND   [   ]

   (iv) First degree   [   ]

   (v) Postgraduate degree [   ]

Others (please specify)………………………………………….

4. Marital status

  (i) Single   [   ]

  (ii) married   [   ]

  (iii) Divorce   [   ]

SECTION B: MONITORING AND EVALUATION ACTIVITIES UNDERTAKEN BY TEACHERS

NO.	STATEMENT	SD	D	N	A	SA
5	I give students opportunity to participate in class discussions					
6	Collecting, scoring, recording of classwork, homework and test					
7	Establishing expectations and guidelines for students' seatwork					
8	I praise well informed contributions from students and encourage poor ones to do better					
9	Walking around the class and checking worksheets, calling attention to errors and noting good work being done					
10	I call students to do quick problems on individual chalkboards					
11	I give quizzes, dictation and class exercises to test understanding of students on what is taught					
12	I organize examination to test capability of students					
13	I show willingness to assist with the organization of sport and cultural events					
14	I ensure that the class is not over sized to make it easily manageable					
15	Class exercises are well vetted to know progress of students					
16	Provide frequent feedback, especially in the early stages					
17	I encourage children to listen to each other by summarizing comments of others and calling on children who do not seem to be listening					

SECTION B: CHALLENGES TO MONITORING AND EVALUATION IN SCHOOLS

Please put a tick [√] under the appropriate column in the right hand side. Note that there is no right or wrong answer.

KEY:

SD-Strongly Disagree,   D-Disagree,   N-Neutral, A – Agree, SA-Strongly Agree

No.	STATEMENT	SD	D	N	A	SA
18	Poor existence of monitoring and evaluation systems in schools					
19	Lack of professional expertise to undertake evaluation					
20	Sense of unfairness by those being evaluated					
21	Excessive bureaucratic demands on schools					
22	Lack of resources to implement evaluation policies					
23	Lack of adequate funds					
24	Combining the improvement and accountability functions of teacher evaluation					
25	Accounting for student results in evaluation of teachers					
26	Opposition by teachers and parents based on the perception that a change would involve a risk to pupils					
27	Lack of training facilities for teachers and head teachers on monitoring and evaluation					

SECTION C: EXTENT TO WHICH HUMAN CAPACITY INFLUENCE THE IMPLEMENTATION OF MONITORING AND EVALUATION IN JHS

NO.	STATEMENT	SD	D	N	A	SA
28	Proper recruitment of qualified teachers helps in enhancing the ability to monitor and evaluate school activities					
29	Adequate training enhance skills of teachers towards M&E					
30	Well knowledgeable teachers will promote good monitoring activities of students					
31	Experienced teachers are likely to promote effective M&E in schools					
32	Motivated teachers are more likely to deliver on the job					
33	Clean working atmosphere influence sound teaching and learning					

34. In your view, do you think financial resources influence the implementation of monitoring and evaluation in JHS within Kwadaso District? Yes [   ]   No [   ]

35. Give reasons for your answer in Q 34

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

3.6 In your opinion, do you think monitoring and evaluation influence performance of students?

Yes [   ]   No [   ]

37. Give reasons for your answer in

Q36………………………………………………………………………………….

……………………………………………………………………………………………

38. In your opinion, how would you rate monitoring and evaluation in schools?

   a) Effective [   ]

b) Very Effective [   ]

c) Not effective [   ]

 d) Not at all [   ]

39. In what ways can monitoring and evaluation be improved in schools?

……………………………………………………………………………………………

……………………………………………………………………………………………

THANK YOU FOR YOUR CO-OPERATION

APPENDIX B

QUESTIONNAIRE FOR HEADTEACHERS

Dear Respondent,

The purpose of this questionnaire is to examine the impact of monitoring and evaluation on performance of students in public Junior High Schools in Kwadaso circuit.

Kindly answer the following questions as frankly as you can. All information provided will be treated as confidential.

SECTION A: BACKGROUND INFORMATION

1. Sex (Please tick) [√] as applicable to you

 Male   [ ]

 Female [ ]

 2. Age (years)

i. 20- 29 [   ]

ii. 30 - 39 [   ]

iii. 40 - 49 years [   ]

iv. Above 49 years [   ]

3. Indicate your educational level

 (i) WASSCE/SSCE   [   ]

(ii) O' Level/ A' Level [   ]

 (iii) HND   [   ]

(iv) First degree [   ]

(v) Postgraduate degree [   ]

Others (please specify)……………………………………….

4. Marital status

(i) Single   [   ]

(ii) Married   [   ]

(iii) Divorce [   ]

SECTION B: MONITORING AND EVALUATION ACTIVITIES UNDERTAKEN BY HEAD TEACHERS

NO.	STATEMENT	SD	D	N	A	SA
5	I ensure that teachers are qualified to teach particular subject					
6	I ensure that lesson notes of teachers are prepared					
7	I ensure that lesson notes conform to GES curriculum					
8	I ensure teaching and learning materials are made available to teachers and students					
9	I ensure that class size is up to set standard					
10	I visit classrooms regularly to check whether teachers are delivering as expected					
11	I check punctuality of teachers to school					
12	I compare students' performance to standard set for teachers and make informed decisions on the way forward					
13	I ensure that examinations are well coordinated					
14	Check on student progress regularly and have contingency plans if something goes wrong					

SECTION C: CHALLENGES TO MONITORING AND EVALUATION IN SCHOOLS

Please put a tick [√] under the appropriate column in the right hand side. Note that there is no

right or wrong answer.

KEY:

SD-Strongly Disagree,   D-Disagree,   N-Neutral, A – Agree, SA-Strongly Agree

No.	STATEMENT	SD	D	N	A	SA
15	Poor existence of monitoring and evaluation systems in schools					
16	Lack of professional expertise to undertake evaluation					
17	Sense of unfairness by those being evaluated					
18	Excessive bureaucratic demands on schools					
19	Lack of resources to implement evaluation policies					
20	Lack of adequate funds					
21	Combining the improvement and accountability functions of teacher evaluation					
22	Accounting for student results in evaluation of teachers					
23	Opposition by teachers and parents based on the perception that a change would involve a risk to pupils					
24	Lack of training facilities for teachers and head teachers on monitoring and evaluation					
25	Administrative support for and in-service training in the skills associated with assessment and monitoring are extremely inadequate					

SECTION C: EXTENT TO WHICH HUMAN CAPACITY INFLUENCE THE IMPLEMENTATION OF MONITORING AND EVALUATION IN JHS

NO.	STATEMENT	SD	D	N	A	SA
26	Proper recruitment of qualified teachers helps in enhancing the ability to monitor and evaluate school activities					
27	Adequate training enhance skills of teachers towards M&E					
28	Well knowledgeable teachers will promote good monitoring activities of students					
29	Experienced teachers are likely to promote effective M&E in schools					
30	Motivated teachers are more likely to deliver on the job					
31	Clean working atmosphere influence sound teaching and learning					

In your view, do you think financial resources influence the implementation of monitoring and evaluation in JHS within Kwadaso District? Yes [   ]   No [   ]

32. Give reasons for your answer in Q 34

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

33 In your opinion, do you think monitoring and evaluation influence performance of students?

Yes [   ]   No [   ]

34 Give reasons for your answer in Q36…………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

35. In your opinion, how would you rate monitoring and evaluation in schools?

a) Effective [   ]

b) Very Effective [   ]

c) Not effective [   ]

 d) Not at all [   ]

36. In what ways can monitoring and evaluation be improved in schools?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

THANK YOU FOR YOUR CO-OPERATION.

APPENDIX C

INTERVIEW SCHEDULE FOR STUDENTS

General Information

1. Which class are you? ....

2. How old are you? ……………………………………………………………………

3. How many are you in a class? ....

4. Does your teacher come to school punctually? ....

5. How often does your teacher give class exercise, test and exams? …………………..

6. Does he/she mark them for your? Yes /NO

If yes, does he correct your errors after marking and explain the right things in class?

……………………………………………………………………………………………

7. Does he/she give you homework often? ....

Are they marked for you? ....

Are they discussed subsequently? ....

8. Does your teacher encourage you to contribute in class?   Yes [   ] No [   ]

Does it boost your confidence in expressing yourself? Yes [   ] No [   ]

9. Does your teacher inspect assignments he/she give in class? Yes [   ] No [   ]

9. Are you able to do better in class when homework, tests and exams are marked and discussed in class? Yes [   ] No [   ]

10. In what way(s) does it help you in achieving better academic performance? ....

THANK YOU FOR YOUR CO-OPERATION