

THE INFLUENCE OF MONITORING AND EVALUATION PROCESSES ON ACADEMIC PERFORMANCE FOR STUDENTS IN ADVANCED SECONDARY SCHOOLS IN ARUSHA, TANZANIA

Grace Nabea¹ Dr. David K. Wanani, PhD²

1 MSc-PPM Post-Graduate Student; 2. Visiting Lecturer at the Institute of Accountancy Arusha- Tanzania

1Department of Accounting and Finance.

1 Institute of Accountancy Arusha- Tanzania

Abstract: This study examined the influence of monitoring and evaluation on student's academic performance at advanced private secondary schools in Tanzania, and it used Cornerstone Leadership Academy in Arusha City Council as case of study. The study adopted a descriptive research design and mixed research approach. Primary data were collected using structured questionnaire. Findings revealed that that in order for the academic performance among secondary schools to be realized, criteria for monitoring and evaluation are taken care. It was further revealed that monitoring and evaluation influenced teaching and learning in number of ways including identifying some key challenges affecting teaching. The results of R square = 67.9 % is a suitable fitted level to explain the model. This is interpreted as that; the student academic performance can be met by 67.9 % under the influence of teachers' performance and teaching = Tpt and learning process = Lp while other unidentified factors can explain student academic performance for only 32.1 %. The recommendation was made that monitoring and evaluation should be an integral component of any school policy; factored into planning before a session begins, teachers as key stakeholder in monitoring and evaluation at school level should at all times be involved in the process and the feedback for the process should be given on time, technology tools and best practices available for gathering information should be applied in the whole process of monitoring and evaluation, the school should set a clear monitoring and evaluation policy that will guide all the monitoring and evaluation process. The recommendation was also made that monitoring and evaluation should be done regularly in order to identify challenges and addressing them timely.

Key Terms: Monitoring, Evaluation, Students' Academic Performance

1. Background to the Study

Many things must be taken into account when measuring the effectiveness of an educational establishment - things like health and safety, financial management, attendance, staff development, protection, ethos, partnership with other agencies and, of course, the curriculum and teaching and learning (Barrett, et al, 2019). The Glasgow Education Services (2019) notes that in seeking to achieve continuous improvement in educational standards, schools have to engage in a whole range of quality processes such as making sure that infrastructures as well as tools applied are designed to support teaching and learning.

According to Ballard et al (2017), monitoring and evaluation is a process that helps program implementers make informed decisions regarding program operations, service delivery and program effectiveness, using objective evidence. Hence, it is an on-going and routine collection of information used to assess if the program has made efficient use of resources and is on track (monitoring), and to assess to what extent the program has reached its objectives in terms of outputs (program activities) and outcomes and impact whether the expected benefits to the target population were reached (Abdallah, 2017).

In developed countries, such as the United States and the United Kingdom (UK), more attention has been given to school inspection and school self-evaluation than to administrative supervision (Kayani, 2017). For example, in the USA there is a lot of data collection about homework polices, classroom discipline and the parental involvement is also connected (Hossain & Hickey, 2019). Generally in Africa, there is a consensus that instructional supervision helps to improve teaching and learning, head teachers do carry out instructional supervision in their schools, a factor they perceived positively (Wairimu, 2016; Kruger, 2015)

In Tanzania, responsibility for the education system is vested in the Ministry of Education, Science, and Technology. Supervision by inspection has long been and still is a major device employed by the Ministry of Education to monitor education quality in the country (Barrett, et al, 2019). The Tanzanian philosophy of education embraces "the inculcation of a high-quality instruction". Among the determinants of quality on education, as noted by the Government of the United Republic of Tanzania include the availability of qualified and motivated teachers, a conducive environment for teaching and learning, including the curriculum, facilities, the resources available for their provision, and the tools for evaluation (Jermsittiparsert & Sriyakul, 2020).

Despite the facts that governments globally have been playing a very big role in improving educational sector in their respective country, the sector has been facing several challenges, among which is students' poor academic performance in their internal and external examinations (Abdallah, 2017). This proves that the poor academic performance especially in Advanced Level Secondary

Schools need to be scrutinized over the monitoring and evaluation process here in Tanzania. This study examined the Influence of monitoring and evaluation on student's academic performance at Cornerstone Leadership Academy based in Arusha, Tanzania.

2. Statement of the Problem

In recent years the academic performance in Advanced Secondary Schools in Tanzania has been not very soundly as reported (Paschal & Mkulu, 2021). This highlights a problem on the whole process of monitoring and evaluation systems in schools. Nationally, learners and parents have continued to attach a very strong interest in national examination results of both Ordinary and Advanced Secondary Schools as announced by the National Examination Council of Tanzania (NECTA). Although, in Tanzania it is mandatory for secondary schools to conduct monitoring and evaluations to ascertain proper academic learning and teachings for enhanced performance (Tambwe, 2019); but the situation has not proved a maximized positive expectation (Paschal & Mkulu, 2021; Tambwe, 2019; Kyaruzi et al, 2019; Mosha, 2018). As such making it a necessity, it prompted a quest for examining the influence of monitoring and evaluation on students' academic performance at Cornerstone Leadership Academy in Arusha, Tanzania as a case of study. Therefore, despite the fact that there are studies that contribute to understanding various issues related to academic performance, yet the influence of monitoring and evaluation process on teaching and learning in Secondary Schools is still at stake (Tambwe, 2019; Kyaruzi et al, 2019; Mosha, 2018)! Therefore, this study examined the influence of monitoring and evaluation on student's academic performance at Cornerstone Leadership Academy in Arusha, Tanzania

3. Study Purpose

The general objective of the study was to examine the influence of monitoring and evaluation on student's academic performance at Cornerstone Leadership Academy in Arusha, Tanzania. This was backed by the main question that was "How monitoring and evaluation process influence teaching and learning in Advanced Secondary Schools in Arusha?"

4. Reviews on the Key Terms

Monitoring and Evaluation: According to UNESCO (2016), Monitoring and Evaluation (M&E) are two distinct but complementary processes that mutually reinforce each other. In general, monitoring and evaluation is designed to monitor the impact of a policy, or progress of programme activities, against the overall goals, objectives and targets. M&E also assesses the outcome relevance of an activity, and the impact of a programme, or effectiveness of a policy, as well as its efficiency and sustainability (UNESCO, 2016). In the current study, monitoring and evaluation (M&E) refer to continuous systematic checking of activities and judging that should be carried out by the regulatory body and other stakeholders in preparation and conducting of a lesson to facilitate teaching and learning in Advanced Secondary Schools to ensure proper curriculum implementation that will lead to the student's academic performance in their national examination.

Academic Performance: According to Ahmad et al, (2015) academic performance refers to the measurement of student achievements across various academic subjects and the final national examinations. Better national examination's boards measure academic performance by considering both students and the teacher as regards to subject matter. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests (Ahmad, et al., 2015). In the current study, student's academic performance goes beyond the normal classes' tests and the national examination to the ways and mechanisms that education received will enables the students to have good future life and significantly contributes to the development of community and country at large.

5. Literature Reviews Related to the Study

The study variable generated from two theories, The Modern Learning Theory and Social Learning Theory. The *Modern Learning Theory* states that cognitive, emotional and environmental influences contribute on how students receive process and retain knowledge during learning (Eysenck, 2018). Despite the facts that acquiring new knowledge and skills it is an active process, which bases on the active participation of the individual, but he also poses the considerations of three influences of cognitive, emotional, and environmental. The theory is critical in explaining the learning environments that lead student's performance. Researchers have highlighted that student's involvement and participation in learning action drives their academic performance more than depending on teacher's efforts only (Çakıroğlu, et al, 2017; Licorish et al, 2017). The *Modern Learning Theory* is relevant to this study as it brings both learning environments and students as key players in learning in realizing their academic performances instead of relying on their teachers only. The theory also tries to shed on how other factors have positive learning on students' performance.

On the other hand the *Social Learning Theory* states that if there is a good student who is motivated and responsible and a student who does not care about school in the same group, if all are put in the same class, they will imitate each other and finally perform better (Bandura & Hall, 2018). To Bandura and Hall (2018) having classrooms helps in internal control of students as compared to learning outside the classroom. This theory is relevant to this study as it supports in how the internal controls that help teachers to monitor students learning and all movements as opposed to those not in the class. It is relevance as it emphasized on physical control and monitoring of students and teachers' duties can lead to the good academic performance of all parties. The theory declares that, if there is no good internal control of people, and other resources it is automatically evidence that poor academic performance will occur.

Empirical findings worldwide are rampant on the issue of monitoring and evaluation in schools. Here below are some selected example to amplify on the statement. The first example is drawn from O'Leary (2017) who studied the grassroots accountability promises in rights-based approaches to development. The study pointed out that what affect monitoring and evaluation practices especially in private institutions is the culture/attitudes. The study further found that another challenge to monitoring and evaluation (M&E), is in making sure that the organization has a culture within that supports the process. Monitoring and Evaluation is more than an individual activity or process. It is about having a team which focuses on learning and adopting a growth mindset. If the right culture isn't in place, then monitoring and evaluation can often feel like its purpose is to criticize and identify failures in students. However, when done well, with the right approach, M&E can be an important part of creating conducive environment, which creates a positive environment within an organization; accepting mistakes as part of the learning process, and giving

individuals to learn and grow without the fear of retribution. The study further noted that, the right culture was seen as critically important to supporting evaluation activities. 77% of organization said that the biggest supporting factors for evaluation came from support from leadership and having a culture in support of evaluation (67%).

In another study done in Kenya, Karimi et al, (2020) examined stakeholder engagement in monitoring and evaluation and performance of literacy and numeracy educational Programme in Public Primary Schools in Nairobi County. It was found that structural independence the administrative structure and reporting are designed in a way that does not influence the credibility and objectivity of data were key issues in accomplishment of M&E in schools. Additionally, the programmatic scope and geographic scope of the M&E system is comprehensive enough to cover the organization’s activities. Human capacity within the M&E unit has capable staff that suffices for the scope of the system. Strategic and annual plans, both the organization and M&E unit have strategic plans to design long-term indicators based on them and annual work plans for budgetary and operational purposes. Again, M&E information is used in planning and budgetary processes both by the organization, Ministry of Finance or Treasury and other national planning entities such as the Ministry of Economy. Also, management information systems; the M&E unit has the capacity, resources, and systems to operate a functional management information system to store and report data and information. Then, evaluation; the function of internal evaluation and budget for outsourcing external evaluations exist in the purposed departments. Here in Tanzania, Maijo (2020) examined the effectiveness of monitoring and evaluation systems on the sustainability of community-based projects in Kisarawe District, Tanzania. The findings of the study revealed that monitoring and evaluation systems were effective on the sustainability of community projects including education. The study recommended that there should be high level of community participation in project management phases in order to enhance the sustainability of the project. The study however did not focus specifically on the influence of monitoring and evaluation process on teaching and learning in advanced secondary schools. On the other hand, Mhina (2017) examined monitoring and evaluation practices and their effects in district councils: a case of Ruvuma Region. The study reported that monitoring and evaluation had been applied in district councils as a management tool for activities, projects such as health, education, sanitation and agriculture. The study further indicated that evaluations are rarely conducted in district councils. Furthermore, it was revealed what was practiced was not evaluation, it was rather monitoring because it looked on output and not outcome or impacts of projects or program. The study was not specific to the influence of monitoring and evaluation process on teaching and learning in advanced secondary schools.

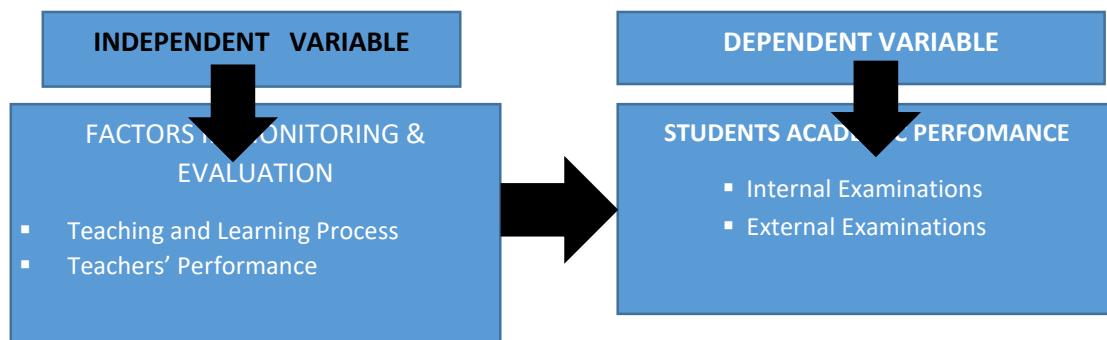
6. Conceptual Framework

The conceptual framework in this study is based on Systems Theory. According to Capra (Mele et al, 2010) the Systems Theory is an interdisciplinary theory about every system in nature, in society and in many scientific domains that provides a framework to investigate phenomena from a holistic approach. All organizations are open systems in that they interact with their environment to survive. The systems theory is analogous to education production function. According to John (2010), education has a high-priority function in the production of human resources, and that the production function is a relationship between the amount of input and intervening factors to produce a certain good, with consideration to its quality.

To ensure the production function adequately addresses the demands of society, education policy makers and managers must determine clear and precise objectives; and select the inputs and strategies that will be transformed through the productive process into a qualified product; possessing certain competences in form of skills, abilities, and knowledge that can be transferred to the productive sector of the economy with efficiency and effectiveness (John, 2010). Basing on the theory, Cory and Betts (2007) on their study on the role of teacher quality in education in the education production function established that, variation in teacher quality is an important contributor to student achievement.

According to the System Theory, an educational system is described by the relationships among its components (teachers, students, content, and contexts) and the relationship this system has with its environment. When changes are made in an educational system, one or more of these relationships can be affected. Monitoring and evaluation of teaching and learning in schools being one of the various aspects in schools when conducted then it is likely to trigger other changes in the educational system.

Figure 1: Conceptual Framework



7. Study Methodology

Mixed research approach adopted in align with descriptive research design helped the researcher to achieve the main objective of the study. Mixed approach helped as a unique approach helped researcher gain more information about real time data. The study was conducted at out at Cornerstone Advanced Secondary School in Arusha City with the total number of populations of 200 in which sample size generated was 132 respondents.

In gathering information from respondents, a closed ended questionnaire was used because it was easy and quick to answer, improved consistency of responses, reduced biases, easy to compare with other methods and less costly to analyzed quantitatively as dummy variables through coding. Pilot study was conducted for 30 respondents. After pilot, the data were tested through the

Statistical Package for Social Science (SPSS) and results that yielded the Cronbach’s Alpha of above 0.7 meaning that the instruments were reliable. Also, ethical issues were observed; the researcher got data collection permit from Institute of accountancy Arusha and the respective government authorities.

8. Findings from the Study and Relevant Discussions

Relationship between Teaching and Learning Process on Students Academic Performance: Here the study presents summary statistics for variables, student academic performance as the dependent variable on this study which was linear to independent variables such as teachers’ performance and teaching and learning process, so this made the data be analyzed quantitatively through multiple regression. The study found out how monitoring and evaluation process influence teaching and learning in advanced secondary school in Arusha. To achieve this, respondents were to respond by ticking most appropriate option ranging from 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4= Agree, 5= Strongly Agree. Scale of mean score interpretation was as follows: Mean scores from 1 to 1.80 were interpreted as strongly disagree. Mean scores from 1.81 to 2.60 were interpreted as disagree. Mean scores from 2.61 to 3.40 were interpreted as Neutral/Undecided. Mean scores from 3.41 to 4.20 were interpreted as agree and mean scores from 4.21 to 5.00 were interpreted as strongly agree. The analytical results are shown in Table 1 below.

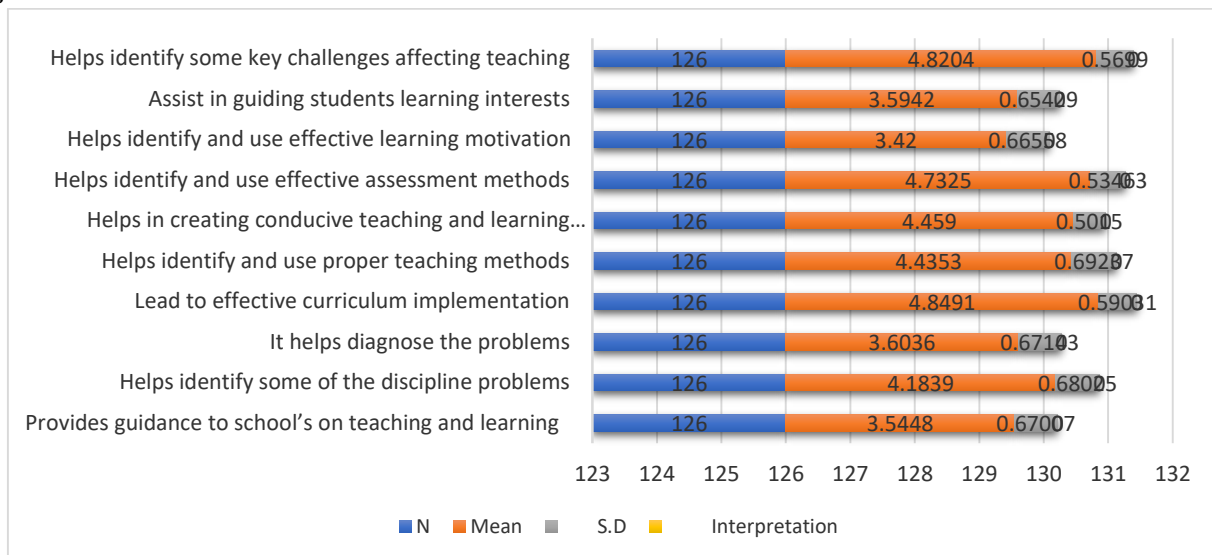
Table 1: Descriptive Statistics on the influence of Monitoring and Evaluation Process on Teaching and Learning in Schools

Descriptive Statistics				
How M&E process influence teaching and learning	N	Mean	S.D	Interpretation
Provides guidance to schools on teaching and learning	126	3.5448	0.67007	Agree
Helps identify some of the discipline problems	126	4.1839	0.68025	Agree
It helps diagnose the problems	126	3.6036	0.67143	Agree
Lead to effective curriculum implementation	126	4.8491	0.59031	Strongly Agree
Helps identify and use proper teaching methods	126	4.4353	0.69237	Strongly Agree
Helps in creating conducive teaching and learning environment	126	4.459	0.5015	Strongly Agree
Helps identify and use effective assessment methods	126	4.7325	0.53463	Strongly Agree
Helps identify and use effective learning motivation	126	3.42	0.66558	Agree
Assist in guiding students learning interests	126	3.5942	0.65429	Agree
Helps identify some key challenges affecting teaching	126	4.8204	0.5699	Strongly Agree

Source: Field Study, 2022

Findings from data analysis as they are summarized in Table 4.4 show that mean score differed from one item to another. This shows that respondents had different opinion about how monitoring and evaluation process influence teaching and learning. Specifically, respondents strongly agreed that monitoring and evaluation helps identify some key challenges affecting teaching (M=4.82, S.D=0.569), lead to effective curriculum implementation (M=4.84, S.D=0.590), helps identify and use proper teaching methods (M=4.43, S.D=0.692), helps in creating conducive teaching and learning environment (M=4.45, S.D=0.501) and helps to identify and use effective assessment methods (M=4.73, S.D=0.534). The extraction from these results as numerated in table 1 can be further explained by use of figure 1 below

Figure 1: Detailed Statistical Description on Monitoring and Evaluation Process in Influencing Teaching and Learning in Schools



Source: Field Study, 2022

Findings further revealed that respondents agreed that criteria for monitoring and evaluation of students’ academic performance is that it provides guidance to school’s on teaching and learning (M=3.54, S.D=0.670), helps to identify some of the discipline problems (M=4.18, S.D=0.680), helps diagnose the problems (M=3.60, S.D=0.671), helps identify and use effective learning motivation (M=3.42, S.D=0.665) and that it assist in guiding students learning interests (M=3.59, S.D=0.654). This gives an implication that monitoring and evaluation were very useful for effective teaching and learning in the study area.

Findings revealed that monitoring and evaluation influenced teaching in number of ways including identifying some key challenges affecting teaching, effective curriculum implementation, identifying and use proper teaching methods, creating conducive teaching and learning environment, identify and use effective assessment methods, provides guidance to school’s on teaching and learning, identify some of the discipline problems, diagnose those identified problems and identifying and use effective learning motivation as well as assisting in guiding students learning interests.

The findings match with those of Wairimu (2016) who reported that head teachers endorsed and helped the teachers to prepare professional documents, checked pupils’ books regularly to ascertain the amount of work and comments made on them through the monitoring and evaluation processes regularly conducted. Monitoring and evaluation in schools helped to improve teaching and learning.

On the other hand, Aziz et al (2018) in their study on implementation of quality evaluation at school level indicated that by using monitoring and evaluation best practices, any school management team will have a better means of learning from past experiences to improve teaching, learning, planning and allocating resources, as well as demonstrating results as part of the school’s accountability to key stakeholders. It was further noted that governments and education leaders at all levels use monitoring and evaluation to improve school systems and educational results, and can play an integral role in holistic education transformation.

Relationship between Teachers’ Performances on Students Academic Performance: The study found out how monitoring and evaluation process influence teachers’ performance in advanced secondary school in Arusha. To achieve this, respondents were to respond by ticking most appropriate option ranging from 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4= Agree, 5= Strongly Agree.

Scale of mean score interpretation was as follows: Mean scores from 1 to 1.80 were interpreted as strongly disagree. Mean scores from 1.81 to 2.60 were interpreted as disagree. Mean scores from 2.61 to 3.40 were interpreted as Neutral/Undecided. Mean scores from 3.41 to 4.20 were interpreted as agree and mean scores from 4.21 to 5.00 were interpreted as strongly agree. The analytical results are shown in Table 2below.

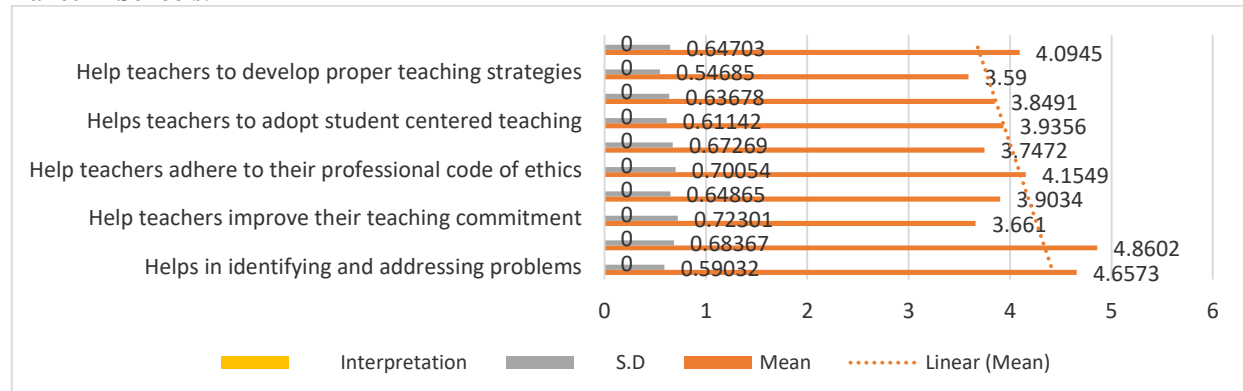
Table 2: Statistical Description on the Influence Teachers’ Performances on Monitoring and Evaluation Process in Schools

Descriptive Statistics				
How M&E process influence teachers’ performance	N	Mean	S.D	Interpretation
Helps in identifying and addressing problems	126	4.6573	0.59032	Strongly Agree
Help teachers take initiative to learn recent pedagogical techniques	126	4.8602	0.68367	Strongly Agree
Help teachers improve their teaching commitment	126	3.661	0.72301	Agree
Help teachers improve their teaching interests	126	3.9034	0.64865	Agree
Help teachers adhere to their professional code of ethics	126	4.1549	0.70054	Agree
Help teachers to be flexible in their teaching	126	3.7472	0.67269	Agree
Helps teachers to adopt student centered teaching	126	3.9356	0.61142	Agree
Helps teachers provide a variety of learning experiences	126	3.8491	0.63678	Agree
Help teachers to develop proper teaching strategies	126	3.59	0.54685	Agree
Help teachers collect feedback from students	126	4.0945	0.64703	Agree

Source: Field Data, 2022

The findings from data analysis revealed that respondents strongly agreed with the proposed of influence of monitoring and evaluation on teachers’ performance. The most recommended influence was found to be helping in identifying and addressing problems (M=4.65, S.D=0.590) and helping teachers in take initiative to learn recent pedagogical techniques (M=4.86, S.D=0.683). Findings further pointed out that respondents agreed that monitoring and evaluation process influence teachers performance by helping teachers improve their teaching commitment (M=3.66, S.D=0.723), helping teachers improve their teaching interests (M=3.90, S.D=0.648), helping teachers adhere to their professional code of ethics (M=4.15, S.D=0.700).

Figure 2: Influence of Teachers’ Performances on Monitoring and Evaluation Process toward Students’ Academic Performance in Schools.



Source: Field Data, 2022

It has been revealed that the process helps teachers to be flexible in their teaching (M=3.74, S.D=0.672), helping teachers to adopt student centered teaching (M=3.93, S.D=0.611), helping teachers provide a variety of learning experiences (M=3.84, S.D=0.636), helping teachers to develop proper teaching strategies (M=3.59, S.D=0.546) and by helping teachers collect feedback from students

(M=4.09, S.D=0. 647). The findings imply that monitoring and evaluation process influenced teachers’ performance in many ways as shown in table 2.

Findings from this study as presented in table 2 revealed that monitoring and evaluation influence teachers performance in number of ways including identifying and addressing problems, helping teachers in take initiative to learn recent pedagogical techniques, improve their teaching commitment, improve their teaching interests, adhere to their professional code of ethics, to be flexible in their teaching, to adopt student centred teaching, provide a variety of learning experiences, develop proper teaching strategies and by helping teachers collect feedback from students.

Findings presented in table 2 relate to those of Laska (2016) in the study on monitoring and evaluating the performance of teachers through the process of observation in the classroom in Prishtina pointed out that; once the beginning of the school year, the monitoring and evaluation plans should be set in order to ascertain teachers professional and pedagogical level and to draw conclusions from it for further action. The monitoring and evaluation help teachers to learn recent pedagogical techniques and improve their teaching commitment. The study further noted that this process is vital specifically for young teacher for them to improve.

Moreover, Chebet (2021) in a study on the role of monitoring and evaluation in development of school infrastructure in Marakwet West Sub-County, Kenya indicated that when monitoring and evaluation are conducted in required period and standard normally improves not only the school infrastructures but also the general performance of teachers. It was indicated that through monitoring and evaluation, teachers teaching interests and adherence to their professional code of ethics was evident

Regression Results

Based on the table of coefficient of the variable as analysed under multiple regression analysis using SPSS software, since the variable was organized in the following function student academic performance $SAP = f(\text{teachers' performance and teaching} = Tpt \text{ and learning process} = Lp)$. The researcher used the above function and run a model as shown below

$$SAP = 23.601 + 1.0425 Tpt + 6.143 Lp + \xi$$

	Ss	Df	Number of observations = 132			
			MS	F (1, 17) = 120.01		
				Prob > F = 0.0000		
Model	7.41E+15	1	3.95E+02	R-squared = 0.679		
Residual	1.58E+14	13	5.65E+02	Adj R-squared = 0.619		
Total	2.11E+15	18	1.31E+01	Root MSE = 1.3e+09		
						Conf. Interval]
Student academic performance	Coef	Coef. Std.	T	P>t	[95% conf. interval	
Teaching and learning resource	1.0425	0.038	2.11	0	48.38519 59.38821	
Teacher's performance	6.143	0.047	1.97	0.001	0.2094937 4.334562	

Source: Field Data, 2022

The results of R square = 67.9 % is a suitable fitted level to explain the model. This is interpreted as that; the student academic performance can be met by 67.9 % under the influence of teachers’ performance and teaching = Tpt and learning process = Lp while other unidentified factors can explain student academic performance for only 32.1 %.

9. Conclusion and Recommendation

The findings from the study ascertain that there were key criteria for monitoring and evaluation ranging from physical resources (teaching and learning materials), human resource (teachers) and the whole process of teaching and learning (teaching and assessment). These key criteria for monitoring and evaluation were seen as essential components in the whole process of teaching and learning. Without these key criteria for monitoring and evaluation effective teaching and learning cannot be realized in advanced secondary schools.

Also, through monitoring and evaluation in advanced private secondary schools, the process of teaching and learning were enhanced. This is because monitoring and evaluation ensured that there was an effective curriculum implementation. Similarly, teachers were able to identify and use proper teaching methods, created conducive teaching and learning environment, were able to identify and use effective assessment methods and they provided guidance on teaching and learning among students.

Again, teacher’s commitment and interest to work, adherence to professional code of conduct and taking initiative to learn recent pedagogical techniques were influenced among other the monitoring and evaluation conducted in schools. Teacher’s commitment and interest to work were essential elements to make sure that teaching and learning process were taking place in a meaningful way. This in turn promoted academic performance among students.

From the study findings, the following recommendations were made;

Under the informed revelation, policies for monitoring ad evaluation ware not clearly known to all employees, the study recommended that monitoring and evaluation should be an integral component of any school policy; factored into planning before a session begins. Criteria for monitoring and evaluation should be clearly known to all stakeholders involved in the process

Again, the study found that the issue of involvement of all members of the organization especially teachers was not adequate to some extent, the study recommended that teachers as key stakeholder in monitoring and evaluation at school level should at all times be involved in the process and the feedback for the process should be given on time.

Due to the significance of ICT in monitoring and evaluation process, it was recommended that technology tools and best practices available for gathering information should be applied in the whole process of monitoring and evaluation. This makes monitoring and evaluation a meaningful process

Finally, due to the lack of monitoring and evaluation policy which shows the implementation of monitoring and evaluation process in the study area, the study recommended that monitoring and evaluation should be done regularly in order to identify challenges and addressing them timely. This ensures effective running of all school activities thus promoting academic performance among students.

10. References:

1. Abdallah, A. S. H. (2017). Thermal Monitoring and Evaluation of Indoor CO₂ Concentration in Classrooms of Two Primary Governmental Schools in New Assiut City, Egypt. *Procedia Engineering*, 205:1093-1099.
2. Ahmad, F.; Ismail, N.H.; and Aziz, A.A. ().The Prediction of Students' Academic Performance Using Classification Data Mining Techniques, *Applied Mathematical Sciences*, 9(129): 6415 – 6426
3. Aziz, S., Mahmood, M., and Rehman, Z. (2018). Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study. *Journal of Education and Educational Development*, 5(1), 189-206.
4. Ballard, T. Tanith K. Bello, G. and Valle, F.D. (2017). *Monitoring and Evaluation Toolkit for Junior Farmer Field Life Schools*. FAO.
5. Bandura, A., and Hall, P. (2018). Albert Bandura and Social Learning Theory. *Learning Theories for Early Years Practice*, 63.
6. Barrett, P., Treves, A., Shmis, T., and Ambasz, D. (2019). The Impact of School Infrastructure on Learning: A Synthesis of the Evidence.
7. Çakıroğlu, Ü. Başbüyük, B., Güler, M., Atabay, M., & Memiş, B. Y. (2017). Gamifying an ICT Course: Influences on Engagement and Academic Performance. *Computers in Human Behavior*, 69, 98-107.
8. Chebet, W. K. (2021). *Role of Monitoring and Evaluation in Development of School Infrastructure in Marakwet West Sub-County, Kenya*; Doctoral Dissertation, Moi University.
9. Cory, K. and Betts, J. (2007). Re-Examining the Role of Teacher Quality in the Educational Production Function. Retrieved from: <https://ideas.repec.org/p/umc/wpaper/0708.html> on 5th October 2022
10. Daft, R. (2010). *Management*. 9th ed. Mason, OH 45040, USA: South-Western Cengage Learning.
11. Eysenck, H. J. (2018). *The Dynamics of Anxiety Hysteria: An Experimental Application of Modern Learning Theory to Psychiatry*. Routledge.
12. Hossain, N.; and Hickey, S. [Eds] (2019). *The Politics of Education in Developing Countries: From Schooling to Learning*, Oxford Academic
13. Jermittiparsert, K., and Sriyakul, T. (2020). Determinants of Quality Education in Asian Countries: Impact of Social Globalization, Happiness and Research and Development. *Journal of Security & Sustainability*, 9.
14. John, R. (2010). The Economy and the Function of Production in Education. Retrieved from: <http://www.scielo.org.ar/pdf/vf/v13n1/v13n1a06.pdf> visited on 5th October 2022
15. Karimi, S. S., Mulwa, A. S., and Kyalo, D. N. (2020). Stakeholder Engagement in Monitoring and Evaluation and Performance of Literacy and Numeracy Educational Programme in Public Primary Schools in Nairobi County, Kenya. *Journal of Educational and Developmental Psychology*, 10(2):10.
16. Kayani, M. (2017). Analysis of Socio-Economic Benefits of Education in Developing Countries: An Example of Pakistan. *Bulletin of Education and Research*, 39(3):75-92.
17. Kyaruzi, F., Strijbos, J. W., Ufer, S., and Brown, G. T. (2019). Students' Formative Assessment Perceptions, Feedback Use and Mathematics Performance in Secondary Schools in Tanzania. *Assessment in Education: Principles, Policy & Practice*, 26(3):278-302.
18. Kruger, A. (2015). Instructional Leadership: The Impact on the Culture of Teaching and Learning in Two. *South African Journal of Education*, 23 (3):206 – 211.
19. Licorish, S. A., George, J. L., Owen, H. E., and Daniel, B. (2017). *Go Kahoot!'' Enriching Classroom Engagement, Motivation and Learning Experience with Games*. In 25th International Conference on Computers in Education. New Zealand: Asia-Pacific Society for Computers in Education.
20. Laska, L (2019). Monitoring and Evaluating the Performance of Teachers through the Process of Observation in the Classroom; *European Journal of Multidisciplinary Studies*, 1(2) from <https://doi.org/10.26417/ejms.v1i2.p369-377> visited on 5th October 2022
21. Maijo, S.N. (2020). Effectiveness of Monitoring and Evaluation Systems on the Sustainability of Community-Based Projects in Kisarawe District, Tanzania, *International Journal of Development Research*, 10, (03):34508-34511
22. Mele, C., Pels, J., and Polese, F. (2010). A Brief Review of Systems Theories and their Managerial Applications. Retrieved from: https://pubsonline.informs.org/doi/pdf/10.1287/serv.2.1_2.126 on 5th October 2022
23. Mhina, G. (2017). *Monitoring and Evaluation Practices and their Effects in District Councils: A Case of Ruvuma Region*. Master's Thesis, Mzumbe University.
24. Mosha, H. (2018). The State and Quality of Education in Tanzania: A Reflection. *Papers in Education and Development*, (31).
25. Mele, C., Pels, J. and Polese, F., 2010. A brief review of systems theories and their managerial applications. *Service science*, 2(1-2), pp.126-135.
26. Paschal, M. J., and Mkulu, D. G. (2021). Teacher-Students' Relationship and Students' Academic Performance in Public Secondary Schools in Magu District, Tanzania.
27. O'Leary, S. (2017). Grassroots Accountability Promises in Rights-Based Approaches to Development: The Role of Transformative Monitoring and Evaluation in NGOs, *Accounting, Organizations and Society*, 63,C: 21-41

28. Glasgow, M.E.S., Dreher, H.M. and Schreiber, J., 2019. Standardized testing in nursing education: Preparing students for NCLEX-RN® and practice. *Journal of Professional Nursing*, 35(6), pp.440-446.
29. Tambwe, M. A. (2019). Challenges Facing the Implementation of a Competency-Based Education and Training (CBET) System in Tanzanian Technical Institutions. Education in Tanzania in the Era of Globalization; *Challenges and Opportunities*, 242-255.
30. UNESCO, (2016). Designing Effective Monitoring and Evaluation of Education Systems for 2030: A Global Synthesis of Policies and Practices. UNESCO Education Sector Division for Policies and Lifelong Learning Systems (ED/PLS) Section of Education Policy (ED/PLS/EDP).
31. Wairimu, J. (2016). Teachers' Perceptions of Head Teachers' Supervisory Practices on Performance of Duty in Public Primary Schools in Nakuru North District. Extracted from <http://erepository.uonbi.ac.ke> on 5th October 2022