

Challenges Faced by Academic Masters/Mistress in Monitoring Teaching and Learning among Public Primary Schools in Tanzania: The Case of Mbeya City Council

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ABSTRACT

Several studies have assessed the factors affecting monitoring of teaching and learning processes in schools. This study examined the challenges faced by heads of schools, academic masters/mistress and WEOs in monitoring teaching and learning among public primary schools in Tanzania with a case of Mbeya city council. The study involved 88 respondents who were of primary schools, school academic masters/mistress, teachers and ward education officers. Quantitative and qualitative data collection and analysis techniques were used and the data was presented and analysed through descriptive statistics. The findings indicated that heads of schools, academic masters/mistress and WEOs were not performing effective various teaching and learning monitoring activities. It was revealed that there are various challenges facing the monitoring of teaching and learning exercise such as poor school arrangement of the school related infrastructures, poor preparation of necessary documents and other teaching and learning resources, poor classroom conditions, shortage of time to carry out the exercise, poor communication among school stakeholders such as teachers, pupils and parents, lack of cooperation teachers, pupils and parents, poor organization of pupils and teachers for easy assessment and lastly high tension among teachers and pupils. In order to ensure effective monitoring of teaching and learning in public primary schools, it is recommended to the head of schools, academic masters/mistress and WEOs should be trained on specific school arrangement mechanisms for effective monitoring of teaching and learning activities. It is also recommended that the same should maintain cooperation among stakeholders; students, teachers, administrators, policy makers and academicians. Relevant data and monitoring feedback should be always taken into consideration while dealing with issues related to school monitoring.

Key words: Monitoring, Monitoring of teaching & learning

INTRODUCTION

The attainment of quality education depends on, among other factors, the process of monitoring the teaching and learning processes (Nimes & Sharali, 2015). Every educational establishment has a responsibility to monitor the effectiveness of the service being provided for its children and young people. Monitoring is an activity that involves continuous and systematic checking and observing of a programme or a project. It involves comparing the present situation with the past in order to find out the extent to which the laid down objectives have been achieved (Ndungu *et al*, 2015). Monitoring is done in the education sector to monitor the quality of education, thus, strong monitoring of education programs pave the way for quality education.

The World Education Forum (WEF) in Dakar Senegal of 2000 implicitly and explicitly calls all countries to improve all aspects of the quality of education provided in the society. The argument rests on the belief that high quality schooling is likely to improve economic potential of a particular society (UNESCO, 2004). This is due to the fact that there is a strong relationship between education provided and the level of development of a particular nation (Psacharopoulos and Patrinos, 2004; Galabawa, 2005).

The Tanzania Development vision of 2025 envisaged the total elimination of poverty by 2025. In this vision, education sector was considered to play the decisive role in bringing the social and economic transformation and for the creation of the well-educated nation sufficiently equipped with knowledge highly required to solve

an assortment of development challenges that face the nation. Other attributes include; high quality livelihood, peace, stability and unity, good governance, and a well-educated and learning society; and competitive economy capable of producing sustainable growth and shared benefits (URT, 2010).

The school quality control officers in Tanzania have been urged to make sure that all schools comply with the Education Policy and Acts (URT, 2016). This should be done via daily monitoring of teaching and learning appropriate recommendations should also be provided to school headmaster or headmistress. The use of the school inspection was later changed to school quality assurance in 2015 and which since then the later is officially used to carry out all the functions formally undertaken by school inspectors (URT, 2014). In this aim, the inspectors (here referred to as school quality control officers) which comprise of the school quality control department, education officers at different levels, school boards and committees, parents and community at large are important stakeholders who must be involved in controlling the quality of education through monitoring of teaching and learning (URT, 2014). The policy further reveal that in the government system quality control is a day to day activity to be carried out by school administration, Ward education Officers and the quality control officers. These are supposed to monitor teaching and learning issues by doing the followings:

- i. To monitor all teaching and learning activities in schools and write a report with the purpose of advising the chief education officer on matters which require decision making for further improvement.
- ii. To monitor, educate and advise owners, managers, school boards or committee and teachers on the best implementation of teaching and learning.
- iii. To disseminate the monitoring reports for the purpose of improving the teaching and learning standards in schools.
- iv. To pursue personal, professional and academic development of teachers and students
- v. To carry out supervisory school visits to improve quality of teaching and learning in schools (URT, 2001).

From the analysis of these roles, one can say that school inspectors have three major roles. These are: inspection role, advisory role and development role. In the quality control role, the school quality control officers play the following activities; monitoring, assessing and evaluating the quality of school instruction, school organization and management and school environment. With regards to an advisory role, the school inspectors are expected to disseminate information on accepted practices and innovation, curriculum implementation and reviews (Wilcox, 2000). School monitoring reports have to reach all the respective stakeholders in two weeks after the inspection date (MoEC, 2000; URT, 2001a). This is done to allow a quick response for the burning issues or felt needs such as lack or breakage of the toilets or any other problem like that of excessive shortage of teachers and allow the inspection findings to be acted upon by the respective authorities.

Despite of the well-illustrated primary school monitoring system in Tanzania, reports such as URT (2014) and Rakesh (2003) reveal that the communities and the news from the media tend to blame the school teachers, head of schools, quality control and political leaders on the decline of the quality of education in schools. When pupils fail in the national examination results, the society blames the school such actors suggesting that they did not do their job properly or that too long a period has lapsed between quality control visits (Mwananchi, 2009). On the other hand, when many pupils pass in the national examination results, all the praises have been directed towards the head teacher and the teachers that they are competent in the key areas (Lopez, 2007).

Studies have contended that school monitoring is a mechanism that press unnecessary additional burden upon the teachers while, teachers themselves know what to do in their career and that emphasis has been on accountability at the expense of professional growth (Chapman, 2001b). Some studies have further argued that monitoring teaching and learning especially through inspection brings about tension and fear to teachers and it

diverts their concentration from teaching as their core role to record keeping in order to impress their supervisors/superiors (Ndungu, *et al*, 2015). This study however, stresses the need to examine the factors affecting the monitoring of teaching and learning as done by school administration as well as Ward Education Officers (WEO). As such, questions arise over the availability of effective teaching and learning as there have been so many problems that face the education sector including poor quality of teaching and learning, poor learning environments (classrooms), and poor enrolment of children in schools until recently where there seem to have been some improvements in classroom construction and improved enrolment rates under Primary Education Development Plan (PEDP) as indicated by Nkumbi, Warioba and Komba (2006), Rajan (2003) and TEN/MET (2007).

Statement of the Problem

Monitoring the teaching and learning in primary schools in Tanzania is done by head teachers, head or primary school departments, teachers, pupils, parents, school inspectors as well as ward education coordinators (Ndungu *et al*, 2015). It has been evident that, the task of improving teaching and learning cannot be effectively achieved given the fact that numbers of schools and learners in Tanzania have been increasing each year (URT, 2014). Similarly, studies on classroom teaching indicate that, school administrators such as head teachers, head of sections as well as WEOs in Tanzania felt constrained a lot of daily administrative tasks apart from monitoring of teaching and learning (Basic Education Statistics in Tanzania (URT, 2014).

On the other hand it appears that head of schools, departments, WEOs and teachers have are also required to attend some school matters to other bodies such as those of the higher hierarchy as well as community meetings (Nemes and Sharali, 2015; Mollel, 2015). Thus, as explained in the philosophy of UNESCO (2006), quality of education in schools is questionable despite the functions performed by various monitoring and quality assurance teams. It was therefore necessary to assess what challenges affect the monitoring of teaching and learning process in public primary schools as done by school administrators, teachers and WEOs in Mbeya city and suggest on how the quality education can be monitored in those schools.

Objectives of the study

General objective

To examine the challenges faced by heads of schools, academic masters/mistress and WEOs in monitoring teaching and learning among public primary schools in Tanzania with a case of Mbeya city council.

Specific objectives

- i. To identify challenges faced by heads of schools in monitoring teaching and learning among public primary schools.
- ii. To identify challenges faced by academic masters/mistress in undertaking monitoring teaching and learning in primary schools.
- iii. To identify challenges faced by Ward Education Officers in undertaking monitoring teaching and learning in primary schools.

LITERATURE REVIEW

Factors affecting school monitoring

Effective teaching is considered as a mystery by some authors (Goldhaber, 2002). Effective teachers are clear about their instructional goals, are knowledgeable about the content, communicate well, monitor students' understanding, are thoughtful and respectful about their teaching practices. On another note, in a study on conceptions of effective teaching, Saroyan *et al* (2009) found out that students expressed four ideas about effective teaching.

Effective teachers have knowledge, prepare and manage instruction, promote learning and help students grow so they can learn independently. Fuhrman et al (2010) carried out a study on effective teaching and found that effective teachers exhibit passion for their subjects, are knowledgeable about and care for students, use a variety of teaching strategies and help students appreciate the relevance of information to their own context. Sprinkle (2009) studied students' perceptions of effective teaching and found out that students considered effective teachers as those who employ a variety of teaching styles and make real world applications. Effective teachers exhibit humor, enthusiasm, compassion, empathy and are interested in and concerned for students' outside the classroom. Pietrzak, Duncan and Korcusa (2008) found effective teachers to possess a degree of knowledge, effective delivery style, organisation and known for the amount of assigned homework.

The socio-economic background of students plays a major impact on their performance at school. Literature argues that material factors such as income play a part in determining levels of education. The lower social classes may lack the money to provide their children with same educational opportunities as middle and upper class parents. This then means that some pupils from low status families fail to perform effectively despite the fact that schools are adequately equipped with resources (Hill, 2014).

Chingos and West (2010) are of the view that the level of education and occupational positions of parents are important determinants of pupils' achievement. Some pupils from lowly educated parents do not perform well at school because they lack motivation and parental support that even if teachers are qualified still those pupils fail. Delvin, Kift and Nelson, (2012) also add that ineffectiveness on the part of pupils are higher from families of low socio-economic status no matter which particular factors are used to measure socio-economic status. This should indicate that inadequate materials such as textbooks within the home background and lowly educated parents should not be regarded as a total effect in pupils' poor performance in rural primary schools.

The diverse individual aptitude of pupils should also be taken into consideration. Within the poor background may be born a genius. In addition it is not always only the performers from low income families who tend to be ineffective as far as academic achievement is concerned (Mmbando and Hongoke, 2010). Some children from even rich families may also perform academically poor due to other factors though poor performers among children from well to do families are rare.

Theoretical underpinning

Critical Theory

Critical theory advocates freedom and emancipation process. It also gives more voice to teachers as the key players and implementers of the curriculum. Critical theory is used to refer to the work of a group of socio-political analysts emanated from the Frankfurt School. Some of the members of this group include Adorno, Marcuse and more recently, Habermas who is regarded as the father of Critical theory (Tripp, 1992; MacIsaac, 1996).

When natural science mode is employed in the study of social phenomena, it is referred to as positivism. Positivism is an epistemological position that employs the natural sciences to the study of social reality (Bryman, 2004). Critical theory rejects the positivists' view of rationality, objectivity and truth (Carr and Kemmis, 1986). It calls the educational theory to accept the need to employ interpretative categories in different phenomena. It also identifies and exposes theoretical accounts to make members of the society aware of how they may eliminate or overcome their problems (Carr and Kemmis, 1986). While Positivists consider human beings to be value free, Interpretivists as an alternative to positivists contend that there should be a respect and difference between people and the objects of the natural science (Bryman, 2004). Critical theory is featured by the claim that educational status should be monitored by the ways it relates to practice (Carr and Kemmis, 1986).

Moreover, Critical Theory is regarded as an emancipatory knowledge since it identifies self-knowledge or self-reflection (Carr and Kemmis, 1986; Tripp, 1992; MacIsaac, 1992). Critical theory is emancipatory process in a sense that, it creates self-awareness for one to recognise the correct reasons for her/his problem Knowledge is socially constructed rather than accumulation of subjectively neutral objective facts (MacIsaac, 1992).

Knowledge gained by self-awareness through reflection lead to a transformed consciousness and hence, not knowledge for knowledge's sake (Tripp, 1992). This also involves the process whereby one sees her/his roles and the societal expectations form her/him. According to MacIsaac (1996) social knowledge is governed by binding consensual norms which defines reciprocal expectations about behaviour between individuals.

In the school monitoring system, teachers are regarded as people with free will and with total freedom (MacIsaac, 1996; Tripp, 1992). They are considered to be conscious about their strengths and weaknesses (Druker, 1991). When school inspectors (monitoring team) recognise that teachers are free entities with their own thinking, their role as school inspectors is to facilitate the teaching and learning process and not dictate what should be done by the teacher. Teachers are to be encouraged to reflect on their teaching and learning practice in order to discern their areas of weaknesses and try to find the solutions of the problems that face them in teaching and learning (Tripp, 1992).

Critical theory aims at understanding peoples' values and uses the meaning they make rather than super-imposed solutions to the problems (MacIsaac, 1992). By understanding that there is no readymade solution to the problems makes teachers more creative and imaginative which can enhance high achievement of the pupils in schools (Carr and Kemmis, 1986). This reciprocal relationship between teachers and school inspectors is what creates mutual understanding for the betterment of the pupils and facilitation of their academic Excellencies in schools (MacIsaac, 1996; Leew, 2002). Hence in this study the theory depicts o understand challenges that affect the monitoring of teaching and learning faced by teachers, head of schools and WEOs.

However, Critical theory faces the shortcomings that individual freedom has limitations. Human beings cannot be left free without some degrees of control. Some individuals as human beings tend to misuse the freedom they have. As Scientific Management theory puts forward, a teacher cannot be left free to do whatever she/he wishes to do. Some rules and regulations are to be applicable with a mixture of humanity (Sergiovanni and Starrat, 2007) if the national goals and objectives to be achieve.

Conditions of learning theory by Robert Gagne

The theory on conditions of learning was propounded by Robert Gagne and the theory stipulates that there are several different types or levels of learning which are fostered by monitoring. It emphasises the significance of the classifications in that each different type of monitoring of teaching and learning requires different types of instruction. Gagne identifies five major categories of monitoring teaching and learning which include among others, verbal information, intellectual skills, cognitive strategies, motor skills and attitudes. The theory advances that different internal and external conditional factors are necessary for each type of teaching and learning. For instance, for cognitive strategies to be learned, there must be a chance to monitor practices in developing new solutions to problems; to learners' attitudes, the learner must be exposed to a credible role model or persuasive arguments (Gagne, 1985, Gagne, 1987, Gagne and Driscoll, 1988).

This study is guided by the conditions of learning as proposed by Gagne. It dwells on the fact that, the five major categories of monitoring teaching and learning which include among others, verbal information, intellectual skills, cognitive strategies, motor skills and attitudes are vital aspects that must be monitoring for effective teaching and learning. It is also recognized that, monitoring teaching and learning tasks for intellectual skills can be organised in a hierarchy according to complexity: stimulus recognition, response generation, procedure following, use of terminology, discriminations, concept formation, rule application, and problem solving. The primary significance of the hierarchy is to identify prerequisites that should be completed to facilitate teaching and learning at each level. Prerequisites are identified by doing a task analysis of a learning/training task. Learning hierarchies provide a basis for the sequencing of instruction (Gagne, 1987).

In addition, the theory outlines nine instructional events and corresponding cognitive processes which in this study sets variable factors in monitoring teaching and learning: process starts by; 1. gaining attention where its cognitive process is reception; 2. informing learners of the objective (expectancy), 3. Stimulating recall of prior learning (retrieval); 4. Presenting the stimulus (selective perception); 5. Providing learning guidance

(semantic encoding): 6. Eliciting performance (responding): 7. Providing feedback (reinforcement): 8. Assessing performance (retrieval) and 9. Enhancing retention and transfer (generalisation) (Gagne, 1987).

These events should satisfy or provide the necessary conditions for learning and serve as the basis for designing instruction and selecting appropriate media (Gagne, Briggs and Wager, 1992). This theory is relevant for this study since it advances that different internal and external conditions are necessary for effective learning in schools.

Conceptual framework

Effective teaching and learning is difficult to define. It is argued that effective teaching and learning is important for raising student achievement (Hande, Kamath and D'Souza, 2014). Lorin (2004) suggested that there are various challenges affecting effective monitoring of teaching and learning especially among academic masters/mistresses of secondary schools. This study conceptualizes that the dependent variable which is effective monitoring of teaching and learning is affected by independent variables which are challenges and measures which together are controlled by intervening variables as shown in figure 1.1.

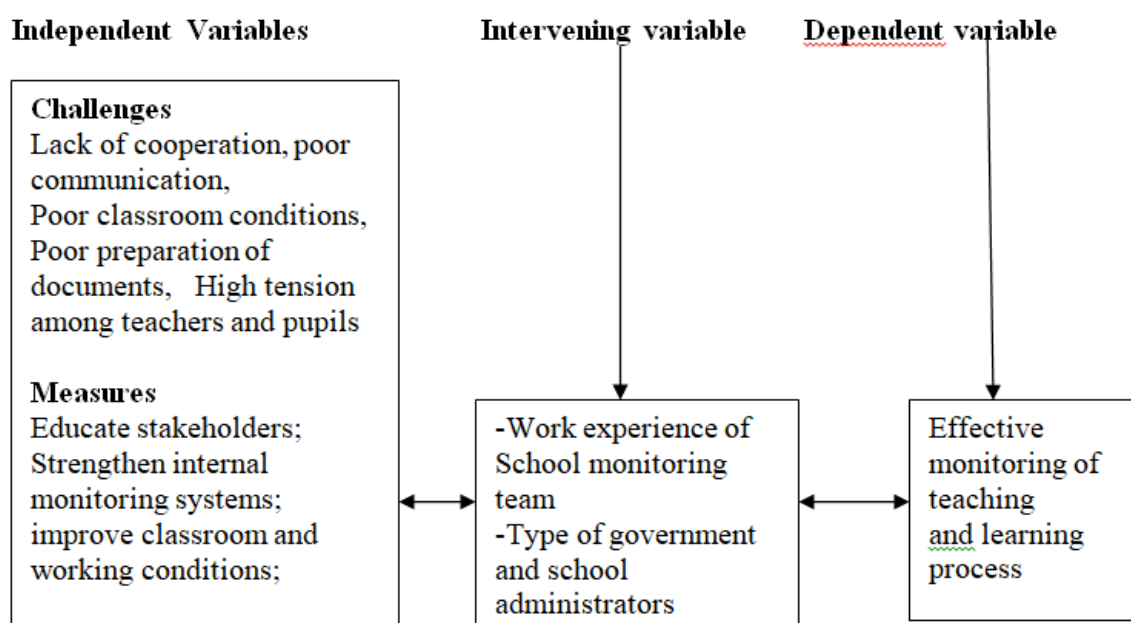


Figure 1.1: Conceptual Framework

Source: Adapted from Lezotte, L. W. (2010). *What effective schools do: Re-envisioning the correlates*. Indianapolis, IN: Solution Tree.

METHODOLOGY

This section explained the methods used to achieve the objective of this study. This study essentially used both quantitative qualitative and approaches to data collection and analysis. The main reason for choosing a qualitative approach was that it was useful in exploring the views of teachers with regard to how they perceive school monitoring in relation to their work performance. Qualitative research which is exploratory in nature also enabled the researcher to enter into the field with an open mind (Patton, 2002) as it is holistic and it provides a contextual understanding of the lived experience from the participants.

The descriptive survey design was used in this research to obtain the research data. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). A descriptive survey fitted this study because the study aimed at obtaining opinions and remarks about the existence of factors affecting monitoring of teaching and learning in primary schools. Using questionnaires and documentary review ensured a descriptive design fit this study. For this reason, purposive sampling was used to select all the Ward Education Officers, head teachers and academic masters/mistress in

the study schools whereas the wards and schools to be used in the study were selected via simple random sampling.

Quantitative data were analyzed using descriptive and inferential statistics which involved the use of means, frequencies and percentages in data analysis and presentation. Qualitative data were analyzed qualitatively using content analysis based on analysis of meanings and implications emanating from respondent information and comparing responses to documented data on factors affecting monitoring of teaching and learning in public primary schools. The qualitative data was presented thematically in line with the objectives of the study.

Consequently, the sample size for the study comprised of 4 WEOs, 4 of schools, 4 academic masters/mistress and 76 teachers drawn from 4 public primary schools in Mbeya city namely Ijombe, Uyole, Meta, Maendeleo. These constituted 5% of the total 1891 teacher and WEOs population in Mbeya city. According to Kothari (2004) a sample of 5% is adequate for the targeted population under descriptive survey research. Thus, a total of 88 respondents constituted the sample for this study.

The validity of this study was measured through the help of the research supervisor and colleagues. The research tools were refined to ascertain its relevance, coverage and consistency before the researcher applying them in real field situations. Reliability of this study instruments was ascertained by pre- testing the instruments before going to the field.

RESULTS AND DISCUSSION

Based on the specific objectives of this study. The question was: What do you think are the challenges faced by head of schools, Ward Education Officers as well as school academic masters/mistresses in undertaking monitoring teaching and learning in your school? The findings are as presented in the following subsections.

Challenges faced by heads of schools in monitoring teaching and learning among public primary schools

The study examined the challenges faced by head of schools, academic masters/mistress and WEOs in monitoring teaching and learning among public primary schools. The data are presented in Table 1

Table 1: Teachers' responses on the Challenges faced by heads of schools in undertaking monitoring teaching and learning in primary schools

Problem	1		2		3		4	
	F	%	F	%	F	%	F	%
Poor school arrangement and the school and related infrastructures	50	62.5	17	21.2	11	13.8	2	2.4
Poor organization of pupils and teachers for easy assessment	18	22.5	41	51.2	16	20.0	5	6.2
High tension among teachers and pupils	25	31.2	32	40.0	13	16.2	10	12.5
Poor communication	30	37.5	33	41.2	12	15.0	5	6.2
Poor preparation of necessary documents and other resources	32	40.0	33	41.2	15	18.8	-	-
Poor classroom conditions	30	37.5	35	43.8	12	15.0	3	3.8
Lack of cooperation	25	31.2	37	46.2	13	16.2	5	6.2
Shortage of time to carry out the exercise	36	45.0	27	33.8	14	17.5	3	3.8

Source: Field data, 2019

The findings (Table 1) show that the majority of teacher respondents 67 (84%) felt that heads of schools were mostly challenged by poor school arrangement and the school related infrastructures. Few teachers 13 (16%) said this challenge was nonexistent. The findings of this study could be an indication that most primary schools have the problem of poor school arrangement and the school related infrastructures which in turn affects effective monitoring of teaching and learning activities.

In addition, 65 (81%) teachers supported that there was a challenge of poor preparation of necessary documents and other resources needed for successful conduction of the teaching and learning monitoring exercise. However, the minority 15 (19%) teacher respondents doubt the existence of such as challenge. The results imply that most heads of schools are unable to effectively monitor the teaching and learning since participants in the exercise are unable to prepare adequate and all documentary the exercise fruitful.

The findings revealed that among 65 (81%) teachers knew that head of schools were affected by poor classroom conditions when conducting the monitoring exercise. The classroom conditions referred included lack of flooring, overcrowded classes as well as poor ventilation. However, 15 (19%) teacher respondents felt that this problem could not hinder effective conduction of the monitoring exercise. It could however be summed that poor classroom conditions are also among the major challenges hindering effective monitoring of teaching and learning.

On top of that some heads of schools could not effectively monitor the teaching and learning activities due to shortage of time to carry out the exercise. It was found out that 64 (79%) teacher respondents support that shortage of time to carry out the monitoring exercise centered among the challenges. However, 16 (21%) teachers said such a problem did not affect monitoring of teaching and learning done by the education leaders under study. It could therefore be ascertained that head of schools normally have fewer time to undertake monitoring of teaching and learning activities as they are confronted with other school administrative duties. This stance leads to ineffective monitoring of teaching and learning in primary schools.

On top of that the existence of poor communication during the monitoring of the programmes was revealed by 63 (79%) teachers while only 17 (21%) of them claimed that the problem was nonexistent. This implies that most heads of schools are confronted with poor communication when undertaking teaching and learning monitoring activities.

Furthermore, the findings show that, 62 (77%) teachers revealed that monitoring of teaching and learning in primary schools was hindered by the lack of cooperation between all involved parties such as teachers, school administration, WEOs as well as parents. However, 18 (23%) teacher respondents felt that such a challenge did not affect teaching and learning monitoring exercise. It was therefore concluded that lack of cooperation among the monitoring officers and all involved parties was among the major problems hindering head of schools in performing such as duty.

The findings further indicate that, 59 (74%) teachers said that monitoring of teaching and learning activities was retarded by poor organization of pupils and teachers for easy assessment. On the other hand 21 (26%) teachers claimed that the challenge was not hindering teaching and learning monitoring activities. The data entail that heads of schools are often confronted by poor organization of pupils and teachers for easy assessment of the teaching and learning activities conducted in the schools.

On the other hand, findings show that 57 (71%) respondents said that there was a challenge of high tension among teachers and pupils when monitoring of teaching and learning activities are conducted by heads of schools. But, 23 (29%) teacher respondents indicated that this rule is not a serious problem. The findings therefore imply that the monitoring of teaching and learning activities in primary schools might be conducted ineffectively due to high tension exerted by both teachers and pupils during the physical monitoring exercise which normally is referred to as assessment.

In the interviews it was noted that head teachers are occupied with a lot of administrative roles apart from monitoring the teaching and learning programmes. As such sometimes they not effectively conduct the monitoring of teaching and learning programmes. One head of school said;

Referring to my position description, am the overall in-charge of all school programmes, that being the case, I am always running shortage of time, confronted with poor cooperation and communication to effectively monitor the teaching and learning progresses (Interviewee; 2019).

Matete (2009) discovered that most head teachers as school monitoring officers did not seem to be satisfied with their work conditions. First, they did not have a good means of transport. Even though they received some amount of fuel from the Ministry of Education and Vocational Training, it was very little to cover school inspection activities. In most cases they depended upon the mercy of the district education officer. They also faced problems with lack of field allowances and some claimed that they visited schools only to demonstrate to their superiors that they were not idle and to avoid the criticisms. These findings again confirm what Grauwe (2001) found in his study on challenges and reforms in supervision in four African countries (Botswana, Namibia, Tanzania and Zimbabwe) where in all four countries, there was a continuous lack of satisfaction both for head teachers and other school monitoring officers with the impact of supervision on classroom. There were more concern on lack of resources, especially vehicles and funds that impeded travel to visit schools and the small number of school inspectors to cope with an increased number of schools.

Ehren and Visscher (2006) argued that despite the fact that school inspectors do not have direct control over the teaching and learning process, they provide potential information that can be employed in improving education delivery. If the recommendations and the school inspection reports are not worked upon then it is useless to visit schools, and indeed it demoralises the school inspectors upon their work performance. It has also been argued by Earley (1998) it might make the school inspectors lose their credibility and respect from the teachers as in most cases teachers may not be in a position to make changes that school inspectors recommend.

Challenges faced by academic masters/mistress in undertaking monitoring teaching and learning in primary schools

The study also examined the challenges faced by academic masters/mistress in undertaking monitoring teaching and learning in primary schools. The findings are presented in Table 2.

Table 2: Teachers' responses on the challenges faced by academic masters/mistress in undertaking monitoring teaching and learning in primary schools

Problem	1		2		3		4	
	F	%	F	%	F	%	F	%
Poor school arrangement and the school and related infrastructures	40	50.0	17	21.2	11	13.8	12	15.0
Poor organization of pupils and teachers for easy assessment	11	22.5	41	51.2	16	20.0	12	15.8
High tension among teachers and pupils	15	18.7	25	31.2	20	25.0	20	25.0
Poor communication	20	25.0	23	28.7	22	27.5	15	18.7
Poor preparation of necessary documents and other resources	26	32.5	33	41.2	15	18.8	6	7.5
Lack of cooperation	15	18.7	37	46.2	13	16.2	15	18.7
Shortage of time to carry out the exercise	20	25.0	27	33.8	14	17.5	19	23.7

Source: Field data, 2019

The findings also reveal that 59 (74%) teachers support that there exist a challenge of poor preparation of necessary documents and other resources needed for successful conduction of the teaching and learning monitoring exercise. However, 21 (26%) teachers doubt the existence of such as challenge. The results imply that most masters/mistress are unable to effectively monitor the teaching and learning since participants in the exercise are unable to prepare adequate and all documentary the exercise fruitful.

The findings also indicate that, 58 (73%) teacher participants said that monitoring of teaching and learning activities was retarded by poor organization of pupils and teachers for easy assessment. On the other hand 22 (27%) teachers said such a challenge was not available. The data entail that academic masters/mistress are often confronted by poor organization of pupils and teachers for easy assessment of the teaching and learning activities conducted in the schools. Findings also show that 40 (50%) of teachers said that there exist high tension among teachers and pupils when monitoring of teaching and learning activities are conducted by academic masters/mistress hence making the exercise less effective. On contrary, 40 (50%) teachers indicated that this high tension was not a serious problem. The findings therefore imply that the monitoring of teaching and learning activities in primary schools might be conducted ineffectively due to high tension exerted by both teachers and pupils during the physical monitoring exercise which normally is referred to as assessment.

Findings (Table 2) show that the majority of the teacher 57 (71%) felt that school academic masters/mistress were mostly challenged by poor school arrangement and the school related infrastructures. The lowest 73 (29%) teachers claimed that was not a serious problem affecting monitoring of teaching and learning. The findings of this study could be an indication that most primary schools have the problem of poor school arrangement and the school related infrastructures which in turn affects effective monitoring of teaching and learning activities.

In addition, 52 (65%) respondents revealed that monitoring of teaching and learning in primary schools by academic masters/mistress was hindered by the lack of cooperation between all involved parties such as teachers, school administration, WEOs as well as parents. However, 28 (35%) respondents felt that such a challenge did not affect teaching and learning monitoring exercise. It was therefore concluded that lack of cooperation among the monitoring officers and all involved parties was among the major problems hindering masters/mistress in performing such as duty.

Finally, 47 (54%) teachers revealed that shortage of time to carry out the monitoring exercise centered among the challenges hindering academic masters/mistress to monitor teaching and learning activities. However, 33 (26%) felt that wasn't existence of such a problem. It could therefore be ascertained that academic masters/mistress normally have fewer time to undertake monitoring of teaching and learning activities as they are confronted with other school administrative duties. This stance leads to ineffective monitoring of teaching and learning in primary schools.

It was further revealed that 43 (54%) teacher respondents appreciated that the academic masters/mistress monitoring of teaching and learning in primary schools faced a challenge of poor communication between head of schools, academic masters/mistress and WEOs while 37 (46%) claimed that the problem was far from being existing. This implies that most academic masters/mistress are confronted with poor communication when undertaking teaching and learning monitoring activities.

One WEO lamented that:

The employer is not offering enough motivation to teachers of which some of them are appointed to be academic masters/mistress. As such most academic officers fail to effectively monitor teaching and learning due to lack of cooperation from fellow teachers. There is also poor preparation of necessary documents needed in monitoring and other resources by teachers as well as poor organization of pupils and teachers for easy assessment (Interviewee, 2019).

The findings suggest that the academic masters are not only a challenged by lack of adequate teaching and learning resources but also other work reacted challenges such as poor organization of pupils and teachers for easy assessment. The study by Ololube, and Major (2014) in Nigeria also confirmed the same challenges such

as poor organization of pupils and teachers for easy assessment and poor school arrangement and the school and related infrastructures.

Challenges faced by Ward Education Officers in undertaking monitoring teaching and learning in primary schools

The challenges faced by WEOs in conducting the monitoring of teaching and learning in primary schools were examined. The findings are presented in Table 3.

Table 3: Teachers' responses on the challenges faced by Ward Education Officers in undertaking monitoring teaching and learning in primary schools

Problem	1		2		3		4	
	F	%	F	%	F	%	F	%
Poor school arrangement and the school and related infrastructures	11	13.8	10	12.5	50	62.5	9	11.2
Poor organization of pupils and teachers for easy assessment	18	22.5	41	51.2	16	20.0	5	6.2
High tension among teachers and pupils	25	31.2	40	50.0	13	16.2	2	2.5
Poor communication	10	12.5	33	41.2	12	15.0	25	31.2
Poor preparation of necessary documents and other resources	35	43.7	33	41.2	10	12.5	2	2.5
Lack of cooperation	25	31.2	37	46.2	13	16.2	5	6.2
Shortage of time to carry out the exercise	3	3.8	27	33.8	14	17.5	36	45.0

Source: Field data, 2019

Poor preparation of necessary documents and other resources was revealed to be challenges by 68 (87%) teacher respondents while the minority 12 (13%) teachers doubts the existence of such as challenge. The results imply that most WEOs are unable to effectively monitor the teaching and learning since participants in the exercise are unable to prepare adequate and all documentary the exercise fruitful.

Sixty five (65) (81%) teachers disclosed that high tension among teachers and pupils when monitoring of teaching and learning activities affected WEOs. But, 15 (19%) teacher respondents indicated that this rule is not a serious problem. The findings therefore imply that the monitoring of teaching and learning activities in primary schools might be conducted ineffectively due to high tension exerted by both teachers and pupils during the physical monitoring exercise which normally is referred to as assessment.

Based on the findings, 62 (77%) teacher respondents revealed that monitoring of teaching and learning in primary schools by WEOs was hindered by the lack of cooperation between all involved parties such as teachers, school administration, WEOs as well as parents. However, though 18 (23%) teachers felt that such a challenge did not affect teaching and learning monitoring exercise. It was therefore concluded that lack of cooperation among the monitoring officers and all involved parties was among the major problems hindering WEOs in performing such as duty.

Similarly, 59 (74%) teacher respondents said that monitoring of teaching and learning activities among WEOs was retarded by poor organization of pupils and teachers for easy assessment. On the other hand 21 (26%) said such a challenge was not available. The data entail that WEOs are often confronted by poor organization of pupils and teachers for easy assessment of the teaching and learning activities conducted in the schools.

It has also been revealed that 43 (54%) teacher respondents appreciated that the monitoring of teaching and learning in primary schools is affected by poor communication between head of schools, masters/mistress and WEOs. This was contrary to 37 (46%) teachers who claimed that the problem was far from existence. This implies that most WEOs are confronted with poor communication when undertaking teaching and learning monitoring activities.

Finally, 30 (38%) teacher respondents support that shortage of time to carry out the monitoring exercise centered among the challenges; however, 50 (62%) teachers did not support the existence of such a problem. It could therefore be ascertained that WEOs normally have enough time to undertake monitoring of teaching and learning activities.

Table 3 show that 21 (26%) teachers felt that Ward Education Officers were mostly challenged by poor school arrangement and the school related infrastructures. The highest 59 (74%) of the teachers claimed that poor school arrangement did not affect effective monitoring of teaching and learning. The findings of this study could be an indication that most primary schools have the problem of poor school arrangement and the school related infrastructures which in turn affects effective monitoring of teaching and learning activities.

On the other hand interviewed respondents said that financial problems hinder the functioning of the WEO where one of the respondents said that the WEOs expect money from the schools in order to effectively conduct monitoring of teaching and learning. One head teacher said;

These people (WEOs) do not have sufficient budget. They depend much on contributions from schools but these schools also fail to get money because the government budget is very small. (Interviewee, 2019). One of the WEOs said; We have many activities that we are assigned to do by our boss. It becomes difficult for us to monitor all school programmes effectively. (Interviewee, 2019).

This means that without money WEOs cannot visit the schools as required and hence many of the schools remain unmonitored always and hence unprofessional behavior to teachers and students becomes a result. Lupimo (2014) discovered that among the challenges facing WEOs in monitoring teaching and learning activities were such as lack of transport, inaccessibility to the interior, fewness of the inspectors, other administrative functions, increased number of schools, lack of money to finance the inspection visits, secondary school inspectors located at the zonal level.

CONCLUSION

The study concluded that, the challenges faced by heads of schools, academic masters/mistress and WEOs in monitoring teaching and learning among public primary schools varied and included poor school arrangement and the school related infrastructures as experienced by, poor preparation of necessary documents, poor classroom conditions, shortage of time to carry out the exercise, poor communication, lack of cooperation, poor organization of pupils and teachers for easy assessment and lastly high tension among teachers and pupils. The findings indicated that school heads of schools, academic masters/mistress and WEOs encountered such challenges which made the monitoring exercise ineffective. It was perceived that the elimination of such problems would help to make the teaching and learning monitoring exercise more successful than it was conducted.

RECOMMENDATIONS

Drawing upon the findings, the following recommendations are made:

Recommendations to heads of schools

- i. The findings in this study indicate that monitoring of teaching and learning activities are among of the roles performed by head teachers, academic masters/mistress as well as WEOs. It is recommended that heads of schools should be given regular trainings on specific monitoring of teaching and learning apart

from other administrative duties they perform in schools. The training should also focus on teacher professional development and learners' understanding of monitoring of teaching and learning.

- ii. In this study also respondents indicated their concern on the poor preparations of necessary documents needed for monitoring exercises as hindrance to effective monitoring of teaching and learning. Such documents include pupils' exercise books, lesson plans, subject logbooks and schemes of work as the criteria of evaluating the school performance. It is recommended that the prime goal of school monitoring should be to monitor the process of teaching and learning in the classroom setting. It may be easier for the heads of schools, academic masters/mistress and WEOs to discern the area of weaknesses when teachers are assessed in the classroom setting.

Recommendations to academic masters/mistresses

Academic masters/mistresses in secondary schools should be motivated towards their dealings in monitoring of teaching and learning. They should be equipped with necessary resources to ensure proper records and skills to see that their work problems are solved.

recommendations to Ward Education Officers

WEOs should take their responsibility seriously when they understand that their work is of value and it receives some attentions from the key stakeholders like that of the district director and DEO. For improvement in teaching and learning to be achieved, the WEO and the school administration should make use of the school monitoring reports and recommendations to motivate teachers. WEOs must change their attitudes and considering teachers as part of their field and not always perceive them negatively. There should be a good schedule of monitoring and not ambushing schools for inspection. They must be given limitation of areas of monitoring and guidelines which must be accompanied with training to them on best monitoring process and procedures to avoid power struggle relationship with teachers especially head of schools.

Policy Recommendations

As it has been learnt that monitoring is a critical process which need cooperation among stakeholders; students, teachers, administrators, policy makers and academicians. Relevant data and monitoring feedback should be always taken into consideration while educational policy making and implementation processes with issues related to school monitoring. Therefore; further on perception and attitudes of teachers towards the school monitoring, challenges facing heads of schools, academic masters/mistress and WEOs and the role of school inspectorate on student performance would be carried out for effective school standards.

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