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Influence of Principals' Monitoring and Evaluation of Instruction on Students' Performance: A Case Study of Secondary Education in Londiani Sub-County, Kenya

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Students' academic performance in Kenya Certificate of Secondary Education in Londiani Sub-County has been low for the last four years. This has denied many students an opportunity to further their studies and realize their academic dreams. The purpose of this study was to establish the influence of principals' monitoring and evaluation of instruction on performance of students. The study sought to find out; class teachers' perceptions on the influence of monitoring and evaluation of instruction on performance of students, students' perceptions on the influence of monitoring and evaluation of instruction on performance of students among secondary schools in Londiani Sub-County. The study was guided by the Van Bertalanffy's general system theory. The study employed mixed methods approach and adopted survey research design. A target population of 20 principals, 55 class teachers and 1080 form four students were targeted for the study from which a sample of 19 principals, 48 class teachers and 284 form four students were drawn. Data was collected from students and class teachers using questionnaires while qualitative data was drawn from principals using an interview schedule. The instruments' reliability was determined by piloting in 10% percent of the secondary schools, its data analyzed using a reliable Cronbach's coefficient alpha of 0.76. The validity of the research instruments was established using from expert opinion of the supervisor. Quantitative data was collected, analyzed and presented on tables while qualitative data has been discussed thematically. The study found out that monitoring and evaluation enhances performance for teachers, enables the principal to identify their weakness and strengths thus enhancing their professional development, and enhances provision of insights into the students learning needs thus enabling teachers to develop effective teaching approaches that enhances students' comprehension and engagement. The study recommends that students are monitored by keeping a record of their academic progress, monitoring class attendance and supervising issuance and crosschecking of assignments given to learners to improve academic performance.

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INTRODUCTION

Countries everywhere throughout the world, spend a fortune in upgrading the instructional procedure in schools. This is on the grounds that the outcomes of effective instruction are viewed as the foundation of monetary and social improvement. These outcomes improve the profitable limit of social order, political, financial and logical establishments. It assists with lessening destitution by relieving its impacts on the wellbeing and sustenance of the populace. It additionally builds the worth and productivity of the work offered by poor people. As innovation propels, new techniques for generation rely upon well-prepared and mentally adaptable work power. Numerous legislatures in both the created and creating nations assign quite a bit of their assets to instruction (UNESCO, 2017). This has come about to the extensive development of instructive exercises world over. Until this point, instruction is perhaps the biggest part of many nations (UNESCO, 2017).

The school principal is the senior most individual in a school and therefore s/he takes the blame in case of managerial issues of establishment and ensuring that everything in school is moving swiftly (Waweru, Nyagosia, and Njuguna, 2013). In a vast expanse of dynamically fast change, the land firm on which an influential thought of the head teacher as a pioneer and chief of progress can be made. As indicated by Sullivan and Glanz (2000), the head teachers' actions are grounded scholastically and enlighteningly punished when

the institutional improvement is set at the point of convergence of consideration. They added that essentially, activity of the head is underlined as a data boss concerning the inside business of the school, to be explicit training and learning, in a setting of progress and the ceaseless fundamental for advancement.

Statement of the Problem

The students' performance in academics at KCSE for the past three years in Londiani Sub-County had been dismal becoming a point of concern to all the education stakeholders. According to 2022 Londiani Sub County Education report, in 2019 the KCSE mean grade was below average at 4.5 out of 12 points, 2020 (3.3), 2021(3.4) and 2022 (3.5). Several strategies were reported to have been adopted with the aim of improving performance such as: Strengthening Mathematics and Sciences in Secondary Education strategy, workshops for teacher, mentorship programs and in-service training for teachers on various curriculum-related issues. Most principals monitor the performance by ensuring that teachers prepare lesson plans, attend classes and have regular discussions concerning school performance. Despite the implementation of these strategies, the performance was still low among secondary schools in Londiani Sub County.

Research Objectives

The study sought to achieve the following

- To find out class teachers' perceptions on the influence of monitoring and evaluation of instruction on the performance of students in public secondary schools
- To establish students' perceptions on the influence of monitoring and evaluation of instruction on the performance of students in public secondary schools
- To investigate the principals' perceptions on the influence of monitoring and evaluation of instruction on the performance of students in public secondary schools.

Theoretical Review

This study was guided by the general system theory developed by Von Bertalanffy (1968), which states that schools are entities consisting of different parts that work together as a unit to achieve the goals that have been set. A school receives criticism from the general public because it exists as an open framework and accepts input from the general public. Based on this theory, schools have different parties which include principals, deputy principals, heads of departments, educators, representatives and guardians. The principal's workplace is equipped to achieve excellent school performance through the proper guidance of the other school constituents. All school individuals must have an understanding of the procedures for connecting the parts in the school as shown by Onen and Oso (2005). From this theory, the people in the established school will no doubt work together in their different capacities to achieve the goals and objectives that the school has to achieve; that is, good academic performance for all students with the help of the key school constituents.

MATERIALS AND METHODS

This study employed mixed methods approach that engaged approaches that constituted collecting quantitative and qualitative data. According to Creswell (2009), this method helps in backing up one group of research results obtained using method with data obtained from another method and provides a more complete and inclusive understanding of the research. In this

study, questionnaires and interview guides were used during data collection. A survey research design was adopted. The design was appropriate because Kothari (2004) affirms that it involves description, recording, making reports and analysis on grounds that exist and that existed before. The data collected is therefore used to evaluate present events and practices for decision-making. The target population constituted 1155 potential respondents which comprised of 20 principals, 55 class teachers and 1080 students. Using Krejcie & Morgan (1970) table for determining the size of the sample, a sample of 19 principals, 48 class teachers and 284 students was drawn using purpose sampling respectively. Quantitative data was collected from students and class teachers using a questionnaire while principals were interviewed to elicit qualitative data. A pilot study was done on 10% of the sampled population, sampled data was analyzed and a 0.76 reliable Cronbach coefficient alpha index was obtained. To ascertain the logicity and adequacy of the questionnaire and interview items to collect relevant information, an expert opinion was sought from the supervisor to establish the validity of the research tools. The quantitative data drawn using five-point likert scale questionnaires were sorted, coded and analyzed to obtain frequencies, percentages, mean and standard deviation and presented on tables. The strongly agreed and agreed; and disagreed and strongly disagreed responses were combined to ease analysis and tabular presentation while qualitative data was analyzed thematically.

FINDINGS AND DISCUSSIONS

To find out class teachers' perceptions on the influence of monitoring and evaluation of instruction on performance of students in public secondary schools the findings are as indicated on Table 1 below.

Table 1: Class Teachers' Perceptions on the Influence of Principals' Monitoring and Evaluation Instruction Practices on Academic Performance

Descriptions	SA	A	N	D	SD	Missing	Mean	Std Dev
Implementation of lesson plans enhances performance	14(29.2%)	25(52.1%)	1(2.1%)	2(4.2%)	3(6.3%)	3(6.3%)	2.00	1.066
One way of tracking students' performance is through record-keeping of their progress	24(50%)	21(43.8%)	2(4.2%)	-	1(2.1%)	-	1.60	.765
Regular discussions concerning what is taught in school between teachers and departmental heads advances academic performance	7(14.6%)	32(66.7%)	2(4.2%)	6(12.5%)	1(2.1%)	-	2.21	.922
One way of monitoring the performance of learners is by marking the class register daily	18(37.5%)	29(60.4%)	1(2.1%)	-	-	-	1.65	.526
Quality of education in school is realized through frequent monitoring and evaluation	11(22.9%)	26(54.2%)	3(6.3%)	4(8.3%)	3(6.3%)	1(2.1%)	2.19	1.096

Table 1 shows that 14 (29.2%) respondents strongly agreed that implementation of lesson plans enhances performance. Majority of 25 (52.1%) respondents agreed, 1 (2.1%) respondent was neutral, 2 (4.2%) respondents disagreed while 3 (6.3%) strongly disagreed. However, 3 (6.3%) respondents did not indicate their perception. The mean and standard deviation for this was 2 and 1.066 respectively since majority of the respondents agreed. These findings, therefore, corroborate with the findings of the study done by Al-Shareef and Al-Qarni (2016) who noted in their study the importance of having a lesson plan.

When asked whether one way of tracking students' performance is through record-keeping of their progress, majority of 24 (50%) respondents strongly agreed. 21 (43.8%) respondents agreed, 2 (4.2%) respondents were neutral while 1 (2.1%) respondent strongly disagreed. The mean and standard deviation for this was 1.6 and 0.765 respectively since majority of the respondents strongly agreed. These findings, therefore, go hand in hand with the findings of the study done by Cotton (2008). According to Cotton, record-keeping in school makes it easier for both parents and teachers to check the

progress on student's learning. This will help them do an informed correction when a learner seems to be failing.

On whether regular discussions concerning what is taught in school between teachers and departmental heads advance academic performance, 7 (14.6%) respondents strongly agreed, majority of 32 (66.7%) respondents agreed while 2 (4.2%) respondents did not give their indication. However, 6 (12.5%) and 1 (2.1%) class teachers that participated in the study disagreed and strongly disagreed respectively. This is so because majority of the class teachers who participated in the study agreed, thus, giving a mean and standard deviation of 2.21 and 0.922 respectively. According to Babatunde and Olanrewaju (2014), not only communication between teachers themselves but also communication between them and their departmental heads helps in pushing every subject teacher to achieve his/her targets.

When asked whether one way of monitoring the performance of learners is by marking the class register daily, 18 (37.5%) class teachers that participated in the study strongly agreed, majority of 29 (60.4%) respondents agreed while 1 (2.1%) respondent was neutral. Therefore, the mean and standard deviation for

this were 1.65 and 0.526 respectively. This is so, because majority of the respondents were agreeing therefore corroborating with the findings of the study done by Babatunde and Olanrewaju (2014).

On whether the quality of education in school is realized through frequent monitoring and evaluation, 11 (22.9%) strongly agreed. Majority of 26 (54.2%) respondents agreed, 3 (6.3%) respondents were neutral, 4 (8.3%) respondents disagreed, 3 (6.3%) respondents strongly disagreed while 1 (2.1%) respondent did not indicate his/her perception on the matter. The mean

and standard deviation for this was 2.19 and 1.096 respectively. This is so because majority of the respondents agreed with the findings of the study done by Suhariyono (2023) who noted the importance of laying monitoring and evaluation strategies in schools as this helps the principal to manage school having know-how of what is happening in school in details. To establish students' perceptions of the influence of monitoring and evaluation of instruction on the performance of students in public secondary schools, data is presented in Table 2 below;

Table 2: Students' Perceptions on the Influence of Principals' Monitoring and Evaluation Instruction Practices on their Academic Performance

Descriptions	SA	A	N	D	SD	Missing	Mean	Std Dev
By supervising the issuance and cross-checking of the assignments given to learners, academic performance improves	134 (47.2%)	121 (42.6%)	3 (1.1%)	16 (5.6%)	10 (3.5%)	-	1.76	.984
Quality of education in school is realized through frequent monitoring and evaluation	194 (68.3%)	81 (28.5%)	-	1 (0.4%)	4 (1.4%)	4 (1.4%)	1.36	.651
The challenges and complications during implementation of some strategies are diagnosed through monitoring and evaluation	131 (46.1%)	82 (28.9%)	10 (3.5%)	27 (9.5%)	17 (6%)	17 (6%)	1.94	1.228
There is daily marking of class register	130 (45.8%)	104 (36.6%)	23 (8.1%)	14 (4.9%)	9 (3.2%)	4 (1.4%)	1.81	1.002
We are grouped into different clubs and societies	119 (41.9%)	104 (36.6%)	21 (7.4%)	21 (7.4%)	19 (6.7%)	-	2.00	1.181

Table 2 shows that majority of 134 (47.2%) respondents strongly agreed when asked whether by supervising the issuance and cross-checking of the assignments given to learners, academic performance improves. 121 (42.6%) respondents agreed, 3 (1.1%) respondents were neutral, 16 (5.6%) respondents disagreed while 10 (3.5%) strongly disagreed. The mean and standard deviation for this was 1.76 and 0.984 respectively since majority of the respondents strongly agreed. Samoei (2015) stated in his study that by cross-checking the assignments given to learners, efficiency and effectiveness are enhanced since learners will not copy each other.

When asked whether quality of education in school is realized through frequent monitoring and evaluation, majority of 194 (68.3%) respondents strongly agreed. 81 (28.5%) respondents agreed, 1 (2.1%) respondent disagreed while 4 (1.4%) strongly disagreed. However, 4 (1.4%) participants did not indicate their perceptions on the matter. The mean and standard deviation for this was 1.36 and 0.651 respectively since majority of the respondents strongly agreed. These findings, therefore, go hand in hand with the findings of the study done by Babatunde and Olanrewaju (2014).

On whether the challenges and complications during implementation of some strategies are diagnosed through monitoring and evaluation, majority of 131 (46.1%) respondents strongly agreed, 82 (28.9%) respondents agreed, 10 (3.5%) respondents were neutral, 27 (9.5%) respondents disagreed while 17 (6%) respondents strongly disagreed. However, did not give their indication. However, 17 (6%) respondents did not indicate their perceptions. This is so because majority of the students who participated in the study strongly agreed, thus, giving a mean and standard deviation of 1.94 and 1.228 respectively. According to UNDP, (2006) monitoring and evaluation is an important tool that enhances the reduction of errors and challenges during the process of teaching and learning.

When asked whether there is daily marking of class register, majority of 130 (45.8%)

respondents strongly agreed, 104 (36.6%) respondents agreed, 23 (8.1%) respondents were neutral, 14 (4.9%) respondents disagreed while 9 (3.2%) respondents strongly disagreed. However, 4 (1.4%) respondents did not indicate their perceptions. The mean and standard deviation for this were 1.81 and 1.002 respectively agreeing with the findings of the study done by Mugide (2018). In his study, he stipulated that learners at most times fail to go to school due to academic stress and other stress caused by external aspects. Daily marking of a class register makes it easy for a teacher to identify a missing student.

Finally, the study sought to know whether they are grouped into different clubs and societies in their schools. Majority of 119 (41.9%) respondents strongly agreed, 104 (36.6%) respondents agreed, 21 (7.4%) respondents were neutral, 21 (7.4%) respondents disagreed and 19 (6.7%) respondents strongly disagreed. The mean and standard deviation for this were 2 and 1.181. Based on Marzano and Toth (2014), grouping students into clubs in school is crucial for fostering a sense of belonging and community, providing an avenue for social interaction and friendship. Clubs offer students the opportunity to explore and develop their interests beyond the academic curriculum, promoting holistic personal growth. Moreover, these clubs often serve as platforms for honing leadership and teamwork skills, contributing to a well-rounded education that goes beyond traditional classroom learning.

Principals' Perceptions on the Influence of Principals' Monitoring and Evaluation of Instruction Practices on Academic Performance

Further findings were made through the interview schedules where principals were interviewed. In the case of teachers, Principals said that regular assessment enables the principal to identify their weaknesses and strengths thus enhancing professional development. Monitoring and evaluating students on the other hand enhances the provision of insights into the students' learning needs thus enabling teachers to develop effective teaching approaches that enhance comprehension

and engagement. Therefore, both processes enhance more effective and efficient teaching and learning in school thus improving academic performance (Kruger, 2005). On how often principals attend lessons as a way of monitoring and evaluation exercise, majority of the principals indicated that they attend more than two times a week.

CONCLUSION

The study concluded that monitoring and evaluation provide insight into the students' learning needs which enable teachers to develop effective teaching approaches; that implementation of lesson plans enhances performance and regular discussions concerning what is taught in school between teachers and departmental heads advance academic performance. Furthermore, one way of monitoring the performance of learners is by marking the class register daily and quality of education in school is realized through frequent monitoring and evaluation. Also, one way of tracking students' performance is through record-keeping of their progress and grouping them into different clubs and societies in their schools. It was also concluded that supervising the issuance and cross-checking of the assignments given to learners improves academic performance since the quality of education in school is realized through frequent monitoring and evaluation. However, the challenges and complications during implementation of some strategies are diagnosed through monitoring and evaluation. In conclusion, academic performance is shaped by conducting a monitoring and evaluation of teachers and students.

Recommendation for Practice

The study recommends the following:

- Principals have to make visits more often to classrooms when lessons are on.
- Technological integration should be embraced during monitoring and evaluation.
- Comparative studies could be conducted to assess the efficacy of different monitoring and

evaluation approaches across schools within Londiani sub-county or in comparison to other regions. Such comparative analysis could highlight best practices and help identify areas for improvement in current monitoring and evaluation systems.

Recommendation for Further Research

Since this study established the influence of principals' monitoring and evaluation of instruction on the performance of students and arising from this study;

1. A similar study is carried out in other Sub Counties to establish an understanding of the extent of influence of monitoring and evaluation of instruction on learners' academic performance.
2. A study is carried out to establish the influence of other principals' roles on students' academic performance.

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