INFLUENCE OF MONITORING AND EVALUATION STRATEGIES ON TEACHING AND LEARNING IN SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY ABUJA, NIGERIA

BY

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FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

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AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

NOVEMBER, 2017

DECLARATION

I declare that the work in this study has been carried out by me. The information derived from the literature has been duly acknowledged in the text and in a list of references provided. No part of this dissertation was previously presented for degree or diploma at this or any other institution.

_____ _____

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CERTIFICATION

This dissertation titled "ÍNFLUENCEOF MONITORING AND EVALUATION STRATEGIES ON TEACHING AND LEARNING IN SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY, ABUJA'' by Abdulmumin MOHAMMED meets the regulations governing the award of the degree of Master of Education (M.Ed) in Educational Administration and Planning of Ahmadu Bello University, Zaria and approved for its contributions to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my beloved parents: Mohammed Baba Dangara and Malama Khadijat Adamu Gawu

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ABSTRACT

This research work investigated the Influence of Monitoring and Evaluation Strategies on Teaching and Learning in Secondary Schools in Federal Capital Territory, Abuja. Four objectives were formulated, these were: to determine theInfluence of appraisal of school systems performance on teaching and learning, to examine the Influence of school record assessment on teaching and learning, find outthe Influence of assessment of lesson plans and notes on teaching and learning, and to ascertain the Influenceof assessment of continuous assessment on teaching and learning in Secondary Schools in FCT Abuja. The objectives were used to formulate four research questions and hypotheses in the study. Related literatures were reviewed. The research was conducted using the descriptive survey research design. The total population of the study was 690 made up of 187 Principals, 315 Quality Assurance Officers, and 188 Department of Policy Implementation Officials. A sample of67 Principals, 113 QAO's and 68 DPI officials were selected for the study using simple random sampling technique. Forty item self-structured questionnaire tagged ''Influence of Monitoring and Evaluation Strategies on Teaching and Learning Questionnaire'' (IMESTLQ) was used as instrument for collection of data using Likert rating scale of Strongly Agreed(SA), Agreed(A), Undecided (U), Disagreed (D), and Strongly Disagreed (SD). The instrument was validated by the supervisors in the Department and the final draft copy was pilot-tested. The result of r=0.84 revealed it was reliable. The mean scores, percentages and standard deviation were used to answer the research questions while the hypotheses were tested using one way Analysis of Variance (ANOVA) at 0.05 level of significance. The result of the findings led to retention of all the hypotheses. The study revealed that monitoring and evaluation strategies by the Principals, QAO's and DPI officials have great influence on teaching and learning in Secondary Schools in FCT, Abuj. This is as a result of regular quality assurance exercise. Recommendations made include that, Quality Assurance Officers, Department of Policy Implementation and Principals of Schools should intensify efforts on continuous appraisal of school system.Furthermore, ContinuousAssessment of school records by quality assurance officers, DPI and Principals, would enhance teaching and learning in secondary school. As such these activities should be emphasised in the course of school supervision, inspection and monitoring,Assessment of lesson plans and notes should be prime activities of Quality Assurance Officer, DPI and Principals. It should be featured in their instructional supervision process, and Continuous assessment records should feature prominently in the instructional supervision process of Quality Assurance Officers, DPI and Principals of schools. Suggestions for further studies were made for the actualisation of Nigerian educational system.

TABLE OF CONTENTS

Title Page		i
Declaration		ii
Certification		iii
Dedication		iv
Acknowledgements		v
Abstract		vi
Table of Contents		vii
List of Tables		xi
Glossary of Acronyms		xiii
Operational Definition of Terms		xiv
CHAPTER ONE: INTRODUCTION		
1.1	Background to the Study	1
1.2	Statement of the Problem	2
1.3	Objectives of the Study	4
1.4	Research Questions	4
1.5	Research Hypotheses	4
1.6	Basic Assumptions	5
1.7	Significance of the Study	6
1.8	Scope of the Study	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE		
2.1	Introduction	7
2.2	Conceptual Framework	7
2.2.1	Monitoring	7
2.2.2	Evaluation	9
2.2.3	Strategies	12

2.2.4 Performance Appraisal 14

2.2.5 School Records 15

2.2.6 Continuous Assessment 17

2.3.1 Monitoring 19

2.3.2 Monitoring of Teaching and Learning in Secondary Schools 19

2.3.3 Nature of Monitoring 21

2.3.4 Functions of Monitoring 22

2.3.5 Goals of Monitoring 23

2.3.5 Features of Monitoring 25

2.3.6 Problems of Monitoring 25

2.4 Evaluation 29

2.4.1 Principles of Evaluation 29

2.4.2 Types of Evaluation 30

2.4.2.1 Placement Evaluation 31

2.4.2.2 Formative Evaluation 31

2.4.2.3 Diagnostic Evaluation 31

2.4.2.4 Summative Evaluation 32

2.4.2.5 Norm Referencing 32

2.4.2.6 Criterion Referencing 32

2.4.2.7 Self-Evaluation 33

2.4.2.8 Peer Evaluation 33

2.4.3 Importance of Evaluation 34

2.4.4 Purpose of Evaluation 34

2.5 Evaluation of Teaching and Learning in Secondary Schools 36

2.6 Performance Appraisal 38

2.6.1 Perspective of Appraisal on Learning 46

2.6.2 Perspective of Appraisal on Teaching 48

2.7 Assessment of School Record 50

2.7.1 Influence of School Records Assessment on Teaching and Learning 50

2.7.2 Types of School Records 52

2.7.2.1 Statutory Records 52

2.7.2.2 Non-Statutory Records 57

2.7.3 Importance of School Records 58

2.7.4 Purpose of School Records 58

2.8 Influence of Assessment of Lesson Plans/Lesson notes on Teaching and Learning in School 61

2.8.1 Strategies for Effective Lesson Planning 63

2.8.2 Steps for Preparing a Lesson Plan 63

2.8.2.1 Outline Learning Objectives 64

2.8.2.2 Develop the Introduction 65

2.8.2.3 Plan the Specific Learning Activities 66

2.8.2.4 Plan to check for Understanding 66

2.8.2.5 Develop a conclusion and Preview 67

2.8.2.6 Create a Realistic timeline 67

2.8.3 Presenting the Lesson Plan 68

2.8.3.1 Reflecting on your Lesson Plan 68

2.9 Influence of Continuous Assessment on Teaching and Learning in Schools 69

2.9.1 Types of Continuous Assessment 71

2.9.2 Characteristics of Continuous Assessment 71

2.9.3 Advantages of Continuous Assessment 71

2.9.4 Problems of Continuous Assessment 73

2.10 Empirical Studies 75

2.11 Summary 78

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction 80

3.2 Research Design 80

3.3 Population of the Study 80

3.4 Sample and Sampling Technique 81

3.5 Instrumentation 82

3.5.1 Validity of the Instrument 82

3.5.2 Pilot Study 82

3.5.3 Reliability of the Instrument 83

3.6 Procedure for Data Collection 83

3.7 Methods for Data Analysis 83

CHAPTER FOUR: RESULTS AND DATA ANALYSIS

4.1 Introduction 84

4.2 Description of Study Variables 84

4.3 Answering of Research Questions 86

4.4 Hypotheses Testing 94

4.5Table of Summary of Hypotheses Testing 97

4.6 Summary of Major Findings 97

4.7 Discussion of Major Findings 98

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary 101

5.2 Conclusions 102

5.3 Recommendations 104

5.4 Suggestions for Further Studies 105

REFERENCES 106

APPENDICES 113

LIST OF TABLES

Table 3.1 Distribution of Population of the Study 81

Table 3.2 Distribution of Sample Size 81

Table 4.1: Distribution of Respondents by Educational Qualification 84

Table 4.2: Distribution of Respondents by Gender 85

Table 4.3: Distribution of Respondents by Status 85

Table 4.4: Distribution of Respondents by Work Experience 86

Table 4.5: Opinions of Respondents on Appraisal of School Systems in secondary Schools in FCT, Abuja 87

Table 4.6: Opinions of Respondents on Influence of School Record Assessment on Teaching and Learning in Secondary Schools in FCT, Abuja 89

Table 4.7: Opinions of Respondents on Influence of Assessment of Lesson Plans and Notes on Teaching and Learning in Secondary Schools in FCT, Abuja 91

Table 4.8: Opinions of Respondents on Influence of Assessment of Continuous Assessment on Teaching and Learning in Secondary Schools in FCT, Abuja 93

Table 4.9: Analysis of variance summary showing significant difference in the opinions of Principals, QAO's and DPI Officials on the Influenceof Appraisal of School System on Teaching and Learning in Secondary Schools of FCT 94

Table 4.10: Analysis of variance summary showing significant difference in the opinions of Principals, QAO's and DPI Officials on the Influenceof Assessment of Lesson Plans and Notes on Teaching and Learning in Secondary Schools of FCT 95

Table 4.11: Analysis of variance summary showing significant difference in the opinions of Principals, QAO's and DPI Officials on the 95

Influenceof Appraisal of school system on Teaching and Learning in Secondary Schools of FCT

Table 4.12: Analysis of variance summary showing significant difference in the opinions of Principals, QAO's an Officials d DPIon the Influence of Continuous Assessment on Teaching and Learning In Secondary Schools of FCT 96

Table 4.13: Summary of Hypotheses testing 97

GLOSSARY OF ACRONYMS

DPI: Department of Policy Implementation

FCT: Federal Capital Territory

FCDA: Federal Capital Development Authority

WAEC: West African Examinations Council

SSCE: Senior School Certificate Examinations

CBN: Central Bank of Nigeria

QAO: Quality Assurance Officer

UNICEF: United Nations Children's Education Fund

UBEC: Universal Basic Education Commission

UNESCO: United Nations Educational, Scientific and Cultural Organization

MDGs: Millennium Development Goals

ERC: Education Resource Centre

OPERATIONAL DEFINITION OF TERMS

Monitoring: -This is frequent observation of a process in order to ensure adherence to set standard

Evaluation:- This is decision making process which permit judgement on the worth or otherwise of a programme.

Strategies:- Theseimply ways or specific approaches for embarking or conducting a programme. In this case teaching and learning.

Assessment: - is the measuring the performance of a programme.

Appraisal:is review or assessment of a project or policy been executed or implemented.

Teaching: - is an art of imparting knowledge, skills and competences on a learner or group of learners.

Learning:- is a process of receiving knowledge, skills and competences from a tutor or instructor (Teacher).

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Education is a vital tool for national development which is only attainable through the school system. It produces the human capital that utilizes all other factors of production in order to yield desired output towards nation building. Teaching and learning is a process that can only be efficient when there is an effective mechanism for checks and balances, such as effective monitoring and evaluation. Monitoring has to do with intermittent and careful watch and check on something over a period of time in order to see how it develops, so that one can make necessary changes. Evaluation, on the other hand, has to do with critical assessment of a planned programme so as to ascertain the level of attainment of set goals and objectives. It is a mechanism for providing feedback for students, teachers and policy makers. Through evaluation, diagnosis is made of short falls in the programme so as to draw up corrective measures to improve on it. Monitoring and evaluation, therefore, is a veritable tool through which the school system can be highly improved. It is through this medium that school supervisors and inspectors otherwise known as quality assurance officers, ensure that classroom instruction are improved because teachers are made to be more alive towards their responsibilities. Thus, enhancing on their competencies and make them more accountable. The essence of monitoring and supervision is basically to ensure day to day effective implementation of curriculum in our schools. Monitoring and evaluation adopts varying strategies in order to achieve the objectives it is purported to achieve, amongst which are: regular appraisal of the school system through quality assurance inspection, school records assessment, ensuring that lesson notes and plans are scrutinised before lesson delivery, use of continuous assessment for students to ascertain their level of performance, annual performance assessment of teachers as a yardstick for promotion from one grade level to another. In the Federal Capital Territory – Abuja, monitoring and evaluation unit of the

Federal Capital Development Authority Education Secretariat was specifically established in conjunction with the Department of Policy Implementation (DPI) to perform the functions of quality assurance supervision and also appraise the school's system generally (Secondary Schools in FCT).

The monitoring and evaluation and the DPI unit of the FCDA Education Secretariat perform same function as the former inspectorate division. However, despite efforts to correct anomalies with regards to the quality of teaching and learning in FCT schools, through the establishment of monitoring and evaluation unit, much seemed to be desired. Performances of students in internal and external examinations are not very impressive and teachers' productivity is dwindling. This calls for the need to try to correct the situation before it completely gets out of hand. This is what prompted this study. Thus, the study 'Influence of monitoring and evaluation strategies on teaching and learning in secondary schools in Federal Capital Territory, Abuja' is an attempt to closely investigate how monitoring and evaluation influences teaching and learning in secondary schools in the Federal Capital Territory, Abuja. This is with a view to provide information that would further enhance role performance of monitoring and evaluation and subsequently facilitate effective teaching and learning in FCT secondary schools.

1.2 Statement of the Problem

Over the years, Nigeria has witnessed with pain and anguish, series of disheartening images emerging from its educational system. The students' educational performance has been on the declining plane (Olaofe, 2005). The second half of 1950s to the late 70s can be described as the golden age of Nigeria educational development (Ojo, 1996). The standard of education at all levels of the country's educational system was relatively high. However, the same cannot be said today.

The changes seem to have started very gradually from 70s, worsened in the 80s and have now reached an alarming proportion. The number of candidates registering for WAEC/SSCE has increased geometrically while the number of such candidates who pass with 5 credits and above including Mathematics and English language has invariably declined (Inuwa, 2007).

Central Bank of Nigeria (1995) summarised the causes of these` marked decline in the educational performance to include shortage of qualified teachers, inadequate financial and infrastructural facilities, deteriorating moral values in the society, including the government and the school misplaced priority as a result of inadequate monitoring and evaluation of the system.

In the Federal Capital Territory (FCT) there are various institutions charged with the monitoring and evaluation of educational system. These include those officers in the Department of Policy Implementation (DPI), those in the Quality Assurance Unit and the principals of secondary schools, in the area. A cross examination of those educational quality control shows that, they all have common objectives: to inspect schools and their records such as lesson notes, curriculum content to ensure quality of teaching/ learning and promote better educational performance in our secondary schools.

How has the efforts of these monitoring officers influenced the performance of the teachers in FCT in terms of teaching/learning? Are the various school records such as lesson notes, diaries and curriculum assessment effectively monitored and appropriately kept?

This scenario has made many Nigerians particularly the stakeholders feel concerned about the state of the education system. It is against this background that the researcher ventured into conducting this study on the influence of monitoring and evaluation strategies on teaching and learning in Senior Secondary Schools in FCT. This is to enable those involved in the educational delivery services find the adequacy and other wise of the

inspectors, school records, lesson notes/plans, continuous assessment and their influence on teaching and learning.

1.3 Objectives of the Study

The study was set to achieve the following objectives:

i. to determine the influence of appraisal of school systems performance on teaching and learning in Secondary Schools of FCT Abuja;
ii. to examine the influence of school record assessment on teaching and learning in Secondary Schools of FCT Abuja;
iii. to find out the influence of assessment of lesson plans and notes on teaching and learning in Secondary Schools in FCT Abuja; and
iv. to ascertain the influence of continuous assessment on teaching and learning in Secondary Schools in FCT Abuja.

1.4 Research Questions

The researcher attempted to find answers to the following questions:

i. In what ways does appraisal of school system influence teaching and learning in secondary schools of FCT Abuja?
ii. What are the influence of school records assessment on teaching and learning in secondary schools of FCT Abuja?
iii. To what extent does assessment of lesson plans and notes influence teaching and learning in secondary schools of FCT Abuja?
iv. How does continuous assessment influence teaching and learning in secondary schools of FCT Abuja?

1.5 Research Hypotheses

The following hypotheses were postulated and tested:

i. There is no significant difference in the opinions of Principals, Quality Assurance Officials and Department of Policy Implementation Officials on the influence of appraisal of school system on teaching and learning in secondary schools, FCT Abuja.

ii. There is no significant difference in the opinions of Principals, Quality Assurance Officials and Department of Policy Implementation Officials on the influence of assessment of school records on teaching and learning in secondary schools, FCT Abuja.

iii. There is no significant difference in the opinions of Principals, Quality Assurance Officials and Department of Policy Implementation Officials on the influence of assessment of lesson plans/notes on teaching and learning in secondary schools, FCT Abuja.

iv. There is no significant difference in the opinions of Principals, Quality Assurance Officials and Department of Policy Implementation Officials on the influence of continuous assessment on teaching and learning in secondary schools of FCT Abuja.

1.6 Basic Assumptions

This study was conducted on the basis that:

i. Monitoring and evaluation are vital components of school and educational system for high performance in secondary schools of FCT Abuja.

ii. Monitoring and evaluations are vital components of school and educational system in terms of school record assessment in secondary schools of FCT Abuja

iii. Monitoring and evaluation are vital components of school and educational system in terms of the assessment of lesson plans and notes in secondary schools of FCT Abuja

iv. Monitoring and evaluation are vital components of school and educational system in terms of continuous assessment in secondary schools of FCT Abuja.

1.7 Significance of the Study

This study is an attempt to examine the influence of monitoring and evaluation in teaching and learning in secondary schools in the Federal Capital Territory, Abuja. It will go a long way in providing information that will be utilized by an array of personalities such as officials of department of policy and implementation, quality assurance officers and principals of secondary schools. The study will provide information that will assist planners and administrators in the decision making process, particularly as it pertains to recruitment, posting of staff to take charge of monitoring and evaluation in respective secondary schools in Federal Capital Territory. The study will help them to see areas of lapses in relation to monitoring and evaluation processes in secondary schools. The study will provide feedback mechanism to officials of DPI and QAO on how they fare in their monitoring and evaluation activities. It will provide the principals with necessary information that will enable them fortify their position towards effective monitoring and evaluation in their respective schools.

1.8 Scope of the Study

The study is on the influence of monitoring and evaluation on teaching and learning in secondary schools in Federal Capital Territory, Abuja. It attempted to find out whether or not monitoring and evaluation have influence on teaching and learning in secondary schools of FCT. The study involved school administrators (Principals), Officers of Department of Policy and Implementation and Quality Assurance Officers of FCT Abuja.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter intends to review what some authorities' and scholars had discussed in respect of some pertinent issues that concern the study at hand. The review centred on the concepts of: monitoring, evaluation, strategies, performance appraisal, school records, and continuous assessment. A review of empirical studies and summary were also taken into consideration in this chapter.

2.2 Conceptual Framework of the Study

2.2.1 Monitoring

Monitoring is regarded as a type of formative evaluation and continuous observation of implementation progress. Typically, monitoring makes use of routine management information to establish the extent to which targets, outcomes and/or goals are being achieved, and to identify changes occurring. Monitoring usually focuses on the on-going tracking of inputs, processes and outputs of a strategy or intervention over time. This accretion is buttress by Otu (2009) who said monitoring can be thought of as collecting information at regular intervals about on-going projects or programmes within the school system concerning the nature and level of their performance. it therefore not out of place to say regular monitoring provides bases for judging the impact of inputs that have been fed into the system. Southworth (2004) further stated that monitoring includes analysing and acting on students' progress and outcome of data observed, for example assessment and test scores are stronger when it is informed by data on students' learning, progress and achievements as well as by direct knowledge of teaching practices and classroom dynamics'. He also continues that monitoring involves visiting classrooms, observing teachers at work and providing them with feedback. From this analysis it implies that monitoring and evaluation can only be effective if there is a feedback. This feedback to the teacher, student and school

administrators will help them to see areas they are doing well and the areas they are not doing well for the purpose of improvement. The improvement could be in the area of teaching quality, methodology and even standard of the available measurement based on the school assessed by the quality assurance officers.

Monitoring is the process through which the implementers of the project ensure that actual activities conform to the planned and intended programmes. It is employed to make things happen in accordance with the planned programmes and time frames initially specified. It is a systematic effort to compare performance with laid-down objectives and standards in order to determine whether progress is in line with them. Monitoring is therefore a systematic process of collecting, analysing and using information to track a programmes progress toward reaching its objectives and to guide on processes, such as when and where activities occur, who delivers them and how many people monitor them. In this regards monitoring can be referred to as process performance or formative evaluation since it is concerned with whether a programme is implemented in a manner that is consistent with its design. Besides, evaluators are interested in determining if: the inputs were delivered at the times and in the quantities envisaged by the planner; if activities occurred qualitatively and quantitatively in the manner prescribed by the planner; if resources were expanded at the times and levels outlined in the original plan; and, finally if the individuals and communities targeted by the plan were actually served by the project at hand.

Farrant in Adamu (2006) asserted that monitoring is the focusing of attention on a process or performance with the objective of drawing attention to particular features, correct that may require corrective action. In that respect if practiced regularly by evaluators it would become habitual with teachers, implies correct things would be done at the appropriate time. However, Adamu (2006) explain that monitoring has to do with quality control and standardization of educational objectives. In this regard, monitoring has a greater role to play

in the curriculum implementation in all educational goals. The only effective way the quality of teachers could be measured is through the quality of their products and this quality of products can only be achieved through effective monitoring of their performance and the student academic achievement. The Third National Development Plan (1974) recognised that the quality of teaching is probably the most important determinant of educational standards at all level, it is therefore necessary that teachers are monitored regularly. The provision of qualitative teacher education is the only way we can prove the quality of teaching. This too can only be achieved through effective monitoring of schools. Majasan in Adamu (2006) stated that with an effective monitoring of these qualities like environment, the teachers, the parents, the society and the students themselves have contributed over the years to make it formidable, reliable, regressive, rewarding and satisfying.

Teaching cannot be effective without proper monitoring of the process. Monitoring involve a systematic process of collecting, analysing and using information to track a programmes progress toward reaching its objectives and to guide on processes, such as when and where activities occur who delivers them and how many people are involved. The review had provided a number of ways in which monitoring activities take place. The review points to the fact that monitoring is desirous and has positive influence on teaching/learning in schools.

From the review of various authorities on monitoring, the researcher concur with their opinions but adds that, monitoring also has to do with close watch of assigned responsibility to ensure execution of the task logically to attain pre-determined goals or objectives.

2.2 .2 Evaluation

Evaluation has variety of meanings depending on usage and context in which it is referred to. It involves the interpretation of monitoring data to discern, explain and assess changes, trends, patterns and causalities. Also, evaluation research seeks to understand the

impact that a strategy or intervention is having and is focused on the implications of what monitoring data shows. Hence, in summary, evaluation research takes a deeper and more complex look at monitoring data, and often includes the collection of additional research data to inform evaluative conclusions about impact. Otu (2009) sees "evaluation as the determination of the value of a thing, it is the formal determination of a quality, value or effectiveness of a programme, projector process is primarily concerned with measuring the impact of input of the people's lives". From this, one could say evaluation is therefore self-examination as its outcome can be used to asses an input, for instances end of term examination in school can be used to assess the performance of teachers in their field of specialization. When majority of student fail in a subject e.g. Mathematics, it implies such a teacher has adopted a wrong method and hence should change. Besides, the teacher might not have the mastering of his or her subject.

Furthermore Grolund in Adamu, (2006) states that "evaluation means the systematic process of establishing the extent to which instructional objectives are achieved by the learners". While Nwankwo in Adamu, (2006) puts it that, "it is a critical analysis and interpretation of a given situation with a view to determine the extent to which set execution have been realised". This was buttressed by Hernett in Adamu, (2006) who stated that "evaluation is a dimension of accountability in that it is a process of instructional self-study to enable the instruction and its members assess the strength and weakness of the institution or individual members and thereby improving their operation and programme''. In this entire submission one can safely say that, evaluation is a simple means of accountability for the purpose of improving performance.

According to UNICEF (2005) evaluation is a periodic exercise that seeks to provide credible and useful information to answer specific question to guide decision making by staff, managers and policy makers. This implies that, evaluation assess relevance efficiency,

effectiveness, impact and sustainability. It is the systematic assessment of an activity, project, programme, strategy, policy, topic, theme, sector, operational area or institution's performance and focuses on expected achieved accomplishments, examining the result chain (input, activities, output, outcomes and impacts), that is processes, contextual factors and causality, in order to understand achievements or the lack of achievements. It aims at determining the relevance, impact, effectiveness, efficiency and sustainability of interventions and the contribution of the result achieved.

An evaluation should provide evidence-based information that is credible, reliable and usual. The findings, recommendations and lessons of an evaluation should be used to inform the future decision-making process regarding the programme. This is supported by Vincent (2011) who is of the view that evaluation is meant to influence decision-making, including decisions to improve, reorient, or discontinue the evaluated intervention or policy; decision by national or international policy makers and funding agencies. UNICEF (2005) also affirms that evaluation in assisted programmes provides the basis for broader advocacy to strengthen global and national policies and programmes for children's rights, through providing impartial and credible evidence. That evaluation involves analysing of data and making judgements: before the project to demonstrate the need for the project; during; and after the project to judge project success and the impact. It involves identifying what have been learnt particularly what works and what doesn't. That it involves hearing of one's findings with others, so others can replicate your success or avoid the same falls and then celebrate success or review areas needing corrections. With this, we say evaluation is an exercise that attempts to determine as systematically and objectively as possible the work or significance of an intervention, strategy or policy. It is an appraisal of work or significance is guided by key criteria discussed below: evaluation findings should be credible, and be able to influence decision making by programme partner on the basis of lessons learned.

Furthermore, evaluation is a process that involves the interpretation of monitoring data to discern, explain and assess changes, trends, patterns and causalities of a programme for implementation. The review had delved into various forms of evaluation in teaching process all with the aim of ensuring effective teaching. It is a self-examination as its outcome can be used to assess an input, for instances, end of term examination in school can be used to assess the performance of teachers in their field of specialization.

Evaluation in the opinion of the researcher is in line with the reviewed authorities but in addition, he submits that, evaluation is a strategic device employed to ascertain whether program activity is feasible, appropriate, and acceptable before it is fully implemented, it also elucidate implementation outline and assess progress in terms of outcome objectives and effectiveness of the goals. In educational setting, it employs various or different strategies like class work, homework or assignment, quiz or test, examination, creative writing/art among others.

2.2.3 Strategies

The American Heritage Dictionary of English Language (2000) defined strategy as "the science and art of using all the forces of a Nation to execute approved plans as effectively as possible during peace or war. Strategies involves setting goals, determine action to achieve the goals and mobilising resources to execute the actions". This means strategy describes how the ends (goals) will be achieved by the means (resources). A strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment and it involves activities such as strategic planning and strategic thinking.

Besides, strategy typically involves two major processes: formulation and implementation. Formulation involves analysing the environment or situation, making diagnosis, and developing the guiding policy. This is further explained by Henderson, (1981) who wrote that, "Strategy depends upon the ability to foresee future consequences of present

initiatives". He asserted that the basic requirement for strategy development includes, among other factors: "Extensive knowledge about the environment, market and competitors. Ability to examine this knowledge as an interactive dynamic system; and the imagination and logic to choose between specific alternatives". Henderson continue that strategy is valuable because of: "finite resources, uncertainty about an adversary`s compatibility and intentions; the irreversible commitment of resources; necessity of coordinating action over time distance; uncertainty about control of the initiatives; and the nature of adversaries mutual perception of each other". This is agreed by Runelt (2011) wrote that, the important aspect of strategy include; "premeditation, the anticipation of other behaviour, and the design of coordinate strategy as solving a design problem, with-offs among various elements that must be arranged, adjusted and coordinated, rather a plan or choice".

Mintzberg, (1988) gave five definitions of strategy as:

1. Strategy as plan: a directed course of action to achieve an intended set of goals similar to the strategic planning concept;
2. Strategy as pattern: a consistent pattern of past behaviour, with a strategy realised over time rather than planned or intended where the released pattern was different from the intent, he referred to the strategy as emergent;
3. Strategy as position: locating brands, produce, or companies within the market, based on the conceptual frame of consumers or other stake holders; a strategy determined primarily by factors outside the firm;
4. Strategy as ploy: a specific manoeuvre intending to outwit a competitor; and

Strategy as perspective: executing strategy based on a theory of the business or natural extension of the mind set or ideological perspective of the organisation.

From this definition, one will say teaching/learning process requires specific strategies for achieving set objectives, this objectives determine action to achieve the goals

and mobilising resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources) and pattern of activity which the organization adapts to its environment that requires strategic planning and thinking.

Achievement of set goal or objectives of any programme like in education must have a particular process (strategy) for it successful implementation. All the reviewed authorities had explained in details of their opinions which the researcher concurs with, but equally he is of the belief that, strategy is the springboard of any successful programme implementation.

2.2.4 Appraisal

Appraisal is the process by which a manager or consultant (1) examines and evaluates an employee's work behavior by comparing with present standards, (2) documents the results of the comparison, and (3) uses the results to provide feedback to the employee to show where improvement are needed and why. Performance appraisals are employed to determine who needs what training, and who will be promoted, demoted, retained or fired. Worcester Polytechnic Institute (2014) explained that: performance appraisal is "a review and discussion of an employee's performance of assigned duties and responsibilities. The appraisal is based on results obtained by the employee in his/her job, not on the employee's personality characteristics. The appraisal measures skills and accomplishments with reasonable accuracy and uniformity. It provides a way to help identify areas for performance enhancement and to help promote professional growth". This should not, however, be considered the supervisor's only communication tool, but an open lines of communication throughout the year that would help to make effective working relationships. A school evaluator ensure that each employee receive a thoughtful and accurate appraisal. The success of the process would however depend on the supervisor's willingness to complete a constructive and objective appraisal and on the teacher's willingness to respond to constructive suggestions and to work with the supervisor to reach beneficial future goals.

Appraisal according to the opinion of the researcher involves assessing the performance of teachers in the course of carrying out their assigned responsibilities. It is used to pass value judgment about the capabilities of a teacher; it indicates a direction of ambition, a veritable tool for predicting training needs of teachers all for effective teaching and learning in our schools.

2.2.5 School Records

According to Akanbi, (1999) "Records are information's that help school head assess meaningful progress of the school". All records are very useful and they must be completed and be made available when the need arises. Records which are not regularly kept will be incomplete and misleading. Also badly kept records can hinder the progress of the school; hence the school leader must see that school records are devoid of exaggerated reports or untrue statements. School records that contain untrue statements are worthless and show the type of personality who keeps such records.

Akambi further stated that, the following school records must be kept by its leader to help in the day to day administration of the school.

i. General school administration;
ii. School Finances;
iii. School Stores;
iv. School Health; and
v. School Guidance and Counselling services.

School records had been thought of variously. Hornby (2000) defined record as a written account of something that is kept so that it can be looked at and used in the future. According to UNESCO (2014) based on appraisal of school performance particularly with regards to school management practices in many countries, school records should give priority to recording data and information about the following aspects of school:

Students: personal and family characteristics, previous educational experience, current grade, attendance, academic performance, behaviour, achievements/faults, outcomes (e.g. promotion to next grade, repeating grade, drop-out, transfer, or graduation).

Teachers: personal characteristics, past education, qualification, pre-service and in-service teacher training received, years of service, employment status, subject specialization, class/subject taught, teaching load, special skills, attendance, performance, behaviour, achievements/faults.

Finance: school budget and income by source, expenditure by type, financial balance.

Physical Facilities: quantity and conditions of school buildings, classrooms, furniture, equipment and other physical facilities; maintenance, repairs and new constructions; rate of utilisation.

Teaching/learning materials: quantity and conditions by type of material, new acquisitions, rate of utilisation.

Learning achievement and outcomes: results of tests, examinations and assessments (regarding academic, behavioural and other student attributes).

Extra-curricular and co-curricular activities: type of activities, schedules, and staff involved number of participants, results, impact.

School and Community Interactions: school management board meetings, parent-teacher association activities, school and community activities.

Records keeping in the school according to the researcher are a detail of all happenings in and around the school involving the teachers, students and other support staff. The roles of the principal and school records are synonymous because effectiveness and efficiency of the principal depends largely on these vital documents. However, teachers are to complement this task by effectively discharging their duties by proper keep and maintain these academic records for which they have direct responsibility.

2.2.6 Continuous Assessment

In order to evaluate the new educational system, one policy that cuts across all educational levels throughout Nigeria is that on continuous assessment. In section 1 of the National Policy on Education (revised 2004), which deals with the philosophy and goals of education in Nigeria, paragraph 9(g) states that "educational assessment and evaluation shall be liberalised by their being based in whole or in part on continuous assessment of the progress of the individual" (p.9). This statement is well amplified in subsequent sections of the document dealing with Primary Education (Section 4), Secondary Education (Section 5), Tertiary Education and finally in Section 12 which deals with the Planning, Administration and Supervision of Education.

According to Le Grange and Reddy (1998), continuous assessment refers to "the on-going process which takes place throughout the whole learning process. The learners' progress is periodically monitored and continuous assessment is taking place on and off throughout a course or period of academic year".

Continuous assessment is therefore a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by students in a particular circle (USAID, 2003).

According to Falayalo cited in Alausa Y.A (1991), continuous assessment of learners progress could be defined as "a mechanism whereby the final grading or learners in the cognitive, affective and psychomotor domains of learning systematically takes account of all their performance during a given period of schooling". Continuous assessment is not only concerned with the cognitive aspect of the learner but also considers other facets such as skills, attitudes and values."

This is supported by Nicholson (2001) who describes that, continuous assessment as "an instrument for promoting learners' skills, knowledge, attitudes and values. This is simply

why Outcomes-Based Education curriculum requires that learners should be given ample opportunities to demonstrate to their educators what they know and what they can do as well. This implies implementation of continuous assessment demands that learners be assessed throughout the course of the year bearing in mind specific outcomes to be achieved and techniques to be used are objectively outlined. For example termly continuous assessment is equal to 40% while examination is 60% (FCT/UBEB/2011).

Continuous assessment is one of the aspects of the new approach in higher education of Ethiopia and many countries of the world, In this regard Speady (1994) regards continuous assessment as authentic and its authenticity lies in the fact that, it gathers information directly pertinent to the quality of performance that perfectly embodies all the defined aspects of that performance. From these definitions, one could infer that continuous assessment is an assessment approach that involves the use of a variety of assessment instruments, assessing various components of learning, not only the thinking process but also behaviours, and personality trait. Continuous assessment will also take place over a period such an approach would be more holistic, representing the learner in his/her entirety. It will begin with the decisions that the teachers perform on the first day of school and end with the decisions that the teachers and administrators make on the learners regarding end-of-year grading and promotion.

According to the researcher, from the concept “Continuous” and “Assessment”, it quite revealing that it has to do with varying tools of determining the extent to which a leaners performance (affective, psychomotor or cognitive) alongside expected changes in his or her behaviour, from day one in school till graduation. It serves as a yardstick for placement and even for making some important decision about a learner.

2.3 Monitoring

2.3.1 Monitoring of Teaching and Learning in Secondary Schools

Monitoring of teaching and learning in secondary schools involves obviously many kinds of activities. Some of these activities include;

i. Identifying gaps in the students' knowledge and understanding of new concepts.
ii. Administering and correcting test items including all the recording of scores and grades.
iii. Reviewing students' performance data collected and using these data to make needed adjustment in instruction.
iv. Provision of information such matter as teachers training needs and assessment practice or teachers ability in putting monitoring information to use. Example: assignment, test, projects etc. (Robert and Englewood Claff, 1986)

They emphasized that for effective teaching and learning to be achieved in secondary school, "monitoring should be formed on the following areas of learning; students test arrangement, teachers instructional methodology to include questioning technique, assignment (homework given at the end of each teaching, classroom test to enable one review the performance of students, and finally general learning environment to include the classroom atmosphere".

These are common characteristics of effective monitoring of teaching and learning in secondary school. According to Howell and Mc Collum (1986) summarise these common attributes to include setting high standard;

i. when students work is monitored in relation to high standard, students effort and achievement invariably increase. However standard must not be set too high that students perceive them as unattainable. If they do, efforts and achievement may decrease.
ii. Holding students accountable for their work; whoever is involve in the monitoring should establish expectations and guidelines (marking scheme) for students

classwork, homework, and other learning task and this should be followed with prompt marking and correction. Note here that rewards and sanction facilities learning and enhance achievement, hence, it should be objectively adopted to give a sound judgement.

iii. Frequency and regularity; there should be a regular monitoring or correcting learners work could encourage poor interest and laziness in subsequent assignment given.

iv. Clarity; there should be a defined clarity about expectations, formats, and instructions given to learners.

v. Collecting, scoring, grading and evaluation should be done with defined honesty and objectivity. This is because information obtained here are used for the learners summative grading.

vi. Feedback: providing feedback to students or teachers monitored during teaching would let them know how well they have performed. This will help them to correct their errors in the subsequent engagement. Feedback also enables the student or the teacher being supervised to seek for support and further studies to improve his/her current standard if need be.

In FCT, secondary schools monitoring of teaching and learning are purely the responsibility of principals and inspectors of schools. These include quality assurance officers; to function very effectively such officers need training and re – training in their field of endeavours. They also need administrative support in forms of logistics such as efficient means of transportation (BUS), laptops, cameras, and prompt payment of visitation allowance to motivate them in carrying out this important assignment that will improve the quality of our educational system in Nigeria.

2.3.2 Nature of Monitoring

One can judge school programmes by assessing the quality of teachers in terms of their qualification and professional experiences; and secondly the qualities of students and instructional materials can also be assess to determine the positive and negative impact on the entire programmes of educations. Vincent (2011) agreed with this assertion that, monitoring and evaluation are meant to influence decision making, including decision to improve, reorient or discontinue the evaluated intervention or policy; decisions about wider organizational strategies or management structures; and decisions by national and international policy makers and funding agencies. Learning and accountability are two primary purposes of monitoring. Besides, UNICEF (2005) asserted that monitoring in assisted programmes provide the basis for broader advocacy to strengthen global and national policies and programmes for children's and women's right, through providing impartial and credible evidence.

Monitoring a school education programme is a systematic process of examining student's progress and teacher's instructional strategies in order to improve student's academic achievement. Any monitoring effort has three basic components: collecting information on a regular basis, analysing and evaluating that information and taking action to improve students' performance (Richards, 1988). These components may be preceded by other activities, such as determining gaps in practice and articulating questions on which to focus the monitoring.

Effective monitoring practices are necessary for maintaining a quality education environment. All teachers need ways to determine what students are learning and the progress they are making. This information provides the basis for making decisions, planning instructional activities and experiences and distinguishing effective from ineffective procedures, states Cooper (1997). Effective monitoring helps teachers take ownership of

teaching - learning process and enable them to implement new strategies to foster student's education growth.

When teachers articulate their education goals for students and the types of evidence they need to determine if students are successful in meeting these goals, teachers begin to build a formation for the monitoring process. Monitoring an education programme requires a process for tracking and evaluating current procedures and outcomes. Teachers need to know what is working, what isn't and how well students' efforts are being supported. Programme monitoring through the assessment of teaching strategies and student learning is essential. It aids informed decision making in a class room and school, and it contributes to each teachers learning. Olubadewo as cited in Adamu, (2006) outlined in his article that monitoring in education should include the following:

a. Setting of goals
b. Determination of the validity and relevance of these goals
c. Assessment of how fully these goals be achieved
d. Examination of such conditions that facilitate or hinder the achievement of the set objectives
e. Modification and adjustment of the objectives to improve performance.

2.3.3 Functions of Monitoring

Monitoring has the following functions according to UBEC in Adamu (2006) in its biannual reports highlighted some functions of monitoring as follows:

i. Designing and implementing monitoring activities for school programmes.
ii. Monitoring the implementation of the school programmes in the states.
iii. Setting standards and indices for evaluating instruction.
iv. Appraising and regularly evaluating educational programmes to ensure consistency with the government policies.

v. Preparing regular report on the supervision of the school programmes.

vi. Liaising with the school supervisors in the evaluation of education as partners in progress of the school programme.

vii. Overseeing the operation of the supervisors.

These seven functions of monitoring is compressed into two according to UNICEF (2005) namely,

Situation monitoring which measures change in a condition or set of conditions or lack of change. Monitoring the situation of children and woman is necessary when trying to draw conclusions about the impact of programmes or policies. It also includes monitoring of wider context, such as early warning monitoring, or monitoring of socio-economic trends and the country's wider policy, economic or institutional context.

Performance monitoring which measures progress in achieving specific results in relation to an implementation plan, whether for programmes, strategies or activities. Performance monitoring contributes to learning more locally, ideally at the level at which data are collected and at levels of programme management. It feeds into short-term adjustment to programmes primarily in relation to implementation modalities.

2.3.4 Goals of Monitoring

Monitoring is intended to achieve many goals. According to UBEC in Adamu 2006 Monitoring is expected to attain the following goals.

i. Monitoring of the schools education programme leads to the implementation of best teaching practices.

ii. Monitoring of the school's programme provides opportunities for staff to reflect on current practices.

iii. Monitoring of school's education programme is on-going and integrated with instruction to support learning.

iv. Monitoring of the school's education programme occurs as an inquiring process.

v. Information about students' progress, strength and weaknesses of the education programme and instructional effectiveness is gathered from a wide verily of sources, not just from standardization test.

This is quite interesting, if teaching and learning is being carried out as above, it will invariably improve the academic standard of education in Nigeria. Monitoring in education has multiplicity of functions and some of these functions according to Otu (1999) include the following;

i. Inform the appropriate authorities about the standards of achievement attained in the circular and extra- curricular activities in the school

ii. Provide the local education department with as full a picture as possible of the school, and the part the education department could and should play in assisting the school head master to improve the standard of education.

iii. Acquaint the school head and his staff with up to date information on the equipment and instructional materials which can be used to improve the quality of the instruction.

iv. Provide means of assessing the needs and priorities of the schools. Provide an objective record by which an assessment of the system can be made from time to time.

v. Create avenue for raising the confidence and morale of the school staff through mature and wise counsel, commendation, motivation and a demonstration of interest in their work

vi. Advise on maximum use available resources

From Otu's point of view on the functions of monitoring in the school system, one can authoritatively summarise that, school monitoring is the bed rock of effective teaching and

learning. The student academic achievement, feedback in the ministry of education with current data and statistics of schools, agents of transferring information and current teaching methodology, raise the morals and confidence of school staff are all benefited through effective and regular monitoring of the schools.

2.3.5 Features of Monitoring

Monitoring has several features. Farhan in Adamu (2006) is of the view that monitoring has the following features:

i. It is a continuous process: an on-going activity that begins with the protract each activity to its finish;
ii. It is dynamic: In the sense that its processes and details evolve and change as the monitoring function gets under way;
iii. It is forward looking: In as much as it seeks to anticipate problems and short-comings
iv. It is continuously corrective: In that it suggests remedial measures on they occur
v. It is an all: encompassing function so that everyone responsible for the .implementation of the project has to play his part

2.3.6 Problems of Monitoring

Abdullahi, Womeodo, Kachallah, Bonat and Gloria (2010) Listed some problems facing monitoring in Nigeria which includes

i. Poor conditions of service
ii. Inadequate supply of trained monitoring
iii. Politicization of appointment of monitoring
iv. Constant change in the education policies
v. Inadequate funding
vi. inadequate supply of monitoring materials

vii. Non implementation of reports from monitoring exercises.

Poor Conditions of Services

The condition of services of monitoring is not attractive. This explains why qualified and competent young men and women are not been attracted to it. In some ministries of education, monitoring division is seen as dumping ground for those who have committed one offence and those who are unproductive. Apart from condition of service monitoring need to be properly motivated through provision of loan, housing loan as well as non-monetary incentives to attract able body men and women to the profession. (Abdullahi *et al*, 2010)

Inadequate Supply of Trained Monitoring

Professionally trained personnel are in short supply and this is affecting the exercise in the country. As a result of this inadequacy, most of the monitoring officers that have been employed or transferred to the unit are untrained and incompetent. A trained personnel is one who has acquired the necessary knowledge and skills to assist the teacher and to influence teaching/learning situation positively in the school system.

The solution to these problems is to train more personnel, also retain those already on the job. They should also be encouraged to attained professional conferences, seminars and workshops to acquire more knowledge and to update the experiences. (Abdullahi *et al*, 2010)

Politicization of Appointment of Monitoring

Although education and politics are two inseparables institutions, politics should not be allowed to water down the quality of education. As a result of this, appointment of monitoring should not be given political consideration but also merits. Politicization of appointment will bring about a terrible situation whereby those who are not qualified and competent to be monitoring will see the appointment as compensation by the political party in

power for his effort during the election that brought the party to power. The solution to this problem is not to over politicize the appointment of the monitoring. Political consideration should also base on merit. (Abdullahi *et al*, 2010)

Constant Changes in the Education Policies

Change in the education policies is another problem facing effective monitoring in Nigeria. Since independence, education policies have changed several times. For example, educational politics have changed from Universal Primary Education in 1976 to 6-3-3-4 system of education in 1984. As from the year 1999, it was changed again to universal basic education such constant changes have affected effective monitoring in the country. The solution to this problem is not far fetch. Although the society is dynamic and required constant change of educational policies, there should be a good time for policy evaluation. This will allow a policy to run for many years and as a result be subjected to the test of time before it can be changed. It should also be relevance to the needs of the society. (Abdullahi *et al*, 2010)

Inadequate Funding

Inadequate funding which is a bane to education generally in Nigeria also affects monitoring exercises. Adequate funding is necessary to pay the salaries and other allowances of the monitoring and the teacher regularly and promptly. Adequate funding is also required to fuel the official cars of the monitoring refurbish grounded vehicles and for research and evaluation of the entire programmes. The solution to poor funding is that government should diversify the economy of the country from oil to non-oil sector to be able to fulfil the 26% budgetary allocation to education as recommended by UNESCO.

Inadequate Supply of Monitoring Materials

Necessary monitoring materials such as computer machines, official or personal vehicles, stationeries and even textbooks are in most cases not made available to personnel.

These facilities are necessary for effective performance of the duties of the personnel. Unavailability of the essential monitoring materials will make the exercise ineffective and frustrative to the personnel. The government and relevant authority should ensure that essential facilities are made available to the personnel for effective performance of their duties. Danladi (2006) affirmed in this regard that, "without lap top, vehicles and cameras effective monitoring cannot be achieved."

Non Implementation of Report from Monitoring Exercise

The aim of monitoring exercise is to maintain education standard in the school system. It is also meant to expose the strength and weaknesses of particular educational programmes of the school with a view of improving teaching/learning. Most reports from monitoring exercise are either swept under the carpet or found their ways in the waste paper baskets for many obvious reasons. Some of these reasons could be friendly, family, tribal, and religious ties or monetary benefits on the part of the monitoring. The solution to this problem is that authorities should ensure that such monitoring officers submit their report after monitoring exercise. Such report should be properly documented for immediate action. Monitoring exercise can be made result oriented if the above measures are given due consideration by those vested with instructional monitoring in school system.

More so, in order to enhance a result oriented monitoring exercise in Nigerian schools, the following measures should be taken:

i. Sufficient trained monitoring officers should be recruited;
ii. Non-Politicization of appointment of monitoring officers;
iii. Stability of educational policies and implementation of reports from monitoring exercise;
iv. Attractive conditions of service, with efficient transport and communication facilities; and

v. Government should increase funding to education.

Monitoring of teaching and learning in secondary schools involve series of activities which help to ensure effective teaching and learning. In doing this, the progress of students' academic achievement and teachers strategies of teaching are examined for improvement. Monitoring plays important role towards ensuring quality education environment. It is a task vested on school principals, quality assurance officers and DPI officials in Federal Capital Territory, Abuja. It is a continuous and dynamic process which comes up with remedial measures on challenges faced by the system.

Monitoring of teaching and learning in secondary schools cannot be effective without adequate trained personnel, consistent educational policies, proper implementation of report amongst others.

2.4 Evaluation

2.4.1 Principles of Evaluation

The Presidency (2007) has delineated seven principles of evaluation, as follows:

i. Evaluation should contribute to improve governance.
ii. Evaluation should be rights based.
iii. Evaluation should be development-oriented- nationally, institutionally and locally.
iv. Evaluation should be undertaking ethically and with integrity.
v. Evaluation should be utilization oriented.
vi. Evaluation should be methodologically sound.
vii. Evaluation should be operationally effective.

In view of the presidency principles of evaluation, we could simply conclude that evaluation is necessary and important in all face of every society. Since evaluation gives feedback it should be methodologically sound and operational effective when applied in a secondary school system.

2.4.2 Types of Evaluation

Evaluation strategies entail the utilization of a variety of methods to give learners ample opportunity to demonstrate their abilities more fully. The choice of what evaluation strategies to use is subjective one, unique to each educator, grade and dependent on the educator's professional judgment.

The methods chosen for evaluation activities must be appropriate to the assessment standards and the purpose of the evaluation must be clearly understood by all learners and educators. ICDR (1999) stated that, instructors utilize various types of assessment to evaluate the performance of learners. Among these types of evaluation are:

i. Placement evaluation
ii. Formative evaluation
iii. Diagnostic evaluation
iv. Summative evaluation
v. Norm referencing
vi. Criterion referencing
vii. Self-evaluation
viii. Peer evaluation.

2.4.2.1 Placement Evaluation

According to ICDR (1999), Placement evaluation is highly concentrated with investigating the learner’s entry performance. The purpose of this type of assessment is to enable the Instructors to establish the amount of knowledge learners are already equip with the skills’ they have. This method helps the evaluator in the promotion and career counselling of the students.

2.4.2.2 Formative Evaluation

According to Jacobs and Gawe (1996), Formative evaluation aims at informing the educator about the learning experience of each learner and takes place during the learning process. This means that formative assessment aims at helping learners grow and progress and therefore should be encouraged in our secondary schools in FCT.

Dembo (1994) profoundly stated that, formative assessment is a formulation of an individual's strengths, weaknesses and potential. It is mostly used to guide learning during the instructional process. It helps teachers guide and make their work meaningful. It provides on-going feedback to the learner and instructors regarding success of failure in which specific learning errors could be corrected and the learner is motivated for further learning activities.

In addition DOE (1998) opined that, formative evaluation involves a developmental approach and designed to monitor and supports the learning process. It builds on learning activities on a continuous basis, guiding the learner and the educator through constructive feedback.

2.4.2.3 Diagnostic Evaluation

Certain leaner have certain learning difficulties and diagnostic evaluation aims at discovering and addressing these difficulties. This is done by identifying the nature and cause of these learning difficulties. This is supported by ICDR (1999) who confirmed that, diagnostic evaluation is much more comprehensive than formative assessment. It uses specially prepared diagnostic test as well as various observational techniques and its aim is to find-out the real causes of learning problems to formulate a plan for remedial action.

2.4.2.4 Summative Evaluation

Summative evaluation is given especially at the end of a course or semester of instruction. It is design to determine the extent to which instructional objectives have been achieved. ICDR (1999) explain that, summative evaluation deals with the purposes and outcomes of teaching learning process. Summative evaluation is a final summing up and

judgmental which is commonly made on the bases of written examinations, test, and rating on different kinds of performance. Summative evaluation is used for grading, promoting and certifying purpose.

2.4.2.5 Norm Referencing

Manno (1995) maintains that a norm is a standard which implies that the educator assesses a learner's competence by comparing it to the competence of other learners. Traditionally norm referencing was done by means of class averages. Individual learners' marks are calculated and compared to the performance of all the learners in that particular class. Norm referencing does not indicate what the learner has already learnt or what has not yet been learnt.

2.4.2.6 Criterion Referencing

Criterion referencing refers to the practice of assessing a learner's performance against agreed set of criteria. In case of OBE the learner is assessed against agreed criteria derived from the specific outcomes (DOE, 1998). Criterion referencing uses criteria as reference points. Criteria are reference points against which other things can be assessed. The criteria as reference points are specified beforehand and the leaner is only assessed according to these criteria.

2.4.2.7 Self- Evaluation

One of the aims of evaluation is to develop learners to become loyal and responsible beings. The relevant type of assessment to be applied in achieving this goal is self-evaluation. Learners need to be taught how to assess their own work. This practice encourages learners to assume more responsibility for their own work.

Jacobs and Gawe (1996) investigate that, the important role of self-evaluation:

i. It helps learner to think critically about their own work.

ii. If done learners have a good idea about their progress.

iii. It encourages learners to take more responsibility for their own learning.

iv. Educators can give learners much more meaningful feedback.

2.4.2.8 Peer Evaluation

Peer evaluation refers to the process whereby learners assess one work to other work. This can be an individual task where learners assess one another or how another learner performed in a group task (DOE, 1998). From this definition educators have to teach learners how to conduct peer evaluation as this is cost free and can be carried out internally without any external evaluation.

According to Pahad (1997), Peer evaluation is advantageous to learners in the sense that:

i. It is a real attempt of involving learners in assessment;

ii. It is a more transparent form of assessment as it involves more than one person;

iii. Group and paired activities are designed to suit peer and self-assessment;

iv. Learners are encouraged to help each other in peer activities.

2.4.3 Importance of Evaluation

Generally, the importance of evaluation cannot be over emphasised. Doggoh (2007) states the following as importance of evaluation to include:

i. To determine the extent of attainment of stated objectives. Normally every curriculum has goals and objectives that it is expected to achieve. However, whether it is achieving the goals and objectives or not can only be known through evaluation feedbacks.

ii. To make the best use of materials, method and strategies for teaching and learning. It is the feedback from evaluation that exposes the weakness and strengths of methods, materials and strategies being used.

iii. To select the best curriculum programmes. Evaluation feedback provide information that helps to select the most relevant curriculum programme for use

iv. To bring about improvement: The feedback from curriculum evaluation is used to determine the weak areas that culminate into curriculum improvement.

v. It provides evidences for adequate making, grading and reporting, that is the evaluation process provides scores which are used for grading and reporting on the performance of both the learners and the curriculum programme. Curriculum evaluation provides information that is used to take decisions on textbooks to be use.

2.4.4 Purpose of Evaluation

It is easy to become so immersed in the job of teaching that we lose sight of the exact purpose of a particular element of assessment. There is then the possibility that we are not achieving that purpose, or that we overlook another form of assessment, which might be more appropriate. We actually assess students for a quite a range of different reasons.

This assertion is confirmed by Brown, Race and Smith (1996) who pointed out the points for the purpose of evaluation in the secondary schools.

i. To classify or grade students: There are often good reasons for us to classify the level of achievements of students individually and comparatively with in cohort. Assessment methods to achieve this will normally be summative and involve working out numerical marks or letter grads for students' work of one kind or another.

ii. To enable student progression: Students often cannot undertake course of study unless they have a sound foundation of knowledge or skills. Assessment methods to enable

student progression therefore need to give a clear idea of students' current level of achievements so that they (and we) can know if they are ready to progress.

iii. To guide improvement: The feedback students receive helps them to improve their performance. Assessment is primarily formative need not necessarily count towards any final award and can therefore be upgraded in some instances. The more detailed the feedback we provide, the greater is the likelihood that students will have the opportunities for further development.

iv. To facilitate students' choice of options: If students have to select options within a programme, an understanding of how well they are doing in foundation studies will enable them to have a firmer understanding of their current abilities in different subject areas. This can provide them with guidance on which options to select next.

v. To give us feedback on how our teaching is going: If there are generally significant gaps in student knowledge, this often indicates faults on the teaching in the areas concerned. Excellent achievement by high proportion of students is often due to high quality facilitation of students learning.

vi. To motivate students: As students find themselves under increasing pressure, they tend to become more and strategic in their approaches to learning, only putting their energies into work that counts. Assessment methods can be designed to maximize student motivation, and prompt their efforts towards important achievements.

vii. To provide statistics for the course, or for the institution: Colleges need to provide funding agencies with data about student performance, and assessment systems need to take account of the need for appropriate statistical information.

viii. To add variety to students learning experience, and add direction to our teaching: Utilizing a range of different assessment methods spurs students to develop different

skills and processes. This can provide more effective and enjoyable teaching and learning.

2.5 Evaluation of Teaching and Learning in Secondary Schools

Evaluation is a general term referring to a judgement usually assign to a performance. It is a summary judgement that is given excellent, very good, good, average, fair, poor or weak et cetera at the end of marking a performance. Example: test, examination, homework, classwork, project or any assessment in a school.

It is on this premise that, evaluation of teaching and learning should always be tailored towards accomplishing the schools goal and objective. Therefore if an established goal for the teacher and the school are to be achieved, emphasis on improvement of monitoring of progress towards goal accomplishment should be embedded in a sound evaluation system. However, Stronge (1995), David and Annuziata (2002), argued that school level professionals can either use a system for the evaluation of teaching as a per factory and meaningless bureaucracy necessity or to use the evaluation system as a meaningful process that is viewed as a catalyst for improving teaching and learning in secondary schools.

A teacher performance assessment and evaluation system properly designed and implemented would supply a balanced relationship between school goal and teaching professional growth and improvement.

These are argument against combining supervision and evaluation. This is because it is impossible for teachers in a school to open up and have productive, growth oriented dialogue with one who judge them (Duke, 1993). In other words, teachers' evaluation is incompatible with stimulating teachers thinking and growth. The reasons given for this are distrust, fear of failure, stress. However, these would be high degree or certainly in the outcome of the evaluation. Furthermore to achieve a high quality teacher assessment and

evaluation system built upon a dynamic balance between school and teachers several key features are essential. These include; important concept and criteria that mutually beneficial goals, with emphasis on systematic communication climate for evaluation, knowledge of evaluation system and the use of multiple data formula to arrive at a judgement (Evaluation is necessary in schools to justify, teachers' efforts in the teaching and learning. It is also important as educational managers are given feedback to enable them plan for the smooth running of the school both now and in future.

Evaluation provide for education managers information to upgrade schools and placement of students into an appropriate higher institution of learning. There is room in teachers evaluation system for both accountability and performance improvement purposes.

Evaluation is necessary for manpower growth and accountability and this is essential for the growth of schools and community in the Federal Capital Territory (FCT) in particular and Nigeria in general.

Evaluation is a strategic means of assessing whether set educational objectives are being attained or not. During this process, it could be at the onset (beginning), in the process (middle) or at the end of the implementation exercise. In any case, challenges observed are noted and channelled as feedback for solutions to be proffered.

Evaluation in secondary schools is of different types and for different purposes which ensures quality education. It determines best materials and methods to be used in teaching, it brings about improvement of curriculum, helps in the classification and grading of students, progression of students, forms basis for career guidance of students, motivational tool and efficient feed back mechanism.

2.6 Performance Appraisal

In recent years, an increased alignment between teacher effectiveness research and teacher evaluation has emerged. Such connection between research and practice facilitates the development of evaluation systems that are based on realistic, research-informed performance standards, therefore, making the measurement of teacher performance and feedback more accurate and useful. Performance Appraisal is the assessment of individual's performance in a systematic way. It is a developmental tool used for all round development of the employee and the organization. The performance is measured against such factors as job knowledge, quality and quantity of output, initiative, leadership abilities, supervision, dependability, co-operation, judgment, versatility and health. Assessment should be confined to past as well as potential performance also. The second definition is more focused on behaviours as a part of assessment because behaviours do affect job results.

Performance standards are used to collect and present data to document teacher effectiveness that is based on a comprehensive conception of the job responsibilities for teachers. Standards are intended to provide a balance between structure and flexibility. They also define common purposes and expectations, thereby guiding effective professional practices. The ultimate goal is to support the continuous growth and development of each teacher by monitoring, analysing, and applying pertinent data compiled within a system of meaningful feedback. A fair and solid set of performance standards can provide sufficient detail and accuracy so that both teachers and evaluators (i.e., principal, supervisor) understand the full range of teacher performance and identify areas for professional improvement. Stronge and Xu (2012) provided an overview of extant research related on six standards for teacher performance appraisal. These include professional Knowledge; instructional planning; instructional delivery; assessment for and of learning; learning environment; and professionalism

Innovation of instructional and learning strategies is one of the basic issues of learning in teaching at all levels and systems of education. The key role of a teacher is to teach, which can be understood as meaning to facilitate learning of some target curriculum. Teaching is therefore intimately tied to notions of learning, and there is a sense that if students do not learn, then whatever the teacher is doing does not deserve the label of 'teaching'. Students can learn skills (such as swimming the back stroke, or safely using a lather), or attitudes (such as valuing learning, or desiring to make a productive and positive contribution to society), but much formal learning in schools and colleges is linked to conceptual development. Ball, Camburn, Correnti, Phelps and Wallace (1999) asserted that research on instruction and on programs or policies aimed at improving instruction confronts several enduring challenges, three of which are especially important in studying instructional improvement interventions. First, such studies must capture instruction efficiently across large numbers of classrooms and over a sufficient period of time to document the unfolding of teaching and learning. Second, these studies need to portray instruction in terms that can be linked to evidence of student achievement. Third, the process of gathering such data must not intrude excessively on teachers' work in and out of the classroom. Teachers' collaboration in this process is essential, and, to the extent that teachers are providers of the data, their interest and understanding of the research instruments is also important.

Appraisal of school performance on teaching and learning concentrates on key processes such as teaching and learning, school leadership, educational administration, school environment and the management of human resources. It does so in association with an analysis of student outcomes, both the achievement/progress of students and the equity of student results. It also takes into account inputs such as the infrastructure, funding and characteristics of the school staff.

With devolved responsibilities, there are greater demands to hold schools accountable for their quality. This means a greater level of responsibility at the school level for quality improvement; a greater focus on the outcomes a school secures for its students; and demands for the public to have access to information on school quality. For example, in Mexico the National Model for Total Quality in Mexico, which was drawn up to promote a general management approach for quality assurance in public services, led to the development of a Voluntary System for School Self-Evaluation for Quality Management in 2007 (SEP and INEE, 2011). In the Flemish government, trends for greater transparency with the "Active publicity" policy led to the publication of inspection reports for individual schools on the Inspectorate's website from 2007 (Flemish Ministry of Education and Training, 2010). Perhaps the most specific external policy influence on school evaluation has been the wider policy trends on the approach to external evaluations in the public sector. This has impacted the approach to external school evaluations significantly. There is an increasing focus on a need to maximise the benefits of external school evaluation activities, but to minimise the potential burden that these may place on school time.

This is often in the larger context of public sector reform to place more emphasis on outcomes and impact, coupled with robust self-evaluation and a reduced, more proportionate approach to external supervision. It is also fundamentally linked to a concern to make more effective use of the resources available for external evaluation. For example, in the Netherlands there is a programme to reform national inspections in various domains, such as health care, labour environment, education, food production and restaurants, with the slogan more effect, less burden. This sets targets for different inspectorates to both reduce the overall burden of inspection by 25% and to ensure a more effective and efficient approach (Inspection Council Bureau, 2009). In a similar vein, within the United Kingdom the Scottish Government commissioned a reducing the burden of scrutiny action group to examine

possible ways to reduce the workload created by external evaluation efforts in the public sector (RBAG, 2008).

There is a lack of research into the impact of external school evaluation on school improvement. The only country with any research tradition in this area is the United Kingdom (Ehren and Visscher, 2008), although more recently research has started in Germany, Korea, the Netherlands and New Zealand. The Flemish Inspectorate of Education refrains from measuring its impact due to the difficulty of such research: external school evaluation has direct and indirect effects, as it fosters a school's awareness of its autonomy and accountability to improve its own quality (Flemish Ministry of Education and Training, 2010). Matthews and Sammons (2004) in their in-depth evidence-based evaluation of the English inspectorate in the United Kingdom argue that assumptions that external school evaluation has a direct effect on school improvement are unrealistic without changing the nature of external school evaluation and giving external school evaluation bodies greater powers of follow-up or intervention. External school evaluation does not promote improvement by direct intervention, but rather by professional influence, fair and accurate reporting and informed analysis and comparison (idem). Indeed, Dedering and Müller (2010) argue that - in contrast to existing external school evaluation systems in England and the Netherlands - the purpose of recently introduced external school evaluation mechanisms in Germany is mainly for school improvement including an advisory and support function. They present research evidence from a survey administered to school principals in North Rhine-Westphalia that external school evaluations are discussed by a large group of stakeholders and are leading to the planning and implementation of school improvement and development actions. Existing research suggests that external school evaluation has differing impact on schools and that certain conditions are associated with schools accepting and acting on feedback from external school evaluation. For example, research on the impact of external

school evaluation in England within the United Kingdom shows: this did lead to change in internal school structures in schools that had either received a negative assessment or had areas to improve (Ouston, Fidler and Earley, 1997; Kogan and Maden, 1999); secondary schools with lower or higher than average achievement did see slight improvement (Shaw, Newton, Aitkin, and Darnell, 2003), and the most and least effective schools made the most use of external school evaluation results, but that external school evaluation had made a substantial improvement to the education system as a whole (Matthews and Sammons, 2004). Parsons (2006) found that there was variability in how external reviews were conducted and received by schools in New Zealand, but judged the influence of external evaluation to be "pervasive, multi-faceted and subtle".

There is evidence from different countries that the nature of feedback from external school evaluation has an important influence over its impact on school improvement. Matthews and Sammons (2004) identify clear reporting of external school evaluation results and recommendations for improvement to be an important condition for the implementation of recommendations made by external evaluators. In ten case studies in Dutch primary schools, Ehren and Visscher (2008) found that all schools used external school evaluation feedback and six months after the external evaluation were still carrying out improvement plans and had already launched improvement initiatives that were relatively easy to implement. A combination of factors were identified as contributing to this: an assessment by external evaluators that certain points of the school's provision were unsatisfactory, together with feedback from external evaluators on these weak points and agreement between the external evaluators and the school on improvement activities. Individually these factors did not explain the number of improvement initiatives launched by a school after an external evaluation. Therefore, the nature of feedback from external evaluators had a greater impact on school improvement than the amount of feedback they provided.

Periodic reviews help supervisors gain a better understanding of each employee's abilities. The goal of the review process is to recognize achievement, to evaluate job progress, and then to design training for the further development of skills and strengths (Worcester Polytechnic Institute, 2014). A careful review will stimulate employee's interest and improve job performance. The review provides the employee, the supervisor, the Vice President, and Human Resources a critical, formal feedback mechanism on an annual basis; however these discussions should not be restricted solely to a formal annual review.

Annually, the appropriate supervisor evaluates each employee's performance. In the case where an employee has changed jobs part-way through the appraisal period, both of the employee's supervisors during the appraisal period should submit an appraisal of the employee's performance.

Employees are reviewed for a salary increase, annually, effective July 1st. The amount of the salary increase pool of funds is recommended by the administration and approved by the Board of Trustees. The method for allocating funds is based on rewarding meritorious performance. Merit increases will be awarded on a pay-for-performance basis and are based on individual performance. When used as intended, a pay-for-performance structure achieves the goal of rewarding truly top performers with merit increases that match their achievements and contributions.

Performance appraisal systematically evaluates an employee's current and past performance as well as future potentials. It helps to identify employee's job related behaviour and outcomes. Organizations usually undertake appraisal for administrative and developmental purposes. Stronge, and Xu, (2012) pointed out some of the uses of performance appraisal. They are as follows:

i. Promotion: Performance appraisal serves as a basis for promotion of employees by communicating required skills, efficiency and potentials of the employees. It is the

common interest of employees to get promoted into position where they can utilize their abilities effectively. It is mismanagement to promote the employees into such position where they cannot perform effectively. Hence, performance appraisal provides relevant information on promotion decision.

ii. Transfers: Transfer decision is concerned with the transformation of employees from one work unit to another. It is conducted when the employees are not performing will in the organization. Performance appraisal provides reliable and relevant information for transfer decisions.

iii. Remuneration Administration: Performance appraisal serves as a basis for administrating the remuneration of employees. It means, by assessing the current and past performance of an individual a decision regarding reward and punishment will be made.

iv. Training and Development: Performance appraisal provides a basic ground for determining needs of individuals. It indicates the performance deficiencies in employee, if any, so that the training needs can be identified within individuals. It also helps in indicating talented employees so as to impart additional knowledge and skills in them.

v. Supervision: Performance appraisal provides a guide line for determining where and what kind of supervision is required. It also helps in personnel research.

vi. Employee Feedback: Appraisals can also be useful for gathering employee feedback. For example, companies sometimes ask employees if they are satisfied with their career development plans and what additional training they might need. This kind of feedback helps human resources and senior management with career planning.

vii. Recognition: Organizations may also use performance appraisals to recognize outstanding employees. For example, employees with a consistent rating in the top

five per cent of their peer group might be placed in a management mentoring program and receive pay raises. However, consistently under-performing employees may be demoted or terminated. Whenever possible, companies should provide written appraisals because formal records are important for preparing future appraisals and in legal procedures.

viii. Evaluation: Organizations can use performance appraisals to evaluate employees on how they fared against the goals and objectives set by their managers. Appraisals are also useful for setting expectations for the upcoming year. Small-business owners can use appraisals to recognize the extraordinary efforts of certain employees, while pointing out how they can improve. Support and encouragement can motivate employees to try even harder in the months ahead. Companies may also evaluate employees on their teamwork skills. An effective evaluation is direct and precise, meaning there is no over-the-top praise, no glossing over weaknesses and no surprises.

Performance appraisal of the school system is encompassing that caters for teachers and students for quality education environment. It is a systematic process of assessing the performance of teachers in terms of effective lesson delivery; this is carried out by principals, quality assurance officers and DPI officials in FCT, Abuja. It serves as a tool for evaluating teachers for promotion, identifying areas of training and development, helps provide information regarding students' performance and progression in the school.

2.6.1 Perspectives of Appraisal on Learning

A key issue in appreciating the nature of learning, and so of teaching, is to acknowledge the nature of an individual's knowledge. Concepts (such as element, force, revolution, river, inflation) are abstract categories used to label perceived similarities in the phenomena of experience. However experience is necessarily a personal matter, so

although concepts such as river may seem to be socially shared (we can find definitions, descriptions, and lists of rivers in books), in effect we each develop our own somewhat unique personal system of concepts. We can certainly learn, to some degree at least, definitions and lists by rote, but meaningful learning that enables us to understand ideas, so that we can apply concepts, is not so easily obtained (Ausubel, 2000).

In another development, Taber (2009) posits that to some extent, each individual has to construct their own knowledge of the world anew, even when books and teachers are available to considerably compress the process by supporting us in exploring the wealth of human knowledge that is already well represented in the public domain. Ultimately public knowledge is really a set of negotiated representations that have been agreed as sufficiently reflecting the knowledge of other individuals, and which can only become the individual knowledge of the learner when those representations are re-interpreted within that individual's own conceptual system. This has been convincingly demonstrated within a broad research literature in science education (Duit, 2007). Having critically looked into this research that:

Science subjects are often considered challenging, and present learning difficulties for many school pupils. Research into these difficulties has revealed that children often come to study science already holding their own alternative conceptions of science topics which are contrary to the science they are to be taught. Moreover, some of these conceptions have proved to be extremely tenacious, so that the alternative conceptions are commonly retained despite teaching directly contradicting them. Students commonly find ways of making sense of teaching in terms of their existing ideas, and by doing so fail to notice that their ideas are at odds with the teaching, even though they often severely distort the teacher's intended meaning.

In addition to this, research has shown that we usually learn by making small incremental changes in our existing understanding, and so major conceptual change (such as replacing a completely incorrect way of understanding a topic by the accepted version) is difficult and rare (Chi, Slotta, and De Leeuw, 1994). The human cognitive system is very good at finding ways to make information fit with existing ideas: but much less well suited to adopting major shifts in our understanding. The latter can certainly happen – but usually only as a result over extended periods of time of extensive exposure to, and opportunities to reflect upon, the new way of thinking about the topic (Taber, 2001). Such conceptual change is very rarely facilitated by a single lesson activity by teacher input.

The practice of assessing student learning is essential for effective instruction and learning. High quality assessment according to Stronge and Xu (2012) provides teachers with the information regarding the extent to which students have attained the intended learning outcomes, and it informs teachers' instructional decision making (what to teach and how to teach) as well. The goals of assessment are to provide teachers with evidences of student learning and to facilitate teachers in making informed decisions on revising instruction and advancing student learning. Assessment can facilitate instruction and learning in many ways, including:

i. providing diagnostic information regarding students' mental readiness for learning new content,
ii. providing formative and summative information needed to monitor student progress and adjust instruction;
iii. keeping students motivated;
iv. holding students accountable for their own learning;
v. providing opportunities to re-expose students to content; and

vi. helping students to retain and transfer what they have learned. Evaluation in this regard further emphasizes its role in the assessment of student's mental alertness, student cumulative progress, for the purpose of placement and importantly a tool for motivating learning in our secondary school.

2.6.2 Perspectives of Appraisal on Teaching

If teaching means facilitating learning, then providing a clear and accurate presentation of subject matter may be a necessary but not sufficient basis for effective teaching. This, the traditional lecture exposition, takes little account of the learners' existing level of knowledge and understanding. Effective teaching is not just an issue of 'pitching' (another transfer metaphor) at the right level to make sense to the learners, but rather designing instruction to optimally link with existing thinking, so to shift student understanding towards the target knowledge set out in the curriculum Taber (2001)in his research shows us that student thinking will likely include partial understandings, alternative conceptions, inappropriate links and so forth; effective teaching needs to be customised accordingly. Moreover, as each individual comes to class with a unique personal understanding of a topic, often including some idiosyncratic notions, what is effective teaching for one member of the class may not be for another. So not only is the lecture format unlikely to be an effective way of teaching any individual about a topic in which he or she does not already have some expertise (note that lectures can be more effective ways of communicating when the audience are also experts in the subject), but any form of class teaching which is based on learning activities which are not open to being individualised for the different students is likely to be far from optimum for most of the students.

This perspective suggests that effective teaching will always be a highly interactive process, as although the teachers needs to plans lessons effectively, each lesson also needs to be optimised 'on line'; that is, teachers have to be constantly evaluating the reactions of

students to teaching inputs and learning activities, and fine-tuning the lesson by making myriad real-time decisions in situ. Certainly teachers can gather information about learners to customise generalised lesson plans for particular classes: but those plans should only be considered outlines to guide actions that must be selected as the lesson proceeds (Driver and Oldham, 1986; Leach and Scott, 2002). The process of teaching is one of relentless problem-solving, where it is the teacher's job to identify, characterise and respond to problems, many of which cannot be predicted in advance. In this sense the teacher can be seen as having a similar role to a doctor or clinical psychologist who has to constantly apply expertise and experience to new cases, each being somewhat unique and so different from any previously treated case.

Indeed, one approach to support teachers in honing their diagnostic skills in the light of the on-going problems of matching teaching to students' existing understanding has been labelled as the 'science learning doctor approach', and offers a scheme for identifying the major types of learning 'bugs' as a first step to finding solutions. This analysis has been based upon a consideration of the challenges of conceptual learning itself. Such issues move the role of the teacher even further form being a matter of applying basic teaching skills through the presentation of good subject knowledge, and add further dimensions to the complex context in which teachers must constantly be diagnosing and responding to classroom issues.

The appraisal of school system involves the holistic review and discussion of an employee's performance of assigned duties and responsibilities. The appraisal is based on results obtained by the employee in his/her job, not on the employee's personality characteristics. The appraisal measures skills and accomplishments with reasonable accuracy and uniformity. It provides a way to help identify areas for performance enhancement and to help promote professional growth. It should not, however, be considered the supervisor's only

communication tool. In a school system, the teachers need to be constantly checked to ascertain their compliance with professional work ethics to ensure effective teaching/learning. In doing this, the Principals, QAOs and the officials of the DPI have to be up and doing to ensure standards are achieved while appraising the entire school system.

2.7 Assessment of School Records

2.7.1 Influence of School Records Assessment on Teaching and Learning

According to Akanbi, (1999) Records are information's that help school head assess meaningful progress of the school. All records are very useful. School records must be complete and be made available when the need arises. Records which are not regularly kept will be incomplete and misleading. Badly kept records can hinder the progress of the school. The school leader must see that school records are devoid of exaggerated reports or untrue statements. School records that contain untrue statements are worthless and show the type of personality the keeper of such records has.

A school head is expected to keeper to keep records, which are required by law and some others, which are helpful. The school head must have records on:

i. General school administration;
ii. School Finances;
iii. School Stores;
iv. School Health; and
v. School Guidance and Counselling services.

School records had been thought of variously. Hornby (2000) defined record as a written account of something that is kept so that it can be looked at and used in the future. According to UNESCO (2014) based on appraisal of school performance particularly with regards to school management practices in many countries, school records should give priority to recording data and information about the following aspects of school:

i. Students: personal and family characteristics, previous educational experience, current grade, attendance, academic performance, behaviour, achievements/faults, outcomes (e.g. promotion to next grade, repeating grade, drop-out, transfer, or graduation).

ii. Teachers: personal characteristics, past education, qualification, pre-service and in-service teacher training received, years of service, employment status, subject specialization, class/subject taught, teaching load, special skills, attendance, performance, behaviour, achievements/faults.

iii. Finance: school budget and income by source, expenditure by type, financial balance.

iv. Physical Facilities: quantity and conditions of school buildings, classrooms, furniture, equipment and other physical facilities; maintenance, repairs and new constructions; rate of utilisation.

v. Teaching/learning Materials: quantity and conditions by type of material, new acquisitions, rate of utilisation.

vi. Learning achievement and outcomes: results of tests, examinations and assessments (regarding academic, behavioural and other student attributes).

vii. Extra-curricular and co-curricular activities: type of activities, schedules, and staff involved number of participants, results, impact.

viii. School and Community Interactions: school management board meetings, parent-teacher association activities, school-and-community activities.

2.7.2 Types of School Records

According to Federal Government of Nigeria; MDG Capacity Building of Head Teachers (2012), Bello (1981) And Ozigi (1977), in NTI, (2000) have given a list of school records to kept. They mentioned of a few important ones. There are usually well -over thirty

of such records and they are usually categorized into two main groups: Statutory and Non-Statutory.

2.7.2.1 Statutory Records

Statutory records are those records that are mandatory, under the law, to be kept by each school. The school system is governed by laws and regulations. This is why at both Federal and State levels, education laws are enacted to control and give necessary direction to the system.

Under the law, the following are some of the statutory records that must be kept by each school.

i. Admission Register
ii. Attendance Register
iii. Syllabus
iv. Scheme and Diary of Work
v. Lesson Notes and Plan
vi. Time Table
vii. Time Book
viii. Movement Book
ix. Corporal Punishment Book
x. Transfer Certificate Book
xi. School Budget
xii. Cumulative Record book
xii Teacher's Class Attendance Register
xiv Log Book

The log book: The log book is mainly kept and used by the head Teacher of a school. The Head Teacher records the important events that happen in the school for example, arrival of a new teacher and departure of another one in the school. The absence of a teacher in school due to sickness or any other reasons that caused the teacher to be absent from school would be recorded in the log book. Records of deaths among the teachers and pupils are made. The record of people with special academic performance also who are given prices annually are also recorded in a log book.

Attendance register: The attendance register is used for keeping the daily attendance of pupils in the school. The attendance register is marked twice daily with strokes of short lines. When a pupil is present in the morning the register is thus ( ). If the pupil s present in the afternoon after the break, the register is marked like this (/), but if a pupil is absent the register is marked (0). By doing this you can know the regularity of attendance of all pupils in the school.

The admission Register: This is the register in which the names of past and present pupils of the school are recorded. All information coming to the pupils are recorded there for example, parents / guardians detail, and date of birth, name and address of last school attended. The admission list must be numbered serially so that names of pupils can easily be found in the register. The sexes of the pupils are also recorded in the register.

Visitors Book: Every school has a visitor's book. This is the book in which the names of all important visitors to the school are recorded. Some of the information's recorded in the visitor's book are name of the visitor, his/her place of work, his purpose of visit, his rank and his signature and date.

Punishment Book: This is a book in which all the names of pupils who committed offences are recorded. The nature of the offence, type of punishment given, the person

who gave the punishment and the date that the punishment was given are also recorded in the punishment book.

A Scheme of Work Book: is a book of records where all subjects too be taught in each class for a year is recorded to guide the teacher in his planning process. A record of work book is a book where the teacher records all the work which has been done with the pupils. This helps to enable any teacher who wants to take over from him know which area of work has been done. All subjects taught in the school should have a scheme and record of work.

Marks Book: The mark book is like a progress report book where all the marks scored in every examination by each pupil in the class are recorded. At times, the mark book can be useful for continuous assessment purposes. The school should keep mark books per subject per class for every examination administered internally.

Head Master's Annual Report: This is a file or book where all the report made by the principal at the end of each year is recorded. Such records acts as guides or evidences for the principal or any other principal who may later take over from him. The principal should keep a record of his annual report in a file, such reports are made up of all that happened in the school during the year including the problems facing the school and future plans.

Medical Report/Hospital Book: The medical report/hospital book is a record book where all pupils who are sick and want to go to hospital have their names recorded. There is also a separate one for staff members. Here the names of staff that go to the hospital for medical treatment or check-ups are recorded.

Inspection Report File: This is a file where all the reports got from school inspectors, who at one time or the other visited the school are kept. Most reports of inspectors are

advisory in nature. As such, information from this file can be used as guidelines to improve the administration of the school.

Past Examination Papers: Each school should keep copies of past internal examination papers in a file for record purpose. Each subject should have a file. The question in such a file can be useful to pupils for revision purposes.

Principal's Announcement Book: The announcements made by principals are aimed at guiding both pupils and staff towards the achievements of objectives of the school. All announcements made by the principal to the pupils must be recorded, dated and signed.

Staff Meeting Minutes Book: Regular staff's meeting are held in each school, in such meetings important affairs which will promote the progress of the school are discussed. All proceedings in each meeting held by the staff of every school must be recorded and signed.

Duty Master's Report Book: One teaching staff should be on duty daily. He is to look after the affairs of the school for that day. He should keep accurate report of all that happened when he was on duty and submit to the principal or his assistant the next morning.

Staff Movement Book: The school should keep a record of the movement of each staff, date of leaving, and purpose for leaving destination, time due to report for work and officer to deputise or take charge during his absence.

Parent /Teachers Association Minute Book: The Parents / Teachers Association are a free association of parents whose children attend a particular school and the teacher who teach in the school. All deliberations of the parents/ teachers association of the school should be recorded in a minute book while correspondence are kept in the file. Such records are useful for future planning purposes.

Transfer Certificate: Any pupils leaving the school for another institution must be given a transfer certificate, detail of the pupil's academic achievements and reasons for leaving the school must be entered on the certificate. The counter foils of these certificates are retained in the booklet.

Disciplinary Committee File: Each school should set u a disciplinary committee whose work is to deliberate on cases of indiscipline. Minutes of such meetings should be recorded for future decision making, planning and follow-up purposes.

Educational Law: Each school must have a copy of the education law for the entire country and the education laws of the state in which it operates.

School Vital Statistic Board: This is a large board located directly opposite the seat of the principal's office showing students, staff strength and vacancies.

Staff Maternity File: This is a special file where the records of women who gave birth to children in the cause of their duty. Records such as the name of the staff, the date she gave birth, the date she is granted maternity leave and the date she should resume back to school are all contained in the file.

2.7.2.2 Non-Statutory Records

The Non-Statutory records, on the other hand, equally important as the statutory ones, but not mandatory. They are usually kept to assist the head in the day-to-day management of the school's affairs, such records include the following:

i. Records of Physical Development
ii. Minutes Book
iii. Inventory Books
iv. Fees Register

v. Stock Book

vi. Duty Roster Book

vii. Staff Records

viii. School Calendar

ix. Health Record Book

x. Accounts Records

xi. Vision and Mission

xii. School Development Plan

xiii. School Rule and Regulations

xiv. Copies of School General Time table

xv. School Club and Society Records

xvi. Farm Records

Actually there is no clear-cut distinction between these two records for each has its role to play in the effective management of the system. Let us now have a detailed look at a few of these records.

2.7.3 Importance of School Records

According to Federal Government of Nigeria; MDG Capacity Building of Head Teachers (2012), there are several reasons why records must be kept in schools. Apart from the reasons which are specific to each record, generally speaking, records are kept;

i. to ensure strict compliance with the requirement of the education law;

ii. for planning and budgeting purpose;

iii. to serve as indices for assessing school performance;

iv. to provide useful information not only for members of the school community but also for members of the public, employers of labours, researchers and government;

v. to save the school from any un necessary embarrassment as well legal tussles;

vi. to aid administrative decision making and efficiency in the school; and

vii. to enable the teacher know something about his pupils and through this, be in a better position to assist him academically, morally, socially et cetera. In addition to being able to predict his behaviour and provide needed information to whoever may need it.

2.7.4 Purpose of School Record

Fasassi, in Nura, Suleman, Edugbeke, Danasabe, Garba, and Shehu, (2010) one purpose a school record can serve is to assist in effective management of the school. Manager are required to keep records not only because it is a statutory duty but because of its valve in improving management practices school records can enhance managerial duty performances in the following areas:

i. Planning for Resources Acquisition and Utilization:

Resources such as teachers, non-teachers and students, constitute the personnel in the school. They are to be absorbed in to the school inadequate quality and quantity. Also, facilities that would be needed in the school would be determined by the administration records such as students admission and attendance register consulted in order to plan for acquisition of the resources. Their utilization should also be planned for when records are consulted. Student and staff personnel services, teacher's office accommodation and student's classroom accommodation should be provided in the school. Also, teachers and students school and classroom attendance and movement during school periods should be monitored. Another aspect of personnel services is control and modification of students and staff behaviour. Records such as student's attendance register, staff time book, staff

movement book, student's class records book. Teacher's class record book, corporal punishment books, staff personal file and student's personal file will be administratively relevant in this situation. As stated by Akube (2006), when people are aware that records are being kept about them, they tend to be more careful in their general behaviour. Moreover, government regulations on what to do (course content, curriculum) who to do it (personal) when to do it (time) where to do it (educational institutions) and how to do it (methodology, funding and facilities required) are vital to school management.

ii. Financial Management

When financial transactions are properly documented and kept in records incidence of fraud, overspending and financial west, will be curt-tailed to large extend record such as cash book, bank account book, cheque book, account ledge and receipt for payments are useful records for this purpose.

iii. Improvement of Instructional Programme

This could be achieved when records as lesson plans, scheme of work and record of work are kept. Teachers activities could be controlled and monitored when record of what has been done and what should be done within a period are checked. The teacher could be advice, praised encouraged and directed as appropriate.

iv. Student and Staff Personal Services

Teacher's office accommodation and student's classroom accommodation should be provided in school. Also, teachers and student' school and classroom attendance and movement during school periods should be monitored. Another aspect of personnel services is control and modification of students' and staff behaviour. Records such as students attendance register, staff time book, staff movement book, students' class records book, teachers class, record book, corporal punishment books, staff personal file and, student personal file will be administratively relevant in this situation. As stated by Akube

(1991), when people are aware that records are being kept about them, they tend to be more careful in their general behaviour. Moreover, government regulations on what to do (course content, curriculum0 who do it (personnel) when to do it (time) where to do it (educational institutions) and how to do it (methodology, funding, and (facilities required) are vital to school management. These are contained in the educational law and the National Policy on Education which are to be kept in school.

v. Maintenance of Effective Interpersonal Relationship with the Community and External Agencies

Record such as visitor' book, Parent Teacher Association minute book and board of governors book, constitute points of fostering good relationship between school and external bodies. It allows these bodies to be informed about their needs and getting the needs of the school across to them.

The related literatures revealed that, school records it is a veritable tool that helps school head assesses meaningful progress of the school. It must be kept by the school heads (principals) because it tells about the students, teachers, school facilities, teaching/learning facilities, learning achievement and outcomes, co-curricular activities and even about the school community relationship. School records kept influences teaching/learning and equally the management of school system at large.

School records plays vital role in ensuring effective teaching and learning. It clearly indicates student's record over time which enables the teacher design suitable and appropriate instructional strategies for effective teaching and learning. Hence, records do not only enable school administrators to have a clear picture of what is available and what is required, they provide justification for certain needs and seem to extend the memory by which persons and/or organizations can pass on their culture and achievement to the future generation. In fact, the content and quality of school record (such as lesson plans, report cards, etc.) can

serve as a direct reflection of the amount of work that has been expended on the school enterprise. Also, records help school administrators and parents to keep a concise and accurate timeline of events in the life of the pupils. Individuals may think they will be able to recollect past events, but it is easier to use a written record.

2.8 Influence of Assessment of Lesson Plans/Lesson Notes on Teaching and Learning in Schools

Lesson plan is teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of students. There may be requirements mandated by the school system regarding the plan. Onwurah (1999) stated that "lesson notes serve as a reminder to the teacher of what he is going to teach and how he intends to teach it. For instances if the teacher of social studies mentioned above does not specify in his lesson note that he will use a board game to arouse his pupils interest, he might get carried away and forget to do this". He continue that lesson notes encourages logical development and preparation. Because lesson notes follow a step – wise fashion, it's easy for a teacher to identify what should be discussed before the other. For instance, the child will be taught how to do addition by counting before being introduced to the addition sign ''+''. With this we can say, lesson notes help to make a teacher more confident. Particularly so for beginning teachers who will now be guided by the notes instead of relying on the head. Lesson notes direct the attention of the teacher to methods and strategies for teaching. Because the teacher lists the possible methods, techniques and strategies he will use in teaching, chances of his groping in the dark or pausing to think of method are reduced to a minimum.

Lesson notes are supposed to be used as a reference material. A teacher has it handy during his lesson and refers to it from time to time; it is not to be read in class like a text-

book. Lesson notes are supposed to act as reminders to the teacher, reminding him of the equipment and materials he will need to prepare before the lesson. As a teacher makes references to the lesson note once in a while, he will be reminded of the strategies to use. A lesson may contain blackboard summary which the teacher can copy out and write on the board. Lesson not may contain blackboard summary which the teacher can copy out and write on the board. Sometimes a situation may arise which will lead a teacher to temporary abandon his lesson notes to develop line of thinking in his pupils. The mark of a good teacher is one who knows when to return to his lesson notes after such a detour. According to Fink (2000) there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order:

i. title of the lesson;
ii. time required to complete the lesson;
iii. list of required materials;
iv. list of objectives, which may be behavioural objectives (what the student can do at lesson completion) or knowledge objectives (what the student knows at lesson completion);
v. the set (or lead-in, or bridge-in) that focuses students on the lesson's skills or concepts: these include showing pictures or models, asking leading questions, or reviewing previous lessons;
vi. an instructional component that describes the sequence of events that make up the lesson, including the teacher's instructional input and guided practice the students use to try new skills or work with new ideas;
vii. independent practice that allows students to extend skills or knowledge on their own a summary, where the teacher wraps up the discussion and answers questions;

viii. an evaluation component, a test for mastery of the instructed skills or concepts-such as a set of questions to answer or a set of instructions to follow;

ix. a risk assessment where the lessons risk and the steps taken to minimize them are documented;

x. analysis component the teacher uses to reflect on the lesson itself - such as what worked, what needs improving;

xi. a continuity component reviews and reflects on content from the previous lesson;

xii. a well-Developed Lesson Plan; and

xiii. a well-developed lesson plan reflects the interests and needs of students. It incorporates best practices for the educational field. The lesson plan correlates with the teacher's philosophy of education, which is what the teacher feels is the purpose of educating the students. (Fink, 2000)

2.8.1 Strategies for Effective Lesson Planning

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components: (Fink, 2000)

i. Objectives for student learning;

ii. Teaching/learning activities; and

iii. Strategies to check student understanding.

Specifying concrete objectives for student learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished.

2.8.2 Steps for Preparing a Lesson Plan

Fink (2005) outlined six steps to guide you when you create your first lesson plans. Each step is accompanied by a set of questions meant to prompt reflection and aid you in designing your teaching and learning activities.

2.8.2.1 Outline learning objectives

The first step is to determine what you want students to learn and be able to do at the end of class. To help you specify your objectives for student learning, answer the following questions:

i. What is the topic of the lesson?
ii. What do I want students to learn?
iii. What do I want them to understand and be able to do at the end of class?
iv. What do I want them to take away from this particular lesson?

Once you outline the learning objectives for the class meeting, rank them in terms of their importance. This step will prepare you for managing class time and accomplishing the more important learning objectives in case you are pressed for time. Consider the following questions:

i. What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?
ii. Why are they important?
iii. If I ran out of time, which ones could not be omitted?
iv. And conversely, which ones could I skip if pressed for time?

2.8.2.2 Develop the Introduction

Now that you have your learning objectives in order of their importance, design the specific activities you will use to get students to understand and apply what they have learned. Because you will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic. That is why you might start with a question or activity to gauge students' knowledge of the subject or possibly, their preconceived notions about it. For example, you can take a simple poll: "How many of you have heard of X? Raise your hand if you have." You can also gather background information from your students prior to class by sending students an electronic survey or asking them to write comments on index cards. This additional information can help shape your introduction, learning activities, etc. When you have an idea of the students' familiarity with the topic, you will also have a sense of what to focus on.

Develop a creative introduction to the topic to stimulate interest and encourage thinking. You can use a variety of approaches to engage students (e.g., personal anecdote, historical event, thought-provoking dilemma, real-world example, short video clip, practical application, probing question, etc.). Consider the following questions when planning your introduction:

i. How will I check whether students know anything about the topic or have any preconceived notions about it?
ii. What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with or might espouse?
iii. What will I do to introduce the topic?

2.8.2.3 Plan the Specific Learning Activities (The main body of the lesson)

Prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles. As

you plan your examples and activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. These questions would help you design the learning activities you will use:

i. What will I do to explain the topic?
ii. What will I do to illustrate the topic in a different way?
iii. How can I engage students in the topic?
iv. What are some relevant real-life examples, analogies, or situations that can help students understand the topic?
v. What will students need to do to help them understand the topic better?

2.8.2.4 Plan to check for understanding

There is the need to check for student understanding – how will you know that students are learning? Think about specific questions you can ask students in order to check for understanding, write them down, and then paraphrase them so that you are prepared to ask the questions in different ways. Try to predict the answers your questions will generate. Decide on whether you want students to respond orally or in writing. You can generate some ideas and you can also ask yourself these questions:

i. What questions will I ask students to check for understanding?
ii. What will I have students do to demonstrate that they are following?
iii. Going back to my list of learning objectives, what activity can I have students do to check whether each of those has been accomplished?

An important strategy that will also help you with time management is to anticipate students' questions. When planning your lesson, decide what kinds of questions will be productive for discussion and what questions might side track the class. Think about and decide on the

balance between covering content (accomplishing your learning objectives) and ensuring that students understand.

2.8.2.5 Develop a Conclusion and a Preview

Go over the material covered in class by summarizing the main points of the lesson. You can do this in a number of ways: you can state the main points yourself ("Today we talked about…"), you can ask a student to help you summarize them, or you can even ask all students to write down on a piece of paper what they think were the main points of the lesson. You can review the students' answers to gauge their understanding of the topic and then explain anything unclear the following class. Conclude the lesson not only by summarizing the main points, but also by previewing the next lesson. How does the topic relate to the one that's coming? This preview will spur students' interest and help them connect the different ideas within a larger context.

2.8.2.6 Create a realistic timeline

GSIs know how easy it is to run out of time and not cover all of the many points they had planned to cover. A list of ten learning objectives is not realistic, so narrow down your list to the two or three key concepts, ideas, or skills you want students to learn. Instructors also agree that they often need to adjust their lesson plan during class depending on what the students need. Your list of prioritized learning objectives will help you make decisions on the spot and adjust your lesson plan as needed. Having additional examples or alternative activities will also allow you to be flexible. A realistic timeline will reflect your flexibility and readiness to adapt to the specific classroom environment. Here are some strategies for creating a realistic timeline:

i. Estimate how much time each of the activities will take, then plan some extra time for each

ii. When you prepare your lesson plan, next to each activity indicate how much time you expect it will take

iii. Plan a few minutes at the end of class to answer any remaining questions and to sum up key points

iv. Plan an extra activity or discussion question in case you have time left

v. Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan

2.8.3 Presenting the Lesson Plan

Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. You can outline on the board or on a hand out the learning objectives for the class. Providing a meaningful organization of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind in-class activities. Having a clearly visible agenda (example, on the board) will also help you and students stay on track.

2.8.3.1 Reflecting on Your Lesson Plan

A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. You should not get discouraged – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom

To be effective, the lesson plan does not have to be an exhaustive document that describes each and every possible classroom scenario. Nor does it have to anticipate each and

every student's response or question. Instead, it should provide you with a general outline of your teaching goals, learning objectives, and means to accomplish them. It is a reminder of what you want to do and how you want to do it. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other.

Lessons can only be effective when properly planned and executed by the teacher, this implies that lesson plans/notes influences teaching/learning in schools. is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A lesson plan is the road map of what students need to learn and how it will be done effectively during the class time.

2.9 Influence of Assessment Continuous Assessment on Teaching and Leaning in Schools

According to Le Grange and Reddy (1998), continuous assessment refers to the on-going process which takes place throughout the whole learning process. The learners' progress is periodically monitored and continuous assessment is taking place on and off throughout a course or period of academic year.

Continuous assessment is a classroom strategy implemented by instructors to ascertain the knowledge, understanding, and skills attained by students (USAID, 2003).

This is buttressed by Falayalo as cited in Alausa Y.A (1991) that, continuous assessment of learners progress could be defined as a mechanism whereby the final grading or learners in the cognitive, affective and psychomotor domains of learning systematically takes account of all their performance during a given period of schooling. Continuous assessment is not only concerned with the cognitive aspect of the learner but also considers other facets such as skills, attitudes and values. In addition to this, Nicholson (2001) describes that, continuous

assessment as an instrument for promoting learners' skills, knowledge, attitudes and values. The Outcomes-Based Education curriculum requires that learners should be given ample opportunities to demonstrate to their educators what they know and what they can do. The implementation of continuous assessment demands that learners be assessed throughout the course of the year bearing in mind specific outcomes to be achieved and techniques to be used.

Continuous assessment is one of the aspects of the new approach in higher education of Ethiopia. Speady (1994) regards continuous assessment as authentic. Its authenticity lies in the fact that, it gathers information directly pertinent to the quality of performance that perfectly embodies all the defined aspects of that performance. From these definitions, one could infer that continuous assessment is an assessment approach that involves the use of a variety of assessment instruments, assessing various components of learning, not only the thinking process but also behaviours, and personality trait. Continuous assessment will also take place over a period such an approach would be more holistic, representing the learner in his/her entirety. It will begin with the decisions that the teachers perform on the first day of school and end with the decisions that the teachers and administrators make on the learners regarding end-of-year grading and promotion.

2.9.1 Types of Continuous Assessment

There are several types of continuous assessment including daily class work, course related projects and papers, and practical work (Nicholson, 2001) describes that, “Continuous Assessment is the educational policy in which students are examined continuously over most of the duration of their education, the results of which are taken into account after leaving school. It is often proposed or used as an alternative to a final examination system”. Continuous Assessment is assessments (evaluations) that take place over a period of time. In other words you will be assessed right through your learning process and not only after the

learning process. By doing continuous assessment you can track the improvement (if any) of the learner, you will be able to give more support and guidance, and the learner will have more opportunities to improve.

2.9.2 Characteristics of Continuous Assessment

i. it is comprehensive;

ii. it is cumulative;

iii. it is diagnostic;

iv. continuous assessment is formative;

v. it is guidance-oriented; and

vi. it is systematic in nature.

2.9.3 Advantages of Continuous Assessment in our Secondary Schools

As suggested by Alausa (1991), one of the expected advantages of continuous assessment lies in its being guidance oriented. Since it will involve data gathering over a long period of time, it will yield more accurate data reaching the teachers early enough to modify instruction. This could play a vital role in diagnosing and remediating areas of learners' weaknesses. This is very important to a leader, as it places him at the centre of all performance-assessment activities. It encourages more teacher participation in the overall assessment or grading of his/her learners. Instructors must be given opportunities to select and review assessments so that they become involved and knowledgeable in the process. Through this approach, teachers would be able to integrate assessment and assessment results into instructional practice. Teachers will be expected to incorporate assessment into the larger learning framework and possibly to provide evidence regarding how assessment information is used to inform and guide instruction for individual learners.

According to Lewis (1997), with continuous assessment teachers must embed the assessment in their instructions, score the assessments and discuss standards for good

learners' work with colleagues, and learners. Furthermore, Jacobs and Gawe (1996) stated that, Continuous assessment has many advantages for both learners and instructors. These advantages are:

i. The promotion of learners is not confined to a couple of tests and one or two examination a year since continuous assessment is an on-going process;

ii. Learners are always aware of how they are progressing in their learning as everything is exposed to them;

iii. Sickness and other causes of absenteeism do not disadvantage the learners since assessment is continuous;

iv. Continuous assessment enables learners to realize their strengths and weaknesses as they learn;

v It provides opportunity for weak learners to improve their weaknesses;

vi. It promotes frequent interactions between students and instructors that enable teachers to know the strengths and weaknesses of learners to identify which students need review and remediation; and

vii Students receive feedback from instructors based on performance that allows them to focus on topics they have not yet mastered.

2.9.4 Problems of Continuous Assessment in our Secondary Schools

Alausa (1991) stated that, the problems of continuous assessment could be associated with the instructors' skills in test construction and administration, attitudes toward continuous assessment and record keeping. One of the important aspects of continuous assessment is the availability of valid and reliable tests which could be used in all schools. To make the results comparable across all the schools, teachers need to be equipped with skills of test construction and administration. Apart from the skills of test construction measuring

cognitive aspects of learning, teachers should also be able to measure the learners' affective attributes such as attitudes, motives, interests, values and other personality characteristics.

Alausa continued that, most teachers like to measure those skills because of commitment of their own jobs. For successful implementation of the continuous assessment approach, teachers need to give most tests, which mean more marking. this implies teachers need to observe the learners more keenly to assess their affective outcomes, and there will be more records to be kept on the learners. All these could mean more work to the teacher, more demand on his or her time and more responsibility on him or her. This is one of the reasons why he recommends that teachers should be paid better salary than what they get now.

Another problem with continuous assessment is the issue of record keeping. Learners' records have to be adequately kept over a long period of time. They should be properly stored for safety and reference purpose. Scores may have to be combined from different sources using various weights. Teachers will need basic arithmetical operations of addition and multiplication to enable them to do this efficiently. The cumulative effects of those things makes teaching become boring and unattractive.

Bucher (1967) explained that, "Class size and time allotments are the great problem in implementing continuous assessment in higher institutions". The standard established by La Porte's committee after considerable research points up the acceptable class size. It recommends not more than 35 students as the suitable size for active class. A Class should never exceed 45 for one teacher if effective teaching and learning is to be carried out.

From this, continuous assessment can be seen as a classroom strategy employed by teachers to determine the knowledge, understanding, and skills attained by students over a period of time. It has a significant influence on teaching and learning in the sense that it helps to ascertain the progress of learners systematically in the cognitive, affective and

psychomotor domains during a given period of schooling. It can then be said that it considers other facets such as skills, attitudes and values of the learner.

Continuous assessment is systematic in the sense that it is planned, graded to suit the age and experience of the children and is given at suitable intervals during the school year. It is comprehensive because it is not focused on academic skills alone. It embraces the cognitive, the psychomotor and the affective domains. A child is assessed as a total entity using all the psychometric devises such as test and non-test techniques. It is cumulative because all information gathered on the individual has to be pooled together before a decision can be taken. Continuous assessment is guidance oriented because the information so collected is to be used for educational, vocational and personal- social decision-making for the child.

Conceptually as well as in practice, continuous assessment provides feedback to children and teachers. Such feedback provides information which is used for purposes of improving on the child's performance or modifying the content, context and methods of teaching, as well as in making a variety of other decisions.

2.10 Empirical Studies

There are numerous studies that bear similarities with the study at hand. For instance, Kolawole (2014) conducted a study on comparative study of instructional supervisory roles of secondary school principals and inspectors of the Ministry of Education in Lagos State, Nigeria. The study investigated the instructional supervisory roles of secondary school principals and inspectors of the Ministry of Education in Lagos State. A total of 20 principals and 20 inspectors were randomly selected. A descriptive research of the survey design was adopted for the study. Two sets of questionnaire were used to gather information from the sample chosen for the study. The validity of the instruments was ascertained. The internal consistency of the instruments was established through test-retest method which produced a

coefficient of 0.76 and 0.78 respectively. Two hypotheses were generated and tested at 0.05 level of significance. The data collected were analysed using Pearson Product Moment Correlation to test the relationship. The study revealed that there was significant relationship between principals and inspectors instructional supervision. The studies also showed that principals and inspectors were alert to the possibilities for improvement of instructions, possess the ability to work and actively engaged in discharging their duties in terms of monitoring and evaluation. Based on the findings, it was recommended that the Principals and inspectors should be given more necessary orientation which would guide them the more in their positions as instructional supervisors. They should be refreshed through working in conjunction with neighbouring universities. Workshops, seminars and in service training should be made available to them. Inspectors from the Ministry of Education should be equipped to make reports available and follow up to see that weaknesses identified in schools are corrected. This study and the current research are related in terms of establishing link between the role of principals and inspectors on instructional supervision which is an aspect of monitoring of schools activities.

In a study on 'Secondary Geography Teacher's Conceptions of Assessment: A case study in a Secondary School in Brunei Darussalam', Tan (2009), studied the perception of Geography teachers on continuous assessment in a single sex female Secondary School in Brunei Darussalam. The purpose of the study was to investigate teachers' perceptions of assessment in order to gain a better understanding and informed perspectives about the phenomena which are under-researched in the nation especially in secondary geography education. The research adopted a qualitative research tradition by using semi-structured interviews with teachers and deputy principals. Focus groups were used on a group of students as a means of data triangulation. In the study, it appears that school policy does not seem to have a large influence on teachers to carry out assessment. A large majority of the

teachers did not modify teaching and learning activities after assessment and feedback that was given normally lacked guidance and support for students. Recommendations were made and further research needs to be conducted to develop a larger database of information to gain a more comprehensive understanding of secondary geography teachers' conceptions of assessment.

Anyichie and Onyedike (2012) studied 'Effects of Self-Instructional Learning Strategy on Secondary Schools Students' Academic Achievement in Solving Mathematical Word Problems in Nigeria', in which they investigated the effects of self-instructional learning strategy on student's achievement in solving mathematical word problems. The research determined whether self-instructional learning strategy has significant effects on the learning achievement of senior secondary school students.

Three research questions and two null hypotheses guided the study. The study utilized the non-randomized control group pre-test post-test experimental design. The sample consisted of 131 subjects with mean age of 16.02 years from four schools chosen through simple sampling techniques. Students of the experimental group were instructed in four units of Mathematics syllabus using self-instructional method. On the other hand, the control group was taught the same topics in Mathematics using the conventional teaching method. Mathematics Achievement Test instrument developed and duly validated by experts was used to collect data. Data collected were analysed using mean for the research questions and Two-way Analysis of co-variance was used to test the hypotheses at 0.05 level of significance Major findings of the study indicate that there was significant main effect of treatment (self- instructional learning strategy) on the student's mathematical word problem achievement. The effect of gender on mathematical word problem achievement was found insignificant. However, a significant interaction effect was observed between gender and learning strategy. Thus, males in the experimental group

significantly performed better than their female counterparts. Based on these findings, educational implications of the study were raised. This study and the current work have similarity in terms of use of continuous assessment as a tool for evaluation of learning in secondary schools.

In Kenya, Gakure, Mukuria and Kithae (2013) conducted a study tagged Evaluation of factors that affect performance of primary schools in Kenya: A case study of Gatanga district". This study was designed to find out the underlying issues leading to poor performance in KCPE in the district with special focus on all primary schools in the administrative unit. The study adopted a descriptive research design. The target population was primary schools in Kenya and the study population is public primary schools in Gatanga district. A census approach was used to select all the 56 public primary schools A questionnaire was the main instrument for data collection. Data was qualitatively and quantitatively analysed. The major findings were that Gatanga public primary schools were overwhelmed by the high number of students coming with the introduction of free primary education. Discipline of pupils was found to have minimal influence on KCPE performance while stakeholders' support was deemed necessary to supplement school administrations' activities. The study concludes that introduction of free primary education in Kenya has greatly affected teachers' teaching workload, hence poor performance schools. The study recommended employment of more teachers by the school boards to supplement the government-employed teachers as well as frequent in- service trainings for all teachers.

Also, Lydiah and Nasongo (2009) embarked on a research on 'Role of the Head teacher in Academic Achievement in Secondary Schools in Vihiga District, Kenya'. The purpose of the study was to investigate the role of the head teacher in academic achievement in Kenya Certificate of Secondary Education examinations in Vihiga district in Western province. The study was occasioned by the continued poor performance by most secondary

schools in Vihiga district. The findings of the study showed that head teachers used quality improvement measures, teamwork and ensured that the staff was well established as organizational skills that influenced academic achievement. The head teachers were also involved in academic activities by observing and checking the students' and teachers' work, monitoring students' discipline and helping in eradicating cheating in examinations.

2.11 Summary

In this chapter, the review of literature had centred on developing conceptual frame work for the study, and critically reviewed: concept of monitoring, evaluation, meaning of strategies, impact of appraisal of school performance on teaching and learning, impact of school record assessment on teaching and learning in schools, impact of assessment of lesson plans and lesson notes on teaching and learning in schools, impact of assessment continuous assessment on teaching and learning in school and empirical studies for the study. Conceptual frame work was based on the whole school approaches to sustainability, which recognises the school as a learning community requiring effective monitoring and evaluation. The concept of monitoring and evaluation, point to the fact that for any meaningful progress and development to be attained in any human endeavour, including education requires continued monitoring and evaluation as the central point leading to goal attainment. Monitoring and evaluation is an indispensable instrument or mechanism that ensure entrepreneurial, accountability, prudent management of resources and smooth governance of organisation

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discuss the method used in the conduct of the research. It focuses on the research design, population, sample and sampling techniques, instrumentation, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection and the analysis.

3.2 Research Design

The research design adopted for this study was a cross sectional survey being a descriptive and explanatory research which demands the technique of observation of the target respondents as a principal means of data collection. The choice of the design was based on the fact that it allows for the collection of data from heterogeneous groups on which inferences drawn can be generalized on the entire population where data were collected. This is based on the suggestion of Sambo, (2007), his suggestions implied that for a study concerning large number of respondents, the survey method is desirable.

3.3 Population of the Study

The population for this study comprised of key stakeholders in monitoring and evaluation in the FCT, at the secondary school level. They included officials of the Department of Policy Implementation, Quality Assurance officers and principals of secondary schools. They were 690 in number. They also spread across the six area Councils of the FCT as presented in Table 3.1

Table 3.1 Distribution of Population of the Study

Category	DPI Officials	Quality Assurance Officers	Principals-of Secondary Schools
Head Office	9	17	-
Municipal Area Council	76	88	74
Bwari Area Council	23	80	29
Abaji Area Council	10	30	16
Gwagwalada Area Council	23	48	22
Kuje Area Council	37	27	25
Total	**188**	**315**	**187**

Source: FCT Education Resource Centre (ERC), 2014

3.4 Sample and Sampling Techniques

The sample size for this study was made of 248 subjects. This was based on the recommendations of Roscoe (1975), where it was stated that for researches in Social Sciences (including Education) the sample size of between 50 to 500 subjects suffices. The cluster random sampling technique was adopted in the course of selecting the subjects of the study. The procedure was such that each stratum of the population was accorded equal chance of participation. Here also the proportionate sampling procedure was used where each stratum was allocated sample depending on the population percentage. Also, of the six Area Councils the sample size were drawn from three Area Council, namely - Gwagwalada, Kwali, and Abaji.

Table 3.2: Distribution of Sample Size

S/N	Category	Sample Frame	Sample Size
1	Department of Policy Implementation Officers	188	68
2	Quality Assurance Officers	315	113
3	Principals	187	67
	TOTAL	**690**	**248**

3.5 Instrumentation

For the successful conduct of this study, a self- structured questionnaire tagged Influence of Monitoring and Evaluation Strategies on Teaching and Learning Questionnaire (IMESTLQ) was used as instrument for collection of data. The questionnaire was a 35 - item instrument, tailored around the Likert point rating scale system. This implies that the instrument was structured in such a way that respondents had the opportunity to respond in a variety of ways based on their opinions on the variables raised rather than the yes or no respond type. Here respondents did not only agree or disagree with the items, but were allowed to indicate their level of agreement or disagreement with the items raised, thus for each item, respondents will Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) and Undecided (UD). The questionnaire was made up of five Sections A, B, C, D and E. Section A comprise items on the demographic data of respondents while section B, C, D and E was made up of variables as determined by issues in the hypotheses raised in the study.

3.5.1 Validity of the Instrument

The content validity method was adopted by the researcher since it is the most suitable means for the verification of the questionnaire items. Kerlinger (1986)) posited that validity refers to when an instrument measures what it supposes to measure. Therefore, the content validity of the questionnaire was done by the researcher's my supervisors and other experts in the field of educational administration and planning, research and statistics; this was to determine the level of consistency and relevance of items in the questionnaire.

3.5.2 Pilot Study

To determine the reliability of the instrument for data collection, a pilot study was conducted using ten respondents each from the Department of Policy Implementation (DPI), Quality

Assurance Officers (QAO) and Principals of selected Secondary schools in Kuje Area Council of the Federal Capital Territory (FCT).

3.5.3 Reliability of the Instrument

From the data collected, the split halve method was used to test the reliability of the instrument. The test score was divided into two halves and sub-scores were obtained for each halve. The Spearman-Brown statistics was used to find the correlation of the instrument. The reliability co-efficient was found to be r = 0.84, thus indicates that the instrument is reliable.

3.6 Procedure for Data Collection

The instrument was administered on the respondents in their various work places. They were briefed on the essence of the study and what was expected of them as respondents. They were given free-hand to peruse through the instrument and allowed to ask questions where they were in doubt. The instrument was administered by the researcher personally. It was administered during the 2015/2016 academic session.

3.7 Methods for Data Analysis

The data obtained from the study were analyzed at two different levels that is at the descriptive and inferential levels. At the descriptive level, mean scores, percentages and standard deviation were used to answer the research questions. The hypotheses were tested using One - Way Analysis of Variance (ANOVA) because there were more than two levels of the independent variables used. All the hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR
PRESENTATION OF DATA ANALYSIS

4.1 **Introduction**

This chapter focuses on the presentation, analysis and discussion of result obtained from the analysis made. The research questions were answered using mean, standard deviation, frequency and percentage. The hypotheses were tested using the one way Analysis of Variance.

4.2 **Description of Study Variable**

The tables that follow ranging from 4.1 – 4.4 presents the distribution of respondents based on their frequency and percentage of responses to the demographic data of the instrument administered on them.

Table 4.1: Distribution of Respondents by Educational Qualification

Educational Qualification	**Frequency**	**Percentage (%)**
No Valid Response	15	6.0
OND/HND	02	0.8
Bachelors Degree	159	22.6
Masters Degree	12	64.1
Ph.D	02	0.8
Others	02	0.8
Total	**248**	**100.0**

Table 4.1 shows that, 15 respondents, representing 6.0% did not provide valid response of their educational qualification, 2 respondents representing .8% holds a OND/HND, 56 respondents representing 22.6% holds a Nigeria Certificate of Education (NCE), 159 respondents representing 64.1% holds a Bachelors Degree, 12 respondents representing 4.8% holds Masters Degree, 2 respondents representing .8% holds a Doctoral degree while 2 respondents representing .8% had other qualifications. This representation shows that, majority of the staff of Department of policy implementation, Quality assurance

officers and Principals of secondary schools in the Federal Capital Territory (FCT) possess relevant educational qualifications to monitor and administer schools.

Table 4.2: Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
No valid Response	24	9.7
Male	142	57.3
Female	82	33.1
Total	**248**	**100.0**

Table 4.2 shows that, 24 respondents, representing 9.7% did not provide valid response on gender, 142 respondent's representing 57.3% were Male, while 82 respondents representing 33.1 % were Female.

Table 4.3: Distribution of Respondents by Status

Status	Frequency	Percentage (%)
Principal	67	27.0
Quality Assurance Officers	113	45.6
Department of Policy Implementation	68	27.4
Total	248	100.0

Table 4.3 shows that, 67 respondents, representing 27.0 % of the respondents were principals, 306 respondents representing 113% were Quality Assurance Officers while 68 respondents representing 27.4% were officials of the Department of Policy Implementation.

Table 4.4: Distribution of Respondents by Work Experience

Experience	Frequency	Percentage (%)
No Valid Response	08	3.2
Below 1 year	02	0.8
1 – 5 Years	27	10.9
6 – 10 Years	27	10.9
16 – 20 Years	128	51.6
20 – 30 Years	56	22.6
Total	**248**	**100.0**

Table 4.4 shows that, 8 of the respondents representing 3.2% did not provide valid response for years of experience, 02 respondents representing 0.8% had below a year of service experience, 27 respondents representing 10.9% had between 1-5 years of service experience, 27 respondents representing 10.9% had between 6-10 years of service experience, 128 respondents representing 51.6% had between 16-20 years of service experience, and 56 respondents representing 22.6% had above 20 years of service experience.

4.3 Answering of Research Questions

To answer the research questions frequencies and percentages were computed. This was done according to how the respondents responded to items of the questionnaire that answered specific research question. Table 4.5 – 4.8 were computed as follows:

The Section on table 4.5 deals with the responses or opinions of the respondents (Principals, Quality Assurance Officers and Department of Policy Implementation Officers) on Impacts of Monitoring and Evaluation Strategies on Teaching and Learning in Secondary Schools in Federal Capital Territory, Abuja. Opinions of respondents were collected, analyzed and presented in the table below using frequency counts and simple percentage. This section relates to item statements 1-10 of section B. For the sake of convenience, the strongly agreed and agreed were merged; the strongly disagreed and disagreed were equally merged while the undecided stands on its own.

Table 4.5: Opinions of Respondents' on Influence of Appraisal of School Systems Performance on Teaching and Learning in Secondary Schools of FCT Abuja

S/N	ITEM STATEMENT		SA	A	UD	D	SD
			Freq.(%)	Freq.(%)	Freq.(%)	Freq.(%)	Freq.(%)
1	Appraisal of schools system performance enhances effective teaching and learning	Principals	35(52.2)	31(46.3)		1(1.5)	
		QAO's	60(53.1)	46(40.7)	3(2.7)	2(1.8)	2(1.8)
		DPI	37(54.4)	29(42.6)	1(1.5)	1(1.5)	-
2	Effective school appraisal guarantee good rapport between the teachers and the management for effective teaching and learning	Principals	30(44.8)	33(49.3)	1(1.5)	2(3.0)	1(1.5)
		QAO's	58(51.3)	48(42.5)	4(3.5)	2(1.8)	1(.9)
		DPI	32(47.1)	28(41.2)	4(5.9)	3(4.4)	1(1.5)
3	Most appraisal strategies adopted in evaluating schools performance do not encourage teaching and learning	Principals	11(16.4)	14(20.9)	5(7.5)	30(44.8)	7(10.4)
		QAO's	15(13.3)	23(20.4)	21(18.6)	44(38.9)	9(.9)
		DPI	12(17.6)	16(23.5)	10(14.7)	26(38.2)	4(5.9)
4	Effective appraisal of schools promotes the industry on the parts of teachers for effective teaching and learning process	Principals	19(28.4)	45(67.2)	-	-	1(1.5)
		QAO's	60(53.1)	46(40.7)	3(2.7)	2(1.8)	2(1.8)
		DPI	27(39.7)	27(39.7)	8(11.8)	6(8.8)	-
5	Through appraisal of schools, both the teachers and the learners make amendment for effective teaching and learning	Principals	31(46.3)	34(50.7)	1(1.5)	-	1(1.5)
		QAO's	36(31.9)	62(54.9)	4(3.5)	7(6.2)	4(11.7)
		DPI	35(51.5)	29(42.6)	1(1.5)	3(4.4)	-
6	Appraisal of schools system performance report to Ministry of Education enable the Ministry to provide infrastructure to schools for effective teaching and learning	Principals	32(47.8)	34(50.7)	1(1.5)	-	-
		QAO's	61(54.0)	40(35.4)	4(3.5)	5(4.4)	3(2.7)
		DPI	31(45.6)	28(41.2)	3(4.4)	5(7.4)	1(1.5)
7	Appraisal of school system enhances efficient quality assurance exercise	Principals	23(34.3)	44(65.7)	-	-	-
		QAO's	47(41.6)	51(45.1)	5(4.4)	9(8.0)	1(.9)
		DPI	27(39.7)	26(38.2)	4(5.9)	7(10.3)	4(5.9)
8	Report of appraisal school system enables FCT Education department plan academic activities	Principals	24(35.8)	40(59.7)	2(3.0)	1(1.5)	-
		QAO's	33(29.2)	62(54.0)	9(8.0)	6(5.3)	3(2.7)
		DPI	22(32.4)	31(45.6)	7(10.3)	4(5.9)	4(5.9)
9	School appraisal system makes school tone conducive for teaching and learning	Principals	14(20.9)	48(71.6)	3(4.5)	1(1.5)	1(1.5)
		QAO's	41(36.3)	53(46.9)	7(6.2)	8(7.1)	4(3.5)
		DPI	30(44.1)	25(36.8)	6(8.8)	5(7.4)	2(2.9)
10	School appraisal system improves students academic achievement	Principals	32(47.8)	34(50.7)	1(1.5)	-	-
		QAO's	35(31.0)	58(51.3)	8(7.1)	7(6.2)	5(4.4)
		DPI	32(47.1)	26(38.2)	2(2.9)	7(10.3)	1(1.5)

Table 4.5 shows the opinion of respondents on Impacts of Appraisal of School performance on teaching and learning. Questionnaire item one that sought to know appraisal of schools system performance enhances effective teaching and learning, 66 Principals out of 67, 106 Quality assurance officials out of 113, and 66 of Department of Policy

Implementation officials out of 68 representing 98.5% of the respondents agreed that appraisal of schools system performance enhances effective teaching and learning in secondary Schools in FCT.

On item number 2 which sought to know if effective schools appraisal guarantees good rapport between the teachers and the management for effective teaching and learning, Principals, QAO's and DPI officials with 94.1%, 93.8% and 88.3% respectively agreed that, the rapport between the teachers and the management for effective teaching and learning in Secondary schools in FCT is guaranteed with effective schools appraisal. Items number 3 -10 which sought to expanciate on how appraisal of school system strategies promotes the industry, enable teachers and learners make amends, enable MOE provide infrastructure to schools, enhances efficient quality assurance exercise, enable FCT education department plan academic activities, makes school tone conducive and improves academic activities all with the aim of making teaching and learning effective in Secondary Schools in FCT, virtually all the respondents (Principals, QAO's and the DPI officials) representing over 93.8% were unanimous in their opinions and agreed that, constant appraisal of school system by the concerned officials enhances effective teaching and learning towards providing quality education at secondary schools level in the FCT.

Table 4.6 deals with the responses or opinions of the respondents (Principals, QAO's and DPI officials) on the Impacts of records assessment on teaching and learning. Opinions of respondents were collected, analyzed and presented in the table below using frequency counts and simple percentage. This section answer items number 11-20 of section C.

Table 4.6: Opinions of Respondents' on Influence of School Record Assessment on Teaching and Learning in Secondary Schools of FCT Abuja

S/N	ITEM STATEMENT		SA	A	UD	D	SD
			Freq.(%)	Freq.(%)	Freq.(%)	Freq.(%)	Freq.(%)
11	Records such as visitors book contains remarks that learning guides school administrators to improve upon teaching and	Principals	33(49.3)	30(44.8)	2(3.0)	2(3.0)	-
		QAO's	50(44.2)	51(45.1)	4(3.5)	6(5.3)	2(1.8)
		DPI	32(47.1)	20(29.4)	5(7.4)	8(11.8)	3(4.4)
12	Records like inventory of schools furniture keep the school managers up dated on what is required to accommodate the learners and the teachers for effective teaching and learning	Principals	37(55.2)	27(40.3)	1(1.5)	2(3.0)	-
		QAO's	49(43.4)	50(44.2)	3(2.7)	8(7.1)	3(2.7)
		DPI	31(45.6)	23(33.8)	6(8.8)	8(11.8)	-
13	School records provides evidence for school activities and events undertaking place in schools especially teaching and learning	Principals	40(59.7)	24(35.8)	1(1.5)	2(3.0)	-
		QAO's	48(42.5)	52(46.0)	7(6.2)	5(4.4)	1(.9)
		DPI	37(54.4)	22(32.4)	5(7.4)	3(4.4)	1(1.5)
14	School records such as scheme of work, diaries, records of work/lesson plan are all tools to efficient teaching and learning in schools	Principals	41(61.2)	22(32.8)	4(6.0)	-	-
		QAO's	60(53.1)	44(38.9)	5(4.4)	1(.9)	1(.9)
		DPI	48(70.6)	11(16.2)	3	8(13.2)	1(1.5)
15	Historical and current school achievement records kept in log books, minutes of PTA and staff minutes book, give the school administrator an overview of things needed for improvement in the area of teaching and learning of their subjects	Principals	40(59.7)	25(37.3)	2(3.0)	-	-
		QAO's	84(74.3)	20(17.7)	5(4.4)	2(1.8)	2(1.8)
		DPI	35(51.5)	24(35.3)	7(10.3)	2(2.9)	-
16	A developmental plan record gives inspectors of school clear vision of the teaching and learning of the school academic	Principals	31(46.3)	33(49.3)	1(1.5)	2(3.0)	-
		QAO's	52(46.0)	54(47.8)	4(3.5)	2(1.8)	1(.9)
		DPI	31(45.6)	29(42.6)	6(8.8)	1(1.5)	1(1.5)
17	Continuous assessment record also help in providing information to the school administration whether his teachers are good or weak in the teaching and learning of their subjects	Principals	29(43.3)	32(47.8)	2(3.0)	2(3.0)	2(3.0)
		QAO's	36(31.9)	63(55.8)	9(8.0)	3(2.7)	2(1.8)
		DPI	40(58.8)	21(30.9)	3(4.4)	2(2.9)	2(2.9)
18	Students class attendance register helps improve teaching and learning in schools	Principals	22(32.8)	35(52.2)	7(10.4)	1(1.5)	2(3.0)
		QAO's	47(41.6)	51(45.1)	6(5.3)	8(7.1)	1(.9)
		DPI	18(26.5)	28(41.2)	5(7.4)	14(20.6)	3(4.4)
19	Attendance register enhances effective teaching and learning	Principals	16(23.9)	33(49.3)	6(9.0)	9(13.4)	3(4.5)
		QAO's	48(42.5)	52(46.0)	7(6.2)	5(4.4)	1(.9)
		DPI	15(22.1)	25(36.8)	6(8.8)	20(29.4)	2(2.9)
20	School records such as scheme of work, diaries, records of work, lesson plan are all tools for efficient teaching and learning in schools	Principals	41(61.2)	22(32.8)	4(6.0)	-	-
		QAO's	28(24.8)	56(49.6)	12(10.6)	14(12.4)	3(2.7)
		DPI	14(20.6)	25(36.8)	9(13.2)	11(16.2)	9(13.2)

Table 4.6 shows the opinion of respondents on impacts school records assessment on teaching and learning in secondary schools of FCT. Questionnaire 11 – 15 that sought to know if statutory records such as visitors book, inventory of school furniture's, scheme of

work, diaries, records of lesson plan, log books, PTA and staff minutes book kept by school administrators in secondary schools of FCT serve as a veritable tool for effective teaching and learning. 97% of Principals, 92% of QAO's and 86.8% of DPI officials agreed that school record assessment enhances proper management of school system for effective teaching and learning in secondary schools of FCT.

On items number 16 - 20 which sought to know how developmental records, continuous assessment records, class attendance records give inspectors of school clear vision and equally provide information for school administrators (principals) towards making teaching and learning in secondary schools in FCT effective and efficient. 95.6% of Principals, 86.7% of Quality assurance officers and 88.2% of the department of policy implementation officers agreed that developmental records, continuous assessment records, class attendance records give inspectors of school clear vision and equally provide information for school administrators (principals) all make up vital tools for effective teaching and learning in secondary schools in FCT, Abuja.

The next section on table 4.7 deals with the responses or opinions of the respondents (Principals, QAO's and DPI officials) on impact of assessment of lesson plans and notes on teaching and learning in Secondary Schools in FCT Abuja. Opinions of respondents were collected, analyzed and presented in the table below using frequency counts and simple percentage. This section answer items number 21-30 of section D.

Table 4.7: Opinions of Respondents' on Influence of Assessment of Lesson Plans and Notes on Teaching and Learning in Secondary Schools in FCT Abuja

S/N	ITEM STATEMENT		SA	A	UD	D	SD
			Freq.(%)	Freq.(%)	Freq.(%)	Freq.(%)	Freq.(%)
21	Lesson plan preparation helps ease and improve teaching and learning in schools	Principals	44(65.7)	17(25.4)	2(3.0)	1(1.5)	3(4.5)
		QAO's	82(72.6)	26(23.0)	1(.9)	1(.9)	3(2.7)
		DPI	48(70.6)	16(23.5)	1(1.5)	1(1.5)	2(2.9)
22	Principals lesson plan consistent check improves teaching and learning in schools	Principals	42(62.7)	24(35.8)	1(1.5)		-
		QAO's	61(54.0)	39(34.5)	6(5.3)	3(2.7)	4(3.5)
		DPI	36(52.9)	24(35.3)	3(4.4)	5(7.4)	-
23	A well prepared lesson plan gives the teacher the necessary comportment that makes teaching and learning very interesting	Principals	53(79.1)	13(19.4)	-	1(1.5)	-
		QAO's	73(64.6)	30(26.5)	4(3.5)	1(.9)	5(4.4)
		DPI	42(61.8)	18(26.5)	3(4.4)	3(4.4)	1(1.5)
24	Poorly prepared lesson plan makes teaching and learning bored	Principals	31(46.3)	26(38.8)	8(11.9)	1(1.5)	1(1.5)
		QAO's	55(48.7)	41(36.3)	5(4.4)	4(3.5)	8(7.1)
		DPI	30(44.1)	26(38.2)		5(7.4)	5(5.9)
25	The inclusion of appropriate instructional aid makes teaching and learning simple	Principals	46(68.7)	19(28.4)	-	2(3.0)	-
		QAO's	67(59.3)	39(34.5)	3(2.7)	2(1.8)	2(1.8)
		DPI	44(64.7)	20(29.4)	2(2.9)	2(2.9)	-
26	Teacher who do not improvise aid in the lesson plan make teaching and learning abstract	Principals	24(35.8)	33(49.3)	1(1.5)	6(9.0)	3(4.5)
		QAO's	42(37.2)	55(48.7)	5(4.4)	8(7.1)	3(2.7)
		DPI	31(45.6)	28(41.2)	2(2.9)		6(10.3)
27	Lesson note serve as a guide to another teacher in the absence of the original teacher who prepare it for teaching and learning in the school	Principals	44(65.7)	21(31.3)	2(3.0)	-	-
		QAO's	68(60.2)	38(33.6)	2(1.8)	3(2.7)	2(1.8)
		DPI	43(63.2)	25(36.8)	-	-	-
28	Well planned lesson improves learners academic achievement	Principals	38(56.7)	29(43.3)	-	-	-
		QAO's	63(55.8)	44(38.9)	1(.9)	3(2.7)	2(1.8)
		DPI	36(52.9)	31(45.6)	1(1.5)	-	-
29	Lesson note is an effective tool for quality assurance of teaching and learning	Principals	31(46.3)	33(49.3)	-	2(3.0)	1(1.5)
		QAO's	43(38.1)	51(45.1)	3(2.7)	9(8.0)	7(6.2)
		DPI	31(45.6)	24(35.3)	3(4.4)	6(8.8)	4(5.9)
30	Teaching and learning can be effective without lesson plan	Principals	17(25.4)	24(35.8)	4(6.0)	14(20.9)	8(11.9)
		QAO's	20(17.7)	28(24.8)	10(8.8)	25(22.1)	30(26.5)
		DPI	14(20.6)	17(25.0)	3(4.4)	17(25.0)	17(25.0)

Table 4.7 the opinion of respondents on Influence of assessment of lesson plans and notes on teaching and learning in Secondary Schools in FCT Abuja. Questionnaire 21 – 24 that sought to know if lesson plan preparation, consistent check of lesson plan before execution, lesson plan gives teacher necessary competence and poorly prepared lesson plan makes teaching boring makes or mar effective teaching and learning in secondary schools in

FCT. 98.5% of Principals agreed, 95.6% of QAO's and 94.1% of DPI officials agreed that, that sought to know if lesson plan preparation, consistent check of lesson plan before execution, lesson plan gives teacher necessary competence and poorly prepared lesson plan makes teaching effective teaching and learning in secondary schools in FCT.

On items number 25 and 26 over 97.1% of both the Principals, QAO's and DPI officials were unanimous in their opinions that, inclusion of appropriate instructional aids and improvisation of teaching aids in lesson planning and delivery makes teaching and learning effective in secondary schools of FCT, Abuja. ,

On items 28 - 30 which sought to know if well planned lesson improves learners academic achievement, lesson note is an effective tool for quality teaching and whether teaching and learning can be effective without lesson plan. 99% of principals, 94.7% of QAO's and 78.2% of DPI officials agreed that, well planned lesson improves learner's academic achievement and serves as an effective tool for quality teaching. All the respondents (principals, QAO's and DPI officials) constituting over 80% agreed that teaching and learning cannot be effective without a lesson plan.

The next section on table 4.8 deals with the responses or opinions of the respondents (Principals, QAO's and DPI officials) on influence of assessment of continuous assessment on teaching and learning in Secondary Schools in FCT Abuja. Opinions of respondents were collected, analyzed and presented in the table below using frequency counts and simple percentage. This section answer items number 31- 40 of section E

Table 4.8: Opinions of Respondents' on Influence of Assessment of Continuous Assessment on Teaching and Learning in Secondary Schools in FCT Abuja

S/N	ITEM STATEMENT		SA	A	UD	D	SD
			Freq.(%)	Freq.(%)	Freq.%	Freq.(%)	Freq.(%)
31	Continuous assessment checks student behaviour for better teaching and learning	Principals	22(32.8)	36(53.7)	3(4.5)	3(4.5)	3(4.5)
		QAO's	50(44.2)	47(41.6)	7(6.2)	4(3.5)	2(1.8)
		DPI	32(47.1)	26(38.2)	4(5.9)	3(4.4)	3(2.9)
32	Continuous assessment helps principals check teachers activities for both for better teaching and learning in schools	Principals	25(37.3)	38(56.7)	2(3.0)	1(1.5)	1(1.5)
		QAO's	49(43.4)	51(45.1)	7(6.2)	3(2.7)	3(2.7)
		DPI	32(47.1)	24(35.3)	8(11.8)	3(4.4)	1(1.5)
33	Continuous assessment assist students attain better academic achievement where it is appropriately applied in teaching and learning	Principals	36(53.7)	29(43.3)	1(1.5)	1(1.5)	-
		QAO's	46(40.7)	60(53.1)	4(3.5)	1(.9)	2(1.8)
		DPI	31(45.6)	26(38.2)	4(5.9)	4(5.9)	3(2.9)
34	Promotion to the next class and occupational placement are all benefit of continuous assessment when effectively applied in teaching and learning in our schools	Principals	36(53.7)	28(41.8)	2(3.0)	1(1.5)	-
		QAO's	50(44.2)	54(47.8)	4(3.5)	3(2.7)	2(1.8)
		DPI	38(55.9)	21(30.9)		7(7.4)	2(2.9)
35	Continuous assessment plays a diagnostic role on students academic achievement when its adopted in the teaching and learning shows the slow and fast learners	Principals	30(44.8)	33(49.3)	1(1.5)	2(3.0)	1(1.5)
		QAO's	56(49.6)	51(45.1)	2(1.8)	1(.9)	3(2.7)
		DPI	31(45.6)	27(39.7)	6(8.8)	1(1.5)	3(2.9)
36	Continuous assessment when properly applied in the teaching and learning helps the school guidance and counsellor to place the students according to their learning ability for better teaching and learning	Principals	35(52.2)	29(43.3)	1(1.5)	1(1.5)	1(1.5)
		QAO's	61(54.0)	44(38.9)	4(3.5)	2(1.8)	2(1.8)
		DPI	38(55.9)	22(32.4)	6(8.8)	1(1.5)	1(1.5)
37	Effective continuous assessment, if used in the teaching and learning give a parent a feed back about their children	Principals	42(62.7)	23(34.3)	1(1.5)	1(1.5)	-
		QAO's	64(56.6)	37(32.7)	4(3.5)	3(2.7)	2(1.8)
		DPI	43(63.2)	17(25.0)	4(5.9)	2(2.9)	1(1.5)
38	Continuous assessment reduces the anxiety and finality around testing	Principals	22(32.8)	40(59.7)	2(3.0)	2(3.0)	1(1.5)
		QAO's	43(38.1)	48(42.5)	13(11.5)	4(3.5)	2(1.8)
		DPI	20(29.4)	35(51.5)	9(13.2)	3(4.4)	1(1.5)
39	Continuous assessment helps in assessing curriculum implementation	Principals	29(43.3)	36(53.7)	1(1.5)	1(1.5)	-
		QAO's	39(34.5)	52(46.0)	12(10.6)	4(3.5)	3(2.7)
		DPI	18(26.5)	30(44.1)	9(13.2)	7(10.3)	4(5.9)
40	Continuous assessment provides students constant stream of opportunities to prove their mastery of subject matter	Principals	30(44.8)	35(52.2)	1(1.5)	1(1.5)	-
		QAO's	42(37.2)	58(51.3)	7(6.2)	2(1.8)	4(3.5)
		DPI	33(48.5)	25(36.8)	7(10.3)	2(2.9)	1(1.5)

Table 4.8 the opinion of respondents on influence of assessment of continuous assessment on teaching and learning in Secondary Schools in FCT Abuja. On item number 31 - 40 over 97.0% of Principals, QAO's and DPI officials strongly agreed that, when properly applied continuous assessment checks students behaviours, helps principals check teachers activities, assist students in better academic achievement where appropriately applied, benefit students in promotion and occupational placement, plays diagnostic role on students

academic achievement, helps guidance counsellors in guiding the students appropriately, provides feed back to parents about their children, reduces the anxiety of finality around testing, assesses curriculum implementation and provide students with constant stream of opportunities to prove their mastery of subject matter. Continuous assessment enhances effective teaching and learning in secondary schools in the FCT, Abuja.

4.4 Testing of Hypotheses

This Section deals with the analysis and discussions of the stated hypotheses as it relates to the study. The analyses were presented in tables 4.9 – 4.12

Hypothesis 1: There is no significant difference in the opinions of Principals, QAO's and DPI officials on the influence of appraisal of school system on teaching and learning in secondary schools of FCT

This hypothesis was tested using Analysis of Variance as follows:

Table 4.9 Analysis of Variance Summary on the Influence of Appraisal of School System on Teaching and Learning in Secondary Schools of FCT

Variables	**Sum of Square**	***df***	**Mean Square**	**t.cal**	**Prob.**	**Decision**
Between Groups	90.541	2	45.271	1.624	.199	Ho_1 Retained
Within Groups	6827.519	245	27.8519			
Total	6918.060	247				

The result in table 4.9 shows that, the t-calculated value (1.624) at 2. 45 degree of freedom 2 and at the level of 0.05 is greater than the t-critical value (2.45). The observed level of significance P (.199) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, QAO's and DPI officials on influence of appraisal of school system on teaching and learning in Secondary schools in the FCT, Abuja. Therefore, the null hypothesis is retained.

Hypothesis 2: There is no significant difference in the opinions of Principals, QAO's and DPI officials on the influence of record assessment on teaching and learning in secondary schools of FCT.

This hypothesis was tested using Analysis of Variance as follows:

Table 4.10 Analysis of Variance Summary on the Influence of Records Assessment on Teaching and Learning in Secondary Schools of FCT

Variables	**Sum of Square**	***df***	**Mean Square**	**t.cal**	**Prob.**	**Decision**
Between Groups	87.775	2	43.887	.866	.422	Ho_2 Retained
Within Groups	12422.318	245	50.703			
Total	12510.093	247				

The result in table 4.10 shows that the t-calculated value (22.381) at 245 degree of freedom 2 and at the level of 0.05. The t-critical value (2.84) is greater than *f*-ratio value (.866) and the observed level of significance P (.422) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, QAO's and DPI officials on the influence of record assessment on teaching and learning in secondary schools in FCT, Abuja. Therefore, the null hypothesis is retained.

Hypothesis 3: There is no significant difference in the opinions of Principals, QAO's and DPI officials on the influence of assessment of lesson plans and notes on teaching and learning in secondary schools of FCT, Abuja.

This hypothesis was tested using Analysis of Variance as follows:

Table 4.11Analysis of Variance Summary on the Influence of Assessment of Lesson Plans and Notes on Teaching and Learning in Secondary Schools of FCT

Variables	**Sum of Square**	***Df***	**Mean Square**	**t.cal**	**Prob.**	**Decision**
Between Groups	138.355	2	44.5221	.765	.467	Ho_3 Retained
Within Groups	14267.565	245	58.235			
Total	14356.609	247				

The result in table 4.11 shows that the t-calculated value (1.956) at 245 degree of freedom 2 and at the level of 0.05. The t-critical value (2.45) is less than *f*-ratio value (1.956) and the observed level of significance P (.144) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, QAO's and DPI officials on the influence of record assessment on teaching and learning in secondary schools in FCT, Abuja. Therefore, the null hypothesis is retained.

Hypothesis 4: There is no significant difference in the opinions of Principals, QAO's and DPI officials on the influence of continuous assessment on teaching and learning in secondary schools of FCT, Abuja.

This hypothesis was tested using Analysis of Variance as follows:

Table 4.12Analysis of Variance Summary on the Influence of Continuous Assessment on Teaching and Learning in Secondary Schools of FCT

Variables	**Sum of Square**	***Df***	**Mean Square**	**t.cal**	**Prob.**	**Decision**
Between Groups	89.044	2	44.5221	.765	.467	Ho_4 Retained
Within Groups	14267.565	245	58.235			
Total	14356.609	247				

The result in table 4.12 shows that the t-calculated value (.765) at 245 degree of freedom 2 and at the level of 0.05. The t-critical value (.245) is greater than *f*-ratio value (.765) and the observed level of significance P (.467) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, QAO's and DPI officials on the influence of record assessment on teaching and learning in secondary schools in FCT, Abuja. Therefore, the null hypothesis is retained

4.5 Summary of Hypotheses Testing

The five stated and analyzed hypotheses were summarized and represented on table 4.13

Table 4.13: Summary of the Hypotheses Testing

S/N	Hypotheses	Stat.	Prob. Value	Sig.	Result	Restated Hypotheses
H_1	There is no significant difference in the opinions of principals, QAO's and DPI officials on the impacts of appraisal of school systems on teaching and learning in secondary schools of FCT, Abuja.	Anova	.199	0.05	Ho_1 Retained	There is no significant difference in the opinions of principals, QAO's and DPI officials on the impacts of appraisal of school systems on teaching and learning in secondary schools of FCT, Abuja.
H_2	There is no significant difference in the opinions of principals, QAO's and DPI officials on the impacts of record assessment on teaching and learning in secondary schools of FCT, Abuja.	Anova	.422	0.05	Ho_2 Retained	There is no significant difference in the opinions of principals, QAO's and DPI officials on the impacts of record assessment on teaching and learning in secondary schools of FCT, Abuja.
H_3	There is no significant difference in the opinions of principals, QAO's and DPI officials on the impacts of assessment of lesson plans and notes on teaching and learning in secondary schools of FCT, Abuja.	Anova	.144	0.05	Ho_3 Retained	There is no significant difference in the opinions of principals, QAO's and DPI officials on the impacts of assessment of lesson plans and notes on teaching and learning in secondary schools of FCT, Abuja.
H_4	There is no significant difference in the opinions of principals, QAO's and DPI officials on the impacts of continuous assessment on teaching and learning in secondary schools of FCT, Abuja.	Anova	.467	0.05	Ho_4 Retained	There is no significant difference in the opinions of principals, QAO's and DPI officials on the impacts of continuous assessment on teaching and learning in secondary schools of FCT, Abuja.

4.6 Major Findings of the Study

The research revealed that;

1. There is a significant influence of school appraisal on teaching and learning in Secondary Schools of FCT Abuja.
2. There is a significant influence of school records assessment on effective teaching and learning in Secondary Schools of FCT Abuja.

3. There is a significant influence of assessment of lesson plans and notes on teaching and learning in Secondary Schools of FCT Abuja.
4. There is a significant influence of Proper keeping and appropriate use of Continues assessment records on teaching and learning in Secondary Schools of FCT Abuja.

4.7 Discussion of Major Findings

The study sought for responses on influence of Monitoring and Evaluation Strategies on Teaching and Learning in Secondary Schools in Federal Capital Territory, Abuja from the Principals, Quality assurance officers and Department of Policy implementation officials who are the directly in charge. The result of the study revealed that, majority of the respondents agreed that appraisal of schools system performance enhances effective teaching and learning, 66 Principals out of 67, 106 Quality assurance officials out of 113, and 66 of Department of Policy Implementation officials out of 68 representing 98.5% of the respondents agreed that appraisal of schools system performance enhances effective teaching and learning in secondary Schools in FCT. This is in line with the submission of Worcester Polytechnic Institute (2014) argued that: performance appraisal is a review and discussion of an employee's performance of assigned duties and responsibilities. The appraisal is based on results obtained by the employee in his/her job, not on the employee's personality characteristics. The appraisal measures skills and accomplishments with reasonable accuracy and uniformity. It provides a way to help identify areas for performance enhancement and to help promote professional growth. It should not, however, be considered the supervisor's only communication tool. Open lines of communication throughout the year help to make effective working relationships. Each employee should receive a thoughtful and accurate appraisal. The success of the process depends on the supervisor's willingness to complete a constructive and objective appraisal and on the employee's willingness to respond to constructive suggestions and to work with the supervisor to reach future goals.

The study also revealed that, school records assessment such as visitors book, inventory of school furniture, scheme of work, diaries, records of lesson plan, log books, PTA and staff minutes impacts on teaching and learning in secondary schools of FCT. This is in consonance with Fasassi, in Nura et al (2010) who states that purpose a school record can serve is to assist in effective management of the school. School managers are required to keep records not only because it is a statutory duty but because of its value in improving management practices. School records can enhance managerial duty performances in the areas of planning for resources acquisition and utilization, financial management, improvement of instructional programmes, student and staff personal services, maintenance of effective interpersonal relationship with the community and external agencies.

Majority of the respondents accounting for over 95% agreed that lesson plans and notes impacts positively on teaching and learning in Secondary Schools in FCT Abuja. Lesson plan and note gives teacher necessary competence and poorly prepared lesson plan makes teaching boring. In line with this Onwurah (1999) stated that lesson notes serve as a reminder to the teacher of what he is going to teach and how he intends to teach it. For instances if the teacher of social studies mentioned above does not specify in his lesson note that he will use a board game to arouse his pupils interest, he might get carried away and forget to do this. The form of lesson notes encourages logical development and preparation. Because lesson notes follow a step – wise fashion, it s easy for a teacher to identify what should be discussed before the other. For instance, the child will be taught how to do addition by counting before being introduced to the addition sign ‘’+’’. Lesson notes help to make a teacher more confident. This is particularly so for beginning teachers who will now be guided by the notes instead of relying on the head. Lesson notes direct the attention of the teacher to methods and strategies for teaching. Because the teacher lists the possible methods,

techniques and strategies he will use in teaching, chances of his groping in the dark or pausing to think of method are reduced to a minimum.

Lesson notes are supposed to be used as a reference material. A teacher has it handy during his lesson and refers to it from time to time; it is not to be read in class like a text-book. Lesson notes are supposed to act as reminders to the teacher, reminding him of the equipment and materials he will need to prepare before the lesson. As a teacher makes references to the lesson note once in a while, he will be reminded of the strategies to use. A lesson may contain blackboard summary which the teacher can copy out and write on the board. Lesson not may contain blackboard summary which the teacher can copy out and write on the board. Sometimes a situation may arise which will lead a teacher to temporary abandon his lesson notes to develop line of thinking in his pupils. The mark of a good teacher is one who knows when to return to his lesson notes after such a detour.

The respondents representing over 98% agreed that continuous assessment is a veritable tool for making teaching and learning effective and efficient. This is in line with the submission of USAID (2003) which states that Continuous assessment is a classroom strategy implemented by instructors to ascertain the knowledge, understanding, and skills attained by students. Similarly, Nicholson (2001) describes that, continuous assessment as an instrument for promoting learners' skills, knowledge, attitudes and values.

The Outcomes-Based Education curriculum requires that learners should be given ample opportunities to demonstrate to their educators what they know and what they can do. The implementation of continuous assessment demands that learners be assessed throughout the course of the year bearing in mind specific outcomes to be achieved and techniques to be used.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This research work on the Influence of Monitoring and Evaluation Strategies on Teaching and Learning in Secondary Schools in Federal Capital Territory, Abuja. The objective of the study was to determine the influence of appraisal of school systems performance on teaching and learning, examine the influence of school record assessment on teaching and learning, find out the impact of assessment of lesson plans and notes on teaching and learning, and to ascertain the influence of assessment of continuous assessment on teaching and learning in Secondary Schools in FCT Abuja. The issues raised from the objectives led to the formulation of research questions and corresponding hypotheses. Related literatures were reviewed. The research was conducted using the descriptive survey research design. Forty item self-structured questionnaire tagged Influence of Monitoring and Evaluation Strategies on Teaching and Learning Questionnaire (IMESTLQ) was used as instrument for collection of data using likert rating scale of strongly agree (SA), agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The instrument was validated by my supervisors in the department, the final draft copy was pilot tested and the result revealed it was reliable. A total Population of 690 (187 Principals, 315 Quality Assurance Officers, and 188 Department of Policy Implementation Officials). 67 Principals, 113 QAO's and 68 DPI officials were selected using simple random sampling technique. The result of the findings led to retention of all the hypotheses. The study revealed that monitoring and evaluation strategies by the Principals, QAO's and DPI officials has great influence on teaching and learning in Secondary Schools in FCT, Abuja.

5.2 Conclusions

In this research titled Influence of monitoring and evaluation strategies on teaching and learning in secondary schools in FCT Abuja, the following conclusions were drawn.

The research revealed that, appraisal of school systems performance enhance high standard of educational system in secondary schools. The decline in academic achievement of students is associated to poor monitoring of teachers in terms of lesson planning and delivery. Regular monitoring provides bases for judging the impact of input that has been fed into the system. It involves analysing and acting on students' progress and outcome data, monitoring enhances quality control and standardization of educational objectives (curriculum implementation), while on the other hand, evaluation is an exercise that seeks to provide credible and useful information to answer specific question to guide decision making by staff, managers and policy makers. It may assess relevance efficiency, effectiveness, impact and sustainability.

Effective teaching requires proper planning which is dependent on a good lesson plan as supported by Onwurah (1999) who opined that, lesson notes serve as a reminder to the teacher of what he is going to teach and how he intends to teach it. For instances if the teacher of social studies mentioned above does not specify in his lesson note that he will use a board game to arouse his pupils interest, he might get carried away and forget to do this. The form of lesson notes encourages logical development and preparation. Because lesson notes follow a step – wise fashion, it's easy for a teacher to identify what should be discussed before the other. For instance, the child will be taught how to do addition by counting before being introduced to the addition sign ''+''. Lesson notes help to make a teacher more confident. This is particularly so for beginning teachers who will now be guided by the notes instead of relying on the head. Lesson notes direct the attention of the teacher to methods and

strategies for teaching. Because the teacher lists the possible methods, techniques and strategies he will use in teaching, chances of his groping in the dark or pausing to think of method are reduced to a minimum.

Records of schools are not properly kept. School records are very vital in the smooth operation of the school which is in consonance with opinion of Olagboye (2004) who see school records as books, documents, diskettes and files in which are embodied information on what goes on in school (e.g. social, academic and non-academic activities, important events etc), the school plant as well as other relevant information which enhances the growth and development of the school. Hence, Principals must keep records of information about their schools as all records are very useful.

The records must be complete and be made available when the need arises. Records which are not regularly kept will be incomplete and misleading. Badly kept records can hinder the progress of the school. The Principals must see that school records are devoid of exaggerated reports or untrue statements. School records that contain untrue statements are worthless and show the type of personality the keeper of such records has. In a nutshell, properly kept and up to date records (both statutory and non-statutory) are for planning and budgeting purpose, serve as indices for assessing school performance, provides useful information not only for members of the school community but also for members of the public, employers of labours, researchers and government, it save the school from any un necessary embarrassment as well legal tussles, it aids administrative decision making and efficiency in the school, and it enable the teacher know something about his pupils and through this, be in a better position to assist him academically, morally, socially et cetera. In addition to being able to predict his behaviour and provide needed information to whoever may need it.

Continuous assessment is a tool that enhances effective teaching and learning in secondary schools because of its numerous advantages which included that, it is guidance oriented. This is in line with the assertion of USAID (2003) that, Continuous assessment is a powerful diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas. It also allows teachers to monitor the impact of their lessons on pupil understanding. Teachers can modify their pedagogical strategies to include the construction of remediation activities for pupils who are not working at the expected grade level and the creation of enrichment activities for pupils who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self-evaluation and pupil-specific activities by both pupils and teachers.

Since it will involve data gathering over a long period of time, it will yield more accurate data reaching the teachers early enough to modify instruction. This could play a vital role in diagnosing and remediating areas of learners' weaknesses. It places teachers at the centre of all performance-assessment activities. It encourages more teacher participation in the overall assessment or grading of his/her learners. Teachers must be given opportunities to select and review assessments so that they become involved and knowledgeable in the process. Through this approach, teachers would be able to integrate assessment and assessment results into instructional practice. Teachers will be expected to incorporate assessment into the larger learning framework and possibly to provide evidence regarding how assessment information is used to inform and guide instruction for individual learners.

5.3 Recommendations

Based on the findings of this study the following recommendations have been proffered for effective Monitoring and Evaluation Strategies on Teaching and Learning in Secondary Schools in Federal Capital Territory, Abuja, Nigeria and even other educational sectors of the nation at all levels.

i. Quality Assurance Officers, Department of Policy Implementation and Principals of schools should intensify on continues appraisal of schools system through regular supervision of school activities and prompt submission of their reports to appropriate authority.

ii. There should be frequent assessment of school records by Quality Assurance Officers, DPI and Principals for quality teaching and learning in secondary schools of FCT through school supervision, inspection and monitoring.

iii. The teachers should prepare lesson plans and schemes of work and the head of departments should ensure that these professional documents are prepared and used for effective teaching and learning to take place in Secondary Schools of FCT.

iv. Continuous assessment records should feature prominently in the instructional supervision process of Quality Assurance Officers, DPI and principal of schools, through checking of teacher's weekly/termly records for students.

5.4 Suggestions for Further Studies

The researcher at this juncture suggests that similar studies should be carried out in other parts of the country to widen the scope of research on Monitoring and Evaluation. Specifically studies should be conducted on:

i. Influence of Monitoring and Evaluation on the Administration of Tertiary institutions in Nigeria.

ii. Assessment of the procedure for Monitoring and Evaluation in Secondary School Education system in Nigeria.

iii. Influence of Monitoring and Evaluation strategies on Teaching and Learning in Secondary Schools in Federal Capital Territory Abuja, Nigeria.

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APPENDIX I

Department of Educational Foundations and Curriculum
Educational Administration and planning section
Faculty of Education
Ahmadu Bello University Zaria, Kaduna State.

Dear Respondent,

I am a postgraduate student of the above named university undertaking a Masters Degree research on "the Influence of Monitoring and Evaluation Strategies on Teaching and Learning in Secondary Schools in the Federal Capital Territory Abuja.

This research work is purely based on academic pursuit, as such all information provided in the questionnaire will be treated with utmost confidentiality.

Yours Faithfully,

MOHAMMED, AbdulMumin

(Researcher)

APPENDIX II

INFLUENCE OF MONITORING AND EVALUATION STRATEGIES ON TEACHING AND LEARNING QUESTIONNAIRE (IMESTLQ)

SECTION A: BIO- DATA

Instruction: Please tick [√] in the appropriate box that relates to you.

1. Educational Qualification:

(a) OND/HND [ ]

(b) N.C.E [ ]

(c) Bachelors' Degree [ ]

(d) Masters' Degree [ ]

(e) Ph.D [ ]

(f) Others Please Specify……..

2. Gender:

(a) Male [ ]

(b)Female [ ]

3. Status:

(a) Principal [ ]

(b) QAO [ ]

(c) DPI [ ]

1. Years of service:

i. Below 1 year [ ]
ii. 1-5 years [ ]
iii. 6-10 years [ ]
iv. 11-15 years [ ]
v. 16-20 years [ ]
vi. 20 and above [ ]

SECTION B

Influence of Appraisal of School Performance on Teaching and Learning

S/N	Item Statement	SA	A	UD	D	SD
1.	Appraisal of schools system performance enhances effective teaching and learning					
2.	Effective school appraisal guarantee good rapport between the teachers and the management for effective teaching and learning					
3.	Most appraisal strategies adopted in evaluating schools performance do not encourage teaching and learning					
4.	Effective appraisal of schools promotes the industry on the parts of teachers for effective teaching and learning process					
5.	Through appraisal of schools, both the teachers and the learners make amendment for effective teaching and learning					
6.	Appraisal of schools system performance report to Ministry of Education enable the Ministry to provide infrastructure to schools for effective teaching and learning					
7.	Appraisal of school system enhances efficient quality assurance exercise					
8.	Report of appraisal school system enables FCT Education department plan academic activities					
9.	School appraisal system makes school tone conducive for teaching and learning					
10.	School appraisal system improves students academic achievement					

SECTION C

Influence of School Records Assessment in Teaching and Learning

S/N	Item Statement	SA	A	UD	D	SD
11.	Records such as visitors book contains remarks that learning guides school administrators to improve upon teaching and learning					
12.	Records like inventory of schools furniture keep the school managers up dated on what is required to accommodate the learners and the teachers for effective teaching and learning					
13.	School records provides evidence for school activities and events undertaking place in schools especially teaching and learning					
14.	School records such as scheme of work, diaries, records of work/lesson plan are all tools to efficient teaching and learning in schools					
15.	Historical and current school achievement records kept in log books, minutes of PTA and staff minutes book, give the school administrator an overview of things needed for improvement in the area of teaching and learning of their subjects					
16.	A developmental plan record gives inspectors of school clear vision of the teaching and learning of the school academic					
17.	Continuous assessment record also help in providing information to the school administration whether his teachers are good or weak in the teaching and learning of their subjects					
18.	Students class attendance register helps improve teaching and learning in schools					
19.	Attendance register enhances effective teaching and learning					
20.	School records such as scheme of work, diaries, records of work, lesson plan are all tools for efficient teaching and learning in schools					

SECTION D

Influence of Lesson Plans and Notes on Teaching and Learning

S/N	Item Statement	SA	A	UD	D	SD
21.	Lesson plan preparation helps ease and improve teaching and learning in schools					
22.	Principals lesson plan consistent check improves teaching and learning in schools					
23.	A well prepared lesson plan gives the teacher the necessary comportment that makes teaching and learning very interesting					
24.	Poorly prepared lesson plan makes teaching and learning bored					
25.	The inclusion of appropriate instructional aid makes teaching and learning simple					
26.	Teacher who do not improvise aid in the lesson plan make teaching and learning abstract					
27.	Lesson note serve as a guide to another teacher in the absence of the original teacher who prepare it for teaching and learning in the school					
28.	Well planned lesson improves learners academic achievement					
29.	Lesson note is an effective tool for quality assurance of teaching and learning					
30.	Teaching and learning can be effective without lesson plan					

SECTION E

Influence of Continuous Assessment on Teaching and Learning

S/N	Item Statement	SA	A	UD	D	SD
31.	Continuous assessment checks student behaviour for better teaching and learning					
32.	Continuous assessment helps principals check teachers activities for both for better teaching and learning in schools					
33.	Continuous assessment assist students attain better academic achievement where it is appropriately applied in teaching and learning					
34.	Promotion to the next class and occupational placement are all benefit of continuous assessment when effectively applied in teaching and learning in our schools					
35.	Continuous assessment plays a diagnostic role on students academic achievement when its adopted in the teaching and learning shows the slow and fast learners					
36.	Continuous assessment when properly applied in the teaching and learning helps the school guidance and counsellor to place the students according to their learning ability for better teaching and learning					
37.	Effective continuous assessment, if used in the teaching and learning give a parent a feed back about their children					
38.	Continuous assessment reduces the anxiety and finality around testing					
39.	Continuous assessment helps in assessing curriculum implementation					
40.	Continuous assessment provides students constant stream of opportunities to prove their mastery of subject matter					