

EXPLORING THE CHALLENGES OF MONITORING SYSTEMS OF TEACHING
AND LEARNING IN PRIMARY SCHOOLS IN MALAWI IN THE CONTEXT OF A
DECENTRALISED EDUCATION SYSTEM

A Thesis

By

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Submitted to the Faculty of Education

University of Malawi

In partial fulfillment of the requirement for the degree of

MASTERS IN EDUCATION

December 2008

Policy Planning and Leadership Program
Chancellor College

DECLARATION

I hereby declare that the text of this thesis entitled EXPLORING THE CHALLENGES OF MONITORING SYSTEMS OF TEACHING AND LEARNING IN PRIMARY SCHOOLS IN MALAWI IN THE CONTEXT OF A DECENTRALISED EDUCATION SYSTEM is substantially my own work and has not been presented for any other award at the University of Malawi or any other university.

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The undersigned certify that they have read and recommend to the Postgraduate Studies and Research Committee and the Senate for acceptance of this thesis entitled: EXPLORING THE CHALLENGES OF MONITORING SYSTEMS OF TEACHING AND LEARNING IN PRIMARY SCHOOLS IN MALAWI IN THE CONTEXT OF A DECENTRALISED EDUCATION SYSTEM submitted by CATHERINE LIDA NAZOMBE SAIWA in partial fulfillment of the requirements for the degree of Master of Education (M. Ed.)

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DEDICATION

To my husband Edgar, for allowing me to study for my Master Degree, and my daughter Thelma for the moral support and encouragement she gave me, and to my sons Chikondi, Joel, and Edgar Junior for their understanding when I failed to give them full motherly attention because of school assignments. I feel highly indebted to the entire family for giving me the much needed encouragement which pulled me through my studies. I love you all. God bless you.

ACKNOWLEDGEMENT

I sincerely wish to acknowledge with heart-felt appreciation the support I got from my supervisors, Dr. Allan Lipenga and Dr. Foster A. C. Kholowa for their comments, guidance and encouragement which helped in shaping my dissertation.

My appreciation also goes to Dr. Dixie Maluwa, the Dean of Education, Dr. Mc Jessie Mbewe, Dr. Chimombo, Mrs. C. Mollen, Dr. F. Msiska, Dr. B. Chulu, Mr. W. Nkhoma, Mr. A. Chipanga and Mr. G. Gundula and all those who contributed to this dissertation in one way or the other.

I also wish to express my gratitude to Mr. J. Bisika and Mr. A. Chigeda for accepting to be my referees in my application for the Master Degree in Education course at Chancellor College in Zomba. I am most thankful for this. I would also like to thank Messrs. Roy Hauya, John Mataya and Stanley Sibale for providing me with technical assistance.

My appreciation also goes to Chancellor College library staff and staff of Resource Centre of Lilongwe for continuously assisting me with relevant books while writing this dissertation.

Many thanks are also due to my colleagues, Master Degree in Education class of 2007 for its support and constructive criticisms.

I also wish to express my gratitude to all school head teachers their deputies, teachers and pupils in schools I carried out my research for willingly participating in this study. Special thanks go to Mr. Wesley F. Namalueso, for helping me with statistical analysis of data and Mr. Ferani of Chancellor College for his services during class presentations.

Special thanks also go to my father and mother for their encouragement which gave me power to forge a head with my studies.

Last but not least I would like to thank Ministry of Education for providing me with a scholarship to study for a Master degree in Education at the University of Malawi.

ABSTRACT

The monitoring of teaching and learning in Primary Schools has many challenges in Malawi in the decentralized Education system although decision-making was devolved to the District Assemblies under the Local Authority Act. The devolution of decision making to the District Assemblies was a way of cutting down the challenges and increase performance and accountability. However, although the decentralized education system at school level translates to local monitoring of teaching and learning in primary schools the system still faces some challenges.

The study explores the challenges faced by the monitoring systems in primary schools in the decentralized Education system. The objectives guiding the study were; to find out the roles of stakeholders, the extent of monitoring teaching and learning by the stakeholders, and the challenges they face. The challenges were explored through an exploratory mixed method design where both qualitative and quantitative data was collected but with a bias towards the qualitative method. Data was collected through focus group discussions, interviews, observations, document review and a questionnaire. After data analysis the results have revealed that there are challenges with the monitoring of teaching and learning in primary schools in Malawi. The participants at all levels agreed that monitoring of teaching and learning is beneficial, but the extent and frequency at which the activity is done is negatively affected by shortage of resources,

inadequate capacity-building and inadequate communication at all levels. However, the participants recommended that the Government of Malawi and its cooperating partners should consider assisting primary schools in the country in implementing effective monitoring systems of teaching and learning in primary schools.

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ABBREVIATIONS AND ACRONYMS

CPEA	Coordinating Primary Education Advisor
DC	District Commissioner
DEM	District Education Manager
DFID	Department of International Development
DIS	District Inspection of Schools
EFA	Education for All
EMAS	Education Methods Advisory Services
GOM	Government of Malawi
GTZ	German Technical Cooperation
IIEP	International Institute for Educational Planning
IPTE	Initial Primary Training Education
MBTL	Malawi Break Through to Literacy
MIE	Malawi Institute of Education
MIITEP	Malawi In-service Integrated Teacher Education Project
MOE	Ministry of Education
MSSSP	Malawi School Support System Programme
PCAR	Primary Curriculum Assessment Reform
PEA	Primary Education Advisor
R1	Rural School One
R2	Rural School Two
PISAD	Pre-Inspection assessment Document
SACMEC	Southern Africa

SEMA	Senior Education Methods Advisor
TDC	Teacher Development Centre
U1	Urban School One
U2	Urban School Two
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

CHAPTER 1: INTRODUCTION

1.0 Chapter Overview

This chapter presents the legal and institutional framework within which education is provided in Malawi. It describes the structure of the ministry down to the ground-roots where monitoring is done. The chapter highlights the concept of “monitoring” as one of the functions of the Ministry and the subject matter of this study. The chapter then traces the monitoring function down to the school level. Having done so, the chapter outlines the challenges of monitoring teaching and learning in primary schools in Malawi in the context of a decentralized system of education; the research problem, the purpose, and significance of the study. The aim is to understand the perceived roles of stakeholders and the extent of challenges that confronted them in the course of monitoring teaching and learning in primary schools.

1.1 Background

Education plays a pivotal role in economic and national development (Wagner 2005). It is for this reason that every nation strives for high quality education in general and primary school in particular for all its citizens so that they are equipped with essential literacy, numeric, scientific, technological, social and cultural skills which will enable

them to be productive and make maximum contribution to the development of their countries (Ndala 2000).

In Malawi, the mandate to plan, manage, implement, monitor and evaluate the education system in Malawi lies with the Ministry of Education as provided for in the Education Act (1962). The Act provides for the powers of the Minister of Education, including powers for creating the Advisory Council. The Act also creates the Central Administration and provides powers to the Minister to deal with financial management. In part four the Act provides for the management of Primary Schools. Most important for this study is the power of the Minister in consultation with the Minister of Local Government to establish Local Education Authorities. This is important because it is a form of decentralization.

In order to execute its mandate, the Ministry was organized into six directorates namely the: Secondary Education Section; Basic Education Section; Planning and Project Section, Education Methods and Advisory Services Section, Human Resources and Administration Section and Accounts Section. In this arrangement the responsibility of monitoring which is the subject of this study lies with the Education Methods and Advisory Services Section. Described here is functional decentralization which allows for different specializations to be managed well in the Ministry.

The Ministry is also decentralized vertically. Below the Ministry there are six Education Divisions. Each Division manages several education districts. The Divisions are: Shire highlands, South West, South East, Central West, Central East and the Northern Division.

It is important to note that the Ministry is decentralized as a way of reaching out to the final consumers of Education at the grassroots that is the local people who send their children to primary schools. This vertical decentralization is also known as deconcentration where a central agency e.g. the Ministry creates field offices as further elaborated below.

Heading the monitoring functions at this level is the Senior Methods Advisor (Primary). The main responsibility of the Divisional SEMA (Primary) is to supervise the activities of the Zonal PEAs in curriculum implementation.

Below the Divisional Offices are District Education Offices. These are managed by the District Education Managers. Each District Education Office has a monitoring function headed by the Coordinating Primary Education Advisor (CPEA). As the title implies the CPEA coordinates the entire PEAs activities in the District. Most districts have several PEAs; the number is determined by the size of the district and the number of the Zones. It is important to note that the District Education Manager is also the Director of Education Services in the District Assemblies as demanded by the decentralization policy

of 1998. This is a different form of decentralization called devolution or democratic decentralization. It seeks to involve local people in development processes that affect them.

The responsibility of the Local Education Authority as stipulated in the Education Act (1962) is to:

- Inspect schools as stipulated by the Education Act
- Prepare and submit annual estimates for education in the district
- Prepare and fund District Development plans for the districts

Below the district offices are the Zones. Zones bring a number of schools together. The Zones have PEAs. These are the people charged with the responsibility of monitoring the education system. Their terms of reference include:

- Supervising and advising curriculum implementation in Zones
- Participating in lesson planning
- Distribution of teaching and learning materials
- Submitting curriculum implementation reports to the District Education Offices
- Coordinating in-service training for the Head teachers, teachers and school committees in the Zones.

Below the Zones are the schools. This is where monitoring of teaching and learning is done. Monitoring at this level takes several forms namely:

- Inspection by Ministry and District Education Officers

- Supervision and Advisory Services by the PEAs
- School-based supervision by the school managers, (Head teachers, Deputies and Section Heads)
- Peer-supervision amongst the various groups of teachers, GoM (2002).

The above description shows that the Ministry of Education is decentralized in order to reach out and involve grassroots beneficiaries in decision-making of the education system.

The study notes that two forms of decentralization are at play in the Ministry. First is decentralization as demonstrated by the structures created administratively, for example Division, District, Education offices and below. Second is devolution as evidenced by the creation of Education Authority according to the current Act and by the devolution of the education function to local government authorities, according to the Decentralization policy (1998). This adulterated status presents special challenges to the Ministry as well as this study. Appendix K shows the organizational structure of the Ministry of Education focusing on how the monitoring function is delivered at all levels.

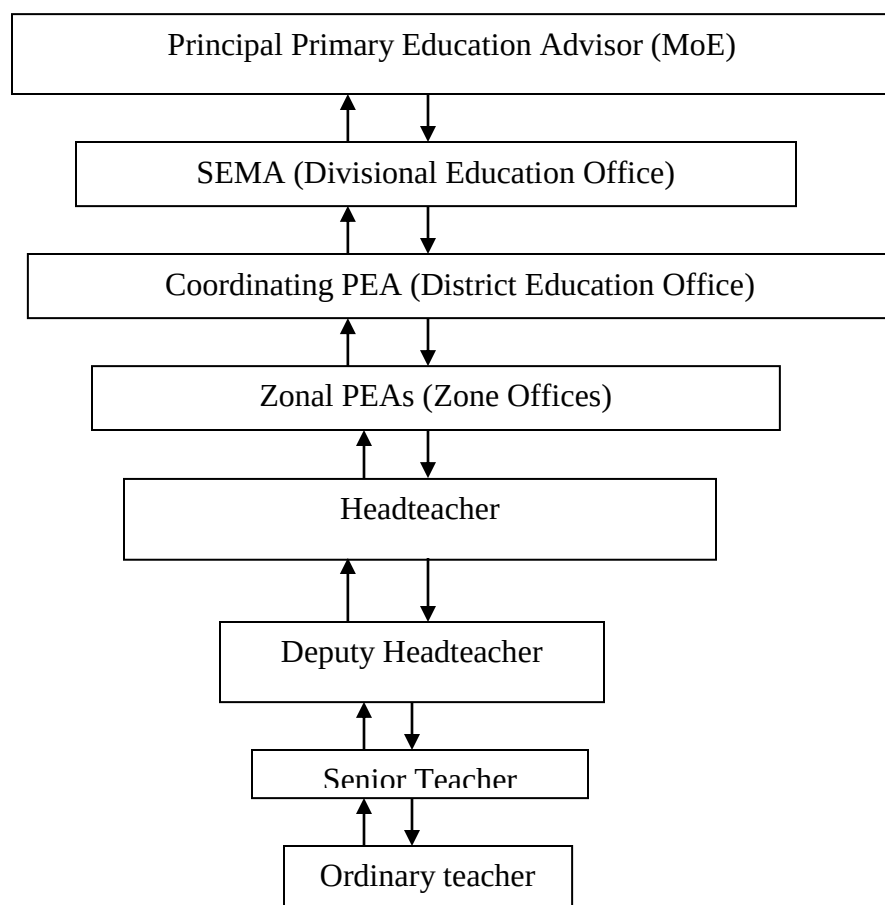


Figure 1.1 - A monitoring structure adapted from GoM (2002)

The diagrammatical structure of monitoring teaching and learning is a two-way activity. It coordinates information flow from the Ministry of Education to the teachers and from the teachers to the Ministry of Education as illustrated in the diagram.

The Concept of Monitoring

Monitoring teaching and learning is an important activity to any serious formal education system. Wagner (2005) and Phiri (2002) define ‘monitoring’ as a process of collecting data or information on a regular basis in order to check if what was supposed to be happening is actually happening. This is normally done against predetermined standards

or targets. It checks against a set criterion and performance indicators of aspects of the process of education.

The primary goal of monitoring teaching and learning in Malawi is to find out how well institutions and teachers are performing relative to set standards. Therefore the monitoring of teaching and learning in schools is a tool through which information is collected to ensure effective management of the entire education sector. The assumption is that effectively managed education system achieves the highest degree of efficiency and provides feedback to and from the Ministry of Education Headquarters on the general performance of teachers. It also ensures implementation of policies and regulations and provides support services to teachers through in-service training, seminars, mutual discussions and encouragement in lesson delivery and the use of local resources (MOE 2000).

Malawi decentralization policy is an important means for achieving effective monitoring of teaching and learning in schools. The Education Development Plan of 2000-2007, gives priority to the decentralization of some of the administrative and managerial responsibilities from the Ministry of Education Headquarters to the regional offices, district education offices and to institutions. This is done in order to increase accountability, efficiency and productivity of the education system. Fiske (1996), argues that there is overwhelming support for decentralization at all levels of the modalities, particularly at the transitional state. He strongly believes that decentralized monitoring systems are there to improve education by moving decision-making processes closer to

the grassroot level. The focus is more on the local cultural differences and learning environments. Furthermore, decentralization is capable of improving accountability by giving incentives for quality performance to teachers and school officials.

Bloomer (1991) and MOE (1991) define decentralization as the moving of administrative apparatus of centralized state systems of central authority to local areas or the transferring of substantial authority or even to schools themselves. In line with this definition, the Ministry of Education devolution guidelines of (2001) stipulates that decentralization will devolve responsibility for primary education from Ministry of Education to district assemblies and that primary schools will become full community primary schools through increased autonomy of school management committees.

The Decentralization of education management in Malawi was started in response to the political need of consolidating democratic governance. Democratic governance is pluralistic as it naturally requires as many people as possible to participate actively in decision-making on the affairs that affect them.

In Malawi the decentralization policy and the implementation of the free primary education policy have assisted to split monitoring systems from the central office of the Ministry of Education to the districts, zones and classrooms. At these lower levels Primary Methods Advisors (PEAs), head teachers and their deputies are empowered by the Local Government Act to carry out supervisory and advisory work. These decentralized monitoring systems of teaching and learning make it easier to spot

challenges and weaknesses of teaching and learning in a reasonable and narrower working environment.

Nowadays, each Primary Methods Advisor is assigned 10 to 15 primary schools in a zone unlike in the past where one PEA supervised a whole district with so many schools. The present study was meted to explore the possible challenges that this decentralized education system meets when monitoring teaching and learning in primary schools.

1.2 Statement of the problem

Fiske (1996) argues that decentralized monitoring systems improve education by moving decision-making closer to the needs of the school and focusing on improving teaching and learning environment by giving incentives like rewards to teachers and head teachers for quality performance in class and at school respectively. However, in Malawi after so many years decentralized monitoring of teaching and learning has not been able to achieve its intended goals. Since 1993 the system has allocated Primary Education Advisors to education zones as part of the decentralization process aimed at improving performance. Each zone caters for 7 to 10 schools in the city to reduce travel need and to improve the inspection and supervisory services. Yet the system still has a number of shortfalls. Some notable ones being that the performance of schools has remained poor in terms of retention of pupils, attainment in class and articulation from one class to another. Also, the support rendered to schools from the government or divisions or the District Education Offices is still inadequate. MOE and UNICEF (1998) argues that the 22,000 untrained teachers who were enrolled during the implementation of Free Primary

Education Policy in 1994 are not adequately being supported professionally by the PEAs. In-services courses are not conducted in most of the Teacher Development Centres (TDC) as encouraged by the Malawi School Support System Programme (MSSSP). Similarly, Phiri (2002) and Ndalama (2004) argue that despite decentralization process schools are not inspected and supervised as required, therefore inspection and supervision do not benefit teaching and learning.

The present study therefore, investigates the roles of stakeholders in monitoring teaching and learning in primary schools of Malawi and the challenges that are associated with the pursuit of these roles.

1.3 Purpose of the study

The purpose of the study was to explore the challenges faced by the Education Central Office officials, District Education and Assembly Office officials, Primary Methods Advisors; head teachers, parents and pupils in relation to the monitoring systems on teaching and learning, the extent of the monitoring of teaching and learning in primary schools and the roles the stakeholders perform in the same activity.

1.4 Specific objectives

The specific objectives for the study were:

- To identify the problems students, parents, teachers encounter when participating in the monitoring of teaching and learning in the Malawi decentralized education system.

- To find out the extent to which pupils, parents, deputy head teachers and head teachers participate in monitoring teaching and learning in primary schools in Malawi.
- To identify the perceived roles the central office, the district manager's office and the district assembly office plays in monitoring teaching and learning in a Malawi decentralized education system.

1.5 Significance of the study

This study is significant in that it generates worthwhile information about the challenges of monitoring systems in the decentralized education system in Malawi. This information is crucial for formulating policies aimed at reviewing and improving the monitoring process of teaching and learning in primary schools in Malawi. The study has also the potential to inform and influence the design of monitoring and the development of strategies that could be applied to achieve qualitative improvements in the monitoring teaching and learning.

Eventually, the study will assist the stakeholders especially pupils, parents, teachers and head teachers to know and appreciate their roles in the monitoring of teaching and learning thereby assist them to improve their performance.

1.6 Expected outcome

The expected outcome is that there is a relationship between the nature and type of monitoring on teaching and learning carried out in primary schools in Malawi and the standard of teaching and learning or education taking place in those primary schools.

1.7 Chapter Summary

The present chapter has highlighted legal and institutional framework within which education is delivered in Malawi, as well as the importance of monitoring teaching and learning in formal education. Monitoring was defined as a tool which is used to measure how well institutions or teachers are performing relative to set standards. The chapter further discussed the Education Development Plan of 2000-2007 which gave priority to decentralization of some administrative and managerial responsibilities to regional, district and even institutions in order to increase accountability, efficiency, and productivity and to reach out to the consumers of education. The chapter has also noted that the decentralization of the education system in a democratic environment encourages stakeholders at the grassroots to take an active role in matters which affect their community. The chapter has further highlighted some problems which the education system faces such as lack of resources and trained teachers despite the decentralization of the education system in Malawi. The chapter has furthermore looked at the purpose of the study, its objectives and expected outcomes. The chapter has been concluded with a discussion on significance of the study especially its intended contribution to the improvement of monitoring systems in the decentralized education systems of Malawi.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.0 Chapter Overview

The present chapter links this study to some related studies done in other countries. Firstly, it reviews the conceptual framework on stakeholders' participation in policy implementation. Then it reviews the participation of stakeholders in advanced democracies before examining the historical background of monitoring systems in Malawi. The discussion includes both the pre-independence and post-independence monitoring systems. Significantly, the discussion compares and contrasts the Malawi decentralization policy with similar literature from other countries. Studies on the effectiveness of decentralized monitoring systems on teaching and learning in primary schools have not only focused on particular countries or a panel of countries but have also been guided by different schools of thought and their variant models. This chapter therefore looks at some of the work that has been used in the past to determine decentralized monitoring systems on teaching and learning in primary schools.

Special effort has been made to review some of the most relevant and important empirical literature on the subject in order to generate an insight on teaching and learning in primary schools. The chapter concludes with a brief discussion on the empirical findings of the relationship between decentralized monitoring and the stakeholders' participation.

2.1 Conceptual Framework

This study is guided by stakeholders' participation framework. According to Blinkerhoof *et al* (2002), he observes that stakeholders' participation is central to policy implementation and it requires action by a large number of participants. Participation is at the core of policy and democratic management as it increases good governance, responsiveness and accountability. Policy implementation is a complex, nonlinear often recursive process that permits and attracts participation of different persons and groups at different moments (Reimer *et al* 1997). The MOE (2001) observes that the Malawi Government adopted a decentralization policy with the aim of consolidating democratic governance and to allow more and more people to play an active role on the issue of governance and development in particular in decision-making.

2.1.1 Participation

Participation is defined as a process through which stakeholders influence and share control over development initiatives and resources which affect them - Blinkerhoof (2002), and Wincos (2000). The main participants in the decentralized monitoring systems on teaching and learning in primary schools in Malawi are officials from:- the Ministry of Education Headquarters, the District Education offices, District Assembly offices, primary school head teachers, and their deputies, parents, and pupils. The rationale is that the coordinated effort of these stakeholders in the monitoring of teaching and learning is a prerequisite to efficient and effective performance in primary schools in Malawi. The participation of these stakeholders is effected through the provision of information, consultation and collaboration. Consultation is a process whereby

stakeholders share views on a given policy while collaboration is a process of allocating policy designs, planning and empowerment where the stakeholders take up leadership roles Frisch and Atnyas (1996) as quoted by Blinkerhoof (2002:65). Kadzamira and Rose (2001), however state that policy consultation in Malawi is done after a document has already been drafted. MacJessie (2004) has named this kind of participation as ***pseudo participation***. The Oxford English Dictionary (1997) has defined the word pseudo participation as an insincere process where consultation process does not follow the normal consultation procedure.

2.1.2 Participation in Advanced Democracies

In advanced democracies opportunities for stakeholders` input in policies and decisions affecting them are legally mandated through public hearing called ‘Sunshine Laws’. These are open meetings and information dissemination processes where stakeholders are consulted through review processes at national, municipal and local levels. Brinkerhoff (2002) states that greater and the broader participation in meetings goes with capacity and clarity on the gains and loss of the activity and the nature of the environment. Brinkerhoff further argues that when people know and understand what they are doing, activities are done to the expected standards. Bray (1999) concurs with Blinkerhoof (2002) in noting that models of decentralization are influenced by the need for easy communication. Authorities in decentralized education systems need to communicate what they are supposed to do, their plans, their current work and the results of the work because information sharing is basic in democratic governance for it enhances transparency and accountability.

There is evidence that adequate communication has assisted some advanced countries to shift stakeholders' participation to the grassroots level with ease. In New Zealand for example the education department was abolished and replaced by school – level boards of trustees which were empowered to manage school budgets and to hire and fire teachers. Similarly, in Spain the school councils were entrusted with the responsibilities of electing school principals. This practice increased stakeholders ownership of the schools especially those from grassroot level. Blinkerhoof (2002) commenting on the same observes that school-based supervision and decision-making improves schools' performance at all levels in that school officers and parents work together to improve the quality and effectiveness of education.

Blinkerhoof (2002) however cautions that although public participation can be instrumental to responsive and effective policy implementation, unstructured and unmanaged participation may lead to confusion. He therefore urges managers to clarify the costs and benefits of increased participation. There is need to know beforehand what will be gained or lost by involving particular groups, and how the groups' participation could affect the chances of successful policy implementation. Finally, there is need to institute capacity building programmes for all the stakeholders in order to increase stakeholders participation.

2.2 Definition of Monitoring Teaching and Learning

(MOE, 2000:4) defines monitoring teaching and learning as a tool through which information is collected to ensure an effective management of an entire education sector

for the achievement of the highest degree of efficiency. This includes, among other things, the provision of feedback to and from the Ministry of Education on the general performance of teachers, implementation of policies, laws and regulations, provision of support services to teachers through in-service training, seminars, mutual discussions and encouragement in lesson delivery and use of local resources. The process comprises three distinct but closely related activities namely; inspection, supervision and advisory activities.

West (2000:24) defines inspection as a formal review of a school and its work, pre-arranged and carried out by formally constituted inspection teams using agreed formats and instruments which lead to the production of an inspection report. In contrast he defines supervision as the process of overseeing the planning, implementation and monitoring of an action plan within the school necessary to address recommendations arising from an inspection report. Similarly he draws a thin line between the three terms by identifying advisory visits as the regular contacts with schools in zones to hold regular meetings with heads and teachers and to discuss problems and opportunities and respond to specific requests for advice or assistance from heads or teachers so that the schools have a point of contact with the wider system.

However, the terms inspection, supervision and advisory visits are used interchangeably in Malawi although the monitors are aware of the distinction between them. Most of the Primary Education Advisors (PEAs) carry out partial inspection as it is seen as an accountability measure between them and District Education Managers. Nonetheless,

almost all the monitoring activities carried in schools are unannounced and it is hard to differentiate the three activities and their benefits. Commenting on the repercussion of the unannounced monitoring visits to schools, Phiri (2002) argues that teachers who are pre-informed about an inspection exercise at their school are not threatened at all by the visit because they know that the inspectors are working for the common good of all the stakeholders and the education system. In such a practice inspectors have ample time to collect and prepare the relevant documents before the inspection day. The Malawi monitoring system therefore needs to clearly define the monitoring processes for the stakeholders to easily differentiate and implement them for effective and efficient performance of schools.

2.3 History of the Monitoring Systems in Malawi

The history of monitoring systems on teaching and learning dates back to the establishment of the first Mission Schools in 1875 at Cape Maclear, states Banda (1982). From 1875 to 1929 the monitoring systems on teaching and learning concentrated on inspection and evangelism. Each mission station monitored its own schools but most schools lacked standard criteria for assessing teaching and learning. It was only Blantyre Mission which had at least a plan for inspection and supervision although the source of its assessment criteria on teaching for standard performance was questionable. At Blantyre Mission the inspection exercise was carried out by a senior European Colleague from the Main Mission Station. For a week the senior colleague would camp at the central mission school and inspect all the schools under their jurisdiction. These visits were followed by supervision visits by head teachers who supervised probation, lowly

educated and all the teachers in their schools. Banda (1982) observes that the presence of the missionary colleague from the Mission Station motivated teachers to work harder even in the absence of inspectors and supervisors. The missionary teachers were probably dedicated to their work as mission faithfuls and also to earn recognition and a promotion in the schools.

In Malawi the early missionary supervisors practiced a kind of decentralized monitoring system in which after a senior colleague had visited some schools head teachers carried out supervisory and advisory visits in their own schools. Eventually, the teacher supervisors attended a two months training course on teaching methodologies and evangelic work - Banda (1982).

2.3.1 The Development of Government Monitoring System of Teaching and Learning

The first government advisors on teaching and learning in primary schools were recruited in 1929 at Jeanes Training College currently Malawi Institute of Education (MIE) in Zomba. The government wanted the participation and the involvement of all the stakeholders in decision-making in primary schools and village management as highlighted under the Native Administration Act of 1933. The Jeanes Training School trained teachers in teaching methodologies, supervisory and guidance activities, and school improvement and their wives were trained in home craft while village headmen were trained in the administration of their areas including education. The result was that by the year 1937 seventy-five supervisor teachers, sixty teachers' wives and nineteen chiefs were trained in the above skills.

The colonial government had designed an education system for their colonies which was relevant and responsive to the local needs in order to prepare the pupils for the life of the rural village community. Therefore, the involvement of the villages and the schools in decision-making was a form of decentralization MOE (2001:3) and SACMEC (2004). In this arrangement decisions were transferred from the colonial offices to the grassroots (villages and schools) so as to strengthen capacity at the village level.

2.3.2 The Post – Independence Monitoring of Teaching and Learning

The post-independence era of monitoring teaching and learning in Malawi covered the period from 1964 to 1994. The monitoring system of teaching and learning during this era was more or less similar to the missionary model. Monitoring teaching and learning in schools was aimed at conducting in-service education and training for teachers, carrying out curriculum development activities and formulating national examinations MOE (1982). During this era each district was assigned an inspector of schools who was known as a District Inspector of Schools (DIS). The DIS was responsible for all the primary schools in a district. He/she was reporting directly to the Chief Inspector of Schools who was based at Ministry of Education Headquarters. Kapichi *et al* (2006) notes that head teachers and teachers who proved to be hardworking and efficient earned themselves a promotion to a rank of inspector of schools. Upon being promoted from the classroom the inspectors were sent to overseas countries, for example Australia for short courses on capacity building on monitoring teaching and learning in primary.

The Post-Independence monitoring on teaching and learning had certain characteristics and challenges. Firstly, monitoring of teaching and learning was carried out without notifying or warning the schools. West (2000) comments that this approach created fear in teachers as it was viewed more as policing teachers than supporting them to benefit from the visits. The inspection and supervision visits could not be differentiated by both inspectors and school teachers. Secondly, the districts were too big and schools too many for one inspector to visit even once every term. Lastly, most inspectors relied on public transport to take them to schools and most of them failed to reach their destinations because of poor road infrastructure. Most roads were impassable for vehicles particularly during the rainy season making it impossible for inspectors to visit some schools.

However, Kapichi (2006) reports that sometimes District Inspectors of Schools from various districts coordinated and visited primary schools in each district in an inspection process known as ‘Block Inspection’. The Block Inspection assisted the inspectors to cover many schools in each district. After each inspection the teachers from the visited schools were gathered for a briefing session on the outcome of the visits. This included discussing weaknesses and strengths observed during the visits and recommendations on how to improve on the weaknesses.

2.4 Definitions of Decentralization Models

The term decentralization has been defined in various ways. Welsh *et al* (1999) defines decentralization as the shifting of power from some decision-makers to others through political legitimacy/professional expertise and market efficiency.

Bloomer (1991) defines decentralization as the moving of administrative apparatus of centralized systems out from headquarters to local areas towards local government; the school proprietors or even the schools or individual institutions or the classroom.

Bray (1999) describes two models of decentralization. The first model is functional decentralization which is the splitting of power between various authorities that operate in parallel as explained in the examples above. In the case of the central office of the Ministry of Education an example would be the creation of a separate examination authority to take over the ministry's role. The loosening of government control voluntarily as is the case with the establishment of the Malawi National Examination Board (MANEB) was done as a way of increasing efficiency, accountability, and also for the good administration of examinations. In such a set up malpractices are easily checked and corrected.

The second model is the Territorial decentralization. This model entails redistribution of control among different geographical tiers in government such as the nation, state, provinces, districts and schools. Bray (1999) describes three types of territorial decentralization, namely; deconcentration, delegation and devolution. Deconcentration is a model where control authority establishes field units or branch offices and staffing them in their own offices. On the other hand delegation is a stronger degree of decision-making power at the lower level. The powers in a delegated system rest with the central authority and can be withdrawn without seeking legislation. The last type of decentralization which Bray (1999) mentions is devolution, which is considered to be the most extreme of the three forms of territorial decentralization. Powers are formally held at sub-national levels.

The officers do not seek higher level approval for their actions and are at liberty to choose to inform the center of their decisions. The role of the center is basically of collecting and exchanging information.

According to MOE (2000) and MOE (2001), deconcentration in Malawi had already been effected during the creation of division education offices and district education offices in 1994. The Education Division Offices were empowered to manage inspection and the supervision of teaching and learning in both primary and secondary schools under the ministry's direct supervision and control.

2.5 Malawi Decentralization Policy

The Malawi government adopted the decentralization policy in 1998 to consolidate democratic governance. It was envisaged that decentralization policy would assist the government of Malawi to achieve the following objectives:

- To create a democratic environment and institutions for governance and development at the local level in order to encourage the participation of people at the grassroots level in decision-making.
- To eliminate dual administrations (field administration and local government).
- To promote accountability and good governance at the local level in order to help government reduce poverty.
- To mobilize masses for the socio-economic development at the local level.

It is worth noting that the decentralization policy has led to the splitting of the Ministry of Education to districts, zones and classrooms. In 1994 before the decentralization policy was adopted, the Ministry of Education had already been divided into six administrative sections and these are: - Basic Education, Secondary School Education, Methods and Advisory Services, Human Resource and Administration, Planning and Accounts - MOE (2000). This was an example of a functional decentralization but at headquarters level.

2.6 Experiences from Developed and Developing Countries of Decentralized Monitoring of Teaching and Learning

(Welsh 1999) observes that Education systems around the world have doubled or even tripled enrolment since the institution of Education For All (EFA) in the early 1990`s. The increase in teachers' and students' enrolment has strained the capacity of centralized bureaucracies on quality. Hence public dissatisfaction on outcome has resulted in pressures to shift decision-making to local groups. It is imperative to learn from others on monitoring teaching and learning in their decentralized education contexts.

Bray (1999) gives examples of advanced decentralized education systems that underwent devolution type of decentralization. One example is Switzerland where the education system is divided into twenty-six divisions each with its own schools, laws and monitoring systems. The government of Switzerland plays no role in the decision-making process. Bray (1999) notes that the structures have given considerable emphasis on school-based supervision and that the school boards were empowered to manage, hire and fire school principals and teachers.

Bloomer (1991) agrees with Bray (1999) that in advanced and larger decentralized education systems efficient monitoring systems are dependent on the existence of sufficient, well trained and confident inspectorate team because it forms the eyes and ears of the system. It also requires appropriate mechanisms for sharing functions and powers among various levels of the structure or among contributing partners including the central office. The central office is mandated to the formulation of standard policies for standard activities.

Mauritius is another country with a decentralized education system. The Mauritius decentralized education system was instituted to strengthen the monitoring systems in primary education and to promote the resolution of the Dakar Globalization conference on the institutionalization of Universal Primary Education (UPE). Mauritius emphasizes the monitoring of teaching and learning which encourages the participation of all stakeholders at the grassroots level. Each primary school has set up its own school-level advisory committee which is responsible for the preparation, implementation of monitoring teaching and learning and evaluation of its own school development plan. Implementation agencies such as the Mauritius Institute of Education which is mandated to review teacher training, among other things, were identified. There is evidence in the Mauritius case that involvement of the stakeholders from the grassroots level ensures the achievement of the needs at the grassroots level and the ownership of the schools - Kulporo *et al* (2004).

2.7 Experience of Monitoring and Teaching and Learning from other African Countries: Uganda, Tanzania and Zambia

Uganda, Zambia and Tanzania are relevant examples of initiatives of developing African countries to embark on a policy of decentralization in education of monitoring of teaching and learning. The literature seems to suggest that there are problems in the implementation of decentralized monitoring systems in schools in developing countries especially in coming up with efficient indicators. In some cases some countries failed to reach the intended target in monitoring systems because of lack of detailed information from their districts on the benefits of decentralized monitoring systems as was the case with Tanzania and Zambia. Some studies show that funds disbursed at the school level are specified by the Ministry of Education headquarters as is the case with Tanzania and Malawi.

In Uganda the inspection of primary schools has been decentralized and devolved to the districts. The Ministry of Education at both the Central and district levels and their Board of Governors like the foundation bodies of the Schools, head teachers and their deputies are involved in the management of the schools, Foster (2002) as quoted in SACMEC (2004). The question of efficiency and capacity of the grassroots managers is an important one in this arrangement.

In Tanzania, according to Mwaimu as quoted in SACMEQ (2004) the only implemented activity in the education decentralization process is the monitoring systems on teaching and learning. The absence of performance actors makes monitoring of teaching and

learning more of paper work than anything else. SACMEQ (2004) however, expresses optimism that the decentralization of the education sector would increase efficiency and capacity for improved delivery and for the development of the basic master plan on the transfer of responsibilities to local committees and parents. This is the commitment and desire that the Tanzanian government has on increasing efficiency in the monitoring of teaching and learning in primary schools.

In Zambia, the government intends to delegate its powers from the central office to the district schools and colleges through the school education board in phases. The government intends to place monitoring systems high on its agenda as a key concept towards improvement of education delivery in primary schools.

In conclusion, the models of the decentralized monitoring systems from other countries suggest that monitoring systems in the context of decentralization tend to move the schools away from the dependency culture and increases the cost-sharing attitude among the stakeholders in the education sector. It promotes a sense of ownership and the participation of the stakeholders in school management and eventually suggests good practices as prerequisites for efficient performance of the education sector. All in all many countries seem to have embraced decentralized monitoring systems as opposed to the centralized ones. Fiske (1996) as quoted in SACMEQ (2004) advises that effective implementation of decentralization of the education structures requires a well conceived plan for the sharing of power.

2.8 The Malawi Decentralization Experience

In Malawi the devolution of the education system from district education offices to the district assemblies is still in process. The aim is to encourage participation of grassroots stakeholders in decision making. It is also to promote accountability, good governance and to mobilize socio economic development at the local levels in monitoring teaching and learning. West (2000) observes that in Malawi decentralized monitoring systems have not fully devolved to the assemblies. The Central office is still in control and manages inspection services throughout the country while the district assemblies are responsible for supervision and advisory services. This presents another implication on coordination and communication of activities between the education sector, the local assembly and the roles of district Managers and Ministry of Education on the monitoring of teaching and learning. The problem of how the Ministry of Education coordinates standardizes and exchanges information with the local government is yet to be resolved. The Policy and Investment Framework PIF (2001) of the education sector in Malawi stipulates:-

Decentralization will devolve responsibilities for primary education to the District Assemblies. Primary schools will become full community primary schools through increasing school management supervision.

This policy statement has some implications on the education sector and the monitoring systems especially on the capacity. One question being raised is how informed the District Education Managers and District Administrators are on the monitoring of teaching and learning in schools. It is worth mentioning that participation in decision-making on monitoring teaching and learning at the grassroots level would require certain

empowerment. According to Blinkerhoof (2002) information sharing is simply the provision of information by a large number of people while consultation is the forum where stakeholders share views on a given policy. Collaboration emphasizes policy design whereas empowerment is a process where stakeholders take up leadership roles. Each step is equally important for effective monitoring on teaching and learning at the grassroots level. Also according to Orivel (1980) parents are the main protagonists in the community based groups and as a group they have an effect on policy. The reaction of parents to policy determines whether the proposed policy is effectively implemented or not.

In Malawi, MOE (2000) One of the problems of the current monitoring systems is the lack of smooth flow of information from the Education Advisory Services and Planning section at the Ministry of Education Headquarters to Education Divisions throughout the country. Secondly, there is little evidence of consultations between the Education Advisory Service and the Divisions especially on capacity building. Capacity building is crucial in effective stakeholders' participation. Limited capacity affects the quality of participation by stakeholders. Capacity assists stakeholders in providing informed and reliable information on activities.

Following the decentralization of the administrative structure of the Ministry of Education, Inspection and Supervision underwent further metamorphosis in 1990 in a number of ways. Firstly, the name Inspectorate Section was changed to Education Methods and Advisory Services (EMAS) in order to make it user friendly and to enhance

openness between school managers and Primary Education Advisors (PEAs). Secondly, a post of Principal Primary School Advisor responsible for supervision and Advisory Services for all primary schools was established in the Education Central Offices in the EMAS Section while at Division level a post of Senior Education Methods Advisor (SEMA) for primary schools was established. The Divisional SEMA Primary reviews the performance of all Primary Schools in the Division and sends reports to Ministry Headquarters. Lastly, at each District Education Office there is a Coordinating Primary Education Advisor (CPEA) who coordinates the activities of the PEAs in each Education district. The Education District Offices were divided into zones with each zone consisting of 10-15 schools for each PEA to supervise and report to the CPEA who in turn reports to the Divisional Manager through Senior Education Methods Advisor (SEMA).

According to the 1990 metamorphosis of the Ministry of Education, primary schools are supposed to operate as independent entities with their own ways of monitoring the implementation of the set curriculum. Head teachers in primary schools were empowered through the Malawi School Support System Programme (MSSSP) to carry out all the activities in their schools and assisted by deputy head teachers, heads of sections and senior teachers MOE (2000). The splitting of the Advisory Services into small sections was aimed at improving the operation of the PEAs in the monitoring and supervision of teaching and learning in primary schools.

However, the current monitoring system on teaching and learning in Malawi has a lot of challenges which might be carried over to the District Assemblies during the devolution

process. West *et al* (2000) comments that most of the PEAs are not clear on the training purposes and outcome of the inspection, supervision and advisory services as the training and inspection systems on teaching and learning are not connected to school improvement and that the local monitoring activity lacks clear focus. Some teachers are fearful of the PEAs inspectorate role which inhibits them from seeking advisory services.

Similarly, in connection with the same Phiri (2002) argues that if the process of inspection is not well structured both head teachers and teachers may regard inspectors as unwanted intruders who create pressure and fear of the unknown and make their job unpleasant. West *et al* (2000) contends that the inspection program in Malawi lacks coherence especially at the national level in respect of frequency and nature of inspection. This is also an area which needs to be restructured if the monitoring of teaching and learning in the decentralized education system is to be beneficial and achieve its objectives. West *et al* (2000) further observes that the impact of an inspection activity is temporary and not seriously related to any improvement in teaching and learning as evidenced by an upheaval created by an unexpected arrival of an inspection team. This practice has led to the monitoring process to be held in low esteem at every level of the education system as it is viewed as a procedural illusion of quality control (Phiri 2002).

In circumstances where inspection or supervision is not well structured, it is argued that monitoring of teaching and learning is not carried out to the expected standards as it does not leave a lasting impact on teachers in spite of decentralizing the education sector Ndalama (2004). The process itself is open to public scrutiny by the Civil Society.

Kuthemba Mwale (2000) contends that research has shown that there are few Education Supervisors, Advisors and Inspectors with relevant skills and knowledge or with appropriate experience. Observation has shown that there are schools which have not been inspected and visited for the past three or four years. The problem, according to Kuthemba Mwale (2000) is compounded by the large numbers of the unqualified teachers. In a decentralized education system monitoring of teaching and learning is the responsibility of zonal PEAs who are supposed to act like independent eyes on the performance of the schools and individual teachers Phiri (2002). The zonal PEAs are mandated to identify strengths and weaknesses of individual schools and teachers and arrange for courses/seminars to remedy the weaknesses.

In Malawi, structures for the consolidation of the improvement of monitoring teaching and learning are already in place such as the National Capacity Building programme through the Malawi School Support Programme (MSSSP). This body is donor funded and was mandated to train 22,000 untrained teachers who were recruited on the introduction of the Free Primary Education policy. The teachers are trained through distance education. In supporting PEAs in capacity building (who in turn would support the untrained teachers in schools) 315 PEAs were trained in primary school supervision and advisory skills. But there was no follow up in the implementation process. This could be one of the problems affecting the performance of PEAs. MOE (1998) reports that untrained teachers lack support from PEAs as they continue teaching in various schools.

Though capacity building is held in high esteem in monitoring teaching and learning in decentralized education system, Hauya (1995) observes that the PEAs are not doing their

work effectively because of three reasons. Firstly, lack of resources, like fuel for their motor bikes to transport them to schools for supervisory and advisory services. Secondly, lack of funds for implementing in-service training especially for their zones to support both the trained and untrained teachers. Lastly, lower status of the PEAs in academic qualification compared to some head teachers and senior teachers.

2.9 Chapter Summary

The chapter has reviewed related literature to the study starting with that of conceptual framework guiding the study of stakeholder participation. It has defined some terminologies like; Participation, Monitoring and Decentralization. In defining Participation, the chapter has clearly highlighted participation as is practiced in some advanced democracies with decentralized monitoring systems of teaching and learning like in Switzerland or Uganda. Similarly in defining monitoring in this study it has included inspection, supervision and advisory services as some of the types of monitoring practiced by the decentralized monitoring systems in Malawian primary schools. On the other hand, decentralization has been defined as the shifting of decision making from a central position to the local government. More emphasis on decentralization has been placed on devolution, a type of decentralization adopted in Malawi. Along with devolution the literature has highlighted the success and implication in Malawi. The chapter has further discussed the historical background of the monitoring system in Malawi its successes and also its implications.

CHAPTER 3: METHODOLOGY AND DESIGN

3.0 Chapter Overview

The present chapter discusses the methodology and design of the study. The discussion starts with the study strategy, the rationale, unit of analysis, access negotiation, sampling techniques, data collection methods, data analysis techniques, ethical issues, and trustworthiness of results. The study being guided by the stakeholders' participation has not committed itself to a particular source of data and participants but has incorporated quite a number of methods and participants. This was done to ensure that the research addressed important issues and achieve the intended purpose.

3.1 The Study Approach

The study used mixed methods exploratory strategy. According to Marshal *et al* (1999) a strategy is a road map or an overall plan for understanding a systematic exploratory phenomenon of interest while the methods are the specific tools for conducting the exploration.

The mixed method strategy made triangulation possible in that the qualitative and quantitative data was collected and converged during analysis in order to arrive at a

comprehensive understanding and analysis of the research problem. Creswell (2002) explains that triangulation allows converging and integrating data of both qualitative and quantitative methods and uses the results to best understand a problem. Data was therefore collected simultaneously but was finally presented as one for a richer interpretation. According to Marshal *et al* (1995) the justification for the exploratory mixed methods strategy is that it is assumed that little is known and understood about a phenomenon as such the strategy assists in generating a hypothesis and insights for further research as is in this study topic. Marshal *et al* (1995) further observes that the exploratory mixed methodology places more weighting on the qualitative research while the data provides generalized information which was quantified so that the data from the two methods could be integrated for an in-depth understanding of a problem.

3.2 The Rationale

The mixed exploratory methods were used to allow for in-depth holistic approach to the challenges faced by the monitoring of teaching and learning in primary schools in the Decentralized Education System. According to Creswell (1997) and Marshal *et al* (1995) the mixed method approach assists in answering the ‘what’ question like, what are the roles of stakeholders in the monitoring of teaching and learning in primary schools in Malawi?

3.3 Unit of Analysis

The study targeted two primary schools in Zomba and Lilongwe in the Southern and Central regions of Malawi respectively. One school was from a rural setting and another from an urban setting. Following the conceptual framework, stakeholders' participation in policy implementation guiding this study, the participating population included students, parents, teachers, head teachers, district education officials, district assembly officers and officers from the ministry of education central office. Data collection for the study started with the schools especially from pupils and parents, teachers and head teachers and then Primary Education Advisors, District Education and Assembly officials and finally from officials from the Education Central Office. Due to the setting of the population, the study followed a backward mapping approach of education policy analysis which according to Elemore (1980) begins from the bottom going upwards. The approach allowed clarification of some of the issues emerging from parents, students, teachers and education district officials at headquarters level.

3.4 Access Negotiations

Creswell (1995) observes that regardless of the tradition of an inquiry, permission needs to be sought from a Human Subject Review Board or Institution. Before the commencement of data collection for this study a letter of introduction was officially sought from Chancellor College of the University of Malawi which was taken to the Ministry of Education particularly to the Director of Education Methods and Advisory Services (EMAS) for permission to collect data from government schools. The Ministry

of Education gave me a letter permitting me to collect data from schools. The letter from the Ministry of Education Headquarters was shown to all the schools in both Zomba and Lilongwe districts where the study was done before data was collected. The schools were visited after advance arrangements to meet parents and pupils for focus group discussions and responding to a questionnaire by teachers. Invitation letters were sent to parents explaining the purpose of the meetings. During the meetings interviews were conducted with pupils and a questionnaire given to teachers after school time. This was done at a time chosen by the school or parents in order not to interfere with classes and school activities.

3.5 Sampling

The sampling frame used in this research was purposive. According to Merriam (1988) purposive sampling entails the selection of a sample from which one can learn the most to gain understanding and insight. Creswell (2002) points out that in homogeneous purposeful sampling the researcher purposefully samples individuals or sites based on membership in a subgroup that has defining characteristics like parents who have children in a school. In this present study, pupils, pupils' parents, teachers, primary education advisors (PEAs), district education and assembly officers and the Ministry of Education officers from the Methods and Advisory Services section were the participants. The classes in the schools were also purposefully sampled to target standards 5 to 8 classes. The assumption was that these pupils would be able to tackle the questions correctly.

3.6 Data Collection Techniques

The study followed an exploratory mixed method design with a bias towards qualitative methods in that both qualitative and quantitative data were collected. The qualitative techniques were refined by the quantitative data (Creswel, 2002). Weiss (1998) argues that data can come from a gamut of sources and be collected by a whole arsenal of research techniques. In this study therefore, the gamut of sources included both primary and secondary sources while the arsenal of techniques for the primary sources included one-on-one interviews, focus group discussions and observations. The secondary sources included inspection of documentations found in the sampled schools. In addition, Creswell (2002) comments that qualitative researchers engage in extensive data collection by spending a great deal of time with documents or in the field.

3.6.1 Qualitative Techniques

The qualitative methods that were deployed in this study included focus groups discussions with parents and pupils from the sampled schools. Focus groups are organized groups focused around a single theme where a researcher asks the people general questions and elicit responses from all individuals in the group Creswell (2002). Interviews, observations of the PEAs while conducting their work in various schools in both rural and urban schools in Malawi and reviewing of school documents, like the school visitors books were also employed.

3.6.1.1. *Focus Group Discussion*

Data was first collected using pupils' and parents' focus group discussions in each school, (see Appendix A and B). In this study three focus groups were formed in each school; two for pupils and one for parents. A total number of twelve focus groups were formed and used in the study for the four sampled schools. The focus groups for the students were divided into two groups that are standards 5 and 6 comprising one group and standards 7 and 8 comprising another. Such groupings were necessary to avoid domineering by the older students from the upper classes during the discussions. A total number of 16 students participated in each primary school while during the whole study sixty-four primary school pupils participated in the study. The attendance of focus groups for the parents varied from school to school. Despite inviting parents to meetings their attendance was poor except for R1. In an R1 school, seven parents participated in a discussion while in U1 only three parents attended a similar discussion.

In Lilongwe an average of three parents attended the discussions in the rural schools and also the same number attended the meetings in the urban schools. In all a total of 16 parents instead of 24 participated in the focus groups. This low turn up of parents was a limiting factor. The explanation given for the low attendance of the parents was that most of the rural parents were busy with harvesting crops from their gardens and that the urban parents were reportedly tied up with office work. It was also discovered that in most of the rural schools where attendance of parents was poor the parents do not frequently attend teacher-parent meetings.

On the other hand, in urban areas parents have the tendency to delegate their house servants to attend school meetings on their behalf. It was also discovered that majority of pupils attending most of the urban schools are pupils residing in the squatter settlements of the city and from the low density area it was mostly the children of house servants working in the low density area especially in U₂ attending these schools. Some of the parents in urban area send their children to private schools and this may explain the lack of interest by the former on government schools.

However times for the discussions and interviews were determined by the parents themselves. Parents were given the opportunity to choose time which would be convenient to them. Zomba rural schools chose to have the interviews on Sundays in the afternoon after church service. However, all other schools in Zomba urban and Lilongwe rural opted to have their interviews during school days. The focus group discussions used interview guides with guiding questions to elicit the views of stakeholders in monitoring teaching and learning in primary schools and the extent to which monitoring of teaching and learning is done and the challenges they face in the same activity.

3.6.1.2 Interviews

The second technique of data collection that was employed in the study was in-depth Interviews as indicated in Appendix D. This technique was used to collect data from Ministry of Education officials particularly from the Deputy Director of the Education Methods and Advisory Services and Senior Methods Advisor for Primary Education. The technique was also used in collecting data from District Education Managers for rural and

urban schools and their coordinating Primary Education Advisors, District Commissioners, District Assembly Planning Officers and Primary Education Advisors for the four sampled schools in Zomba and Lilongwe. According to Creswell (2002) one-to-one interview is a process of data collection process where the researcher asks questions to the interviewee and records the answers. Creswell (2002) states that one-to-one interviews are ideal for interviewing participants who are not hesitant to speak, or articulate and can share ideas comfortably. That was the case with the officials from the Ministry of education, the district Education and Assembly Officials. These officials were able to articulate and provide the information comfortably. Times for the interviews varied for different organizations. At the District Assemblies, District Education Offices and Ministry Headquarters, the participants were readily available on agreed times during working days.

3.6.1.3 Observation

The third technique that was used in data collection was class observation. This technique involved observing Primary Methods Advisors carry out their work in classrooms. The technique provided the researcher with an opportunity to capture an in-depth understanding of their roles in monitoring teaching and learning in primary schools and the challenges they face in their duty. Observation as a data collection technique can be advantageous in that it does not involve asking anybody anything and therefore it does not usually introduce the biases that obtrusive questioning can bring - Weiss (1998).

As a researcher in this study I took the role of both a participant and non-participant. I assumed my role of observer following the Primary Education Advisors to classes where I observed and recorded activities taking place in classes and checked class records. The class records included planning records and pupils' records. The discussions with the Primary Education Advisors were conducted after the lessons. According to Creswell (2002) observing as a non-participant simply requires one to look around in the early phases of research then slowly become involved as a participant. My engagement in both roles permitted me to be subjectively involved in the setting as well as see the setting more objectively. All in all four Primary Education Advisors were observed at work using the same instrument and an interview guide which was used during discussion time.

It was, however, not possible to observe PEAs in the same schools where data for pupils, parents and teachers was collected because their work plan could not conform to the researcher's data collection schedule. The PEAs were nonetheless observed in schools in the zones where they work. A total of four Primary Education Advisors were observed using this technique. Two of the PEAs observed in Lilongwe District in both rural and urban schools were doing an inspection visit while the other two observed in Zomba in both urban and rural were engaged in a supervisory visit. The observed monitoring activities were organized by their respective District offices and were carried out in their own districts

.

3.6.1.4 Documentation

The study also scrutinized monitoring documents in schools to collect data. Documents are a valuable source of information in qualitative research and help researchers in understanding a central phenomenon in qualitative studies. These include both public and private documents Creswell (2002). This study reviewed the documents on monitoring teaching and learning such as the visitors' books, staff meeting and parents/teacher association minutes books, PEAs supervision charts, inspection and supervision instruments, and teachers' time and attendance books. The school documents which were reviewed helped in providing data on the roles of pupils, parents and teachers in monitoring teaching and learning in schools and the extent to which the activity goes. The documents supplemented qualitative and quantitative data in the discussion of results thereby adding more value to the interpretation of issues in the study.

3.6.2 Quantitative Methods

The quantitative methods that were used in the study were through a questionnaire. According to MacJessie Mbewe 2004, the questionnaire asks the same questions to all individuals in a sample and respondents record a written response to each questionnaire item. The advantage of using a questionnaire over interviews is that the cost of sampling respondents over a wide geographical area is lower and the time required to collect the data is typically much less as was the case in this study where 64 participants responded to a questionnaire.

3.6.2.1 Questionnaire

A semi-structured questionnaire for head teachers and teachers was the only source of quantitative data in the study. The questionnaire had both closed and open-ended questions. The open-ended questions allowed greater flexibility in the responses while the closed questions paved way for the statistical analysis to ensure that the study captured valid information for a clear scenario of the monitoring systems in primary schools in Malawi. The teachers responded to the questionnaire in their classrooms while the head teachers responded in their offices.

The questionnaire was research or administered in order to give the teachers no allowances of deviating from the listed questions. The first part of the questionnaire was demanding the background information of each respondent. The second part of the document was looking for roles of respondents and was an important part of the questionnaire. Its sub topics included activities of stakeholders in schools and knowledge and benefits of monitoring teaching and learning. The third part of the questionnaire explored the extent of monitoring done by school teachers and other stakeholders. This part was exploring the frequency of monitoring teaching and learning by both internal and external officers. The forth part explored the problems which the teachers and other stakeholders encounter while monitoring teaching and learning in their schools.

The initial plan in the administration of the questionnaire was to have equal representation of male and female respondents but this was not achieved. There were 33 teachers who participated in the study out of which 21 were female representing about

64%, and 12 were male representing 36%. On the other hand out of the eight head teachers and deputies, five were male representing 77% and three were female representing 23% and out of the three female teachers only one had attained a headship position. The questionnaire was in a form of a survey in that it involved asking the same set of questions to a larger number of individuals in person. This provided a substantial amount of information (Frankael *et al*, 2000). Creswell (2002) agrees with Frankael, that quantitative data collection involves studying a large number of people.

3.7 Data Analysis

Data analysis is the process of bringing order, structure and meaning to the mass of collected data Marshall *et al* (1995). Qualitative and Quantitative Data for this study was analyzed separately. The qualitative data was coded by assigning it numbers and the number of times codes were recorded as numeric data. While the quantitative data was analyzed for frequency occurrence using excel and SPSS packages. Then the two sets of data themes were compared and categorized. During interpretation the qualitative and quantitative data were integrated to form new variables Marshal *et al* (1995). Categorizing or organizing data means reading and reading once more through data to become familiar with the data in intimate ways, people, and events and quotes so that they sift constantly through the mind, Marshal *et al* (1995). The organization and categorizing was followed by the narration of the story to show the relationship between the objectives, themes and sub themes. In this study the narration hovered around the themes of the roles of the stakeholders in monitoring and the challenges faced by the same in monitoring teaching and learning in primary schools. The themes were

eventually interpreted at the end of the project. Creswel (2002) explains that mixed methods studies require the interpretation of results and integration at the end of the project.

3.8 Ethical Issues

Fraenkel and Wallen (2000) and Robson (1997) highlight that ethical issues are the general right principles of what one ought to do when conducting a research or how the researcher relates with the respondents. Similarly, this study observed ethical and human rights issues in that participants were not forced to participate in the study and all matters discussed with them were treated as confidential. In this connection participants were assured that matters discussed with them in the study were merely for the purpose of the study and would not be divulged to anybody as having come from them. In a similar way anonymity was maintained by discouraging respondents from writing their names on the questionnaire which was returned to the researcher for data analysis. Furthermore sampled schools were categorized as rural (R1, R2) and as urban (U1, U2) in order to conceal their identity. Finally the reporting of the results was done objectively and honestly to ensure professionalism in the whole exercise. According to Frankael (2000) deception of participants and a researcher is an issue in Educational Research.

3.9 Trustworthiness of the Results

According to Frankael and Wallen (2000) a reliable instrument is one that gives consistent results while validity has been defined as an instrument that is measuring what

it is supposed to measure. However, Frankael (2000) states that in recent years validity has been defined as referring to the appropriateness, meaning-fullness and usefulness of the specific inferences researchers make based on the data they collect. In this study scientific research methods were used to ensure that the results of the study are both reliable and valid. In the first place two districts were sampled in the country namely Zomba and Lilongwe, one from the southern part of the country and another from the central part of the country respectively.

In the districts some schools were sampled from urban and others from rural areas. At school level teachers and pupils who were interviewed were also sampled in order to have a number the researcher could comfortably work with. The distribution of the area where data was collected covered two regions namely the south and the centre and the picking of respondents was purposively done to ensure that the results would be reliable and valid. The instruments used to collect data from head teachers, pupils and parents, among others, were scrutinized by fellow students and supervisors during class presentations at Chancellor College in Zomba and suggestions were provided and later incorporated into the instruments in order to improve the data collection process.

Lastly but not least data collecting instruments were piloted in two schools one in Lilongwe district urban and another in rural area prior to the commencement of data collection process. The piloting process helped, among other things, to test the effectiveness of the data collecting instruments.

3.10 Limitations of the study

The study was limited by lack of resources. The researcher was not able to conduct the study in a wider area and pick more samples because of lack of funds. The assumption was therefore that challenging issues found in the few sampled schools reflected the general prevailing situation in most schools in the country. To this end the findings of the study can be applied to all primary schools nationwide. The other limiting factor was poor turn-up of invited parents to meetings. Despite giving them advance notices on the meetings, attendance was still poor. In some cases only three parents would turn up for a meeting. However, it was observed that findings or responses in poorly attended meetings and well attended meetings were similar in both rural and urban schools. In view of the above observation the findings would be regarded as reliable and valid.

3.11 Chapter Summary

The methodology used in this study was mixed method approach, which uses both qualitative and quantitative approaches but with a bias towards the former. The approach, allowed for triangulation of data to take place. The population of interest included pupils, parents, teachers and head teachers, Primary Methods Advisors, District Education and Assembly officials and Ministry of Education officials. Purposive sampling frame was employed in the study. Data collection was done through Focus Group Discussions with the pupils and parents, one to one interviews, observation, and document review and by responding to a questionnaire. The data was analyzed separately in that qualitative data was analyzed by coding it into themes and categories and writing it into analytic memos. On the other hand quantitative data was analyzed by using Statistical Package for Social

Sciences (SPSS) and was integrated during reporting. In addition, ethical issues were observed and piloting was done to ensure reliability and validity of the results. The next chapter is on the results and discussion of findings.

CHAPTER 4: RESULTS AND DISCUSSION OF FINDINGS

4.0 Chapter Overview

The chapter analyses and discusses the findings of the study on the challenges stakeholders face in monitoring teaching and learning and the extent of monitoring and the roles stakeholders perform in monitoring teaching and learning. The discussion starts with the challenges the stakeholders face by looking at the shortage of teaching and learning materials, capacity building and communication. This is followed by a discussion on the extent of monitoring of teaching by measuring the variables of frequency of monitoring and courses attended by the stakeholders. Finally the discussion focuses on the roles stakeholders perform in the monitoring of teaching and learning. These are measured by variables of the activities of stakeholders and the perceived benefits of monitoring teaching and learning by the stakeholders. The discussion is concluded with the suggestions raised by the stakeholders on how to improve monitoring teaching and learning in primary schools in Malawi.

4.1 Challenges of monitoring teaching and learning

The first research objective that the study answered was on the challenges/ problems the stakeholders faced in the course of monitoring teaching and learning: The objective was measured through variables of shortage of resources, inadequate capacity building and communication problems

.4.1.1 Shortage of Resources

The problem of shortage of resources for the effective monitoring of teaching and

learning was ranked highly by all the stakeholders. In finding out some of the problems which pupils face in the course of monitoring their own learning the responses were focused on shortage of teaching and learning materials especially textbooks, notebooks and writing instruments. The pupils generally reported that textbooks were shared at the ratio of one book to about four or six pupils. Some books especially those for non core subjects were shared at the ratio of one book to about two pupils because they were not used as frequently as those for the core subjects. Elective subjects appear two to three times on the timetable in a week, so the books last longer. The pupils said the scarcity of books presents a lot of problems especially when a teacher gives his class some home work.

We have to copy exercises from the book if we are to write them at home. (U2 S1-15-05-07).

The same problem of shortage of books was also highlighted by parents during a focus group discussion. One of the parents had this to say:

Most of the times these pupils are at the trading centre watching video shows because they have nothing to do at home. The pupils lack books to read and keep them busy at home. (R1 FGD-13-07-07).

Another parent said:

Most pupils go for 'ganyu' (casual labour) during holidays in order to realize some money for school materials. Sometimes they draw water or work in peoples' gardens for money. On market days which is on Wednesdays the attendance at this school is low because most of the pupils go to sell garden produce to raise money for purchasing school materials like notebooks, text books and pens and pencils. (R1 FGD-13-07-07).

The seriousness of shortage of note books and text books was also expressed by teachers and head teachers in that textbooks are shared in most of the classes at each school. Table

4.1 shows a graph of the ratio of book distribution as reported by the teachers in a questionnaire.

Table 4.1 Ratio of teaching and learning materials to pupils

		Pupil teacher ratio in Class				Total
		1:60 pupils	1:61 - 90 pupils	1:91 - 120 pupils	Over 120 pupils	
Book/Pupil ratio	1:2	12.50%	12.50%	12.50%		37.50%
	1:4	25.00%				25.00%
	1:6			25.00%		25.00%
	Over 6 pupils				12.50%	12.50%
Total		37.50%	12.50%	37.50%	12.50%	100.00%

The table indicates variations in teaching and learning materials to pupil's ratios. Thirty seven point five percent of the teachers in sampled schools in classes with a pupil teacher enrollment ratio of 1:60; 1:61-90 and 1:91-120 indicated that books are shared at the ratio of 1 to 2. This ratio is closer to the recommended ratio of 1:1. The remaining Sixty two point five percent of the sampled teachers indicated that books are shared at the ratios way above the recommended 1:1 to as high as 1:6 or above. Such high ratios affect teaching and learning negatively. At the same time, both teachers and pupils have problems when it comes to the administration of homework. Pupils have to copy whole passages and exercises for homework, while the teacher has problems in monitoring the performance of their classes.

Table 4.2 shows a correlation between pupil/book ratio and class enrollment. Correlation measures the degree of association or relationship between two variables. A correlation is

a number between -1 and +1. A positive value for a correlation implies a positive association between the two variables while negative values imply negative or inverse association. Therefore, the correlation of 0.626 in table 4.2 implies that there is a positive association/relationship between class enrollment and pupil/book ratio.

The sampled schools indicated that they had not acquired any new books for the past two years. The District Education officers explained that book distribution was the responsibility of Supplies Unit which is an extended arm of the Ministry of Education and it does not involve the district education officers.

Table 4.2. Correlation between Book/Pupil ratio and Class Enrollment.

Correlations		Book/Pupil ratio	Class Enrollment
Book/Pupil ratio	Pearson Correlation	1	.626(*)
	Sig. (1-tailed)	.	0.048
	Sum of Squares and Cross-products	8.875	5.75
	Covariance	1.268	0.821
	N	8	8
Class Enrollment	Pearson Correlation	.626(*)	1
	Sig. (1-tailed)	0.048	.
	Sum of Squares and Cross-products	5.75	9.5
	Covariance	0.821	1.357
	N	8	8
* Correlation is significant at the 0.05 level (1-tailed).			

Note: Pearson correlation describes the strength of the linear association between variables measured at the interval level
The District officers are only informed on what has been done. The bottom line is that there is shortage of teaching and learning materials in the schools which is preventing the

stakeholders from effectively monitoring teaching and learning in primary schools. On the contrary the Ministry of Education headquarters indicated that presently in the 2007 academic year books were being distributed to schools in order to meet the target of 1 to 1 ratio by the year 2015. There was no clear explanation for the shortage of books in schools for the past two years apart from speculations that the Free Primary Education policy and huge debts were the causes of shortage of teaching and learning materials in schools for the past two years. Observation has shown that the Ministry of Education has no capacity to address this problem fully because of the huge and increased enrolment of pupils following the Free Primary School Education Policy in 1994. The problem would better be dealt with in the decentralized education system where stakeholders would find how best to deal with such problems at the school level within their communities. It would be easier for stakeholders at grassroot level to resolve the problems at their local community school.

It must be emphasized that the lack of equipment such as desks and chairs in classrooms in both rural and urban schools has negative impact on monitoring learning and teaching. A pupil learning while sitting on a classroom floor feels uncomfortable because, among other things, the pupils' uniforms get dirty quickly because of dust and sometimes they easily catch respiratory diseases like coughing.



Fig 4.1 shows a classroom without desks and chairs.

It was also observed that pupils who sit on the floor are required to stand up when answering questions from teachers. As they struggle to stand a lot of time is lost in the process. This situation is not conducive to learning and creates problems for both the pupils and the teacher in trying to achieve an effective teaching and learning process. In an interview a Ministry of Education officer said:

Lack of proper care of the available books in schools was contributing to the shortage of the books. (Headquarters 25-05-07)

Apart from the shortage of books the schools also lack teaching and learning materials such as science equipment. This is also a limiting factor to effective monitoring of teaching and learning by both teachers and pupils.

At U2 School the pupils reported that:

During science subjects the teacher demonstrates the lesson and tells us to practice at home. The equipment in school is not usually adequate for all of us to practice. One class has 79 pupils and the other has 75 with very few teaching and learning equipment. (Pupils U2-16-05-07)

The findings were that there is limited practice of some skills in some subjects by the pupils because of limited resources. It might also be doubtful if pupils really have time and opportunity to practice at home the skills learned during class demonstration lessons. The pupils also identified lack of desks and chairs as some of the problems that prevent them from properly monitoring their learning. The trend of poor and lack of equipment was the same in both rural and urban schools. Figure 4.1 is an example of some of the classes without chairs and desks. The pupils sit on a bare floor.

Look at the twenty five classes learning outside in the sun with only twelve classes accommodated in classrooms. How can a teacher work? There is nowhere to hang the teaching and learning aids. Look at the books, can these last long? The situation is pathetic during the rainy season. (PEA U2 17-05-07).

Shortage of infrastructure also creates problems in monitoring teaching and learning in urban areas. In rural areas, 100% of the pupils were learning in classes while in the urban 50% of the schools practiced the shift system where classes overlapped. The junior classes start at eleven o'clock in the morning after the standard one classes have knocked off so as to create space for others.

A lot of literature has also commented on the shortage of resources in schools for example Reimers *et al* (1997) and MOE (1996) comment that ministries of education around the world have attempted to deliver quality education services but decentralization has not been implemented because decision making is done at central level. Apart from the teaching and learning resources the PEAs pointed at inadequate funding as a limiting factor to effective monitoring of teaching and learning. Funding for the Ministry of Education is determined by the Government budget.

In summary, shortage of resources and funding is affecting the roles of the stakeholders in monitoring teaching and learning and the extent of monitoring done in the schools. The Malawi Government through the Ministry of Education needs to re-evaluate the challenges of monitoring teaching and learning and address the problems accordingly.

4.1.2 Capacity building

Participants reported that the absence of institutional capacity building is another challenge faced by the education sector at all levels. The parents lamented lack of training in school management activities and teachers of poor capacity due to lack of academic and professional development. At the establishment of Free Primary Education in 1994, 22,000 untrained teachers were recruited, the number of PEAs was increased also from 105 to 315. The increased number of PEAs was aimed at supporting the untrained teachers in professional development. However reports indicate that the teachers are not being fully supported by the PEAs MOE, UNICEF (1998). Similarly the newly recruited PEAs were being trained at the district level by some experienced PEAs. There is evidence showing that some cooperating partners such as German Technical Cooperation (GTZ), Department of the International Development (DIFD) Programme were supporting capacity building initiatives in the education sector. The Malawi Government has restarted the two year Initial Primary Education Teacher Training (IPTE) course in all the Teacher Training Colleges in Malawi.

The cooperating partners are also involved in professional development of school managers, Primary Education Advisors and the communities in monitoring teaching and learning, project management as is the case with DFID, UNICEF and the World Bank. The cooperating partners are involved in the construction of school blocks and are supporting and training teachers.

Most of the projects target selected places and districts and are piloted for a certain period of time. Capacity building initiatives are being implemented in phases which sometimes makes it difficult for the Malawi Government to sustain the projects fully after they are phased out. This was the case with Malawi School Support System Programme MSSSP. The PEAs are trained in the Teacher Development Centres (TDCs). Commenting on the workload of PEAs in the 315 TDCs, one of the District Education Managers (DEM) said:

Nowadays professional Training and orientation of the new Primary Education Advisors (PEAs) who are usually recruited on administrative arrangement is done by the experienced PEAs. The new PEAs do not start working without orientations and there are times when PEAs attrition is very high and we recruit at district level because the advertisement from the Teaching Service Commission sometimes takes long to be processed. (DEM, R2-17-05-07).

Another District Education Manager observed that:-

Our PEAs have had a lot of training in professional development but what I feel is lacking is academic development. These PEAs have attended a lot of courses which did not earn them any certification and which did not earn them recognition in the academic circles. Some of the PEAs have just come back from an exchange visit in Denmark for Open School Days Activities. (DEM U2-23-05-07).

The DEMs felt that the PEAs need some higher academic qualifications than the normal Malawi School Leaving Certificate. The DEMs also lamented for higher academic qualifications which they felt was taking long to come by because of limited scholarships and sponsorship.

Commenting on capacity building initiatives the parents said they are oriented in the management of school projects. MOE (2004:4) agrees with the parents that in Malawi despite the long history of community participation in school development, the role of the parents is still predominantly one of organizing and maintenance of school infrastructure. One key reason being lack of training in school management issues like teacher performance, teacher discipline, quality of teaching, absenteeism and other things affecting the day to day running of the schools. In addition to the capacity building and roles of the school management committees, PIF (2000) comments that:

- 100% of school management committees will be effectively functioning by 2012 after Government establishes guidelines for community participation and school management.
- School management will be supported by thorough training programmes for Primary Education Advisors (PEAs).

However, even currently the PEAs claim to be performing yearly trainings after the election of new School Management Committees. Probably the key word which is being missed out presently is “thorough”. The word encompasses some reforms which will be included in training guidelines by the year 2012. Despite the many interventions on both professional and academic development by the Malawi Government and the cooperating partners almost all the stakeholders reported having difficulties in getting scholarships for academic advancement. 76% teachers/participants indicated that they wanted to acquire a

higher academic qualification but the scholarships were limited to small groups of people. When finding out from officials at the Ministry of Education headquarters on their capacity building programmes one of them indicated that:

Capacity building in all aspects is a prerequisite in the monitoring of teaching and learning. However, with the decentralization policy and the devolution of decision making from the District Education Offices to the Assembly the responsibility of training teachers lies with the Assembly and the Department of Teacher Education Development. (MOE 25-05-07)

In another interview one ministry official said:

Probably Malawi could learn from the professional and academic development implemented in Zambia where teachers voluntarily develop from one level to the other without being blocked. They do it through distance study or otherwise according to one's desire. There are a lot of projects now which are targeting stakeholders' professional development. But everybody can not be trained at the same time. (Ministry Headquarters 25-05-07).

Commenting on the importance of education, Ndala (2000) and Banda (1982) agree with the Ministry of Education officials that training is important and that historically mission schools in Malawi believed in comprehensive education training for teachers and their families before taking up their roles in schools and that quality education depends on the quality of teachers. Figure 4.2 is an illustration on capacity building of the teachers.

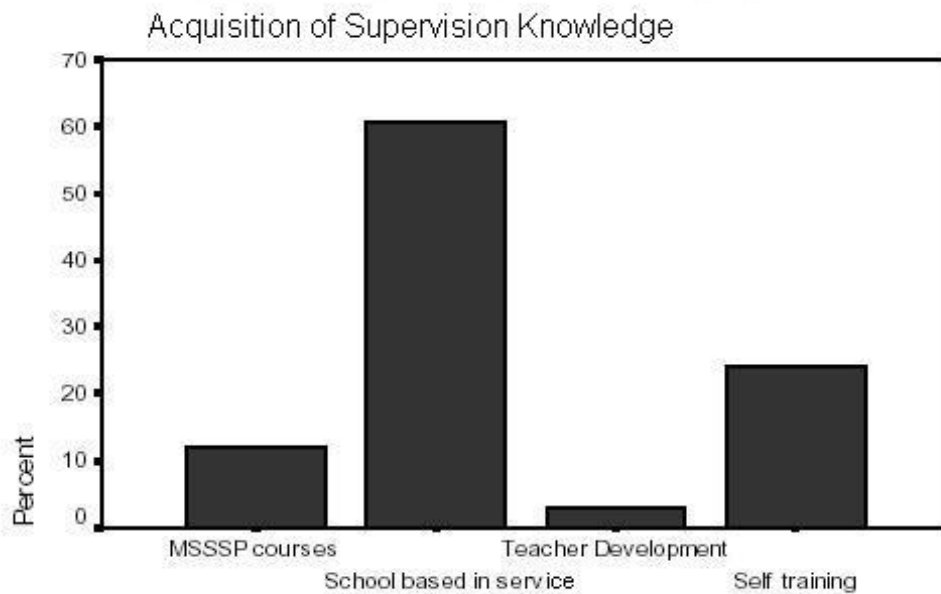


Fig 4.2. A Graph on the Acquisition of Supervision Knowledge to Stakeholders.

The graph shows that more training is done at the school level. School based training on monitoring teaching and learning after some of the projects on teacher professional development were phased out. The second type of training which featured highly was self training. This is an informal training which was conducted in the schools amongst the peers. Furthermore reports revealed that 30% of the teachers from both rural and urban schools were trained through school based trainings, while 18% from rural and 6% from the urban setting self-trained themselves in the monitoring of teaching and learning. The graph shows that any intervention on capacity building on monitoring done at the school level could cater for the majority of the stakeholders at the grassroots level and bring a sense of ownership of the schools by stakeholders. The Malawi Government therefore, through the Ministry of Education should think of redefining, intensifying and developing the training activities in schools or clusters which have already been established.

4.1.3 Communication

Communication was another variable which was used to measure challenges faced by the stakeholders in the monitoring of teaching and learning in Primary Schools in Malawi. The stakeholders indicated that communication of information is a problem in the education sector. Head teachers indicated that communication to parents was usually done by word of mouth or phone. This was so because of shortage of stationery. Commenting on the same one of the parents said that there was serious shortage of books and stationery in schools in that the ¹K30,000 allocated to each school by the Ministry of Education termly was not adequate. Similarly, the Ministry of Education headquarters officers reported that information to Education Divisions and District Education Offices were sent through circular letters or reports. The circular letters were sometimes duplicated and sent out to schools. But most of the times information to schools was sent through the PEAs because of shortage of stationery. The PEAs in turn communicate with schools in their zones a process which sometimes distorts information and delays in delivering it to zones.

Commenting on the communication process one head teacher reported that:

The process of information dissemination is selective at times. A good example is the training in the implementation of the Primary Curriculum Assessment Reform program (PCAR). As school managers we are only trained in the implementation but not on its supervision yet the Ministry expects us to monitor its implementation in the schools. The free for all, trainings are for teachers and those attached to monetary benefits are for other groups. These are some of teachers' de-motivating factors
(Head teacher R2-21-05-07).

¹ K30,000, money given to school on term bases for stationery. It comes to District Education Office from Malawi School Support Programme (MSSP)

The PEAs claimed that most of the information disseminated to all schools was the same as there was verification of information done at all levels amongst the recipients and during monthly meetings with head teachers in the Teacher Development Centers (TDC). Similarly, findings from the District Assemblies indicated that not all the administrators in the assemblies were conversant with certain issues from the Ministry of Education like monitoring of teaching and learning.

Our role is to fund and finance all the projects in our districts. The District Commissioner is advised by the District Education Manager who is the Director of Education in the assembly. (Assembly 2-17-05 –07).

In brief stakeholders have indicated that channels of communication between them and other Education offices were not effective and open enough. Consequently not all information is efficiently disseminated to all the intended people. Equally, some of the processes of information dissemination were not long lasting in that information is easily forgotten. This demonstrates the need to improve channels of communication in the Education sector especially to grassroot levels. Bray (1999) concludes by saying that models of decentralization are influenced by the ease of communication.

4.2.0 Extent of Monitoring

The second objective which the study was addressing was the extent to which monitoring teaching and learning was done in schools by stakeholders. The objective was measured through, frequency of monitoring, teaching and learning, and courses attended by the stakeholders on monitoring teaching and learning.

4.2.1 Frequency of monitoring

The frequency of monitoring teaching and learning varied from zone to zone and from district to district as indicated in Table 4.3. The table 4.3 shows dates of the latest inspection activities which were conducted in the sampled schools. The frequency of inspection in schools varied between urban and rural schools. Similarly visitors' books and wall charts indicated the dates the schools were last visited and the signature and designation of the responsible persons. In some schools full inspection of teaching and learning was conducted annually while in others it was done biannually. A full inspection exercise is where more than two monitors assess the performance of a school. Most of the information on the frequency of monitoring teaching and learning was extracted from school documents. Table 4.3 is a summary of the dates when full inspections were conducted in the sampled schools.

Table 4. 3 Dates of Full Inspection in schools from 1997 to 2007

Name of School	Date of Full Inspection
U 1	2006
R 1	1998 and 2004-District Inspection
U 2	2006
R 2	2004 and spot checks 2006

According to the findings in Table 4.3, urban schools were frequently fully inspected while rural schools were visited less frequently. A head teacher from one urban school

(U1) indicated that his school was visited at least yearly. He emphasized that:-

This school is near a TDC and in town so officials visit it frequently.
(H U1-14-05-07)

Interviews indicated that easy access to the main roads was one contributing factor to the frequency of monitoring the schools. Schools which were easily accessible and were along the roads or are in town were inspected frequently. Commenting on the same a parent from a rural school (R1) observed that:-

This school is not frequently inspected by Ministry officials or even by the PEA who is supposed to pay frequent visits to this school. When he comes, he stays here for few minutes and goes away. May be he spends more time with the school which is at his TDC. (R1 FGD-13-07-07).

Commenting on the frequency of monitoring teaching and learning in schools, the parents seemed to agree with the observation by Kuthemba Mwale (2000) that there are schools in Malawi which have not been monitored for the past four years. West (2000) says that there are variations in the nature and number of inspection visits to schools because of lack of clear direction from the centre to the local officer about the number and nature of monitoring to be conducted.

Inspections in schools are not carried out as specified in the policy document. Probably there is need for a country wide survey to validate on frequency of inspections in primary schools. The assumption is that even in a bigger sample these results would still come out.

In conclusion there were variations in the way schools were visited for inspection services in the specific areas. Schools in the urban areas are supervised more than those

in the rural areas despite the PEAs of rural and urban having similar plans of activities. In some rural schools, the PEAs do not stay long in the schools when they go on duty.

There were also variations in the way schools carried out school-based supervision. These were done on voluntary basis without specifications from the central office. If the schools were to be more accountable on implementation and standards of performance there is need for the Government of Malawi through the Ministry of Education to have policies that would motivate the stakeholders to work seriously. However, the Ministry of Education has indicated that there are specifications on the number of inspections and supervisory visits stipulated by MOE (2000) that, each school be inspected once a year and be supervised once every term.

On the contrary reports indicated that though the monitoring specifications were there they seemed not to be adhered to because of lack of adequate and necessary resources at the District Education offices and at the Education Division Offices, and lack of adequate monitors to make a lasting impact on the schools. There is therefore need for the Government of Malawi to institute policies that would assist in involving all the stakeholders from the grassroots level in the monitoring of teaching and learning in order to raise the standard of performance in the schools and change the stakeholders' attitude towards monitoring teaching and learning in primary schools.

4.2.2 Courses attended

The other variable that was used to measure the extent of monitoring teaching and

learning by the stakeholders was the courses which the stakeholders had attended on monitoring teaching and learning. The assumption was that training provides participants with standard performance skills in the monitoring of teaching and learning. According to Kadzamira and Rose (2000), in Malawi school effectiveness is measured through inspection findings as well as National Examination Results, while Wood (1999) in agreeing with Kadzamira and Rose says that if standards are to be raised in schools effectively, efficiently run courses or seminars are an essential pre-requisite as they are a very valuable vehicle for providing corrective measures for common professional and administrative deficiencies in schools. Commenting on the courses attended, PEAs indicated that they get some sort of training or orientation before starting their work. The results showed that 50% of them were trained through the Malawi School Support System Programme at Malawi Institute of Education, while the other 50% indicated that they were trained through Malawi Break Through to Literacy Programme (MBTL).

4.2.2.1 Teachers and Head Teachers

Reports on the courses attended by the teachers and head teachers indicated that 60% of the teachers were trained in the monitoring of teaching and learning through school based seminars, while 24% got their orientations from the PEAs. Statistics from the head teachers indicated that all of them had been trained in school based supervision, 67% of them were trained at Malawi Institute of Education (MIE) while 33% indicated to have been trained at the TDCs by their PEAs with assistance from the already trained teachers.

4.2.2.2 DEMs, DCs and Ministry of Education Officials

At the District Education Offices there were variations in the way stakeholders were trained. 75% got the training through MSSSP and 25% claimed to have acquired the knowledge through their academic studies. None of the officials from the District Assembly had been trained in the classroom monitoring of teaching and learning. Interviews with the Ministry of Education officers indicated that all the officers from the Methods and Advisory Services were trained through the MSSSP.

However, almost all parents were ignorant of the monitoring process as their orientation as parents committees focused much on the infrastructure development and renovations. Phiri (2002) commenting on stakeholders participation in school management, explained that despite structural decentralization at the Ministry of Education, the intensity and extent of the stakeholders' participation in school management is minimal as actual decisions were still being made in the Divisions and District education offices. If stakeholders are not adequately trained in monitoring teaching and learning then the system might continue to have the monitoring needs not well responded to. The findings therefore indicated that stakeholders especially those at the grassroots level have not been oriented to the monitoring process. There were also indications that even those who had been oriented needed frequent refresher courses and seminars for them to exchange ideas, views and experiences.

4.2.2.3 Pupils

There is no organized training for the pupils on how to monitor their own learning. The

pupils' orientation on monitoring their own learning is done through life skills studies and the human rights organization seminars. The objectives of the mentioned subjects and organizations have a bearing on how the pupils could monitor their own learning. The lesson trained the pupils on how to be focused on their own learning and how to seek interventions when things start going wrong. However, despite all the interventions on how pupils could monitor their own learning by the NGOs, the pupils did not exclusively monitor their own learning because of fear of their teachers. Also probably because of cultural practices which regarded an elderly person as having all the knowledge and the pupils as being recipients without questioning.

Therefore, intensive training at school level in the monitoring of teaching and learning would assist the pupils to make informed decisions on their own learning. There is need to give training the prominence it deserves by working with more of the cooperating partners whose objectives are geared towards training the stakeholders in the education sector. Giving more prominence to training would uplift the academic qualifications of the stakeholders who are holders of the Malawi School Certificate and Junior Certificate.

The importance of training stakeholders on their roles has been highlighted by West (2000), Ndala (2000) and Cannon (1996) who reported that a number of educators have realized that only meaningful improvement in the quality of the instruction that teachers provided was highly dependent on the quality of training in teachers themselves received. Some of the training programmes suggested included innovative teacher training programmes whereby a large number of teachers were provided with relatively short

periods of pre service training under close supervision. It was emphasized that those programs have proved to be effective in formal and non formal programmes. Reports indicate that in Malawi similar programmes are in place. Some of such programmes trained 22,000 untrained teachers who were recruited during the introduction of the Free Primary Education policy. In Malawi the programmes however, lack adequate human and material resources to support them, especially when the teachers are teaching in their schools and when the cooperating partners pull out of the projects, MOE and UNICEF (1998). Therefore, any intervention towards intensifying training at all levels would be a positive initiative if the education standards are to be raised.

4.3 Roles of Stakeholders in Monitoring Teaching and Learning

On the roles of the stakeholders the chapter discusses the activities of the pupils, parents, teachers, head teachers, Primary Advisors, District Education Managers, District Assembly officials and Ministry of Education Officials. The second factor under roles is the discussion of the perceived benefits of monitoring teaching and learning by the stakeholders.

4.3.1.1 *Pupils activities*

The findings from both the rural and urban schools indicated that there was no difference between the activities played by the pupils in monitoring teaching and learning. Efforts to find out whether the pupils discussed their class performance with their teachers showed that their teachers invited comments and questions after lesson presentation or as the lessons progressed. In addition the teachers sometimes, especially after terminal

examinations, asked the pupils to check on the addition of marks/grades, for corrections and awarding of the correct grades. Sometimes students were also invited for extra lessons during break time. The trend was the same in both urban and rural schools. One of the students from an urban school (U2) school said:

Some of us don't go to the teachers with our performance problems because we are afraid of exposing our weaknesses. The moment colleagues discover that you are a frequent visitor to the teachers with performance problems, some of your friends sing you as '*Gologolo pa mtengo*' (meaning - a squirrel is stuck on a tree). You are blended as dull and useless. Sometimes the teachers coax the class to sing you a song especially when you are perpetually lagging behind in most of the subjects.

(U2, SI 15-05-07)

Another student added by saying:

The situation is worse when one is over-age. The class nicknames you 'Gologolo' a squirrel and it becomes your permanent name. (R2, S2 –15-05-07)

The students believed that they needed to respect the teachers if they are to learn cordially without being harassed. The pupils explained that they were free to discuss with the teachers their physical problems such as hearing and sight problems. Other problems which the pupils felt would embarrass them they would keep to themselves without telling their teachers or classmates. Fear is detrimental to free interaction between the teachers and the pupils. The pupils' explanations were an indication that they occasionally discuss their academic problems with their teachers and were afraid to just approach the teachers just like that. In view of the above pupils are selective of what to discuss with their teachers.

4.3.1.2 Parents Activities

One focus group discussion was conducted with parents in each school. Table 4.4 is the

summary of the participants' attendance at each discussion forum in each school.

Table 4.4 Summary of parents focus group discussion forums

school	No of Parents	No of female	No of Male	Projected Number
U1	3	1	2	6
U2	3	2	1	6
R1	7	4	3	6
R2	3	1	2	6
Totals	16	8	8	24

The table shows that out of the projected number of participants who were supposed to participate in the study only 16 turned up for the meetings despite getting notifications from the head teachers and the chairpersons of the parents – teachers committees. Efforts to find out the activities that parents performed in the schools in monitoring of teaching and learning revealed that the parents believed that their roles as parents committees were to look into the development plans of the schools and to check on theft issues when they occurred. For example, in schools U2 and R2 on the day of the interviews the parents were found discussing how to renovate vandalized school toilets and fix the roof of classroom blocks which were blown off by strong wind. While one of the parents from U1 School said:

Apart from looking into the development plans in the schools, we also check on pupils and teachers punctuality especially for the standard 8 early morning classes. We also organize incentives for the pupils and teachers in the form of presents at the end of every term.(U1 FGD 04/06/07)

The results from U2, R2 and U1 schools indicated that the activities performed by parents in schools are similar.

The parents were striving to maintain the standards but they lacked the necessary knowledge to fully participate in the management of the school especially in the monitoring skills of teaching and learning in the schools. A similar trend was also observed at R1 School where parents also monitored the punctuality of both the pupils and teachers and reported the irregularities to the head teacher whom they assumed also reported to the higher authorities. It was however noted that parents had no authority to report irregularities to higher authority above the head teachers of the school. Therefore, the parents' power of jurisdiction was within the schools in their zones.

However, one of the parents from R2 School lamented that as parents they were not able to monitor performance of the pupils and assist with their homework because of frequent changes in the school curriculum.

We trust that the teachers know better as professionals and we are not empowered to comment on education and professional issues (R2 FGD 27-05-07).

From the parents focus group discussions, parents seemed to be interested and willing to monitor teaching and learning in the schools but were constrained by lack of professional knowledge of monitoring and the technical know how on the standard monitoring system of teaching and learning in primary schools: The trend agrees with GOM (2004).

Lack of knowledge on the monitoring process was also expressed by the teachers in their responses to the questionnaire. Interviews indicated that 60% of the teachers got their supervision training from the Teacher Development Unit (TDC) while 24% of them trained themselves and 4% were trained through the Malawi School Support System programme (MSSSP). However, efforts to find the evidence of the knowledge from those

who claimed to have been self-trained, they claimed to have acquired the knowledge by simply watching and learning from what their head teachers who were doing it. The teachers observed that most of the teachers who claimed to have been trained in the monitoring of teaching and learning were mostly those who were teaching lower classes. These were trained on the implementation of the new curriculum. In some schools they have an observation check list which the teachers used when conducting school based supervision as illustrated in appendix G. The school based supervision varied from school to school and is usually done on voluntary bases. The schools do not define on the number and frequency of supervision. If school-based supervision is to make a lasting impact in the schools, the Government of Malawi through the Ministry of Education needs to institutionalize them.

4.3.1.3 Primary Education Advisors (PEAs) Activities

The activities performed by the PEAs were both supervisory and advisory in nature. Figure 4.3 shows the frequency of the supervisory visits of the PEAs to the Schools.

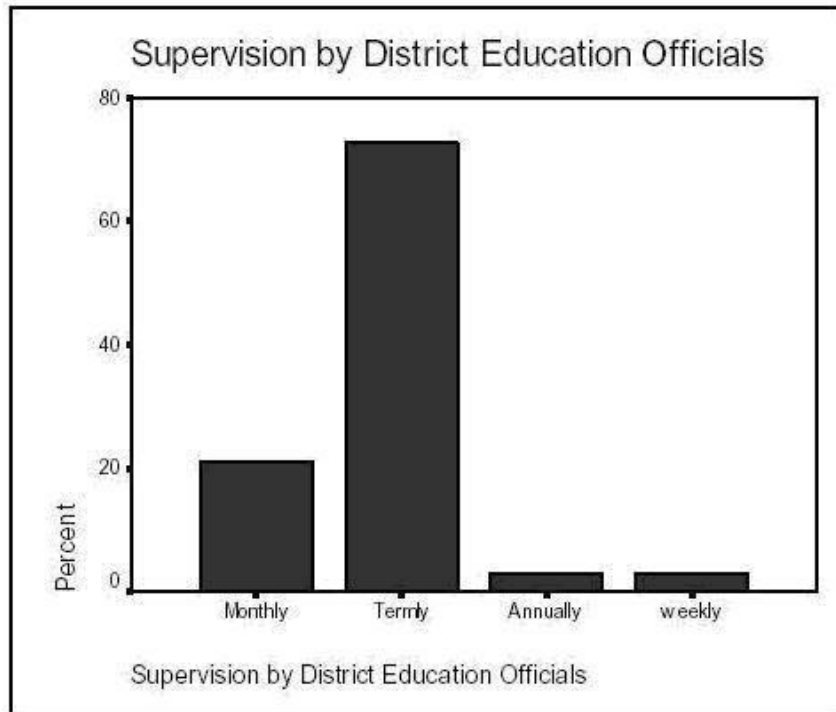


Figure 4.3 Supervision activity by district education officers

The graph shows that three of the schools were supervised once a term, while one of the schools was visited monthly. The results indicated that there was minimal weekly and annually visitations by the District Officers to the schools in the specific area. The monthly and weekly supervisory visits were attributed to the introduction of the new standard one curriculum which was in the implementation process. It was reported that PEAs visited the schools in the zones to check on the implementation process of this curriculum. The daily visitation of the schools was subject to the availability of fuel to take the PEAs to the schools. During the supervisory and inspection visits, the PEAs observe lesson preparation by checking the schemes and lesson plans and the pupils and teachers records. Then the PEAs observe lesson presentation where actual teaching is assessed. Then they conduct interviews with the pupils, the teachers and the community around the school. In schools where supervision exercise was taking place the teachers

were not served with a supervisory observation form, except in Zomba Urban schools. (see appendix G). Generally, after the supervisory activities the PEA discusses the strength and weaknesses of the observed lesson with the concerned teacher.

Lesson observation with the PEAs in this study revealed that there were times when teachers were punished for going to class without lesson preparation. For example, on arrival at a R2 schools one teacher was noticed basking in the sun while another teacher was teaching a class which had over two hundred pupils. In trying to find out what was happening the PEA explained;

On arrival into this school for this inspection we called for all the teachers' records and school records but the teacher you see out there has no schemes of work and lesson plan. I don't know how she has been teaching since the beginning of this term. So we have combined the two standard one classes because we assume that she was not ready to teach. (PEA R2 School, 24-05-07)

In finding out further on the outcome and fate of the aggrieved teacher after the inspection visit was completed the PEA added:

We will leave the responsibility of monitoring her with the head teacher and check progress when the head teacher attends the monthly head teachers' meetings. You know this woman is difficult. The head teacher has been calling for her schemes of work since the beginning of the term but she was not responding to the head teacher's call for the records. The PEA for this zone will be informed to monitor her further. (PEA R2 School 24-05-07)

However, to finding out what was happening from the teacher, she explained that:

We were told to plan for three weeks and wait for advice from the PEA.. I did not check with my colleagues to find out what had been agreed upon. Even he (my fellow teacher) was teaching without a lesson plan. (T, R2-24-05-07)

Interviews revealed that both the school manager who supervises the school on daily

basis and PEAs who visit the school monthly could not spot any weakness in the school. Phiri (2000) rightly points out that the PEAs dual roles of conducting supervisory roles at one time and inspection roles at another time might be confusing to some teachers. Some of the PEAs may be compelled to perform a role they would feel were more comfortable with. The reports indicated that three times in a week the PEAs visited the schools in their zones on supervisory work aimed at supporting and advising the teachers while on monthly basis coordinated and went to different districts for inspection in teams.

During discussions with the PEAs from the sampled districts it was established that even policies guiding the inspection procedures were not adhered to. For example, the schools were not notified in advance of the impending inspection visits and the documents which were supposed to be sent a week or two before the actual day of inspection for the schools' self assessment prior to the inspection day. Instead the Pre Inspection Assessment Documents (PISAD) were usually given to the schools on the day of the inspection. The PEAs attributed their action as the desire to find the schools in their natural performance. Such scenarios as described by the West (2000) and Phiri (2002) are monitoring processes which raise unnecessary upheavals in the school routines which they observed might prevent the schools from benefiting from the visits. Supervisory visits are aimed at being supportive to the schools and inspection visits should measure performance. Monitors are supposed to be part of the celebration to the strength in schools as they took part in the process of identifying weaknesses instead of infringing punishments to the offending teachers, (Phiri 2002). In addition, the provision of penalties on teachers did not improve service delivery but lead to more frustration and

resentment which could be misdirected to the students.

4.3.1.4 Head teachers' Activities

The role of head teachers in the decentralized education system has shifted from more of administration to supervisory work, in that 61% of the head teachers claimed that their duties included school-based supervision. The school based supervision was aimed at improving school performance. It was also reported that part of their monitoring of teaching and learning was done through checking the daily attendance of the teachers. In all the head teachers' offices visited, attendance register charts were posted on the walls thereby giving the impression that once a teacher was present, teaching and learning would take place in the classes. Figure 4.4 is an example of such charts.

TEACHERS ATTENDANCE REGISTER 3 rd TERM 2007												
NAMES												
1	JOHN KAMTSALIRA											
2	MAGGIE MWAVALAGHO											
3	BEATRICE MUKWANTHE											
4	FELESA NUKHATA											
5	PATRICIA PHILLEY KATIZENI											
6	MIRRIAM KAMANGA											
7	TOWERA MANDA											
8	ELLEN KUTHYOLA											
9	CHARLES CHAPINDA											
10	ACKLEN GAWANI											
11	RONALD SMOKO											
12	MIRIAM CHIFUMBI											
13	CHARITY KATHENKA											
14	DORICA NGULUWE											
15	ALLAN KANDIYA											
16	EMILY NGOLAMBE											
17	ENELEST CHITHAMBO											
18	NELISI PHIRI											
19	ALICE MISOZI											
20	216 Mkenia											

Figure 4.4 taken from U2 School of Teachers attendance Register Evidence based on school monitoring.

The head teachers mark it on daily basis. Reports indicated that the attendance charts were more helpful in big schools where teacher recruitment rose to over one hundred. However, the head teachers indicated that visiting each class on a daily basis was not possible because of other engagements in the schools. It was however a useful tool at the school which helped somehow to keep check that all teachers were present and doing their work. However, there was need for the government of Malawi through the Ministry of Education to re examine the roles of the monitors and the feasibility of re-orientating all the stakeholders through national review meetings. There was also a need to assess the

impact of school-based supervision on teaching and learning in schools.

4.3.1.5 Teachers' Activities

Teachers involved in the study indicated that they do not exclusively monitor teaching and learning because of lack of resources. The teachers like the head teachers suggested institutionalizing daily monitoring as a way towards improving the monitoring of the teaching and learning process. However, the head teacher though they have the necessary training on their roles from TDCs also expressed lack of expertise with monitoring of teaching and learning for some classes especially those which are using the new curriculum. The general consensus of the teachers is that the professional training did not cater for all teachers and their academic development.

In conclusion, policies and projects aimed at mobilizing the community into school management activities were already in place, but they are not spread out countrywide. Therefore, there is need to intensify the monitoring process at all levels. There is also need to implement the monitoring policies which are targeting community mobilization in the monitoring of teaching and learning in schools.

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4.3.1.6 District Education Managers

In exploring the roles of the District Managers, it was established that their roles were financing the monitoring activities and spot checking in the schools on the activities of the Primary Education Advisors. Statistics indicated that 50% of the DEMs carried out spot checks in the Schools, while 50% indicated that they occasionally performed the

duties of the PEAs when they visit the schools. One of the DEM from R2 said:

Sometimes I visit five schools in a day, just to make sure that I cover a lot of schools. We rely on the PEAs who have the necessary skills for monitoring teaching and learning in our schools (DEM R2. 17-05-07).

These findings show that the Districts rely on the PEAs to obtain reports from the schools to inform the Ministry of Education about the performance of the schools. There might be some implication on relying solely on the PEAs on obtaining school performance reports. Some of them could be mixing the supervisory and inspection roles which the PEAs perform as dual functions. The fact that some DEMs were not actually trained in the supervisory processes but are supposed to do the job could bring about complications especially on how to properly guide the PEAs on professional monitoring issues. At the same time the DEMs could not be the right officers to advice on monitoring of teaching and learning in primary schools as most of them are secondary school teachers. The PEAs have wide experience in primary school teaching and monitoring.

4.3.1.7 Assembly Activities

An examination of activities performed by the District Assemblies show that assemblies were mandated to general monitoring of all the activities taking place in the different sectors in their districts and financing them. The responsibility of monitoring of teaching and learning was vested with the District Education Manager who acted as the Director of Education at the Assembly level. One of the district assembly staff from A2 said:

These structures are not fully devolved to the Assembly per se. Some of the activities are still done by the central office. You should know better, the education structures are resisting change. (As 2 17-05-07).

The findings indicated that there are challenges of coordination between the central office

and the assembly. The Assemblies also lacks specific monitoring tools and capacity for assessing national monitoring standards. Decentralization of structures emphasizes on accountability. Therefore, accountability is affected if the assembly engaged in the occasional inspection of the monitoring structures in order to finance them effectively and measure standards. The Government of Malawi Devolution Guidelines, stipulate that the District Assemblies will be responsible for the practical and actual delivery of education while the Ministry of Education will ensure that the local government fulfills its entrusted functions in a way to ensure equitable access of quality education throughout Malawi. It is further explained that effective delivery of services in locality under the decentralized system require action of the local and central governments, GOM (2007).

4.3.1.8 Ministry of Education Activities.

In exploration of the activities performed by the Ministry of Education on monitoring teaching and learning showed that they are mandated to identify policy issues from monitoring reports from district education offices in order to advice the Minister of Education. The monitoring process was only done on sampled schools. However, the actual supervision of all schools lies with the District Education Offices. According to the Government Guidelines for the Management of functions devolved to the District Assemblies (2007:8) on the Malawi Decentralization policy, the Ministry of Education retained the responsibility of policy formulation, policy enforcement, inspectorate, establishment of standards, training curriculum development. However one of the participants said:

Yes, one of our roles is to inspect schools, we therefore plan and visit sampled schools countrywide. When I talk of schools I am including the Teacher Training

Colleges and private schools. We have 5321 public schools (25-05-07).

The findings indicated that intensive monitoring of teaching and learning is supposed to be done by the Primary Education Advisors, who conduct both inspection and supervision of the schools at different times. Conducting of both activities might have several implications, which may include the failure to demarcate the boundaries of the two processes in the schools despite them being done at different times. Table 4.5 is an assessment of the monitoring activities as perceived by the teachers.

Table 4.5 Teachers perception of monitoring done by ministry of education officers

	Frequency	Percent
No Feedback	9	27
Take long time to visit school	7	21
Shout at teachers therefore de-motivates	6	18
Act as reminders to teachers	3	10
Assist in improving weaknesses from teachers reports	4	12
Encourages teachers	4	12
Total	33	100

A high percentage of teachers (27%) indicated that they never get feedback from the inspection visits to assist them in improving their performance. This was followed by a 21% of the teachers who indicated that the Ministry takes too long to visit the schools, while 18% of the teachers indicated that the visits were characterized by shouting at teachers. This was perceived actually as a de-motivator to the teachers. Positive remarks like those of aiding monitoring teaching and learning encouraging teachers in improving

performance ranged from 9% to 12%. The results were an indication that there were challenges in the way the roles on the monitoring of teaching and learning were being performed as summarized in the figure 4.5.

4.3.2 Benefits of Monitoring Teaching and Learning

The other variable that measured the roles of the stakeholders was the benefits of monitoring teaching and learning as perceived by all the stakeholders. Figure 4.5 is the figure showing the benefits of monitoring teaching and learning as perceived by the teachers.

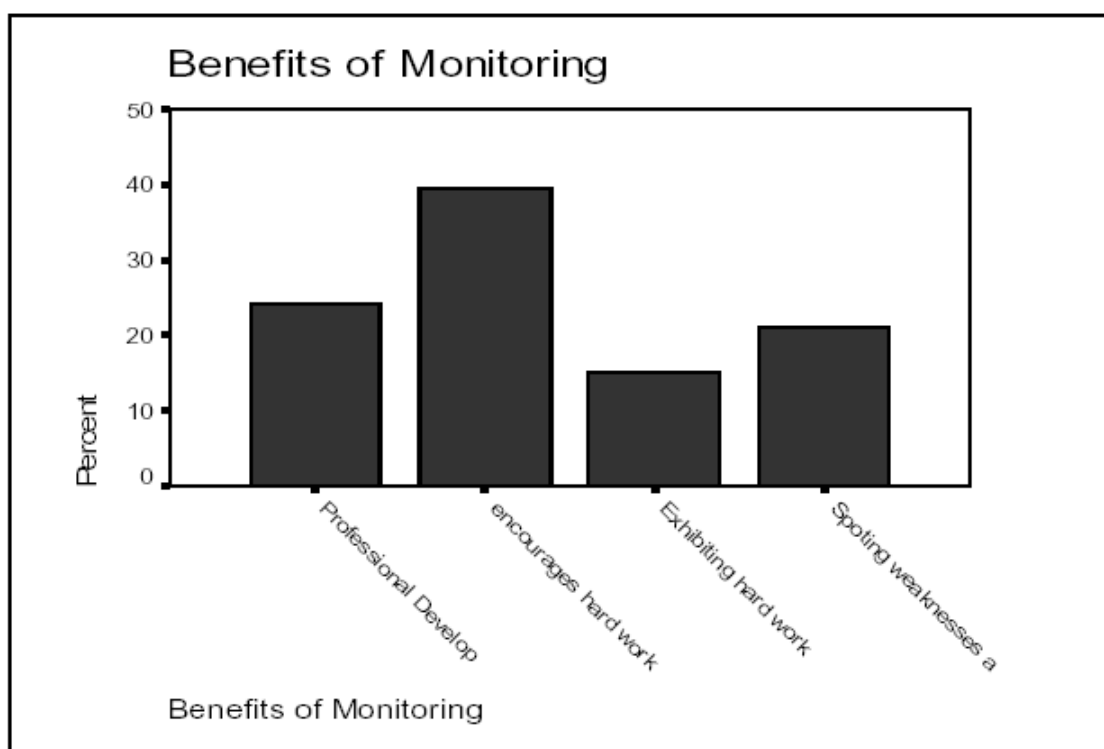


Figure 4.5 Benefits of Monitoring

40% of the 33 teacher participants in this study felt that monitoring teaching and learning encourages hard work at all levels while 25% of the teachers felt that it assisted in

professional development as weaknesses were spotted. Similarly, 22% thought that it was a tool for spotting weaknesses. 15% of the teachers felt that it was a way of exhibiting hard work to the authorities as they were not always available to appreciate the work they performed in the schools. At the same time the pupils and parents perceived monitoring of teaching and learning as a tool for assisting the pupils to get maximum learning in class in order for them to pass national examinations. In Malawi, effective performance of the schools is rated by high examination pass rates and high selection rates, especially selection to secondary schools. The stakeholders reported that high selection rate is the result of effective monitoring of teaching and learning by all the stakeholders. In R1 school, the head teacher explained that;

This school has high enrolment despite the presence of several other schools surrounding it because of high selection rate. For example in the year 2004, 82 students were selected to secondary school, while in the year 2006, 21 of our students were selected to secondary school out of 96 pupils. (Ht R. School 10-05-07)

The Ministry of Education headquarters officers and the district education officers felt that monitoring teaching and learning assisted in measuring standard performance of the Schools. It also assisted in checking weaknesses for redressing and strengths for encouraging in schools in order to raise the education quality.

Some of the teachers however, expressed concern that monitoring of teaching and learning in schools which is conducted by ministry officials does not benefit them much because immediate feedback of the conducted process is not given. When it is provided, it takes too long. Other teachers reported that the process is associated with discomfort and frustrations, such as being shouted at especially when the necessary documentations

are not up to date. Monitoring teaching and learning is beneficial to the education sector but the process has not been exposed to the grassroots levels especially to pupils, parents and some teachers. On the other hand there are some stakeholders who are knowledgeable in monitoring teaching and learning like the PEAs. Most of the PEAs were trained through MSSSP and TDCs.

The Malawi School Support System Project (MSSP) was a program which was launched in 1996 by the Ministry of Education. It was funded by a team from the World Bank with technical support from GTZ and DFID (UK). The objectives of the project were;

- To support teacher development through the 22,000 teachers recruited in 1994 during the introduction of Free Primary Education Policy, MIE (1997).
- To train the untrained and in-service teachers through the Malawi Integrated In-service Teacher Education Project (MITEP) for certification.
- To give teachers opportunity to grow professionally.

To achieve its goals MSSSP established a teacher development unit within the Ministry of Education and teacher development centres in zones. It operated through existing ministry and parastatal structures like Malawi Institute of Education. The training teams were formed with representation from the Malawi Institute of Education (MIE), Teachers Development Unit (TDU), teachers colleges and EMAS. Two people from each zone were trained to work with each PEA. The team would train senior school staff within each zone at a TTC. The trained teachers were in-turn to train and support in-service training within each individual school. The trained teachers took on board 315 PEAs for each cluster, the Headteacher and Deputy Headteachers from each school in order to

monitor performance and offer advice within each school. In order to guarantee the continuation of teacher activities by the MOE, the district education, divisional EMAS staff and officers from advisory section were all trained in monitoring and supervisory activities so as to support the MSSSP program. It is therefore imperative that not all the teachers could get the monitoring training through the MSSSP as the TDCs and school based supervision was to take on board all the other teachers.

Evidence of training in the TDCs is prevalent and shown through the similar ways in which charts and teaching and learning aids were prepared in the schools as illustrated in Figure 4.6.

NO	NAMES	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	WK 12
01	KAPHAEL JANJANY												
02	JOHN KAMTSALL												
03	MAGGI MWAKALAGHO												
04	BEATRICE MPRWANTU												
05	FELESIA NKHATA												
06	PHILLES KATSIKE												
07	MIRIAM KAMAKA												
08	TOWERA MANDA												
09	ELLEN KUTHYOLA												
10	CHARLES CHAPINWA												
11	ACHLEN GAWANI												
12	RONALD SMOKO												
13	MIRIAM CHIEUMA												
14	CHARLES KATHUMA												
15	DOLICA NGULUBE												
16	ALLAN KANDIYA												
17	EMILY NJOLOMOLU												
18	ENELES CHITHAMBO												
19	NELIS PHIRI												
20	ALICE MSOSA												
21	MR. MKANDA												

Figure 4.6: A photo on lesson preparation taken from R₂ School (Evidence of Professional Training at TDC)

The charts on lesson plan preparation were available in all the head teachers' offices that

were visited. The only difference was that some charts were marked on daily basis while others were irregularly marked. Figure 4.6 easily reveals that the head teachers were keen in practicing the skills they learnt during their monthly meetings at the TDCs. However the Government through the Ministry of Education needs to re examine the training process of monitoring teaching and learning by all the stakeholders so that the monitoring process is community owned.

4.4 Suggested Improvements on the challenges of monitoring teaching and learning in Primary Schools.

The stakeholders came up with suggestions on how best the monitoring system on teaching and learning could be improved as illustrated in the Table 4.6.

Table 4.6 Ways of Overcoming Problems

	Frequency	Percent
Recruiting many teachers	4	12
Provide learning materials	3	9
Provide teaching materials	3	9
Involvement of teachers in distribution of learning material	3	9
Use group work in teaching and learning	6	18
Revise Policies	4	12
Govt take active role in education	5	15
Set up proper problem resolution channel	4	12
Increase allocation to MIn. of Education	1	4
Total	33	100

The stakeholders suggested that in the course of shortage of teaching and learning

materials, the teachers should be encouraged to use group work. This was specifically emphasized where books were in short supply. In addition, some of the parents felt that all the pupils and parents should get involved in the purchasing of books for individual pupil's use. At the same time the government should take an active role in the education sector in providing necessary resources. The assumption was that the government was not doing enough concerning the revision of the policies related to the provision of teaching and learning materials. These parents, however, observed that book distribution to schools could best be achieved if the government involved the teachers through the cluster centres; while the District Education Managers felt that the trend of just informing them about the book distribution in their districts did not assist them much in terms of accountability. The Managers claimed that accountability demanded knowledge of what was happening in the schools in their districts. Similarly, the District Assemblies indicated that joint meetings with all the stakeholders would assist in reviewing some of the monitoring issues and come up with solutions.

In conclusion, the monitoring systems are faced with a lot of challenges of resources, communication and capacity building issues. It is these challenges which are impeding the stakeholders from performing their roles effectively and extensively. To this effect consultation meetings with all stakeholders would help resolve some of the challenges.

4.5 Chapter Summary

The chapter has indicated that participants felt that they were facing many challenges such as shortages of resources which prevented the stakeholders from effectively monitoring, teaching and learning in schools. For example, some of the schools have high pupil/book ratio. In some schools pupils had no opportunity to have practical lessons and learn skills because of shortage of books. Furthermore, shortage of resources also affected the way the District Education officials and the Ministry of Education officials performed their roles in schools. Reports have shown that the supervision and inspection activities are not frequently conducted and that schools which were near the roads and in town were frequently visited than those in rural areas.

In addition the participants especially those at the grassroots level like pupils and parents expressed lack of knowledge in the standard process of monitoring of teaching and learning. The knowledge of the monitoring process was inherent with the PEAs yet the PEAs felt that disclosing the monitoring process to the grassroots stakeholders would jeopardize the process of monitoring which would find the schools in their natural operation status. Similarly, primary school administrators reported that school based supervision was being conducted in the schools as evidenced by the production of similar attendance charts in all the schools visited. On the contrary the school based supervision activities had no specifications on the number and frequency from the Central Education office. As a way of improving monitoring teaching and leaning in primary schools the stakeholders suggested some improvements in the capacity building, communication and provision of the necessary resources so as to improve the roles performed by the stakeholders especially on the frequency of monitoring teaching and learning.

CHAPTER 5: CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.0 Chapter Overview

The study explored the challenges of monitoring systems in primary schools in Malawi in the context of decentralization. The study was mainly concerned with four primary schools in Malawi, two schools in an urban setting and two schools in a rural setting. This chapter discusses the key issues that the study raised in chapter one. Chapter two has shed more light on the experiences of decentralized monitoring systems in other countries and how a similar process is being implemented in Malawian. The study has added more information in the academic circles. It has also further assisted in the understanding of the decentralized monitoring process in Malawi, especially on the challenges faced in general, the roles of the stakeholders and the frequency in which Monitoring teaching and learning is conducted in Malawi Primary schools. Chapter three has highlighted the methodology and design of the study. The study followed a mixed method of exploratory approach with a bias to qualitative methodologies.

The study was basically responding to three objectives, namely; challenges faced by stakeholders in the context of the decentralized monitoring system, the extent of monitoring teaching and learning and the roles the stakeholder perform in the monitoring learning and teaching in primary schools in Malawi. All the three objectives have been responded to in chapter four. Furthermore, the chapter has included suggestions from all the stakeholders which could assist in addressing and improving the frequency and roles of the stakeholder in the monitoring of teaching and learning in primary schools in the context of decentralized education system. The suggestions included provision of

adequate teaching and learning materials, capacity building for all the stakeholders and improvement in communication channels in the education sector. The thesis was concluded with recommendations to the Government of Malawi. There are recommendations related to improving the challenges faced by the monitoring teaching and learning, frequency of teaching and learning in primary schools. It is assumed that the challenges impede the stakeholders from effectively performing their roles in the monitoring of teaching and learning.

5.1 Conclusions and Implications

The conclusions and implications for the study have been categorized into three groups, following the objectives of the study namely; roles of the stakeholders, the extent of monitoring, and the challenges faced by the stakeholders in monitoring teaching and learning.

5.1.1 Roles of the Stakeholders

The analysis about the roles of stakeholders has indicated that there are no marked differences in the perceived different roles of stakeholders between rural and urban settings. The study has further established that there are problems in monitoring teaching and learning in the areas where the study was carried out. However, it has been clearly shown that monitoring teaching and learning is beneficial in that it encourages hard work among teachers, pupils and Primary Education Advisors. Monitoring teaching and learning by stakeholders provides district education offices and the central office with valuable information on the performance of the education system. It further provides a

basis for the identification of policy issues for the attention of the whole education sector. One of the major problems identified by the study is the lack of adequate resources for effective performance of stakeholders at all levels. The shortage of resources includes both human and non-human. At the schools where the study was carried out classes were characterized by sharing books at the ratio of about one to two to about one to six. The need for adequate resources like learning and teaching materials cannot be over-emphasized. This is true particularly in science lessons where teachers carry out lesson demonstrations and experiments and pupils have to learn some skills. To achieve this, there is need to have adequate material resources.

The study also revealed that there is serious shortage of human and material resources in schools. The institution of Education for All (EFA) coupled with Free Primary Education (FPE) policies resulted in an increased enrolment in schools which resulted in serious shortage of trained teachers. The shortage of adequate resources and trained teachers in schools has a serious and negative impact on the education sector. The current situation in primary schools calls for efficient monitoring instruments so that standards of teaching and learning should be checked all the time.

The decentralized education system is an ideal system which would help to identify problems in the system by the stakeholders and address them promptly. If the contrary is true many pupils would drop out of school and pupils' interest in school would be eroded because the quality of education inputs would be low in the primary school. In consequence education would not help to eradicate poverty and it would not assist in

bringing about the very much needed development in Malawi. It is therefore necessary that the Malawi Government through the Ministry of Education and its development partners should provide adequate resources to develop the monitoring system on teaching and learning in primary schools in order to assist in improving curriculum implementation in schools. It is encouraging to note that there are a number of cooperating partners who are already committed to assist in the education sector. The call at this juncture is to ask government and cooperating partners to focus on the development of the monitoring systems on teaching and learning in primary schools in Malawi.

5.1.2 Extent of monitoring teaching and learning

In this study participants have indicated that lack of capacity in stakeholders prevent them from efficiently and extensively performing their roles. Findings show that there is frequent school based supervisory work being conducted by the school managers such as head teachers, deputy head teachers, Primary Education Advisors in the schools. It was observed that there is occasional supervision and spot-checks conducted by the Districts Education and Assembly Offices, whereas inspection of schools by Ministry of Education officials is done on some sampled schools and institutions occasionally. Similarly, pupils' and parents' monitoring of teaching and learning is minimal. There are indications that pupils fear discussing their academic performance with their teachers and that some parents are not able to assist their children with school work because they are not aware of the new primary school curriculum. This in effect impedes extensive monitoring of teaching and learning by pupils and parents and poses as one of the problems in the

process. The Government therefore, needs to examine the problem and find out its causes and address it accordingly so that the system is benefits all the stakeholders. It is important that for stakeholders to participate in monitoring teaching and learning they must feel that they own the schools especially those stakeholders at grassroots level and that they are conversant with all its activities. If this is not the case then contributions by the stakeholders in school activities would be minimal.

As a way forward, some participants came up with some suggestions which should help improve the monitoring systems in Primary Schools. It was suggested that there should be a deliberate policy to provide opportunity for stakeholders to do capacity building courses with the objective of, among other things, acquiring information and skills to enable them take active part in effective monitoring of teaching and learning in primary schools. The provision of scholarships to stakeholders for upgrading their education would be an incentive for grassroots stakeholders to develop interest in participating in the running of the local school. Teachers felt that the Malawi Government through the Ministry of Education should consider undertaking this project for the eventual improvement of the standards of education in the country.

The study also identified poor communication as another problem which is frustrating the decentralized education system. Stakeholders highlighted that there was inadequate communication between the Ministry of Education Headquarters, Divisions and schools at grassroots level. Communication is vital in passing up or down information needed for certain activities to take place at the right place and time. One example of poor

communication is when parents are informed about an issue through their children at school. Similarly Primary Education Advisors (PEAs) pass information to their zones by word of mouth. It was also observed that District offices do not give adequate time for the distribution of letters to all schools when they are sending some messages of meetings, among other things. This has implications on the standard performance of monitoring teaching and learning in schools. For efficient performance and for the stakeholders to feel they own the schools, the Ministry of Education must improve channels of communication so that communication is quick, efficient and reliable. The decentralized monitoring systems need to have efficient performance indicators on communications.

5.2 Recommendations

After looking at the problems faced by the monitoring systems on teaching and learning in Malawi primary schools it is being recommended that the Malawi Government through the Ministry of Education should consider the following recommendations. The recommendations are geared towards improving the monitoring systems in primary schools in Malawi. There are recommendations aimed at improving stakeholders' performance of their roles and improving the frequency of monitoring of teaching and learning. The problems are related such that sorting out one will help to resolve most if not all the problems. This is true in the case of increased resources which will positively address a number of problems discussed in this study.

5.2.1 Recommendations related to the roles of the stakeholders

Four recommendations related to the roles of the stakeholders were identified. These are; frequent consultative meetings, involvement of district assemblies in monitoring teaching and learning, involvement of grassroots stakeholders in the monitoring of teaching and learning and empowerment of teachers and pupils in the monitoring of teaching and learning.

5.2.1.1 Frequent consultative meetings

There is need for the Ministry of Education to hold consultative meetings to work out modalities on how the involvement of stakeholders can be developed and improved in the decentralized education system. The officers from the central office, divisions and district assemblies should form part of the consultation group. The Ministry of Education Central Office should help to set standards for monitoring teaching and learning in schools while divisions and district assemblies should join hands in checking that stakeholders are monitoring teaching and learning in schools according to set standards. This has certain implications on the need for capacity building for stakeholders. If stakeholders are to be expected to achieve certain goals they would need to undergo some training in order to acquire some knowledge and skills necessary for them to do a good job.

5.2.1.2 Involvement of District Assemblies in the Monitoring of Teaching and Learning

The Assemblies as financing bodies of the monitoring system should be involved in what actually happens in the classroom situation as opposed to the current scenario whereby

the Assemblies perform general monitoring in schools. The involvement of more than one office in overseeing the work of stakeholders would take away pressure from the central office and share it with other offices. This should help to improve the efficiency and frequency of stakeholders of visiting schools.

5.2.1.3 Involvement of grassroots stakeholders in the monitoring of teaching and Learning

As regards the roles of some stakeholders such as parents, these could be upgraded and intensified in all the schools. The Ministry of Education could use retired teachers and civil servants who have relevant education qualification and skills to help in monitoring teaching and learning in schools. In fact, at each school there is a Teacher–Parent Association (PTA) whose mandate could be extended to include to the monitoring of teaching and learning in schools. The use of already existing structures on the ground would be convenient because it would not bring any confusion. All that would be needed to do is to empower PTA to add more roles to its mandate. As recommended earlier on, where educated people are available in the local community it should be encouraged that such people should take leadership of school bodies like PTAs but where they are not available deliberate action must be taken to train and prepare them for the job.

5.2.1.4 Empowerment of Teachers and Pupils in the Monitoring of Teaching and learning

The Ministry of Education should also institute deliberate policy to empower pupils and teachers on monitoring teaching and learning not just through school-based talks but also through inter-school visitations or even where possible through international school visits where pupils would learn from others. The intensification of the visits during holidays would empower both pupils and teachers and motivate them to be involved in more school activities.

5.2.2. Recommendations related to Extent of monitoring

On the extent of monitoring teaching and learning three recommendations could be made that would assist in improving the extent of monitoring teaching and learning in primary schools in Malawi. These included; purchasing and distribution of teaching and learning materials through cluster centres, extensive capacity building in the education sector, and frequent review meetings.

5.2.2.1 Purchasing and Distribution of Teaching and learning materials through cluster centres

In order to have effective monitoring of teaching and learning it is recommended that the central office should provide enough funding for the purchase of adequate teaching and learning materials for primary schools. Such materials could be distributed to schools through cluster centers which are already serving a number of schools in a local community. Thus clusters could also be used as meeting places where stakeholders would be involved in deciding the purchasing and distribution of teaching and learning materials

required at their local school level. It is observed that clusters are already being used by the Malawi National Examination Board (MANEB) as examination centers for a number of schools in a local community. The Ministry of Education may need to set aside some money which could be used to refurbish the clusters so that they could also be used for activities pertaining to monitoring teaching and learning in schools. This could save money by using already existing structures.

5.2.2.2 Extensive Capacity Building in the Education Sector

It is further recommended that for effective monitoring teaching and learning in primary schools, the Ministry of Education should consider undertaking an extensive capacity building at all levels. The capacity building exercise should be given priority before stakeholders can be given various roles to play in the decentralized education system. The capacity-building can be done on both professional and academic terms. The study has revealed that most of the stakeholders like monitors and especially Primary Education Advisors (PEAs) are holders of Malawi School Certificate. What we have on the ground therefore is that PEAs with Malawi School Certificate are monitoring other stakeholders like teachers with the same academic qualification as they have. This obviously creates problems of credibility and inferiority complex in the monitors, among other things. The recommendation to improve the professional and academic qualifications of PEAs would help to improve the situation and ensure effective monitoring of teaching and learning in schools.

The capacity building training sessions can take place at clusters which are already in

existence in each community throughout the country. This would help to cut costs as candidates for training in each community would go to the nearest cluster. In this regard it is recommended that government should consider establishing a clear career-path for the primary school sector. For example, those managing the primary schools like head teachers and their deputies should be holders of Tertiary Education certificates in Primary Education. If there were such courses introduced in colleges and Universities in Malawi they could motivate teachers to work hard and improve on their academic and professional qualifications while at the same time they would move upwards in the primary school rank structure. The professional development could also be extended to parents and school management committee members. Those with the necessary qualifications could be considered for this training and appointed to assist as school-based supervisors at their local schools. In such an arrangement it is assumed that the stakeholders would own the schools and be able to deal with some of the minor problems facing the schools at grassroots level.

5.2.2.3 Frequent Review Meetings

Finally, on the problems of communication in the education sector it is recommended that the Ministry of Education should at least have periodical review meetings with stakeholders as consultations during which issues pertaining to implementation of monitoring issues in schools are disclosed and experiences from different schools could be shared. The aim could be improving the monitoring instruments and providing an effective monitoring system of the same standard in all schools in the country.

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APPENDICES

APPENDIX A

A guide for group discussion with the pupils

Roles of pupils in monitoring teaching and learning

1. How often do you discuss your class performance with your teacher?
2. Do you discuss your end of term/your school results with your parents?
3. Are you given a chance to discuss your lesson problems with your class teachers?

Extent of monitoring teaching and learning

4. Are your learning problems resolved by the class teacher? _____ Explain
5. Apart from the class teacher and your parents/guardian, who else resolves your class problems?
6. What are the differences between the assistance you get from your teachers and guardians? Parents?

Challenges of monitoring teaching and learning

7. How many pupils are there in your class?
8. How do you rate the teaching and learning materials in your schools

Books_____

Others_____

9. What problems do you face with your education?
10. Suggest ways of improving teaching and learning in your school

Thank you for your contribution.

APPENDIX B

A guide for group discussions with parents

Roles of parents on teaching and learning

1. How often do you visit your child's school?
2. Why do you visit your child's school?
3. Are you happy with how the and teachers are assisting your children?

Extent of monitoring teaching and learning

4. Do you attend teachers/parents meetings? What do you discuss
5. Do you assist your child with his/her homework?
6. Does your child have learning problems at school? Who diagnosed it?

Challenges of monitoring teaching and learning

7. Are the head teachers/teachers aware of the learning problems of your children?
8. What other problems do you face with the education of your children?
9. How do you contribute to your children's learning in school?
10. Suggest ways of improving teaching and learning in the school.

APPENDIX C

Interviews Guide for PEA's after class supervision

Roles

- Why do you conduct the activity you have listed?

- in day

- Each class

- What do you when you supervise and visit the school?

List them

- How do you rate teaching and learning in your classes?

.....

- What are the advantages and disadvantages of monitoring and teaching?

.....

- Extent of monitoring, teaching and learning

- How often are supervised in your zone?

- Monthly

- Termly

- Yearly

- How do you rate teaching and learning in your school?

.....

- What do you look for when you supervise/advise teachers?

.....

- What courses/seminars do you conduct for teachers on teaching and learning in your zone?

-
- How do seminars and courses benefit teaching and learning?
-

Challenges

- What problems do you meet as you monitor teaching and learning?
 - List them down
-

- How do you sort out some of the problems mentioned above?
 - Are schools notified of your intended visit?
-

- Do you of any monitoring system apart from the present one?
 - If yes explain
 - Suggest ways of improving standards of monitoring, teaching and learning in schools?
-

APPENDIX D

Interview schedule for central office, district managers and district assembly managers

Designation _____

School/organization_____

Qualification_____

Work experience 1 – 5

6 – 10

11 – 15

Over 15 years

Age range:- 20 – 30

21 – 40

41 - 50

above 50

Roles of the Central District and Assembly Managers

1. How many primary schools are under the responsibility of your

office?_____

2. What functions do you perform in the schools, especially on monitoring of teaching and learning? _____

3. How do you measure the achievement and implementation of functions and objectives on monitoring of teaching and learning?_____

4. How often do you (Ministry officials) inspect/supervise your schools

Monthly_____

Termly_____

Annually_____

others, specify_____ (tick appropriately)

5. How often are meetings between officials from your office and schools held?

Monthly_____

Termly_____

Annually_____

other, specify_____ (tick appropriately)

6. How often do you get reports from schools?

Extent of monitoring in schools

7. What courses/seminars do you arrange and conduct for teachers and headteachers of schools? _____

8. How do the courses assist in adding value to teaching and learning in schools?

9. How often are these courses/seminars held?

Monthly_____

Termly_____

Annually_____

other, specify_____ (tick appropriately)

10. What visible results are observed after such seminars or courses?

11. What knowledge do you have on monitoring of teaching and learning in schools?

Challenges of monitoring teaching and learning in schools

12. Are there any differences between the old and the present systems of monitoring teaching and learning in schools yes no
explain_____

12b List down how monitoring of teaching and learning in school is conducted

13. What problems do you encounter in the course of monitoring teaching and learning in schools? _____

14. Suggest ways to improve monitoring of teaching and learning in schools?

Thank you for your contribution

APPENDIX E

Information Gathering Questionnaire

Questionnaire to Primary school Headteachers and Deputy Headteachers

The purpose of this questionnaire is to gather information related to the challenges of monitoring teaching and learning in primary schools in Malawi. The information will be used for writing an academic dissertation as part of the fulfillment of the requirement of the final study of a Masters Degree of Education at the University of Malawi, Chancellor College. The information will be treated with the strictest confidentiality it deserves and will be used for the intended purpose if you have problems in completing the questions, consult the assistant who is available in the school or phone 08 893 671 for clarification

Designation(tick appropriately)

Head

--

Deputy

--

School / Organization

--

Age

	Male	Female
--	------	--------

Work experience

--

Roles of Head and Deputy Headteachers

1. How often do you observe teachers teaching in class?

Monthly_____

Termly_____

Annually_____

others, specify_____ (tick appropriately)

2. Were you trained in lesson observation through:

MSSSP

TDC

The school

Other specify _____

3. How often do you convene or conduct staff meetings on teaching and learning in your school?

Monthly_____

Termly_____

Annually_____

Other, specify_____ (tick appropriately)

4. What is the ratio of teaching and learning materials at the school

1:2pupils per book

1:4 pupils

1:6 pupils

Over 6 pupils

(tick the appropriate answer)

Why do you have such a ratio? (Explain) _____

5. How often are Teacher/Parent meetings held in the school?

Monthly_____

Termly_____

Annually_____

Other, specify_____ (tick appropriately)

Extent of monitoring teaching learning

6a. Do you conduct school based supervision?

Yes

No

6b. How do teachers react when you observe lesson presentation in their classes:

positively

encouraged

negatively

other, specify _____

7. How often is monitoring of teaching and learning done in your school by the

Ministry officials:

Monthly_____

Termly_____

Annually_____

other, specify_____ (tick appropriately)

7b. Do you assist in the monitoring of teaching and learning in your school:

Yes No

other, specify _____

Give reasons for your answer _____

8. Does the monitoring add value to the teaching and learning process in the school?

(Explain)_____

9. Do you get any feedback after monitoring is done in your school?

Yes/ No

Challenges of monitoring teaching and learning

10. What is the teacher/ pupil ratio in your class?

1:60 pupils

1:61- 90 pupils

1:91- 120

Over 120 pupils

Why do you have such a ratio _____

11. What is the average ratio of teaching and learning materials in the school?

1:2

1:4

1:6

Over 6

Tick appropriate answer

12. What are some of the problems you face with the current monitoring systems?

(Explain) _____

13. Do you have teacher discipline problems in your school?

very good

good

poor

other, specify _____

Please specify _____

14. What problems do you encounter when you discharge your duty?

15. How can the monitoring systems be improved?

Thank you for your contribution

APPENDIX F

Questionnaire for teachers

School / Organization

Location: Rural/ Urban

Sex: Male Female

Age: 20 - 30

31 - 40

41 - 50

Over 50

Experience:

Qualification: Primary education

J.C E.

M S C E

Other (specify)

Roles of teachers

1. How often are you supervised by the District Education Officials in you class (PEA)?

Monthly_____

Termly_____

Annually_____

Other, specify_____ (tick appropriately)

2. Do you prepare your lesson plans? Yes / No

(Tick appropriately)

3. How often do you teach using lesson plan?

Everyday

Some lesson

Never

Other, specify _____

Does the monitoring of teaching and learning assist in to your teaching and learning?

yes/ no

Give reasons for your answer _____

4. How often do you have staff meetings to discuss teaching related problems?

(b) Do you see positive results after the meetings? _____

5. Do you have knowledge on inspection and supervision yes / no – if no go to question 14.

Where did you acquire the supervision knowledge from:-

MSSSP courses

School based in service training

Teacher development unit

Other, specify _____

6. List down the benefits of the courses to the teaching and learning in schools

Extent of monitoring teaching and learning

7. In what ways do supervision by the PEAs help in your teaching process?

8. How often are you observed teaching in you class by the ministry officials?

Monthly_____

Termly_____

Annually_____

Other, specify_____ (tick appropriately)

(b)Does monitoring of the teaching and learning assist in your teaching

Yes / No

Explain_____

9. How often do you have in-service training?

Monthly_____

Termly_____

Annually_____

Other, specify_____ (tick appropriately)

(b) Who conducts the courses MIE?

TDC

Schools

Others, specify_____

10. Do the courses assist in teaching and learning?

11. Are the courses' content used in teaching and learning?

Challenges of monitoring teaching and learning

12. What problems do you encounter in the course of teaching?

12.b How can you overcome the problems in 12a if any?

13. Are you accepted to observe a colleague teaching?

(b) Do you see any positive results after the monitoring is done in your class?

Yes / No

(c) Give reasons for your answer _____

14. Suggest ways of improving the standards of monitoring teaching and learning in your school. _____

Thank you for your contribution.

APPENDIX G & H

Supervision Instrument

School:
District:

Zone
Division

TEACHER'S PARTICULARS

Name:	Reg. N0:	Class:
Attendance: B = G=	Enrolment: B= G=	
Subject:	Topic:	
Date:	Time:	

TEACHER'S RECORD

Item	Y/N	Comment
LESSON PLAN		
Specific Objectives		
Logical Sequencing		
T/L Materials		
SCHEMES OF WORK		
Preamble		
Topics		
Subjects		
Number of weeks		
Update of Record		
ATTENDANCE REGISTER		
Availability		
Marking / Summaries		
PROGRESS BOOK		
Frequency		
Pass rates / Remedial Action		
STOCKBOOK		
Availability / Update		
SICKBOOK		
PUNISHMENT BOOK		

Lesson Presentation	Y/N		Comment
T/L MATERIALS & USE OF CHALKBOARD			
Adequacy			
Legibility			
Suitability			
INTRODUCTION			
Relevant to Subject matter			
Time taken			
Liveliness			
DEVELOPMENT			
Logical Sequencing			
Suitability of techniques			
Variation of T/L Methods			
Variation of pupil activities			
Pupils participation			
Cope with individual differences			
Mutual respect T-P			
Teacher pupil interaction			
Knowledge of Subject matter			
Questions inviting to think			
Gender sensitivity			
Friendly and correct feedback			
Use of language			
Time Management			
CONCLUSION			
Review/Summary/Questions			
Homework/Assignments			

TEACHERS'S STRONG POINTS
• • •
TEACHERS'S POINTS FOR IMPROVEMENT
• • •

RECOMMENDATIONS

FOR HEAD TEACHER
OTHER COMMENTS

AN APPRAISAL GUIDE FOR OBSERVING A LESSON (APPENDIX H)

NAME_____ CLASS_____

SUBJECT_____ TIME_____

TOPIC_____ PUPILS ON ROLL_____

DATE_____ PUPILS PRESENT_____

ISSUES	COMMENT
1. LESSON PLAN	
2. INTRODUCTION	
3. PARTICIPATORY METHODS OBSERVED	
4. CLASS ORGANISATION	

5. TEACHING AND LEARNING AIDS	
6. CLASS RELATIONSHIP	
7. LEARNING ENVIROMENT	
8. CONCLUSION	
9. SKILLS ATTAINED	
10. CLASSROOM RECORD AND KEEPING	
11. OTHER COMMENTS	

NAME OF SUPERVISOR _____
 TEACHERS' SIGNATURE _____

APPENDIX J

APPENDIX I

UNIVERSITY OF MALAWI



PRINCIPAL
Emmanuel Fabiano, B.Ed., MSc., Ph.D.

CHANCELLOR COLLEGE
P. O. Box 280, Zomba, MALAWI
Tel: (265) 01 522 222
Telex: 44742 CHANCOL MI
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Email: edf@chanco.unima.mw.

Our Ref.: Edf/MED/07
Your Ref.:

May 11, 2007

Dear Sir/Madame

INTRODUCING MRS CATHERNE SAIWA

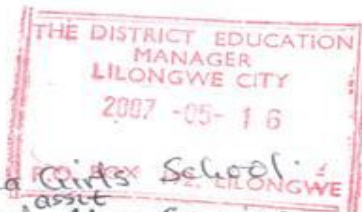
Mrs. Catherine Saiwa is a bonafide student of Chancellor College who is studying for a Masters Degree in Policy, Planning and Leadership in the Faculty of Education. One requirement for the program is that he should conduct a research study to collect data for his dissertation. I therefore write to ask for your support as he performs this task.

Thanking you so sincerely for the anticipated cooperation and support.

Dr. Bob Wajizigha Chulu
HEAD, EDUCATIONAL FOUNDATIONS DEPARTMENT

Head teacher Mphungu School,
Please receive and assist
the bearer.

S. Missonali
for DEM.



Headteacher Dzenza Girls School,
Please receive and assist Mrs Saiwa
for the required information.

H. Chitedze

APPENDIX K

For Appendix K Please refer to “THE ORGANOGRAM FOR MoE.DOC”

