Influence of Monitoring and Evaluation by Principals on Effective Teaching and Learning in Public Secondary Schools in Githunguri District

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Abstract

The purpose of the study was to investigate the influence of monitoring and evaluation on effective teaching and learning in secondary schools in Githunguri district. This study was guided by the following objectives; To establish the effect of lesson preparation, teaching and learning process, monitoring of school attendance for teachers and students impact on teaching and learning process, effect of evaluation process used in schools on effectiveness of teaching and learning and to establish the effect of learning and teaching environment on the effectiveness of teaching and learning. The study adopted survey research design. The study targeted 30 principals, 750 teachers, 150 HODs and 120 class prefects 1 class prefect per stream in the 30 public secondary schools in Githunguri district. The researcher used simple random sampling techniques to sample the 187 respondents. The study had a sample size of 15 principals, 113 teachers, 23 HODs and 36 class prefects; a total sample of 187 respondents. The sampling technique was random. Questionnaires were used for the data collection from the HODs, teachers and class prefects. Interview schedule was used for the principal. Validity of the research instruments was ensured by undertaking a pre-test in 2 schools which were not included in the study. The researcher also discussed the instruments with the supervisor to ascertain there validity. Reliability was ensured through calculating the Cronbach coefficient. The research utilized descriptive analysis of each of the questions asked in the questionnaires presenting them in tables and graphs. There should be improvement on lesson preparation process, the schools should improve on the monitoring of school attendance for teachers and students as it has an impact on teaching and learning process. The finding of the study will provide invaluable insight into the role of monitoring and evaluation by principals on effective teaching and learning in secondary schools. This will help policy makers in formulating policies to guide the monitoring and evaluation process in secondary schools.

Keywords: Monitoring and evaluation, teaching and learning, secondary schools, lesson preparation, Kenya

Background of the Study

Monitoring is an activity that involves continuous and systematic checking and observing of a program or a project. Evaluation on the other hand is judging, appraising or determining the worth, the value and quality of a program. It involves comparing the present situation with the past in order to find out the extent to which the laid down objectives have been achieved (Handbook for inspection of educational institutions, 2000).

Monitoring and evaluation is done in the education sector to monitor programs like quality of education. In education two activities take place these are teaching done by the teachers and learning by the students. Teachers who teach in secondary schools are usually degree or diploma holders in education. During training the teachers go through methodologies of teaching and are therefore well versed with good teaching practices. The principal is responsible for monitoring and evaluation at the school level to ensure effective teaching and learning is going on (Williams, 2000).

When effective teaching is done it translates to effective learning in students and this reflects as good performance in KCSE and other examinations. Monitoring and evaluation started a long time ago, in Western Australia. Prior to 1950's teachers professional development was relatively unknown. By the 1970's teachers professional development started expanding in, 1980 it was a period of rationalization. It was recognized by this time although achieving change in practice, the classroom level was the hallmark of effective professional development. Since then school improvement has been sought through introduction of teacher standards and registration, competency frame works and efforts to transform schools from industrial organization to learning organizations (Fullan, 2001).

In 1987 the Australian common wealth was concerned with school improvement and limited research into teacher professional development through the in service 'Teacher Education' Project. During the 1990's further deliberations lead to the acceptance of the Adolaide Declaration on National goals for schooling in the twenty first century, from this declaration there arose the common wealth Government policy, teachers for the twenty first century making the difference Quist (2000). This consisted of four major changes designed to improve educational outcome in Australia. The quality teacher program was a key component of the quality teacher's element of this initiate and begun its implementation in Western Australia in 2001 (Quist, 2000).

In 2000 – 2004, Teachers in Australia were engaged in a period of intense educational reform with the curriculum improvement program which was Chief strategy of the department of Education and training to implement the curriculum frame work, which had been mandated by the curriculum council Act (1997) and outlined that all students should know, understand, value and be able to do as a result of their education. The Curriculum Improvement Program (CIP) included the curriculum framework and curriculum assessment and reporting policy.

The quality teacher programme (QTP) was expected to enhance status of teaching in Australian government schools and, update and improve teacher's skills and understanding in each of the primary subjects. These are Mathematics, literacy, numeracy, vocational education and information technology. The operating principles of the QTP were founded on the beliefs that teacher professional development focused on enhancing teacher's skills (Williams, 2000).

In the United States of America (USA) the education is under the state's developments of education. Many schools in USA have spent a lot of resources collecting and analyzing data that entail annual and biennial achievement testing and collection of demographic data. Sometimes data about homework polices, classroom discipline and the parental involvement is also collected. The aim of the monitoring system is to gather information about how teachers in a given jurisdiction and training as compared to other jurisdictions. Also assess whether the achievement of learning outcome in these jurisdictions is changing over time, determine whether there are in equalities in achievements among learners with different social economic backgrounds Willms, (2000). The monitoring and evaluation information in the department of state in USA is useful to school, Districts and state administrators for making day to day decisions concerning allocation of resources, the efficiency of certain programs, the strengths and weaknesses of these programmes.

In Chile teacher evaluation system is aimed at the improvement of teaching and consequently also of education results. It is designed to stimulate teachers to further their own improvement through learning about their strengths and weaknesses. It is a mandatory process and it is carried out the school level and follows a mixed internal and external approach. In the evaluation aspects such as preparation for teaching, creation of positive classroom environment, effective teaching for all the students and professional responsibilities are assessed. The teachers assess their own performance and the principals also do their own evaluation (Piper, 2007).

In Kenya there are the quality assurance and standards officers, who have one of their roles being monitoring and advising on standards in education based on all round aspects. Standard performance indicators for various areas, including sports, games, drama, music, science congress, scouting/girl guide, academic performance environmental education health care and nutrition, pupils' welfare, pupils provision and optimum use of available resources (Hand book for inspection of educational institutions, 2000).

This hand book clearly explains that educationists have shown that habits are formed and they became entrenched at early stage of a learner; therefore the classrooms should be learner centered and learner sensitive. Learning should also be made enjoyable because if learners enjoy the experience of learning they will go on to become lifelong learners. At present in many contexts teaching is too teacher centered and unimaginative with little involvement by the pupils (Koech Report, 1999)

The inspector's manual also raised concerns. About examination preparation predominating real the learning, the education is too examination centered to be concerned about whether learning actually took place. According to statistical data available at the DEO'S offices, Githunguri district is one of the 36 districts that make up the central province in Kenya. The district was curved out of the larger Kiambu in 2009. The district is fairly well endowed in terms of resources most of the people who live here are engaged in dairy farming, though there pockets of poverty mainly those people working in tea and coffee plantations.

The district has 30 public secondary schools and 4 private secondary schools. Monitoring and evaluation of schools, and teaching learning is done at the District Quality Assurance and standards officer DQASO while for primary schools it is done at the zonal levels. At zonal offices there are two officers one from the ministry of education called an inspector. The officer advices the administration and also sits in class to observe the teaching and learning process. He does not advice the teacher directly but gives his observation to the curriculum support officer who is under the TSC. This officer is referred to as a TAC tutor and he advices teachers on the correct and up to date teaching methodologies and curriculum implementation.

Monitoring and evaluation is done by principal at the school level or the head teacher in primary school. Monitoring is a means by which information is gathered while evaluation is the judgment on the effectiveness of action taken based on the impact on the quality of children's learning. In schools which have a large populations there are heads of departments and heads of subjects who also have a role in monitoring and evaluation of the teaching and learning process. They report their findings every fortnight. There are various activities that are monitored and evaluated in the day to day teaching and learning process. These include, teacher's preparation documents the physical attendance of classes by teachers and students, students and teachers reporting time. The learner's reaction is also used to determine if the students enjoyed the lesson

therefore leading to conclusion as to whether learning has taken place or not.

In the year 2008 during the annual provincial heads meeting it was observed that some of the factor that leads to poor performance in the central province is lack of proper time management. The 40 minutes meant for a lesson are usually not fully utilized in teaching and learning. Teachers will go to class late and leave early. Due to this the principals came up with a clarion call, operation effective 40 or 35 in primary school. In this forum strategies for effective teaching and proper time management were laid down. Teachers were expected to be effective planners and organizers of the teaching and learning program (Central Province Director of Education, 2008).

1.3 Problem Statement
Most teachers in secondary schools are qualified; they are either graduates or diploma holders. The government has ensured that even when the schools have a shortage of teachers the school management recruits teachers who have attained minimum requirements of being a trained teacher at that level. On the other hand the Ministry of Education has well laid down monitoring and evaluation processes that guide the principals on the day to day running of the schools Republic of Kenya (2006).

If all the students who go to secondary have attended classes as required and there is effective teaching and learning, then all the students should at least pass by a minimum of grade C. This is taking into consideration that most students who transit to secondary school score at least 200 marks which is equivalent to 40%.This is a C minus and so with value addition such students should at least score a C at K.C.S.E. Analysis of the KCSE exam results of 2011in Githunguri district shows that not a single student scored a mean grade of A, despite the number of A's having gone up from 1566 in 2010 to 1930 in 2011. An analysis of the results in the district shows that 33.02% of the students scored grade D and below. Though this was a slight improvement from 35.03% in the year 2010, the percentage of waste grades is very high compared to the good grades that is C+ and above. It is only 7.1% of the 3044 students who sat for KCSE who qualified for admission to university through JAB (DEO, Githunguri, 2012).

This is a clear indication that the performance in the district is wanting. The district has provincial and district boarding schools and these schools admit students who have scored 300 and above at KCPE.300 marks is a C+ The district day schools admit students with an average of 200 points at KCPE. But there are also students with higher marks that go to these schools if they cannot afford the boarding fees. Some of these students have marks equivalent to those are admitted to national schools. Even with this, the district has not recorded a single A for the last three years and only a total of 29 A-'s for the last three years. (DEO Githunguri 2012) This leads to the question as to whether effective monitoring and evaluation by principals leads to effective teaching and learning. However even with all schools following the same guidelines and curriculum irrespective of whether they are well established and irrespective of how big or small a school is even with trained and experienced teachers there is a big gap between the best performed school and the worst performed school, and even in a given school the a gap still exists between the best and the worst students. Teachers have to prepare various working documents before attending classes and later give assignment after every lesson.

Purpose and objectives of the study
The study was to investigate the influence of Monitoring and Evaluation by principals on effective teaching and learning in public secondary schools in Githunguri district.

Specific Objectives
The objectives of this study were;
  i. To establish the influence of lesson preparation process on the effectiveness of the teaching and learning process.
  ii. To assess the influence of monitoring of school attendance for teachers and students on teaching and learning process.
  iii. To establish the influence of evaluation process used in schools on the effectiveness of teaching and learning.
  iv. To establish the influence of learning and teaching environment on the effectiveness of teaching and learning.

Limitations of the Study
The study used a sample of the population and the findings were not necessarily true to the whole of the district. The teachers strike delayed data collection since there no students and teachers in schools. The study used questionnaires and some of the respondents were withholding or giving incorrect information. However, there was careful selection of schools so that to give uniform representation of all categories of school in the district. The study was limited in that it assumed homogeneity of the factors. The study assumed that the data collected

from the random sample was representative of the population.

Research Design and Methodology

The study adopted a descriptive cross sectional survey research design. The study was based in Githunguri District; Kiambu County of Central Kenya. The target population for principals were 30, the Heads of departments were 150 having taken 5 from each of the targeted schools. The target teachers were 750. The study targeted one class prefect per stream. This gave a target of 120 class prefects. Simple random sampling was used to select the schools to participate in this study. The study made use of primary data collected from principals and teachers in schools in Githunguri District. The study also made use of secondary data from books, journals, dissertation, the internet and magazines.

Results and Discussion

Influence of lesson preparation process on the effectiveness of the teaching and learning process

The researcher probed lesson preparation process by looking at lesson planning providing opportunities for both learner and teacher to obtain and use information about progress towards learning goals. She also studied the flexibility of respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners will receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress should also be planned.

Table 1 Lesson preparation process

Lesson preparation process	Agree	Disagree
There is assessment of teachers teaching in classrooms.	12 (12%)	88 (88%)
Teacher's preparation of lesson plans and schemes of work is ensured.	37 (37%)	63 (63%)
A teacher who prepares lesson plans is more effective than one who does not.	89 (89%)	11 (11%)
Teachers are guided in curriculum implementation.	39 (39%)	61 (61%)
The HOD regularly discuss with students about the content taught in class.	12 (12%)	88 (88%)

Majority 88 (88%) of the teachers respondents disagreed that there is assessment of teachers teaching in classrooms. A few 22 (22%) disagreed to the statement. A majority 63 (63%) disagreed that teacher's preparation of lesson plans and schemes of work is ensured in their schools. A majority 89 (89%) agreed that a teacher who prepares lesson plans is more effective than one who does not. A majority 61 (61%) disagreed that teachers are guided in curriculum implementation and a majority 88 (88%) disagreed that the HOD regularly discuss with students about the content taught in class. These findings are reflected by Quist (2000) who asserts that time spent in lesson preparation has three sub-categories that is, lesson planning marking and recording and organizing resources. He points out that 76% of the teaching time is spent on preparation and almost a quarter of the preparation time occurs at the weekends and not in schools. They further suggest that organization of the sources is done during the week and on school premises while marking and recording only 37% is done the week while 63% is done at home. Teacher who have a high work load to teach and have a number of extra duties like attending to committee meetings depend more heavily on textbooks in their teaching since the amount of time a teacher can spend in the preparation of an original master plan and in developing new materials is limited and the burden of preparation is too great (Thomas and Swartour, 1964).

Influence of monitoring of school attendance for teachers and students on teaching and learning process

The researcher studied the influence of monitoring of school attendance for teachers and students on teaching and learning process. She probed the need to improve monitoring and evaluation of teaching and the monitoring and evaluation activities in the school in the schools and the monitoring and evaluation activities in the schools.
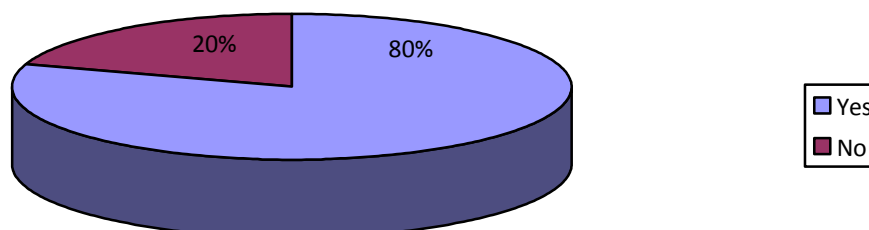
Figure 1 There is need to improve monitoring and evaluation of teaching and learning

Majority of the teachers respondents 80 (80%) agreed that there is need to improve monitoring and evaluation of teaching and learning. A few 20 (20%) disagreed that there is need to improve monitoring and evaluation of teaching and learning. This indicates that the schools do not have the required monitoring and evaluation of teaching and learning. The findings are explained by Quist (2000) who suggests that every teacher needs to evaluate their performance from time to time in order to identify their strengths and weaknesses and work towards improving their teaching. The teacher uses information obtained through measurement as the basis for preparation and presentation of learning experiences.

Table 2 Monitoring and evaluation activities in the school

Activities	Very often	Often	Rarely	Not at all
High absenteeism	3 (11%)	2 (8%)	22 (81%)	0 (0%)
Unjustified resistance to change especially where the methodology use is not favorable	11 (41%)	9 (32%)	5 (19%)	2 (8%)
Poor quality of teaching	0 (0%)	0 (0%)	20 (74%)	7 (26%)
Supervised instructions in your school.	1 (4%)	0 (0%)	19 (70%)	7 (26%)
H.O.D. supervises teaching and learning in your school.	0 (0%)	5 (18%)	4 (15%)	18 (67%)

Majority of the head of departments respondents 22 (81%) indicated that there is rarely high absenteeism in their schools while 5 (19%) indicated that they often experience high absenteeism, a majority 20 (74%) indicated that there is often unjustified resistance to change especially where the methodology use is not favorable while 7 (27%) indicated that there is rarely unjustified resistance to change where methodology use is not favorable. All the respondents 27 (100%) indicated that there is rarely poor quality of teaching. A majority 26 (96%) agreed that there is often supervised instructions in their school while 1 (4%) indicated that there is rarely supervised instructions in their schools. A majority 23 (85%) disagreed that H.O.Ds often supervises teaching and learning in their school. A few 22 (82%) indicated that the HODs rarely supervise teaching and learning in their schools. The findings are reflected by Fullan (2001) who asserts that evaluation is a task which has its purpose in identification of merits and deficiencies and it is an integrative part of the control task. The quality functionality of tasks is measured by means of evaluation. This indicates that secondary schools in Githunguri do not have the required monitoring and evaluation systems.

1.4 Impact of evaluation process used in schools on the effectiveness of teaching and learning
Evaluation is a task according to Fullan (2001) which has its purpose in identification of merits and deficiencies and it is an integrative part of the control task. The quality functionality of tasks is measured by means of evaluation. It is clear that not everything can be evaluated, but the efficacy, quality, extent and result achieved by the executing tasks may be evaluated.

Table 3 Evaluation process used in schools

Evaluation process used in schools	Agree	Disagree
Teachers hand in their examinations for standardization	43 (43%)	57 (57%)
The teachers hand in their examination tests on time.	39 (39%)	61 (61%)
There is checking of schemes of work and lesson plans regularly.	35 (35%)	65 (65%)
There is checking whether exams tests what has already been taught.	23 (23%)	77 (77%)
The results are analyzed after every examination.	21 (21%)	79 (79%)
Progress records for students are maintained.	39 (39%)	61 (61%)
There is evaluation of progress in every subject regularly.	19 (19%)	81 (81%)

Majority 57 (57%) of the teachers respondents disagreed that teachers hand in their examinations for standardization while a few 43 (43%) agreed to the statement, a majority 61 (61%) disagreed that the teachers hand in their examination tests on time while a few 61 (61%) agreed to the statement this means that the evaluation process is not done well in most of the schools. A majority 65 (65%) of the respondents disagreed that there is checking of schemes of work and lesson plans regularly. A majority 77 (77%) of the teachers disagreed that there is checking whether exams tests what has already been taught a few 23 (23%) agreed. While a majority 79 (79%) agreed that the results are analyzed after every examination. A majority 61 (61%) disagreed that Progress records for students are maintained and a majority 81 (81%) disagreed that there is evaluation of progress in every subject regularly. These findings reveal that the teachers and HODs do not take seriously the monitoring and evaluation of students.

This findings are supported by D'souza (2006) who notes that evaluation is a useful means of determining whether a person has carried out his given task, whether a person is helping to achieve set objectives and to determine when a specific person is helping to achieve set objectives and to determine when a specific person with his unique qualities and specific talents give the best service.

Assuming that no one is perfect and therefore everyone has room for improvement, evaluation is the

means which teachers try to identify which aspect of their teaching is good which one needs to be changed (Fullan, 2001). He further argues that evaluation is an inherent part of good teaching, and that every teacher no matter how good and how poor has the potential to get better over time. He suggests that there are five basic sources of information that teachers can use to evaluate their teaching, that is: by teachers self-monitoring themselves as they teach, teachers audio taping or videotaping themselves, teachers getting information from students about the lesson by use of questionnaires. Teachers can also give tests which when marked can give the level of learners understanding. They can also give tests which when marked can give the level of learner understanding. They can also use outside observers e.g. fellow teachers to sit in their classes as they teach and monitor them.

Influence of learning and teaching environment on the effectiveness of teaching and learning
The researcher studied that Learning and teaching environment has an effect on the effectiveness and learning in the school.

Table 4 Learning and teaching environment effect according to HODs

Learning and teaching environment	Agree	Disagree
The environment in which teaching and learning is taking place has effect on the effectiveness of teaching and learning.	20 (87%)	3 (13%)
The school provides the conducive environment for effective teaching and learning for both teachers and learners	4 (17%)	19 (83%)
The teachers' grievances are taken seriously by the administration.	10 (43%)	13 (57%)
The school holds student open forums or discussions where students can express their grievances.	13 (57%)	10 (43%)
There is a follow up to check on the grievances and address them by the administration.	8 (35%)	15 (75%)

Majority of the head of departments respondents 20 (87%) agreed that the environment in which teaching and learning is taking place has effect on the effectiveness of teaching and learning, a few 3 (13%) disagreed to the statement. A majority 19 (83%) disagreed that the school provides the conducive environment for effective teaching and learning for both teachers and learners while a few 4 (17%) disagreed. A majority 13 (57%) disagreed that the teachers' grievances are taken seriously by the administration. A majority 13 (57%) disagreed that the school holds student open forums or discussions where students can express their grievances. A majority 15 (75%) disagreed that there is a follow up to check on the grievances and address them by the administration. This finding agree with (Morris 2010) who asserts that common mental facts such as sound, temperature, lighting and physical arrangement can have a significant impact on the ability to learn. Students are different and will enjoy learning under different conditions, but attention should be paid to environment factors and establishing an environment conducive and studying can increase overall learning. These findings indicate that the HODs do not evaluate the work of the teachers. They do not monitor their exam setting and the evaluation process.

Teachers and students hold the main responsibility of improving learning in schools. For this to happen, the environment has to be favorable environment must have: A strong sense of shared purposes of people, concrete support from distraction by leaders, adequate funding appropriate for purpose of teaching, policies and schedules consistence with purposes and continuing examination of how well the learning purposes are being achieved.

Table 5 Learning and teaching environment effect

Learning and teaching environment	Agree	Disagree
The environment in which teaching and learning is taking place has effect on the effectiveness of teaching and learning.	89 (89%)	11 (11%)
The school provides the conducive environment for effective teaching and learning for both teachers and learners	40 (40%)	60 (60%)
The teachers' grievances are taken seriously by the administration.	36 (36%)	64 (64%)
The school holds student open forums or discussions where students can express their grievances.	43 (43%)	57 (57%)
There is a follow up to check on the grievances and address them by the administration.	23 (23%)	77 (77%)

Majority of the teachers respondents 89 (89%) agreed that the environment in which teaching and learning is taking place has effect on the effectiveness of teaching and learning, a few 11 (11%) disagreed to the statement. A majority 60 (60%) disagreed that the school provides the conducive environment for effective teaching and learning for both teachers and learners. A few 40 (40%) agreed that there is effective teaching and learning in their schools. A majority 64 (64%) disagreed that the teachers' grievances are taken seriously by the administration while a few 26 (26%) agreed that in their schools teachers grievances are taken seriously. A

majority 57 (57%) disagreed that the school holds student open forums or discussions where students can express their grievances while a 53 (43%) agreed that their schools hold student open forums or discussions where students can express their grievances. A majority 77 (77%) disagreed that there is a follow up to check on the grievances and address them by the administration. The findings are reflected by Kasambira (1993) who explains that for a teacher to create a conducive classroom environment, he or she must understand a student interests and backgrounds in order to make some predictions as to the likelihood that a given situation will bring about a reaction from the student which is essential to the learning desired. Dunne and Wragg (1997) suggest that many attractive classrooms have a strong emphasis on display. The use of educational materials stimulates learning. Chickering and Gamson (1987) offers seven principles based on research on good teaching and learning. These findings reveal that there is no proper monitoring and evaluation in majority of secondary schools in Githunguri district.

Conclusions

In the study of the influence of lesson preparation process on the effectiveness of the teaching and learning process, it can be concludes that there no assessment of teachers teaching in classrooms, teacher's preparation of lesson plans and a scheme of work is not ensured in the majority of secondary schools in Githunguri district. The teachers indicated that teachers who prepare lesson plans are more effective than one who do not. The HOD do not regularly discuss with students about the content taught class.

In the study of the influence of monitoring of school attendance for teachers and students on teaching and learning process. It can be concluded that majority of head of departments are rarely absent in their schools. There is often unjustified resistance to change especially where the methodology use is not favorable.

It can be concluded in the influence of evaluation process used in schools on the effectiveness of teaching and learning. It can be concluded that a majority of the teachers find that there is need to improve monitoring and evaluation of teaching and learning. This indicates that the schools do not have the required monitoring and evaluation of teaching and learning. Majority of the teachers disagreed that teachers hand in their examinations for standardization. Teachers do not hand in their examination tests on time.

In the study of the influence of learning and teaching environment on the effectiveness of teaching and learning, it can be concluded that the head of departments find that the environment in which teaching and learning take place has effect on the effectiveness of teaching and learning. The schools do not provide the conducive environment for effective teaching and learning for both teachers and learners. The teachers' grievances are not taken seriously by the administration. The teachers find that the environment in which teaching and learning takes place has effect on the effectiveness of teaching and learning. The schools do not provide conducive environment for effective teaching and learning for both teachers and learners. Teachers' grievances are taken seriously by the administration.

Recommendations

In the first objective on the study of the influence of lesson preparation process on the effectiveness of the teaching and learning process, there should be improvement on lesson preparation process and it's effective in the teaching and learning process. The teachers should prepare lesson plans and schemes of work and the head of departments should ensure that these professional documents are prepared and used for effective teaching and learning to take place.

In the study of the influence of monitoring of school attendance for teachers and students on teaching and learning process, the researcher recommends that the schools should improve on the monitoring of school attendance for teachers and students as consistency in school attendance has an impact on teaching and learning process. The head of department should monitor the teachers' class attendance and take updated records. This way it will be possible to ensure that all the time allocated for the teaching and learning process is utilized.

In the third objective on the influence of evaluation process used in schools on the effectiveness of teaching and learning, it is recommended that the evaluation process should be improved since it is effective in teaching and learning. The setting and moderation of the examination should be done and the students should be properly evaluated on what they have covered. The fourth objective on the influence of learning and teaching environment on the effectiveness of teaching and learning indicates that the learning and teaching environment has to be improved by the schools. This is because it has an effect on the teaching and learning and learning process. There should be enough classrooms and learning facilities in schools so that the students can learn comfortably.

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