



ETHICAL CONSIDERATION IN THE MONITORING AND EVALUATION STRATEGIES ON TEACHING AND LEARNING IN SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA



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Abstract

This research work investigated Ethical Consideration in the Monitoring and Evaluation Strategies on Teaching and Learning in Secondary Schools in Kaduna State. Two objectives were formulated, which are to determine the Influence of assessment of lesson plans and notes on teaching and learning, and to ascertain the Influence of assessment of continuous assessment on teaching and learning in Secondary Schools in Kaduna State. The objectives were used to formulate Two research questions and hypotheses in the study. Related literatures were reviewed. The research was conducted using the descriptive survey research design. The total population of the study was 690 made up of 187 Principals, 315 Quality Assurance Officers, and 188 Department of Policy Implementation Officials. A sample of 67 Principals, 113 QAO's and 68 DPI officials were selected for the study using simple random sampling technique. Two item self-structured questionnaire tagged „Influence of Monitoring and Evaluation Strategies on Teaching and Learning Questionnaire" (IMESTLQ) was used as instrument for collection of data. The instrument was validated by the expert in test and measurement and the final draft copy was pilot-tested. The result of $r=0.84$ revealed it was reliable. The mean scores, percentages and standard deviation were used to answer the research questions while the hypotheses were tested using one way Analysis of Variance (ANOVA) at 0.05 level of significance. The result of the findings led to retention of all the hypotheses. The study revealed that monitoring and evaluation strategies by the Principals, QAO's and DPI officials have great influence on teaching and learning in Secondary Schools in Kaduna State. This is as a result of regular quality assurance exercise. Recommendations made include that, Quality Assurance Officers, Department of Policy Implementation and Principals of Schools should intensify efforts on Continuous Assessment of school records by quality assurance officers, DPI and Principals would enhance teaching and learning in secondary school. As such the Assessment of lesson plans and notes should be prime activities of Quality Assurance Officer, DPI and Principals.

Keywords: Ethical Consideration, Monitoring and Evaluation, Strategies, Teaching and Learning

Introduction

Education is a vital tool for national development which is only attainable through the school system. It produces the human capital that utilizes all other factors of production in order to yield desired output towards nation building (Oyewole & Adegoke, 2018). Teaching and learning is a process that can only be efficient when there is an effective mechanism for checks and balances, such as effective monitoring and evaluation. Monitoring has to do with intermittent and careful watch and check on something over a period of time in order to see how it develops (Areia, 2022), so that one can

make necessary changes. Evaluation, on the other hand, has to do with critical assessment of a planned programmes so as to ascertain the level of attainment of set goals and objectives. Monitoring and evaluation, therefore, is a veritable tool through which the school system can be highly improved. It is through this medium that school supervisors and inspectors otherwise known as quality assurance officers, ensure that classroom instruction are improved because teachers are made to be more alive towards their responsibilities. Thus, enhancing on their competencies and make them more accountable. The essence of monitoring and supervision is basically to ensure day to day effective implementation of curriculum in our schools(Sinnema, 2008). The monitoring and evaluation and the DPI unit of the FCDA Education Secretariat perform same function as the former inspectorate division. However, despite efforts to correct anomalies with regards to the quality of teaching and learning in Kaduna State schools, through the establishment of monitoring and evaluation unit, much seemed to be desired.

Over the years, Nigeria has witnessed with pain and anguish, series of disheartening images emerging from its educational system. The students' educational performance has been on the declining plane (Okpe & Onjewu, 2015). The second half of 1950s to the late 70s can be described as the golden age of Nigeria educational development (Ojo, 2015). The standard of education at all levels of the country's educational system was relatively high. However, the same cannot be said today. The changes seem to have started very gradually from 70s, worsened in the 80s and have now reached an alarming proportion. The number of candidates registering for WAEC/SSCE has increased geometrically while the number of such candidates who pass with 5 credits and above including Mathematics and English language has invariably declined (Inuwa, 2007). This calls for the need to try to correct the situation before it completely gets out of hand. This is what prompted this study. Thus, the study "Ethical Consideration in the Monitoring and Evaluation Strategies on Teaching and Learning in Secondary Schools in Kaduna State is an attempt to closely investigate how Ethical Consideration in the monitoring and evaluation influences teaching and learning in secondary schools in the Kaduna State, Nigeria. This is with a view to provide information that would further enhance role performance of monitoring and evaluation and subsequently facilitate effective teaching and learning in Kaduna State secondary schools. In the Kaduna State, there are various institutions charged with the monitoring and evaluation of educational system. These include those officers in the Department of Policy Implementation (DPI), those in the Quality Assurance Unit and the principals of secondary schools, in the area. A cross examination of those educational quality control shows that, they all have common objectives: to inspect schools and their records such as lesson notes, curriculum content to ensure quality of teaching/ learning and promote better educational performance in our secondary schools. This is to enable those involved in the educational delivery services find the adequacy and other wise of the inspectors, school records, lesson notes/plans, continuous assessment and their influence on teaching and learning.

Objectives of the Study

The study was set to achieve the following objectives:

1. Determine the influence of Ethical Consideration in the monitoring and evaluation of lesson plans and notes on teaching and learning in Secondary Schools in Kaduna State; a
2. Ascertain the influence of Ethical Consideration in the monitoring and evaluation of continuous assessment on teaching and learning in secondary schools in Kaduna State.

Research Questions

The researcher attempted to find answers to the following questions:

1. To what extent does assessment of Ethical Consideration in the monitoring and evaluation of lesson plans and notes influence teaching and learning in secondary schools in Kaduna State?
2. How does Ethical Consideration in the monitoring and evaluation of continuous assessment influence teaching and learning in secondary schools in Kaduna State?

Research Hypotheses

The following hypotheses were postulated and tested:

1. There is no significant difference in the opinions of Principals, Quality Assurance Officials and Department of Policy Implementation Officials on the influence of Ethical Consideration in the monitoring and evaluation of lesson plans/notes on teaching and learning in secondary schools, Kaduna State.
2. There is no significant difference in the opinions of Stakeholders on the influence of Ethical Consideration in the monitoring and evaluation of continuous assessment on teaching and learning in secondary schools of Kaduna State.

Conceptual Overview

Monitoring

Monitoring is regarded as a type of formative evaluation and continuous observation of implementation progress. Typically, monitoring makes use of routine management information to establish the extent to which targets, outcomes and/or goals are being achieved, and to identify changes occurring (Neumann, 2018). Monitoring usually focuses on the on-going tracking of inputs, processes and outputs of a strategy or intervention over time (Neumann & Robson, 2018). This accretion is buttressed by Muchelule (2018) who said monitoring can be thought of as collecting information at regular intervals about on-going projects or programmes within the school system concerning the nature and level of their performance.

Evaluation

Christie and Alkin (2023) sees “evaluation as the determination of the value of a thing, it is the formal determination of a quality, value or effectiveness of a programmes, projector process is primarily concerned with measuring the impact of input of the people’s lives. From this, one could say evaluation is therefore self-examination as its outcome can be used to assess an input, for instances end of term examination in school can be used to assess the performance of teachers in their field of specialization. When majority of student fail in a subject e.g. Mathematics, it implies such a teacher has adopted a wrong method and hence should change. Besides, the teacher might not have the mastering of his or her subject.

Strategies

Strategy typically involves two major processes: formulation and implementation. Formulation involves analyzing the environment or situation, making diagnosis, and developing the guiding policy. This is further explained by Borrego and Henderson (2014) who wrote that, “Strategy depends upon the ability to foresee future consequences of present initiatives”. He asserted that the basic requirement for strategy development includes, among other factors: “Extensive knowledge about the environment, market and competitors. Ability to examine this knowledge as an interactive dynamic system; and the imagination and logic to choose between specific alternatives”. Mintzberg et al. (2020) gave five definitions of strategy as:

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

Continuous Assessment

In order to evaluate the new educational system, one policy that cuts across all educational levels throughout Nigeria is that of continuous assessment. In section one of the (Nworgu, 2014), which deals with the philosophy and goals of education in Nigeria, paragraph 9(g) states that “educational assessment and evaluation shall be liberalized by their being based in whole or in part on continuous assessment of the progress of the individual” (p.9). This statement is well amplified in subsequent sections of the document dealing with Primary Education (Section 4), Secondary Education (Section 5), Tertiary Education and finally in Section 12 which deals with the Planning, Administration and Supervision of Education.

According to Wallace et al. (2022) continuous assessment refers to “the ongoing process which takes place throughout the whole learning process. The learners' progress is periodically monitored and continuous assessment is taking place on and off throughout a course or period of academic year. Continuous assessment is therefore a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by students in a particular circle (Bikila et al., 2018).

Monitoring of Teaching and Learning in Secondary Schools

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

1. Identifying gaps in the students' knowledge and understanding of new concepts.
2. Administering and correcting test items including all the recording of scores and grades.
3. Reviewing students' performance data collected and using these data to make needed adjustment in instruction.
4. Provision of information such matter as teachers training needs and assessment practice or teachers ability in putting monitoring information to use. Example: assignment, test, projects etc. activities (Mykolayovych & Oleksandrivna, 2017)

Evaluation strategies entail the utilization of a variety of methods to give learners ample opportunity to demonstrate their abilities more fully. The choice of what evaluation strategies to use is subjective one, unique to each educator, grade and dependent on the educator's professional judgment. The methods chosen for evaluation activities must be appropriate to the assessment standards and the purpose of the evaluation must be clearly understood by all learners and educators. Rashidfar (2021) stated that, instructors utilize various types of assessment to evaluate the performance of learners. Among these types of evaluation are: Placement evaluation, Formative evaluation, Diagnostic evaluation, Summative evaluation,

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

Lesson plan is teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of students. There may be requirements mandated by the school system regarding the plan. Lesson notes encourage logical development and preparation. Because lesson notes follow a step wise fashion (Rusznyak & Walton, 2011), it's easy for a teacher to identify what should be discussed before the other. For instance, the child will be taught how to do addition by counting before being introduced to the addition sign. With this we can say, lesson notes help to make a teacher more confident. Particularly so for beginning teachers who will now be guided by the notes instead of relying on the head. Lesson notes direct the attention of the teacher to methods and strategies for teaching (Santagata, 2011). Because the teacher lists the possible methods, techniques and strategies he will use in teaching, chances of his groping in the dark or pausing to think of method are reduced to a minimum. Lesson notes are supposed to be used as a reference material. A teacher has it handy during his lesson and refers to it from time to time; it is not to be read in class like a textbook. Lesson notes are supposed to act as reminders to the teacher, reminding him of the equipment and materials he will need to prepare before the lesson. As a teacher makes references to the lesson note once in a while, he will be reminded of the strategies to use. A lesson may contain blackboard summary which the teacher can copy out and write on the board. Lesson

not may contain blackboard summary which the teacher can copy out and write on the board. Sometimes a situation may arise which will lead a teacher to temporary abandon his lesson notes to develop line of thinking in his pupils. The mark of a good teacher is one who knows when to return to his lesson notes after such a detour.

Methodology

The research design adopted for this study was a cross-sectional survey being a descriptive and explanatory research which demands the technique of observation of the target respondents as a principal means of data collection. The choice of the design was based on the fact that it allows for the collection of data from heterogeneous groups on which inferences drawn can be generalized on the entire population where data were collected. This is based on the suggestion of Sambo, (2007), his suggestions implied that for a study concerning large number of respondents, the survey method is desirable. The population for this study comprised of key stakeholders in monitoring and evaluation in the Kaduna State, at the secondary school level. They included officials of the Department of Policy Implementation, Quality Assurance officers and principals of secondary schools. They were 690 in number Consisting 188 DPI officials, 315 Quality Assurance Officers and 187 Principals. The sample size for this study is 248 subjects. This was based on the recommendations of Roscoe (1975), where it was stated that for researches in Social Sciences (including Education) the sample size of between 50 to 500 subjects suffices. The cluster random sampling technique was adopted in the course of selecting the subjects of the study. The procedure was such that each stratum of the population was accorded equal chance of participation. Here also the proportionate sampling procedure was used where each stratum was allocated sample depending on the population percentage. The sample size comprises 68 department of Implementation officers (DPI), 113 Quality Assurance officers and 67 principals making a total of 248 Sample size that was used for the study. A self- structured questionnaire tagged Influence of Monitoring and Evaluation Strategies on Teaching and Learning Questionnaire (IMESTLQ) was used as instrument for collection of data. The questionnaire was a 35 - item instrument, tailored around the Likert point rating scale system. This implies that the instrument was structured in such a way that respondents had the opportunity to respond in a variety of ways based on their opinions on the variables raised rather than the yes or no respond type. Here respondents did not only agree or disagree with the items, but were allowed to indicate their level of agreement or disagreement with the items raised, thus for each item, respondents will Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) and Undecided (UD). the content validity of the questionnaire was done by an expert in the field of educational administration and planning, From the data collected, the split halve method was used to test the reliability of the instrument which yielded a reliability co-efficient of 0.84, thus indicates that the instrument is reliable. The data obtained from the study were analyzed at two different levels that is at the descriptive and inferential levels. At the descriptive level, mean scores, percentages and standard deviation were used to answer the research questions. The hypotheses were tested using One - Way Analysis of Variance (ANOVA) because there were more than two levels of the independent variables used. All the hypotheses were tested at 0.05 level of significance.

Table 1: Opinions of Respondents on Influence of Assessment of Lesson Plans and Notes on Teaching and Learning in Secondary Schools in Kaduna State

S/n	Item statement		SA Freq.(%)	A Freq.(%)	UD Freq.(%)	DSD Freq.(%)	Freq.(%)
1	Lesson plan preparation helps ease and improve teaching and learning in schools	Principals	44(65.7)	17(25.4)	2(3.0)	1(1.5)	3(4.5)
		QAO's	82(72.6)	26(23.0)	1(.9)	1(.9)	3(2.7)
		DPI	48(70.6)	16(23.5)	1(1.5)	1(1.5)	2(2.9)
2	Principals lesson plan consistent check improves teaching and learning in schools	Principals	42(62.7)	24(35.8)	1(1.5)		-
		QAO's	61(54.0)	39(34.5)	6(5.3)	3(2.7)	4(3.5)



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

Table 1. the opinion of respondents on Influence of assessment of lesson plans and notes on teaching and learning in Secondary Schools in Kaduna State. Questionnaire 1 – 4 that sought to know if lesson plan preparation, consistent check of lesson plan before execution, lesson plan gives teacher necessary competence and poorly prepared lesson plan makes teaching boring makes or mar effective teaching and learning in secondary schools in Kaduna State. 98.5% of Principals agreed, 95.6% of QAO's and 94.1% of DPI officials agreed that, that sought to know if lesson plan preparation, consistent check of lesson plan before execution, lesson plan gives teacher necessary competence and poorly prepared lesson plan makes teaching effective teaching and learning in secondary schools in Kaduna State. On items number 5 and 6 over 97.1% of both the Principals, QAO's and DPI officials were unanimous in their opinions that, inclusion of appropriate instructional aids and improvisation of teaching aids in lesson planning and delivery makes teaching and learning effective in secondary schools of Kaduna State. On items 8 - 10 which sought to know if well planned lesson improves learners' academic achievement, lesson



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

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

The next section on table 2 deals with the responses or opinions of the respondents (Principals, QAO's and DPI officials) on influence of assessment of continuous assessment on teaching and learning in Secondary Schools in Kaduna State. Opinions of respondents were collected, analyzed and presented in the table below using frequency counts and simple percentage. This section answers items number 10- 20 of section E

Table 2. the opinion of respondents on influence of assessment of continuous assessment on teaching and learning in Secondary Schools in Kaduna State. On item number 11- 20 over 97.0% of Principals, QAO's and DPI officials strongly agreed that, when properly applied continuous assessment checks students behaviours, helps principals check teachers activities, assist students in better academic achievement where appropriately applied, benefit students in promotion and occupational placement, plays diagnostic role on students' academic achievement, helps guidance counsellors in guiding the students appropriately, provides feedback to parents about their children, reduces the anxiety of finality around testing, assesses curriculum implementation and provide students with constant stream of opportunities to prove their mastery of subject matter. Continuous assessment enhances effective teaching and learning in secondary schools in the Kaduna State.

Hypothesis 1: There is no significant difference in the opinions of Principals, QAO's and DPI officials on the influence of assessment of lesson plans and notes on teaching and learning in secondary schools of Kaduna State. This hypothesis was tested using Analysis of Variance as follows:

Table 3. Analysis of Variance Summary on the Influence of Assessment of Lesson Plans and Notes on Teaching and Learning in Secondary Schools of Kaduna State

Variables	Sum of Square	Df	Mean Square	t.cal	Prob.	Decision
Between Groups	138.355	2	44.5221	.765	.467	Ho ₃
Within Groups	14267.565	245	58.235			Retained
Total	14356.609	247				

The result in table 3. shows that the t-calculated value (1.956) at 245 degrees of freedom 2 and at the level of 0.05. The t-critical value (2.45) is less than *f*-ratio value (1.956) and the observed level of significance P (.144) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, QAO's and DPI officials on the influence of record assessment on teaching and learning in secondary schools in FCT, Abuja. Therefore, the null hypothesis is retained.

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

This hypothesis was tested using Analysis of Variance as follows:

Table 4. Analysis of Variance Summary on the Influence of Continuous Assessment on Teaching and Learning in Secondary Schools of Kaduna State

Variables	Sum of Mean	Square	Df	Square	t.cal	Prob.	Decision
BetweenGroups	89.044	2	44.5221	.765	.467	Ho ₄	Retained
Within Group	14267.5	65	58.235	245			

The result in table 4. shows that the t-calculated value (.765) at 245 degrees of freedom 2 and at the level of 0.05. The t-critical value (.245) is greater than *f*-ratio value (.765) and the observed level of significance P (.467) is greater than 0.05. This means that there is no significant difference in the opinions of Principals, QAO's and DPI officials on the influence of record assessment on teaching and learning in secondary schools in FCT, Abuja. Therefore, the null hypothesis is retained

Findings of the Study

The research revealed that;

1. There is a significant influence of Ethical Consideration in the Monitoring and Evaluation Strategies on lesson plans and notes on teaching and learning in Secondary Schools of Kaduna State.
2. There is a significant influence of Ethical Consideration in the Monitoring and Evaluation Strategies in proper keeping and appropriate use of Continuous assessment records on teaching and learning in Secondary Schools of Kaduna State.

Discussion of Major Findings

The study sought for responses on influence of Ethical Consideration in the Monitoring and Evaluation Strategies on Teaching and Learning in Secondary Schools in Kaduna State, **from** the Principals, Quality assurance officers and Department of Policy implementation officials who are the directly in charge. The result of the study revealed that, majority of the respondents agreed that majority of the respondents accounting for over 95% agreed that lesson plans and notes impacts positively on teaching and learning in Secondary Schools in Kaduna State. Lesson plan and note gives teacher necessary competence and poorly prepared lesson plan makes teaching boring. In line with this (Idirisu, 2023) stated that lesson notes serve as a reminder to the teacher of what he is going to teach and how he intends to teach it. For instances if the teacher of social studies mentioned above does not specify in his lesson note that he will use a board game to arouse his pupil's interest, he might get carried away and forget to do this. The form of lesson notes encourages logical development and preparation. Because lesson notes follow a step wise fashion, it's easy for a teacher to identify what should be discussed before the other. For instance, the child will be taught how to do addition by counting before being introduced to the addition sign. Lesson notes help to make a teacher more confident. This is particularly so for beginning teachers who will now be guided by the notes instead of relying on the head. Lesson notes direct the attention of the teacher to methods and strategies for teaching. Because the teacher lists the possible methods, techniques and strategies he will use in teaching, chances of his groping in the dark or pausing to think of method are reduced to a minimum.

Lesson notes are supposed to be used as a reference material (Olatunji, 2023). A teacher has it handy during his lesson and refers to it from time to time; it is not to be read in class like a textbook. Lesson notes are supposed to act as reminders to the teacher, reminding him of the equipment and materials he will need to prepare before the lesson. As a teacher makes references to the lesson note once in a while, he will be reminded of the strategies to use. A lesson may contain blackboard summary which the teacher can copy out and write on the board. Lesson note may contain blackboard summary which the teacher can copy out and write on the board. Sometimes a situation may arise which will lead a teacher to temporarily abandon his lesson notes to develop line of thinking in his pupils. The mark of a good teacher is one who knows when to return to his lesson notes after such a detour.

The respondents representing over 98% agreed that continuous assessment is a veritable tool for making teaching and learning effective and efficient. This is in line with the submission of Walde (2016) which states that Continuous assessment is a classroom strategy implemented by instructors to ascertain the knowledge, understanding, and skills attained by students. Similarly, Wedajo and Esubalew (2016) describes that, continuous assessment as an instrument for promoting learners' skills, knowledge, attitudes and values. The Outcomes-Based Education curriculum requires that learners should be given ample opportunities to demonstrate to their educators what they know and what they can do. The implementation of continuous assessment demands that learners be assessed throughout the course of the year bearing in mind specific outcomes to be achieved and techniques to be used.

Recommendations

Based on the findings and Conclusion of this study, the following recommendations have been proffered for effective Ethical Consideration in the Monitoring and Evaluation Strategies on Teaching

and Learning in Secondary Schools in Kaduna State, Nigeria and even other educational sectors of the nation at all levels.

1. The teachers should prepare lesson plans and schemes of work and the head of departments should ensure that these professional documents are prepared and used for effective teaching and learning to take place in Secondary Schools of Kaduna State.
2. Continuous assessment records should feature prominently in the instructional supervision process of Quality Assurance Officers, DPI and principal of schools, through checking of teacher's weekly/termly records for students.

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