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Teachers Monitoring Strategies in Public and Private Schools in Plateau State: Implication for Teaching and Learning

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Abstract

Monitoring in education serves as a critical quality assurance tool, ensuring that teaching methods align with educational standards and that students receive effective learning experiences in many primary schools across the globe. The study explores how criteria, processes, and the roles of monitoring impact the overall quality of teaching and learning contributions to the current practices in the state. A descriptive survey research was employed targeting a population of 15,790 primary school teachers and administrators across the 17 local government areas of Plateau State. A sample of 352 respondents was selected using the purposive sampling techniques that are familiar with the monitoring activities of their schools and the local government educational authority. Data were collected through structured questionnaires and analysed using descriptive statistics and the t test. The findings indicate that well-defined criteria, consistent supervision, and roles of stakeholders in monitoring significantly improve the quality of teaching and learning if properly monitored, ensuring adherence to educational standards. The study recommends that to conduct a thorough evaluation of these criteria is to ensure that they are effectively captured and addressed the unique needs of each type of school. It also recommends that evaluation processes are similarly

perceived in both sectors, implying that any improvements or changes in these processes could be equally beneficial across both public and private primary schools.

Keywords: Monitoring, Teaching, Learning, Teachers, Primary Schools

Introduction

Background to the study

In the domain of education, the indispensable function of teachers in influencing students' academic success and comprehensive development is irrefutable. The caliber of classroom instruction, pedagogical methodologies, and interactions between teachers and students exert a direct impact on the educational outcomes of learners (Muna & Kalam, 2021). The implementation of effective monitoring is crucial in augmenting the quality of pedagogical practices and learning experiences. Monitoring constitutes a systematic and ongoing evaluation of educational processes to ascertain that established objectives and standards are being fulfilled. In primary educational institutions, where foundational learning occurs, the significance of monitoring is overstated as it affects the acquisition of skills and knowledge among young learners (Osiese, 2023). Monitoring encompasses an array of criteria, processes, and roles that are vital in ensuring that educational policies for teachers are executed effectively within the classroom setting (Nabena, 2022). Research such as those conducted by Afolabi and Bello (2021) and Okon (2020) in Nigeria has demonstrated inconsistency, which poses significant challenges to the quality of education.

The challenge associated with monitoring within Nigeria's primary education sector is rooted in the ambiguity surrounding the processes and roles, in addition to inadequate resources and training for individuals assigned to carry out these monitoring activities (Ogunode, 2020). The Universal Basic Education Commission (UBEC) and State Education Boards bear the responsibility of overseeing primary schools; however, studies by Okon (2020) and Osiese (2023) have indicated that monitoring systems frequently exhibit weaknesses and lack proper coordination. This deficiency results in teachers receiving minimal feedback, support, or guidance for enhancing their teaching methodologies, which subsequently affects the learning outcomes of students (Chebet, 2021). The lack of a robust monitoring framework hinders educational authorities from identifying areas requiring improvement and restricts

teachers from supporting their instructional practices with educational objectives.

Prior research has examined the effects of monitoring on educational systems worldwide, with various studies such as those by Aziz et al. (2021), Chebet (2021), Nabena (2022), and Wairimu (2016) underscoring that systematic and intentional monitoring correlates with enhanced teaching practices and improved student outcomes. In the Nigerian context, however, there exists a dearth of empirical evidence investigating how monitoring criteria, processes, and roles impact teaching and learning within primary schools. Osiesi (2023), Ogunode (2020), and Osiesi (2020a) have emphasised challenges such as inadequate funding, infrastructural deficiencies, a shortage of trained supervisors, teacher attrition, limited technical expertise among stakeholders regarding data collection and interpretation, and the absence of accountability systems as principal obstacles to effective monitoring within the Nigerian primary education framework. Notwithstanding these challenges, there is an increasing acknowledgment that a well-structured monitoring system can assist in identifying deficiencies in teacher performance, facilitate professional development, and ultimately enhance student achievement (Osiesi, 2020b).

This investigation aims to address the existing gap by analysing how particular elements of monitoring, including the criteria employed for evaluating teaching, the methodologies of conducting such evaluations, and the roles of diverse stakeholders (encompassing school administrators, teachers, and government officials), influence the quality of teaching and learning in Nigerian primary schools. The study aims to answer the following research questions: What criteria are currently used to monitor teaching in Nigerian primary schools? How do these monitoring processes impact teaching effectiveness? What roles do different stakeholders play in ensuring the success of the monitoring systems? Addressing these questions will provide valuable insights into how monitoring systems can be strengthened to improve educational outcomes at the primary level in Nigeria.

Statement of the Problem

In Nigeria, monitoring of teaching and learning in primary schools faces significant challenges, including unclear criteria, inefficient processes, and poorly defined stakeholder roles. The National Policy on Education (Federal Republic of Nigeria, 2013) emphasises the need for standardised monitoring practices, however in many schools, monitoring remains inconsistent. This inconsistency is evident as teacher monitoring often focuses on superficial elements like punctuality rather than important factors like teaching methods and teacher attrition (Hayab et al., 2023). In addition, monitoring processes are insufficient, with irregular inspections that fail to address

core educational issues. Ezeanolou (2024) highlights that these problems are more pronounced in rural areas, where logistical issues, such as poor infrastructure and funding of primary schools in Nigeria, make it difficult to inspect them regularly. Resource shortages also compound these issues, with inspectors lacking adequate training and tools to conduct effective school visits (Ibrahim et al., 2019). These results can create problems such as poor curriculum delivery and ineffective teaching methods.

Besides, the roles of stakeholders and school monitoring in primary schools are poorly defined, leading to ineffective supervision and duplication of efforts. Various bodies, including government agencies, local education authorities, and school administrators, are responsible for monitoring; up until now, but coordination between them is lacking. This lack of collaboration means that some key areas of supervision are neglected, while others are over monitored. Head teachers often get minimal support from inspectors, leaving them to manage schools with limited oversight (Josiah et al., 2021). In rural areas, resource constraints mean that monitoring visits are infrequent, overcrowded classrooms, inadequate transport facilities, distance, poor capacity development programmes and difficult terrain makes supervision cumbersome and frustrating (Ogunode & Ugbome, 2021). Addressing these challenges is essential for improving educational outcomes and ensuring that Nigerian primary schools provide students with the quality education they need.

Purpose of the Study

The main purpose of this study is to assess the influence of monitoring on academic performance in primary schools in Plateau State. Specifically, the study sought to:

1. Determine the criteria used for monitoring teaching and learning in primary schools in Plateau State.
2. Access the processes for monitoring teaching and learning in primary schools in Plateau State.
3. Examine the roles played by stakeholders in monitoring the teaching and learning of primary schools in Plateau State.

Research Hypotheses

The following three null hypotheses were formulated to guide the study and were tested at the 0.05 level of significance:

1. There is no significant difference between the mean rating of public and private primary schools on the criteria for monitoring of teachers in teaching and learning in Plateau State.

2. There is no significant difference between the mean rating of public and private primary schools on the processes of monitoring of teachers in teaching and learning in Plateau State.
3. There is no significant difference between the mean rating of public and private primary schools on the roles played by the stakeholders for monitoring of teachers in teaching and learning in Plateau State.

LITERATURE REVIEW

Conceptual Framework

Monitoring

Monitoring is described as "the ongoing evaluation of project implementation concerning established schedules and of project beneficiaries' utilisation of inputs, infrastructure, and services" (Mertens, 2005, P. 5). This means it is the process of gathering information and combining important indicators regularly to count or measure inputs, outputs, and processes to provide information on how various components of the educational system are functioning (Mishra, 2005). Monitoring is a type of evaluation that gathers factual data used for programme reformation (Noh, 2006). It centres on the systematic observation and evaluation of teacher performance; it involves regular classroom visits, peer observation, and the use of standardised assessment tools to assess the development of teaching practices with educational objectives. Monitoring is rooted in the principles of accountability and quality assurance, aiming to ensure that teaching practices meet established standards (Osiesi, 2023). By providing constructive feedback and identifying areas of improvement, monitoring contributes to professional teachers adopting evidence-based instructional strategies (Muna & Kalam, 2021).

Monitoring systems are required in primary schools.

It has been demonstrated that school improvement is a continuing problem; according to Luginbuhl et al. (2009), effective monitoring is a must for every educational project that fosters learning and is ultimately sustainable (Marriott & Goyder, 2009). Monitoring rarely has the authority to tell you how to conduct a particular lesson, even though it has a profound and wide impact on how a school runs and how its personnel, especially its teachers and administrators, perform (Muna & Kalam, 2021). Besides, they hardly ever try to change the way the national curriculum is taught. Monitoring is an assessment of how well a school is performing, pointing out its advantages and disadvantages, as well as possible areas for improvement. Monitoring is important in this sense, but it shouldn't be viewed as a standard experience.

According to Kwaghbo and Okwori (2019), monitoring is not a goal unto itself. It can be employed as a tool to support data management and maintain the quality and competitiveness of the educational system. When properly implemented, this system can produce trustworthy, transparent, and timely information. Additionally, providing continuous feedback on performance, monitoring, and assessment systems can help teachers as well as other participants make better decisions and create policies that will help legislators. Most poor countries struggle with inadequate financial and performance resources for national monitoring. It's possible that not all members of the local government and school administrators agree that reviews are necessary. Evaluation could be seen as more of a barrier than a facilitator of local development. Quantitative data can be unpredictable if it is not regularly updated or entirely reliable, but qualitative data is subject to misunderstanding (Kusek, 2004).
A number of problems, including a lack of professional monitoring officers, inadequate training for monitoring officers, inadequate budget, insecurity, and insufficient monitoring, make it difficult for Nigeria's educational programmes to be effectively monitored (Ogunode, 2020).

Primary Education in Nigeria

Nigerian primary education is conceptualised as the instructional framework provided to children aged 6 to 12, as delineated in Section 2C of the National Policy on Education (FRN, 2013). Furthermore, it asserts that the primary education level is pivotal to the overall efficacy or ineffectiveness of the educational framework, as it constitutes the bedrock upon which the entirety of the educational system is built (Afolayan, 2014). When children within the aforementioned age bracket are admitted into public educational institutions, it is imperative that they receive primary education, which may occasionally ensue after pre-primary and early childhood education (National Policy on Education, NPE, 2014).

Primary education serves as the cornerstone of formal education. It represents an essential component within the hierarchical structure of any nation's educational system. To qualify for subsequent tiers of education, individuals must initially engage in primary schooling—this stage forms the foundational basis upon which all higher levels of education are constructed. It adequately prepares individuals for more advanced and rigorous academic endeavors. It provides pupils with the essential skills of literacy, numeracy, vocational training, knowledge acquisition, and the attitudes necessary for successful integration into society. These fundamental competencies require vigilant protection to ensure that pupils are thoroughly equipped to leverage them effectively. The attainment of basic educational goals is contingent upon the

quality of teachers within the nation. Teachers play a crucial role in the pedagogical process, particularly at the primary school level, where the groundwork of education is established. To guarantee that this is executed with faithfulness, the mentorship of novice teachers within the primary education sector is of paramount importance.
The National Policy on Education in Nigeria (2014) articulates the aims of primary education in Nigeria to encompass:

1. Permanent literacy and numeracy, as well as the ability to communicate effectively in a child's native language and English language.
2. The establishment of a solid foundation for scientific and reflective thinking
3. encouraging a sense of belonging-citizenship education; training the children in moral and character training;
4. Developing in the child the ability to adapt to his changing environment and providing basic tools for further educational advancement into secondary school.

The cornerstone of our structured educational framework is primary education. At this initial stage, it is anticipated that every child should gain admission into primary school, which spans a duration of six years commencing at the age of six. In Nigeria and various other nations, primary education serves as a crucial catalyst for the advancement of any country (David et al., 2014). The reality is that without a robust foundation, a structure will inevitably succumb, regardless of its orientation or financial investment (Afolayan, 2014). In addition to the potential for collapse and financial wastage, it may also endanger the lives of individuals within.
The policy unequivocally stipulates that "primary education shall be obligatory, free, universal, and of high quality" to fulfill these objectives. Consequently, two distinct groups of Nigerians are anticipated as a result of the primary education intake aligned with the aforementioned fundamental aims. The first group comprises individuals who will engage in self-training across physical, cognitive, social, moral, and spiritual dimensions to effectively contribute to the socio-political and economic development of the nation (Afolayan, 2014). The second group encompasses those who will be eligible to pursue enrollment in post-primary institutions both nationally and internationally. Hence, it is imperative to articulate definitively that any shortcomings in the provision of adequate quality manpower at this foundational level will engender a persistent challenge across all domains of society. Afolayan (2014) delineated the fundamental challenges confronting primary education, which encompass: a shortage of qualified teachers, the absence of systematic planning, erratic school inspections,

inadequate availability of textbooks and instructional materials, insufficient financial resources, mismanagement of assets, and antiquated pedagogical approaches

Empirical Review

Nabena et al. (2022) conducted a quantitative study among students in Arusha County using simple random sampling techniques, and simple regression analysis was used to test the hypotheses of the study through the usage of SPSS. The findings revealed that criteria for monitoring, processes for monitoring, and roles played by stakeholders are important for influencing teaching and learning in a number of ways.

Ndambuki (2016) investigated the influence of monitoring and evaluation of curriculum implementation on the academic performance of public schools in Mukaa Sub County, Kenya. Using a descriptive survey design, data were collected from teachers and students through a simple random technique. Simple regression analysis was used to test the hypotheses. The findings of the study revealed that classroom activities greatly influence academic performance in public schools and that the SMASE project implementation process needs to be closely monitored and evaluated to enhance more efficiency and teacher professional development, which determines academic performance in physics, since it is one of the requirements of the implementation of SMASE projects in schools.

Oluwatayo et al. (2024) examined the effect of teaching outcomes in 744 Nigerian primary schools using stochastic frontiers and ordinary least squares regression. The mean technical efficiency was 0.43, which showed that most of the surveyed schools were technically inefficient. Also, 42.8% of the public schools operate below the 20% efficiency level, as against 12.3% in private primary schools. Factors influencing efficiency include school ownership type, monitoring from the local educational authority and student-teacher ratio, and school hygiene.

Lomudang et al. (2022) studied the effect of monitoring teachers' records on teachers' academic performance in public secondary schools in Turkana Central Sub-county in Kenya. The population and sample of the study are 57 respondents; SPSS version 23 was used to analyse the data. The result revealed that professional records were monitored monthly by the respective principals, which was not enough. The study recommended that more training be conducted with monitoring and evaluation of the academic records and processes; supervisors should be delegated to do the monitoring assignments on other teachers on a weekly basis, with particular reference to schemes of work and lesson plans.

From our research, we discovered that most of the studies in these fields were mostly conducted in East Africa, mostly in the secondary subsector and tertiary institutions.

Few who conducted research in the primary school subsector mostly dueled on the challenges of monitoring in primary schools in Nigeria. There is little empirical evidence on this important area of the educational sector. Most of the discourse in monitoring has neglected to look at the criteria, processes, and roles of stakeholders in monitoring in Plateau State to improve teaching and learning.

METHODOLOGY

For this study, a descriptive survey research design was chosen in accordance with Gontur and Tuamyil's (2023) submission, which states that this type of methodology is appropriate for gathering public opinions on phenomena. According to Olaitan et al. (2000), survey design refers to the approach, framework, and method that the researcher chooses to use to find answers to research questions and validate study hypotheses. They went on to say that it helps the researcher when gathering, evaluating, and analysing data. The study's approach was thus acceptable because it collected data from public and private primary school teachers in Plateau State, North Central Nigeria, on their perceptions of monitoring teachers' actions through the use of a structured questionnaire.

The population of the study was 15,790 teachers in the 17 local government areas of Plateau State. The sample size for this study was determined using Yamene's (1967) statistical formula, which is given as

$$\frac{n = N}{1 + N (e^2)}$$

Where n= Sample size desired

N = Overall population

e = Tolerated assumed error at 0.05 based on 95% confidence level. Therefore,

n= 15,790

$$\frac{1 + 15,790 (0.05x0.05)}{15,790}$$

$$\frac{1 + 15,790 (0.0025)}{15,790}$$

$$\frac{15,790}{40.475}$$

= 390.11

To guarantee a 90.3% response rate, a representative sample of 352 participants was employed for the survey. Teachers who are familiar with the monitoring activities in both public and private primary schools in Plateau State are chosen through the use of purposeful sampling. Using a five-point Likert scale, respondents were asked to

indicate how much they agreed or disagreed with each of the factors (1 being strongly disagreed, 2 disagreed, 3 unsure, 2 agreed, and 1 strongly agreed). Since the acceptable mean value is based on a five-point Likert scale, we divide the total by five to arrive at 5+4+3+2+1 = 15. Because it is based on a five-point Likert scale, we divide the total by five (15/5 = 3 or higher). If the result is above the mean score, it is considered to be in agreement; if it is below the cutoff mean score, it is considered to be in disagreement. The study questions were analysed using mean and standard deviation, the obtained data were examined using SPSS version 26, and the hypotheses were tested using t test statistics at the 0.05 level of significance.

RESULTS

Table 1: Mean and standard deviation on the criteria for monitoring teaching and learning of teachers in primary schools in Plateau State

S/N	STATEMENTS	MEAN	STD DEV	REMARK
1	Teaching and learning environment	4.02	.89	Strongly Agree
2	Teaching methodology	3.97	.87	Strongly Agree
3	Assessment methods	3.77	.99	Strongly Agree
4	Teachers daily attendance in class	3.68	.93	Strongly Agree
5	Teachers guidance to students	3.74	.97	Strongly Agree
6	Curriculum implementation material such as lesson plans, teachers notes etc	3.82	.99	Strongly Agree
7	School resources and facilities	3.86	1.03	Strongly Agree
8	Supervision of continues assessment tests and examination	3.72	.93	Strongly Agree
9	Students engagement in learning	3.88	.97	Strongly Agree
10	Student teacher ratio	3.68	.98	Strongly Agree

The information in Table 2 showed that the mean values of items 1 through 10 were higher than 3.50. These demonstrate the following: curriculum implementation, school resources and facilities, teaching and learning environment, teaching methodology, assessment methods, daily attendance in class, student guidance, ongoing assessment tests and examinations, students' engagement in learning, and student-teacher ratio. All standard deviations are positive, showing agreement among respondents in the

sample. This suggests that the monitoring criteria play a significant role in determining how well students perform in Plateau State's public and private elementary schools.

Table 2: Mean and standard deviation on the processes or procedures for monitoring teachers in primary schools in Plateau State

SN	STATEMENTS	MEAN	STD DEV	REMARKS
1	Provides guidance to school on how teaching and learning can be improved	4.05	.96	Strongly Agree
2	Helps identify some of the discipline problems that hinder effective teaching and learning in school	3.97	.92	Strongly Agree
3	It helps diagnose the problems and short comings implementation of the curriculum.	3.71	.98	Strongly Agree
4.	Lead to effective curriculum implementation	3.84	.92	Strongly Agree
5	Helps identify and use proper teaching methods	4.03	1.02	Strongly Agree
6	Helps in creating conducive teaching and learning environment	4.11	.801	Strongly Agree
7	Helps identify and use effective assessment methods	4.08	.83	Strongly Agree
8	Helps identify and use effective learning motivation strategies among students	3.57	1.02	Strongly Agree
9	Assist in guiding students learning interest	3.80	.92	Strongly Agree
10	Helps in identifying and addressing problems encountered by teachers in class	3.84	.98	Strongly Agree

Table-2 results indicate that all the items had mean value scores of 3.50 or higher, indicating that it helps schools identify and implement effective teaching methods, diagnoses curriculum implementation issues and shortcomings, and helps identify and address discipline issues that impede effective teaching. In addition, it establishes a favourable atmosphere for instruction and learning, employs efficient evaluation techniques, recognises and applies successful student learning motivation tactics, and helps gather student input for analysis and future development. All standard deviations are positive, showing agreement among respondents in the sample and a pointer that

monitoring processes are critical in influencing teaching and learning in primary schools in Plateau State.

Table 3: **Mean and standard deviation on the roles for monitoring in teaching and learning of teachers in primary schools in Plateau State**

SN	STATEMENTS	MEAN	STD DEV	REMARK
1	It helps in identifying and addressing problems encountered by teachers in class.	3.30	1.04	Agree
2	It helps teachers take initiatives to learn recent pedagogical techniques	3.35	1.02	Agree
3	Helps teachers improve their teaching commitment	3.32	1.00	Agree
4	Helps teachers improve their teaching interest	3.37	.98	Agree
5	Helps teachers adhere to their professional code of ethics.	3.36	.92	Agree
6	Help teachers to be flexible in their teaching	3.64	1.01	Strongly Agree
7	Helps teachers to adapt student centered teaching approaches and methodologies	3.22	1.05	Agree
8	Helps teachers provide a variety of learning experiences (including individual and collaboration)	3.33	1.01	Agree
9	Helps teachers to develop strategies to ensure equity and access to students	3.20	.94	Agree
10	Helps teachers collect feedback from students, analysis, and use for further improvement	3.12	.88	Agree

Data presented in table 3 shows that items 1, 2, 3, 4, 5, 7, 8, 9, and 10 had their mean values below 3.50. This implies monitoring helps teachers in identifying and addressing problems, helps teachers take initiatives to learn, helps teachers improve their teaching commitment, improve their teaching interest, it helps teachers adhere to their professional code, it helps teachers to be flexible, adapt to student-centered teaching approaches, provide a variety of learning experiences, develop strategies to ensure equity and access to students, and help teacher feedback from students. Agreed, monitoring plays a significant role in teachers' performance. While item number six had a mean value of 3.64, strongly agreed that monitoring helps teachers to be flexible in their teaching. All standard deviations are positive, showing agreement among

respondents in the sample and a pointer that monitoring roles played by stakeholders are significant in enhancing teaching outcomes in primary schools in Plateau State.
Hypothesis One: There is no significant difference between the mean rating of public and private primary school criteria for monitoring and evaluation of teachers in primary schools in Plateau State.

Table 4: **t test results on criteria for monitoring and evolution of teachers' primary schools in Plateau State**

School Type	N	MEAN	SD	Df	t- cal	t- crit	Decision
Public primary schools	167	3.7922	.5517	350	-.661	1.96	Not significant
Private primary Schools	185	3.8308	.5420				

From the table 4, the calculated t-value of -.661 is less than the t-tabulated value of 1.96 at the 0.05 level of significance for the two-tailed test and 350 degrees of freedom. Since t cal is less than t critical value, the test is not statistically significant. This means the null hypothesis is retained; this means that there is no significant difference between public and private primary school criteria for monitoring teachers.
Hypothesis 2: There is no significant difference between the mean rating of public and private primary school on the influence of process in monitoring and evaluation of teachers in primary schools in Plateau State.

Table 5: **t test results on the influence of process for monitoring of teachers' in primary schools in Plateau State**

School Type	N	MEAN	SD	Df	t- cal	t- crit	Decision
Public primary schools	167	3.8844	.5158	350	-.558	1.96	Not significant
Private primary Schools	185	3.9141	.4804				

Table 5 shows that the calculated t value (t-cal) = -.558 and the critical t-value (t-critical) or table of 1.960 at the 0.05 level of significance for the two-tailed test and 350 degrees of freedom. Since t calculated is less than t critical value. The test is not statistically significant. The null hypothesis was therefore upheld. This implies that there is no significant difference in the process that influences teachers in both public and private primary schools in Plateau State.
Hypothesis 3: There is no significant difference between the mean rating of public and private primary schools on the role of monitoring and evaluation on teachers' performance in primary schools in Plateau State.

Table 6: **t test results: role of monitoring and evaluation on teachers' performance in primary schools in Plateau State?**

School Type	N	MEAN	SD	Df	t- cal	t- crit	Decision
Public primary schools	167	3.3497	.7491	350	.675	1.96	Not significant
Private primary Schools	185	3.2946	.7788				

Table 6 shows that the calculated t value (t- cal) = .675 and the critical t – value (t- critical) or table of 1.960 at 0.05 level of significance for the two- tailed test and 350 degree of freedom. Since t calculated is less than t critical value. The test is not statistically significance. The null hypothesis was therefore upheld. This implies that there is no significant difference on the role of monitoring teachers in both public and private primary schools in Plateau State.

DISCUSSION OF RESULTS

The revelation of the absence of any noticeable disparity in the mean rating among the criteria employed for supervising the academic progress of students in elementary schools, whether public or private, within Plateau State, indicates that the methodologies utilised by these educational institutions are equally effective in evaluating student development and teachers experiences in teaching. This suggests that the criteria, regardless of being implemented by private or public primary schools, are uniformly enforced and may potentially represent a standardised yardstick for evaluating academic progress. The observation points to the fact that despite varying levels of financial backing, resources, or administration in private and public primary schools, the techniques employed for monitoring and assessment remain constant, thereby creating a fair and equitable platform for academic evaluation.

Furthermore, the consistency of the criteria may demonstrate the strength and applicability of the used evaluation frameworks. It implies that the standards applied are in line with the learning goals of various school kinds, guaranteeing that pupils are evaluated using the same standards regardless of the kind of school they attend. This can help to ensure that every pupil, irrespective of the type of school, is subject to the same performance measures and to preserve equity in academic evaluation. It also necessitates a closer look at whether these standards are accurately reflecting the subtle variations in learning contexts and whether any underlying inequalities in instructional quality or resource availability are being sufficiently addressed. The finding is in agreement with the study of Cotton (2015) the study found that monitoring is one of the major aspects of enhancing teacher's performance. There is no significant difference between criteria used by private and public schools. This implies that

monitoring is one important way of improving teaching and learning. The finding further mentioned that assessment methods, teachers' daily attendance in class and curriculum implementation of materials is an important criterion that can be used by schools. Also the findings is also in diadem Nabena (2022) who posited student engagement in learning is an important factor that determine the teacher success and the students achievement.

The result in hypothesis two shows that there is no difference in the mean rating between the processes used for monitoring and influencing teaching and learning in both private and public primary schools in Plateau State suggests a significant level of consistency in how educational practices are assessed and managed across these different types of institutions. This uniformity in monitoring processes indicates that both private and public schools employ comparable strategies for evaluating and enhancing teaching effectiveness and student learning outcomes. It reflects a shared commitment to maintaining quality in education regardless of the school type, which can help ensure that teaching standards and learning experiences are held to a consistent level across the board. Moreover, this lack of disparity in monitoring processes could imply that the evaluation frameworks in place are designed to be universally applicable, potentially offering a robust model for guiding educational practices across various school settings. However, it also raises questions about whether these monitoring processes are adequately tailored to address the specific needs and challenges unique to each school type. While uniformity can promote fairness, it is important to consider whether such processes sufficiently account for differences in resources, student demographics, and educational contexts between private and public schools. Further investigation may be needed to determine if any adjustments are necessary to ensure that the monitoring processes are effectively supporting and improving teaching and learning outcomes in all school settings. Supporting this finding of Aziz, et al., (2018) indicated that by using monitoring process is such as providing guidance to school, identifying and use of effective learning motivation as well as assisting in guiding students learning interest. This is also in agreement with the study of Wairimu (2016) who reported that head teachers in both private and public school endorsed and helped the teachers in monitoring and processes regularly conducted to improved teaching and learning in schools.

Hypothesis three indicates that there is no difference in the mean rating between the roles of monitoring on teachers' performance in both private and public primary schools in Plateau State implies that the impact of monitoring on teaching quality is uniformly perceived across these types of institutions. This consistency suggests that monitoring practices are equally effective in influencing teacher performance

regardless of the school's funding or management structure. The role of monitoring appears to be equally valued and impactful in both private and public primary schools, indicating that the mechanisms for assessing and supporting teachers are applied in a way that achieves similar outcomes across different school settings. The study is also in agreement with the study carried by Nabena (2022) who found that monitoring plan helps to ascertain teachers' professional and pedagogical level to improve teaching and learning commitment.

However, this uniformity also raises questions about whether the monitoring roles are sufficiently nuanced to address the diverse contexts of private and public primary schools. While it demonstrates a level of equity in how monitoring impacts teacher performance, it is essential to explore whether these monitoring practices are equally effective in meeting the unique challenges faced by each type of school. If both types of schools experience similar outcomes from monitoring, it may suggest that the practices are broadly applicable, but it could also highlight a need to tailor monitoring approaches to better suit specific institutional contexts and improve overall effectiveness. Further research could provide insights into whether adjustments are needed to optimize monitoring roles for varying school environments.

CONCLUSION

In conclusion, it is evident that criteria, processes, and roles are universally recognized as playing a significant role in teaching and learning, teachers' performance, and students' academic achievements. The analysis confirms that while these elements are crucial for educational effectiveness, there is no significant mean difference in their influence across various contexts. This suggests that the impact of criteria, processes, and roles of stakeholders on teaching, performance, and academic outcomes is consistent, regardless of specific conditions or settings. Therefore, efforts to enhance educational practices should continue to focus on optimizing these fundamental aspects uniformly to ensure consistent improvements in teaching quality and student success across all educational environments.

The study's limitations include its reliance on self-reported data, which may be subject to bias, and its focus on a specific geographic region, Plateau State, potentially limiting the generalisability of the findings to other areas with different educational contexts. Additionally, the study did not account for other influential factors such as socio-economic variables or specific institutional practices that might affect the roles of criteria, processes, and monitoring in education. Future research should consider incorporating a broader range of data sources and expanding the geographic scope to enhance the generalisability of the results. It would also be beneficial to explore

additional variables and context-specific factors that could further elucidate the nuances of how criteria, processes, and roles influence teaching and learning across diverse educational settings.

RECOMMENDATIONS

The study recommended among others.

1. Given the finding that there is no difference in the mean rating between the criteria for monitoring students' academic performance in both private and public primary schools in Plateau State, it is recommended to conduct a thorough evaluation of these criteria to ensure they are effectively capturing and addressing the unique needs of each type of school. This evaluation should aim to identify any potential gaps or areas for enhancement in the criteria that might better reflect the diverse educational contexts and resources of private versus public schools. By refining and tailoring the monitoring criteria, educational authorities can enhance their relevance and effectiveness, ensuring a more accurate and comprehensive assessment of student performance across different school settings.
2. Based on the analysis of the data, it is recommended that educational policymakers and administrators in Plateau State consider the findings indicating no significant difference between the mean ratings of public and private primary schools regarding the influence of process in monitoring and evaluation of teachers. This suggests that the current monitoring and evaluation processes are similarly perceived in both sectors, implying that any improvements or changes in these processes could be equally beneficial across both public and private primary schools. Therefore, efforts to enhance the effectiveness of monitoring and evaluation practices should be uniformly applied to both types of schools to ensure consistent and comprehensive educational quality across the board.
3. Given that there is no significant difference between the mean ratings of public and private primary schools regarding the role of monitoring on teachers' performance in Plateau State; it is recommended that stakeholders focus on refining and standardizing monitoring practices across both sectors. Since the perception of mentioning's impact on performance is similar in both public and private schools, a unified approach to enhancing monitoring systems could effectively improve teaching quality across the board. By implementing best practices and consistent evaluation methods, educational authorities can ensure that all schools benefit equally, leading to a more balanced and effective educational environment statewide.

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