

NIGERIAN JOURNAL OF EDUCATIONAL RESEARCH AND EVALUATION



Volume 4, No 1, 2003

**A PUBLICATION OF THE NATIONAL ASSOCIATION OF
EDUCATIONAL RESEARCHERS AND EVALUATORS**

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QUALITY ASSURANCE OF TEACHING AND LEARNING PROCESS OF
THE UBE PRIMARY EDUCATION THROUGH EFFECTIVE
MONITORING AND EVALUATION

BY

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Abstract

This paper discussed what it takes to put in place a well organized and articulated implementation strategy of UBE Education Programme in Nigeria. Focus was given to reasons why and how providers and managers of education engage in providing quality education. To achieve quality assurance of the UBE Primary Education Programme that will enhance continuity and sustainability of the programme, the paper evolved two models of implementation maintenance at the programme and school setting. The models placed the task of effective implementation squarely on the shoulders of teachers, head-teachers, supervisors and heads of departments.

Introduction

The maintenance of standards in schools should be the aspiration of every school management. The quest for quality would seem to stem from four basic imperatives identified by West-Burham (1992). These are summarized as the concern for schools to provide optimal opportunities for children to achieve their full potentials so as to achieve the desired learning outcomes; the consciousness of the society and environment to achieve quality, since the schools interact with the community and society; the need to meet the expectations of clients (parents); and the issue of accountability provided through reporting and inspection.

The provision of education by any tier of government is by no means

an enormous task, considering the huge amount of financial resources involved. For instance, teachers have to be paid, teaching and learning materials have to be provided, infrastructures and other facilities have to be put in place. Education being the bedrock of a nation's development must be provided with a view to bringing about improvement in its delivery. Considering the high number of pupils nationwide who are to benefit from these gestures, it becomes imperative for any rational provider of education to naturally seek for ways to maximize cost while at the same time achieving optimal and quality results.

The Concept of Quality, Monitoring and Evaluation in Effective Provision of Implementation Strategies

The concept of quality of education by some educationists, connote "excellence" or in other words attainment of standards. To others

quality is viewed as a "function of how much value has been added to the abilities of learners" irrespective of their initial background characteristics (Universal Basic Education Programme (UBEP, 2002). A more comprehensive view of quality is the idea of "Total Quality Management" (TQM), an approach to school management, which was born in America but perfected by Japanese industrialists. TQM illustrates the wealth of knowledge and managerial efficiency in the product industry, but has now been imported into the education scene. It sees all competences of an organization of programme, working efficiency according to laid down specification of standards and is customer friendly.

This approach of ensuring quality would seem to be the panacea for all ailing education systems both in developed countries of American Europe and the newly developing countries of Asia in recent times. If basic education is to "focus on actual learning acquisition and outcome rather than merely providing access to education", there is the need for Nigeria to ~~take~~ the line of action of other countries of the world in ensuring quality in primary education. It is only through this way that the ideals of the Jomtien Declaration on Education for all (Article 4) can be upheld. Quality education should therefore cover three important areas as input, process and output. Input here would mean what the learners bring into the learning context, the provision of materials and resource (both human and financial), while process would involve what is done in the teaching phase in terms of the quality of instruction and interaction in the classroom. Output refers to outcomes, which may be achievement, attitudes values and skills acquired.

Monitoring as distinct and different from supervision and inspection, involves the collection of relevant data at regular intervals about ongoing programmes within a school setting. It ensures that all stakeholders' in the programme or project are involved or at least show interest in the success of the programme. Monitoring provides information on how set objectives are being achieved and whether there is need for adjustment of programme plan. The whole essence is to ensure that all component parts of the project or programme are working efficiently.

Evaluation is a process of ascertaining the worth of a programme in terms of obtaining information about its effectiveness or impact at intervals by programme designers, founders and or supervisors to ascertain areas of strengths and weaknesses so as to seek ways of improving on its implementation strategy. This way evaluation though similar to monitoring is more thorough and informative.

While lauding the introduction of the UBE programme, it must be noted that prominent scholars and educationists such as Obanya (1984) have over the years cautioned that laudable educational policies do not in themselves necessarily lead to laudable educational achievements. Such apprehensions emanate from poor planning and implementation processes that usually attended such programme, such that no sooner these programmes are started that they are abandoned. A very good case in point is the UPE programme, which I believe formed the stepping board for the take off of the current UBE programme.

The implementation of the UBE programme, which was launched in 2000 though still relatively young, must be put

into proper perspective. This is to ensure that the desired outcomes are being achieved. All concerned with the implementation of the programme, the teachers, headmasters, supervisors etc., apart from being adequate in numbers, should be professionally trained and must be actively involved.

In programme evaluation, be it social, welfare or educational, when programme objectives are not being achieved, such a programme is usually terminated, after all the necessary remedial measures have been applied. However, in order to ensure quality through proper implementation of the UBE primary education programme in Nigeria, two pragmatic models for a possible maintenance process are hereby evolved. They are to be put in place to monitor teaching-learning process at the programme and school setting. It must be observed that there are several indices of identifying a good implementation programme. These include the provision of adequate and professionally trained teachers, adequate and quality produced materials and equipments, conducive academic environment and atmosphere among others. Nevertheless the provision of the listed indices without proper monitoring and evaluation could produce signs of weaknesses that could jeopardize the programme outcomes. It is the intent in this paper to propose a pragmatic model for ensuring and maintaining effective teaching and learning at the schools leveling UBE primary schools, and indeed the Junior Secondary aspect of the programme.

A Model of Implementation and Maintenance Process UBE (Primary Education) Programme

This model calls for the active participation of everyone involved in the

implementation of the UBE primary education programme. The model has been modified after Ogunniyi (1984) and (1978). For instance, the teachers, headmasters and supervisors should gather information about the programme from time to time to ascertain that it is on course. They should, also, identify the successes or weaknesses of the programme. When desirable outcomes are observed, everyone concerned should work conscientiously to improve and sustain the programme through the maintenance system as indicated in figure I.

If, however, undesirable outcomes in terms of pupils not attaining the expected outcomes, or that the quality of products are poor then remedial measures should be applied to

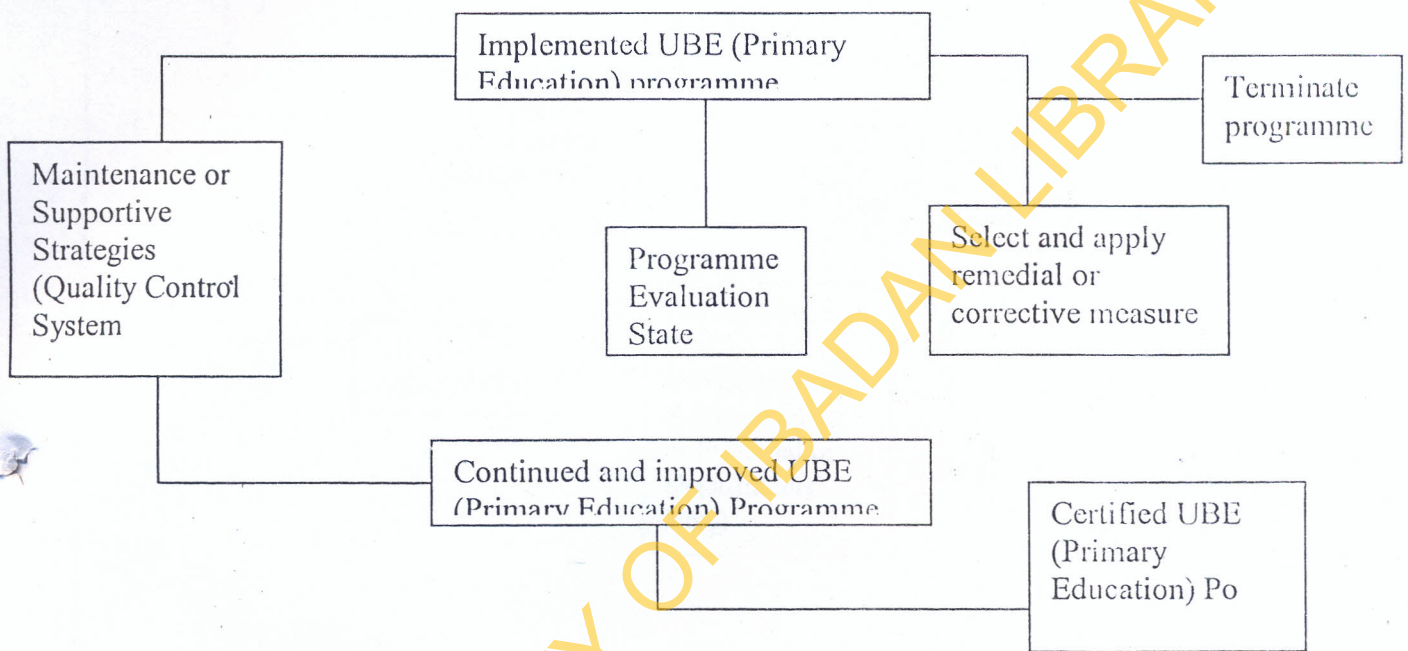
bring back the programme on course. Such corrective measures could make the form of the use of new teaching methods that are interactive in nature, re-teaching of materials, the use of audio-visual materials, and employing extra-coaching lessons. When all these measures have been taken, and the products are still found to be of poor quality, then the programme is usually terminated. The double arrows show a dual relationship between the component parts in the system.

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figure 1: A Scheme of the Implementation – Maintenance Process of UBE Primary Education

source: Modified after oguniyi, M.B. (1984), Educational Measurement and Evaluation; and (T.A Romberg, Curriculum and Institution: Development and Research, University of Wisconsin Madison, 1975).

In order to ensure continuity and sustainability of the UBE primary education programmes, a maintenance process should be put in place at the school to compliment the maintenance process at the programme level. This paper suggests the adoption of the schema in figure II as a pragmatic model for monitoring and evaluating the teaching – learning process in a school setting.



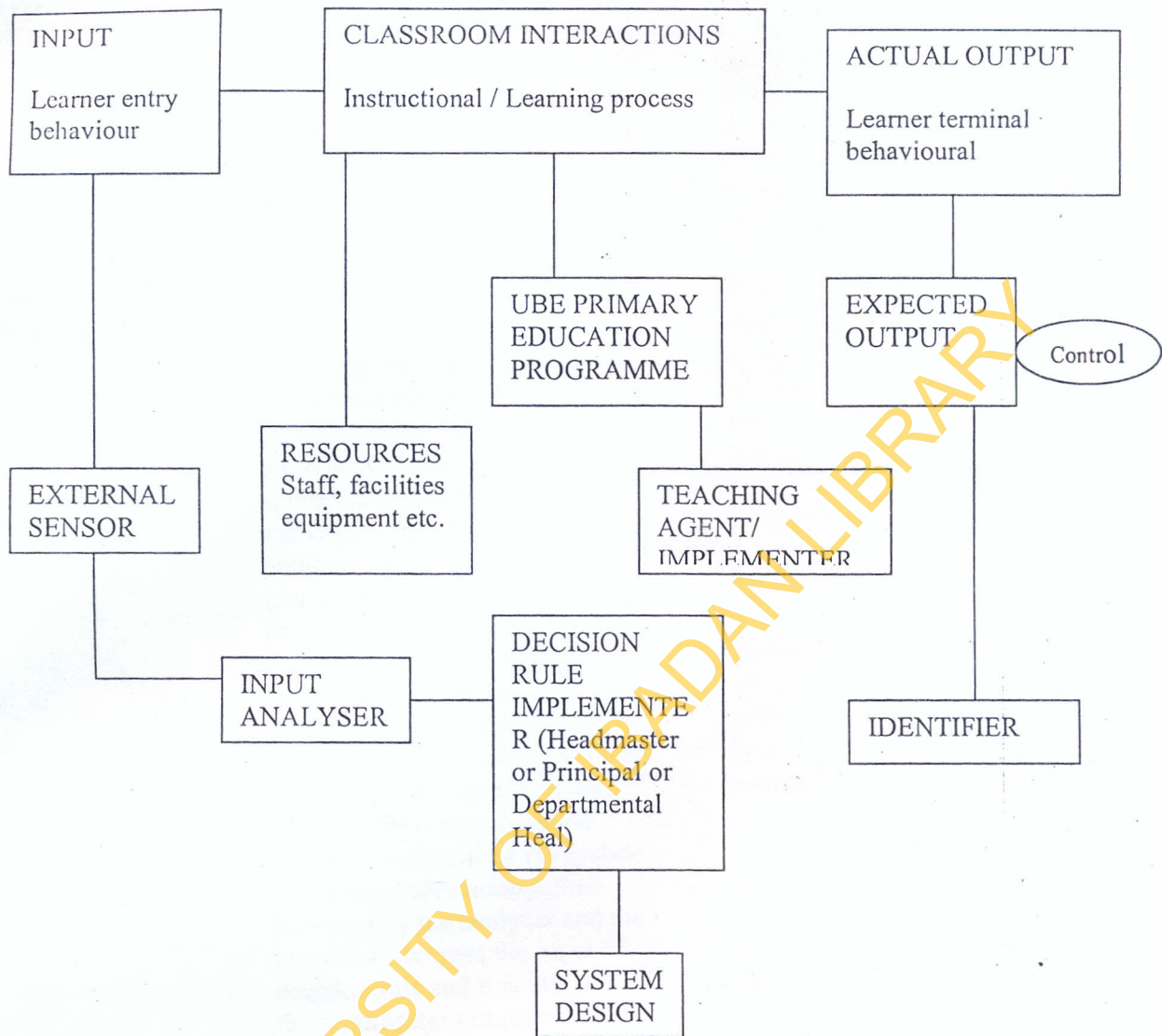


Figure 2: A Scheme of Basic Maintenance System Within the School Setting

modified after (i) Oguniyi, M.B. (1984) *Educational Measurement and Evaluation*, and (ii) Feyereisan et. al. *Supervision and Curriculum Renewal: A system Approach*: Meredith Corporation, N.Y. 1970 and (iii) T.A. Romberg. *Curriculum and Institution: Development and Research*. University of Wisconsin Madison, 1975).

The schema for the maintenance process of UBE primary education as presented here, represents any input-output model in which many processes can be identified. The teacher who is the implementer of the programme plays an important role in this maintenance process. The double head arrow indicates this interaction with the pupils, other members of staff, supervisors, administrators and experts in the field. Through this process he not only form a

link between these personal and the learning materials, he is, also able to identify possible signs of undesirable learning outcome, which should be corrected.

In this sense the teacher does the job of a curriculum expert by acting as the input analyzer and an identifier as well as being the teaching agent. The role of the external sensor in the system is usually to examine the learning environment to identify changes within

the environment that can jeopardize the workability of the system. The external sensor can be a curriculum expert or supervisor. It is he who looks for and identifies changes that may have occurred in the learners.

In the words of Feyereisan et. al (1970), and quoted by Ogunbiyi (1978), put the interactive process in the model succinctly thus:

The input analyzer processes all the information supplied by the external sensor and transmit it to the school administrator for appropriate action. He analyses and organizes information obtained from the input variable into a comprehensible structure to be used in planning activities. The identifier (usually the teacher or his head of department) examines the output and the internal working provides the decision rule (headmaster) with a reliable picture of the internal conditions of the system the input-output information provided by the analyzer and the identifier becomes the input of decision rule and it is utilized by the headmaster / implementer to produce a decision, policy or instruction (sent in form of control signal) to the teacher.

It is advocated here that the actual outcomes should be as varied as possible. There should not be a wide gap between the expected and actual outcomes. Thus the maintenance system should work to bring the expected outcomes and the actual pupils' performance closely together. For the adopted quality control measures to act

as maintenance process, it should see to it that the objectives of the programme in terms of the intended outcomes are being achieved. Evaluation of outcomes should also, aims at ensuring that the desired outcomes are being achieved. Where unintended outcomes are observed, these should be identified and corrected. The quality control system should provide data for updating and modifying the programme. Similarly, constant checks and revisions are necessary to ensure the maintenance of the primary education programme. Where possible such revisions as argued by Ogunniyi (1978) make the programme "dynamic" and "on-going", while Lewy (1977) refers to it as a "cyclical activity"

In order to be an efficient "maintenance engineer" Ogunniyi (1984) contends that the teacher must not only have relevant professional qualifications but must, also, be enthusiastic and well acquainted with the programme from the design to the evaluations stage. The question is to what extent can this be said of the teachers of UBE Primary Education Programme? While this paper does not intend to provide answers to this question, it is the views of Obanya (2002) that Nigerian teachers are not being motivated enough to discharge their duties. Since motivation to work seems to be predicated on the exhibition of enthusiasm, the important stakeholders of the UBE programme should see to it that the teachers are adequately motivated.

The whole essence of getting the teacher involved in all stages of the programme in order to eliminate any possible gap that might be created in knowledge acquisition. This in turn will help to further eliminate the differences

created between the intended and actual learning outcomes in the classroom sustainability of the programme nationwide.

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