MONITORING AND EVALUATION AS INDICES OF QUALITY ASSURANCE IN SECONDARY EDUCATION IN NIGERIA

By

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Abstract

This paper examined monitoring and evaluation as indices of quality assurance in secondary education in Nigeria. The concepts of monitoring, evaluation and quality assurance were extensively discussed. Various challenges facing monitoring and evaluation of secondary education in Nigeria were also reviewed. The paper further examined the use of monitoring and evaluation as indices for quality assurance in secondary education for improvement in the system. The paper therefore recommended that there should be regular monitoring and evaluation of academic programmes in secondary education for quality to be maintained.

Nigeria secondary school students achievement in terms of academic standard and manipulative skills has shown considerable and progressive deterioration. Performances in WASCE’S and the poor quality of those admitted into higher institutions confirm this observation (Nwiyi, 2009). This problem was considered serious enough that university authorities had to institute aptitude test as a condition for final selection of candidates for admission into first-degree programmes across the
Consequent upon the observed deterioration in the quality of the products of secondary schools, the feeling is that several factors contribute to this deterioration. Among these factors include the absence of quality assurances indices in the administration of secondary education in Nigeria.

The researchers are therefore bothered about the role of monitoring and evaluation of secondary education programmes for the maintenance of quality education in Nigeria.

The Concept of Quality and Quality Assurance in Secondary Education

The quality of an education system means the extent to which their education system achieves its set goals. This implies that the products of the education system are able to solve the environmental and social needs of that nation. Quality entails the standard of something when compared with other things. However Nwankwoala (2007), defined quality as a set standard against which the outcome is measured. Mustaphah (2005) as cited by Nwankwoala (2007), saw quality as the success with which an institution provides educational environment which enables students to effectively achieve worthwhile learning goals including right academic standard.

Batool and Qureshi (2007) defined quality assurance as a means of ensuring that informed by its mission, acceptable standards are defined and achieved in line with equivalent standards nationally and internationally and that the quality of learning opportunities, research, community involvement are appropriate and fulfill to expectation of the range of the stake holders.

Hayward (2001) saw quality assurance as a planned and systematic review process of an institution or programme to determine whether or not acceptable standards of education, scholarship and infrastructure are being maintained and enhanced. It is seen as an instrument designed to add value to secondary education by encouraging high quality.

Concept of Monitoring and Evaluation

The terms monitoring and evaluation have always been used together as if they are one entity. Though, they are mutually inclusive, supportive and interactive, they are not the same. However, Brown (2000) has defined monitoring as an intermittent regular or irregular) series of observations in time, carried out to show the extent of compliance with a formulated standard or degree of deviation from an expected norm. Nabris (2002) in his own view defined monitoring as an ongoing activity to track the progress being made by an entity or a phenomenon against a planned task. According to Abe (2012) monitoring is aimed at the following:

1. Improving efficiency and effectiveness;
2. Helping to keep work on track and allows management to know when things are going wrong (regular feedback)
3. Enabling organizations to find out if resources available are sufficient and being well used accountably;
4. Finding out if capacity available is sufficient and appropriate; and
5. Providing useful base for evaluation.

Evaluation on the other hand has been perceived to be a ubiquitous entity as it permeates all facets of scholarship such as law, school programmes, hospital and medical practices, school curriculum, agricultural extension services (Abe, 2012). Stufflebeam and Shinkfield (2007) described it as the society’s most fundamental discipline and went on to define evaluation as a process for giving attestation on such matters as reliability, effectiveness, cost effectiveness, efficiency, ease of use and probity and serves the need of the society by providing affirmation of worth, value, improvement, accreditation and accountability. It is a periodic objective assessment of a planned in group or complete project, programme or policy. In practice, evaluation in most cases is used to help in decision making on how to improve on group programmes. According to Imas and Rist (2009), evaluation can be used to address such questions as what is taking place (descriptive question), normative question such as comparing what is taking place with what should be taking place for quality assurance therefore, evaluation will appraise the status of change brought about by the students and the institution (a change in students behaviour). It will also expose students needs and possibility. Evaluation in quality assurance will aid institutions in planning and expanding the concept of worthwhile goals.

Monitoring and evaluation of quality assurance in secondary education will cover such areas as governance, management of the secondary education from the state Ministry of Education, schools board and school principals, quality of teaching, research and publications, students enrollment, relationship with the host communities, utilization and management of resources.

Monitoring and evaluation will provide the stakeholders in secondary education (i.e. the students, the government, captains of industries, Alumni Associations, PTA, the civil society, the private sector, NGOs etc) with much desired extent to which the institutions are meeting the objectives of their establishment. Monitoring and evaluation will build greater transparency and accountability in terms of use of available resources in assuring quality in the institutions (Abe, 2012).

**Monitoring and Evaluation and Quality Assurance in Secondary Education**

Monitoring and maintenance of quality education in Nigeria is done through internal assessments by the school supervisors or external assessment by inspectors. The school supervisors are on ground at the local level that is resident in the schools. They plan, organize, direct, coordinate, evaluate and control all teaching-learning processes to
ensure that they are properly done according to procedures, rules and policies stipulated by the federal government at the national level. All efforts of the supervisors and their staff are to ensure that the process of teaching-learning progresses well and that standards are maintained. The inspectors from the state and federal ministries of education visit the schools to carry out external assessments to ascertain that educational standard is maintained and that resources are appropriately utilized. School inspectors also act as advisers or counsellors on how to improve the process of instruction in various schools.

In Nigeria, the federal government has authorized certain bodies to be responsible for quality control of education for various levels and types of education.

In secondary schools the ministry of education in the various states has an inspectorate division or department charged with the responsibility of monitoring and evaluating secondary education programmes in Nigeria. While in the tertiary institutions, the National Universities Commission, (NUC) does this job of monitoring and evaluating academic programmes in the universities.

Internal and external quality assessment are expected to achieve the same goal which is maintaining high standard and quality education as stipulated by the National Policy on Education. The school supervision lays emphasis on activities of staff in relation to teaching process, but school inspection evaluates a school as a whole and as a designed place of learning. School supervision and inspection are both guided by rules, regulations and policies slated or implied in the national policy on education.

School supervision and inspection are meant to compliment each other in education quality assurance control but not to contradict each other’s efforts (Balabola, Adedeji and Erwat, 2007).

Challenges Facing Monitoring and Evaluation of Secondary Education in Nigeria

The monitoring and evaluation of secondary education in Nigeria are hindered by several factors which in the final analysis contribute to poor quality and standard of education.

Olagboye (2004) enumerated some of the challenges confronting school supervision in Nigeria, such as:
1. Supervisors lack training in supervision competences because some supervisors were promoted on the basis of seniority and length of service but not appropriate training and qualification.
2. Inadequate provision of instructional facilities and teaching aids and materials in schools.
3. Poor remuneration of teachers and poor conditions of service, which reduce their commitment to teaching.
4. Poor status accorded to teachers, which dampen their morale and job satisfaction.
5. Presence of a large number of untrained and unqualified teachers in the school system.
6. Teachers’ poor attitude to work and lack of interest in teaching.

However, some problems of school were also highlighted thus:
7. Use of unqualified and untrained personnel in the inspectorate services, which result in poor quality control.
8. Shortage of manpower in the inspectorate division.
9. Lack of adequate statistical compilation in the school system.
10. Inadequate funds and resources for inspection.
11. Lack of training for would-be-school inspectors.
12. Inadequate facilities in the inspectorate division.
13. Non-implementation/inadequate implementation of recommendations in inspection reports which results in discouragement in producing high quality inspection reports.
14. Lack of co-operative attitude by some principals.
15. Overload of administrative duties in addition to inspection tours, travels etc.
16. Occupational hazards associated with road or river travels on inspection tours.

Using Monitoring and Evaluation to Improve Quality Assurance
1. To achieve quality in secondary education in Nigeria through monitoring and evaluation would seem to be a tedious task in view of the challenges discussed earlier in this paper. However, an attempt has been made suggesting steps to be taken by all stakeholders in education in order to ensure or guarantee quality assurance in secondary education.

To ensure quality in secondary education various schools should be allowed to fashion out their own admission procedures that will enable them admit the best candidates and not the usual common entrance where all that set for the examination are sent to schools for admission.

2. There should be adequate supervision of instructional delivery processes, taking cognizance of the syllabus or scheme of work.

3. Both teaching and non teaching staff promotion should be prompt and the same criteria/procedures be used for all at all times. Delayed promotion affects productivity negatively.
4. The government should fund secondary education adequately and should learn to honour and keep to all agreements signed with all the unions in secondary education to avoid truncating academic activities.

5. Teachers and students alike should be monitored as regards attendance to classes and other extra-curriculum activities.

6. Appointment of Education managers should be based on merit and experience of the candidates for quality to be assured in the system.

7. The continuous assessment of students should be considered during the promotion examination which should be based on merit for the improvement of the quality of the secondary education products.

**Conclusion**

Monitoring and evaluation of academic programmes in secondary education is the focus of the study. And it is aimed at maintaining academic standard when compared to other secondary education in the world. The quality of the products of secondary education in Nigeria will improve through regular monitoring and evaluation of the academic programme.

**Recommendations**

This paper made the following recommendations:

1. The paper therefore recommended that there should be regular and periodic monitoring and evaluation of academic programme in secondary education for improvement in the quality of the products.

2. Adequate funding and logistics be provided by the government for the inspectorate division for effective performance of their function.

**References**


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