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## Monitoring And Evaluation As Indices Of Quality Control Assurance In Secondary Education In Nigeria

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By

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### **Abstract**

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

Right now, it is an obvious fact that secondary education quality in Nigeria has drastically declined or deteriorated. Yes, Nigerian secondary school students' achievement in terms of academic standard and manipulative skills has shown considerable and progressive deterioration of students performances in Senior School Certificate Examinations such as WAEC and NECO and the poor quality of those admitted into higher institutions confirm this observation.

The seriousness of this problem necessitated university authorities to conduct aptitude test for those that have passed JAMB test as a condition for final selection of candidates for admission into first degree programmes across the country.

Consequent upon the observed decline or deterioration in the quality of the graduates of secondary schools, the truth is that several factors contribute to this deterioration in quality of secondary education in Nigeria. Among these factors include the absence of quality control and quality assurance indices in the administration of secondary education in Nigeria. In this circumstance, the writer or researcher is therefore bothered about the role of monitoring, supervision and evaluation of

secondary education programme for the maintenance of quality education in Nigerian secondary schools.

### **The Concept of Quality and Quality Control/ Assurance in Secondary Education**

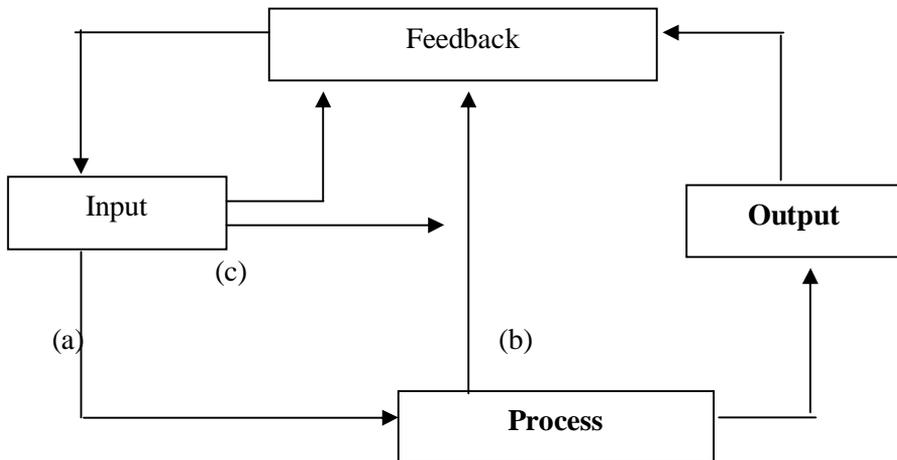
Quality in education is a multidimensional concept which should embrace all functions and activities: teaching and academic programmes, research and scholarship, staffing, students; building, facilities, equipment, service to the community and academic environment (UNESCO, 1998). Quality of an education system means the extent to which their education system achieved 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. Nwankwo (2007) defined quality as a set standard against which the outcomes are measured.

Mustaphah (2005) in Nwankwo (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. Concern about quality is uppermost in educational discourse all over the world. This is quite understandable given the growing importance of Trans–border education provisions in the wake of globalization and mystification of education. Generally, stakeholders in education are anxious to see that educational institutions deliver what they should deliver and that what they deliver produces desirable outcomes.

Yes, for the purpose of quality control in an educational system, there must be organized supervision, evaluation, close monitoring of processes and products. The concern here is on improving the education programme, the issue of quality and its control mechanism becomes of great essence in their ramifications. In this connection, the question arises as to what goals are to be highlighted and how do we ensure high quality in the achievement of the identified goals? At the same time, we have to control quality in the inputs and process in order to ensure high quality products.

According to Coombs and Hallak (1972), improvement in instructions and programmes means a broadening and continuity of educational opportunities and the chance for each individual to learn more in each time period..... an educational content that is up to-date, relevant and useful to each learner in his own particular society. This means that the educational system must be flexible and effective. Effectiveness here refers to system level criteria of Schein (1970) in which each system has a multiple function and exists within an environment that provides unpredictable inputs, and its effectiveness being its adaptive capacity to survive, adapt, maintain itself and grow regardless of the particular function it fulfills.

For better understanding, let us employ the feedback mechanism in system evaluation (see figure I) put forward by Mkpa and Nkemakolam (1995) for evaluating the performance effects of an educational programme, to show the four major component areas involved in quality control efforts.



**Figure 1:** Feedback Mechanism in system evaluation.

Here the emphasis is on the input and process elements which are re-channeled separately (a,b) or in combination of c to the feedback mechanism with having to do so only at the output stage. This means that we have to control the quality of (1) input: the resources of infrastructure, utilities, students, teachers, equipment, administrators, supervisor, fund, programme etc. (2) process: teacher quality, style and technique, administrator's style of leadership, implementation of programmes etc (3) output: products (graduates), attitudes, skill, general behaviours (4) feedback: input process, output behaviour re-channeled to input and process.

Quality control is a whole area of research that needs to be seriously addressed by all the stake holders in education. Unless this is done, we shall ever continue in vicious circle of poor quality education. Doll (1978) was of the opinion that there must be evaluation data on which to determine whether to continue a programme or to abandon it. But in Nigeria, there is dearth of reliable data for effective job to be done in terms of evaluation.

**Monitoring:** The term 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. Thus, Brown (2000) 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, while 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. Abe (2012) said that monitoring is aimed at:

1. Improving efficiency and effectiveness.
2. Helping to keep work on track and allows management to know when things are going wrong (regular feed back).
3. Enabling organizations to find out if resources available are sufficient and well used accountably.
4. Finding out if capacity available is sufficient and appropriate and providing useful base for evaluation. Yes, for high quality education in secondary schools in Nigeria to be achieved, the concerned authorities must go round and monitor the activities of especially the principals, teachers and students.

### **Evaluation**

Evaluation is all about appraising or judging of performance of workers against a stated aim, goal or objective using any or various testing parameter(s). Abe (2012) perceived evaluation 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, Stufflebeam and Shinkfield (2007) described evaluation as the society's most fundamental discipline and went further to define it as a process for giving attestation on such matters as reliability, effectiveness, cost effectiveness, efficiency, ease of use and probity and services, the need of the society by providing affirmation of worth, value, improvement, accreditation and accountability. It is a periodic objective assessment of a planned project, programme or policy. In practical term evaluation 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 possibilities. Evaluation in quality assurance will aid institutions in planning and expanding the concept of worthwhile goals and objectives.

Monitoring and evaluation of quality control and assurance in secondary education will cover such areas as governance, management of the secondary education from the State Ministry of Education, school Boards and school principals,

quality of teaching, research and publications, students enrollment, relationship with the host communities, utilization and management of educational resources.

Monitoring and evaluation will provide the stakeholders in secondary education with much desired extent to which the institutions (schools) are meeting the aims and 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, Evaluation and Quality Assurance in Secondary Education in Nigeria**

Monitoring and maintenance of quality education in Nigeria is carried out through internal assessments by school principals and also external assessments by school inspectors from the Ministries of Education or Secondary Education Boards. The internal school Supervisors or principals are always on ground to plan, organize, direct, coordinate, evaluate and control the 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 school principals and their staff are to ensure that the process of teaching-learning progresses very 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. They also act as advisers on how to improve the process of the institution 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 unit charged with the responsibility of monitoring and evaluating secondary education programmes in Nigeria.

Both internal and external quality assessment are expected to achieve the same goal which is principally maintaining high standard and quality education as stipulated in the National Policy on Education. The school supervision lays much 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. Both exercises are guided by rules, regulations and policies slated in the National Policy on Education. Thus, the school supervision and inspection are meant to compliment each other for better school functioning.

### **Challenges Facing Monitoring and Evaluation of Secondary Education in Nigeria**

Realistically, monitoring and evaluation of secondary education in Nigeria are truncated by many factors which also in the final analysis contribute grossly to poor quality and standard of secondary education, Olagboye (2004) opined that the following challenges confront schools supervision in Nigeria:

1. Supervisors lack training in supervision competencies because some supervisors were promoted on the basis of seniority and length of service but not with the appropriate training and qualification.
2. Inadequate provision of infrastructural facilities and teaching aids and material 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.

Despite the opinion of Olagboye (2004) there are other problems facing school supervision in Nigeria.

1. The use of unqualified personnel in the inspectorate service brings about poor quality in education.
2. Shortage of manpower in the inspectorate unit.
3. Lack of adequate data in the school system for planning.
4. Inadequate funds and other resources for proper inspection.
5. Lack of constant or periodical training and retraining of school inspectors.
6. Non-implementation or poor implementation of inspection reports or recommendations.
7. Poor co-operative attitude of many school principals
8. High level of corruption among school inspectors and supervisors
9. Poor road network in Nigeria
10. Poor motivational incentives to the school inspectors.

### **How to use Monitoring and Evaluation to Improve Quality of Secondary Education in Nigeria**

1. Since every primary school product is not automatically a good material for secondary education, admission into secondary schools should be based on at least 40 percent pass, to avoid over crowding the schools with very weak students.
2. The school supervisors (Principals) should ensure that he/she does his /her work of supervising the teachers at work very well.
3. The appointment of school principals should be on pure merit and experience.

4. The teachers should be adequately motivated in all ramifications for high productivity to be achieved.
5. Attendance to classes by both the teachers and students should be adequately checked by the school principal on regular basis.
6. Impromptu class visitation by the school principals should be carried out from time to time by the school principals to see what the teachers are doing.
7. Investigating the activities of teachers through students should be adopted.
8. The principal should ensure that Continuous Assessment exercise is effectively carried out and is used accordingly.
9. The government should see that inspection reports and recommendations are strictly carried out
10. The concerned authorities should see that secondary education in Nigeria is adequately funded if the goals of secondary education must be achieved.
11. Government should learn how to respect and honour her laid down policies in education in all angles.

### **Conclusion**

The concern of this paper on monitoring, evaluation, quality control and assurance in secondary education in Nigeria. The discourse was on improving the quality of secondary education in Nigeria using certain parameters like monitoring and evaluation. It is the view of the author that high standard or quality in secondary education will be attained through aggressive monitoring and evaluation by the concerned authorities.

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