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PROGRESS
THROUGH EVALUATION

By. S. A. Olatunji

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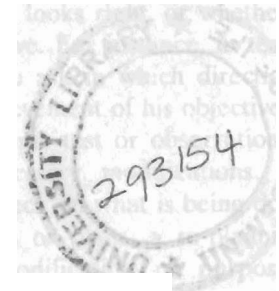
PROGRESS THROUGH EVALUATION

by

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Professor of Educational Administration

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Introduction

In this lecture, I wish to explain evaluation in general, indicating its usefulness for progress or improvement, and to describe the process through which evaluation usually goes. Further, I wish to focus on the concept of educational evaluation, selecting examples in different areas of education, including my own humble contributions, and to appraise, in a general but critical way, some educational programmes in Nigeria.

The objectives identified appear to be a one-way set, limited to me alone and to what I wish to accomplish. In the proper setting, some objectives ought to have been identified for the audience as a group, but I hope I can be pardoned this time, considering the special nature of this lecture. It is hoped, however, that you will listen critically and exchange views with me later on the achievement or otherwise of the stated objectives.

Concept of Evaluation

In plain terms, evaluation is the appraisal of the process and outcome of any activity in relation to the objectives mapped out for it. It occurs (or should occur) in every human activity – tackling a problem, personal expenditure, travelling, trading, making a purchase, teaching and learning, constructing a building and many other activities. It is simply that stage at which one pauses to ask whether a particular activity sounds or looks right, or whether it is achieving what it is supposed to achieve. For instance, in teaching and learning, the teacher may wish to ask in which direction his teaching approach is affecting the achievement of his objectives and he may know this, in part, through some test or observation. The results, hopefully, will lead to necessary modifications. Thus, evaluation consists of an occasional check on what is being done or achieved in the light of the purposes or plans, a re-planning of implementation strategies, and a modification of purposes as considered necessary (Olatunji, 1983).

The analogy was at one time given of many known women petty traders who sat by their wares and trays day in day out, not taking stock, and who further engaged in expenses befitting their 'class'. The result was, the sizes of the trays or counters kept shrinking until there was nothing left and application had to be made to their husbands for new capital (Olatunji, 1974, p. 96). To use the analogy

in education or any human activity for that matter, there will be aimless wandering, a false appearance of well-being and unexplainable failure, to cap it all (Olatunji, 1974). Big trading businesses seem to know better as they have been known to close shop occasionally for stock-taking.

Educational Evaluation

When the term 'educational evaluation' is mentioned, the minds of many people turn to the design and administration of tests to students, the award of grades and the different types of statistics to show percentages, ranking, and correlations. While these activities, combined and known as tests and measurement, fall within educational evaluation, they form only an aspect of it. Broadly, educational evaluation covers those activities geared to finding out how close the implementation and outcome of a particular educational undertaking are to the expected or planned. This judgement may be in respect of staff performance, student performance, changes in the attitudes and interests of pupils, a new course of studies, the school plant, or an entire curriculum. It can even be of a special programme such as the Universal Primary Education Scheme (UPE) or of any of the recent innovations in Nigerian education.

The purposes to be served by educational evaluation (as well as other types of evaluation) are seen in the careful re-examination of practices, consideration of alternatives, and general improvement, including changes in policy. According to Cronbach and others, evaluation can change the system (Lee J. Cronbach & Associates, 1980). For instance, in education, there ought to be improvement in the teacher's methods, in student learning, and in reporting. Consequently, the teacher, the school, parents, administrators, the community and the pupils themselves have the bases for noting and making changes. Further, the administrator (school principal or ministry official) is aided in decisions involving costs, plans, personnel, learning programme and such other decisions.

Process of Evaluation

There can be no evaluation without objectives as it is against the objectives that activities and outcomes are evaluated. The first step,

therefore, in any evaluation is the *setting of objectives*, based on needs, an overused term in education which can simply be explained as the ideal minus the observed. Based on the objectives, *plans* or *strategies* are conceived towards their achievement. The next logical step is the *implementation* of the plans or *strategies*, comprising such sub-steps as clarification of plans, locating of resources (human and material), designating of responsibilities, and supervising. It is only then that *evaluation* can take place. And the result of the evaluation exercise is the re-examination and modification of objectives which in turn dictate new plans or strategies, implementation of those plans, and evaluation, and so it goes on and on.

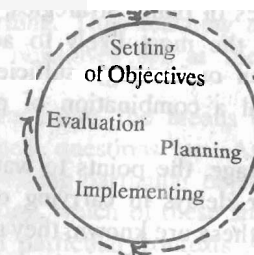


Fig. 1. The Basic Process of Evaluation

What has been described thus far is the basic process of evaluation. It can become complex when it is known that, with every stage, there is the need for evaluation.

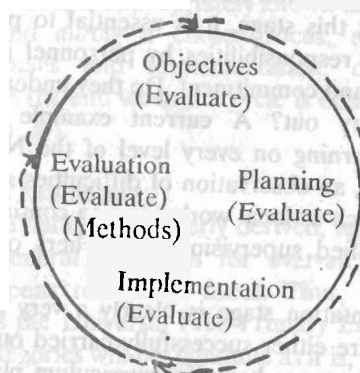


Fig. 2: The Expanded Process of Evaluation

For instance, at the initial setting of *objectives*, the evaluation questions to be raised are: How relevant are the *objectives* set in relation to the society? How feasible are the *objectives*? How comprehensive are they? Can they be easily evaluated or are they rather general or vague?

An additional slant suggested by Bloom, Hastings, and Madaus (1971, p. 261) is "... that of collecting and analysing evidence of the extent to which various groups value — see worth in — stated objectives." That, certainly, will take considerable time and will require highly literate groups.

At the planning stage, the evaluation questions to be satisfied are: Have all possible alternatives of plans, strategies, or methods been considered? Which one is the most likely to achieve the stated objectives? Is a single plan or strategy sufficient for achieving particular objectives or will a combination of plans prove more effective?

At the *implementation* stage, the points to watch out for are in relation to the progress or delays in carrying out plans and the reasons for the pace. Once these are known, they serve as signals for modifications in the implementation. For instance, if it is discovered that there are not enough personnel or that those available are not the right type, something ought to be done. Or, if it is discovered that the available funds are not sufficient, the numbers, say of schools or learning programmes, may be reduced. This stage thus benefits from the Programme Evaluation Review Technique (PERT).

In addition, at this stage, it is essential to pay attention to the understanding of responsibilities by personnel involved and hence their acceptance and commitment. Do they understand what they are expected to carry out? A current example is the continuous assessment of learning on every level of the Nigerian educational system. Certainly, an observation of difficulties should lead to some definite action such as local workshops on continuous assessment in action or intensified supervision of teachers of all grades in this regard.

The implementation stage is clearly a very important stage, as beautiful plans are either successfully carried out or marred at this stage. Take for instance beautiful curriculum plans laboriously laid out at the Federal Ministry of Education level, aided by inputs from

experts in its various arms and divisions on primary, secondary, teacher-training, technical education and so on. There are also inputs from such agencies as the Joint Consultative Committee on Education and its various Reference Committees, as well as the Nigeria Educational Research and Development Council recently re-constituted to handle the development of curricula, syllabi and learning packages. An indifferent or lazy administrator will not lead in the further breakdown of objectives, or in a meaningful selection of learning objectives, afraid to depart from the WAEC syllabus which incidentally, is an examination syllabus, or even in the supervision of teaching, learning, and methods of assessment. In the same way, a lazy teacher will not bother himself with setting specific objectives, or with creative planning and teaching, or with meaningful assessment of learning. Thus teaching and learning become mere routines and the objectives set at the higher levels largely go unpursued.

At the *evaluation* stage, the means of evaluation are critically examined with such questions as: Are these the appropriate approaches for assessing particular objectives? For instance, in the evaluation of learning, which of these singly or in judicious blends, are appropriate in particular contexts — oral tests, written tests, individual assignments, group projects, performance, role-taking, application, and so on? Are designed tests valid, that is, in keeping with stated objectives as well as with the contents of learning that ought to have transpired during the learning stage?

The second type of process, that is, the expanded process of evaluation just described, is appropriately known as *formative* in that it occurs *before* and *during* a chosen focus, and aims at the improvement of plans and implementation, occurring during *formation* and not at the end when the cycle is considered complete (Bloom *et al*, 1971, p. 20).

Using the Results of Evaluation

The results of evaluation, if properly derived, indicate strong and weak points and general directions for over-all improvement in whatever area happens to be the focus. Thus, in relation to a programme such as the Universal Free Primary Education Scheme (UPE), decision categories will be: continue as it is; discontinue with;

change or modify the programme; or, expand the programme. In the case of instruction, the implications to be drawn are: whether or not the material taught was relevant; whether it was taught at all and whether it was taught properly; whether the performance of students can be traced to the level of understanding of the material; and what the implications are for teaching approaches or study habits (Olatunji, 1974, p. 108).

Educational Evaluators

As with evaluation in any sphere of activity, educational evaluation can be engaged in either by the *insider* or the *outsider*. In the *insider* group are teachers at all levels, school principals, planners, curriculum developers and other specialists in the Ministries of Education. The *outsider* group consists mainly of specialists in evaluation who are called in as consultants to evaluate performance, curricula, special projects and programmes, and sometimes an entire system. It is important to stress that, regardless of the group to which an evaluator belongs, he goes through the process of evaluation just described, the variations being in the angles of operation. For instance, in the setting of objectives, the *insider* initiates, or leads in the initiation of, the objectives. As for the *outsider*, he studies the objectives submitted to him. At the planning stage, the *insider* actively works out plans and strategies; as for the *outsider*, he takes a critical look at such plans during evaluation. At the implementation stage, the *insider* keeps a constant check on the on-going activities, and the *outsider*, again with a broader view, studies the reports submitted or makes observations. On the whole, while the focus of the *insider* is on formative evaluation, that of the *outsider* may be largely summative, matching results against stated objectives and checking for general effectiveness which may lead him to re-examine objectives, plans and implementation. It is important to note, however, that both the *insider* and the *outsider* have vital roles to play in educational evaluation and consequently the improvement of the system. Right now, the professional evaluators may not have made a distinct class in Nigeria probably because of their small number but they are beginning to appear, having been trained abroad and in Nigeria notably at the International Centre for Educational Evaluation which is attached to the Institute of

Education, University of Ibadan.

Examples of Efforts in Educational Evaluation in Nigeria

Further to the description of the process of evaluation, a few examples will now be given of its application in actual educational situations such as instructional evaluation, personnel evaluation and programme evaluation.

Instructional Evaluation

Instructional evaluation is a very vital element of teaching and learning, regardless of the level of education, from pre-primary to tertiary. This is widely accepted but from the way teachers go about it, they appear to be so limited probably because they simply do not know how to go about it; or they know very little; or perhaps because they are unwilling to spend some extra time and effort to do it properly. But teachers, at all levels of education, need to be reminded that without evaluation, it is impossible to know whether objectives have been achieved or not, or whether teaching approaches and materials need to be modified. Besides, further learning and teaching needs cannot be determined. The result, therefore, will be routine teaching and learning which is nothing but trusting to luck that learning will take place and that the learners will eventually make it. It should be emphasised that, without evaluation, no improvement in teaching and learning can take place.

Our example of the evaluation of learning is of the tertiary level, specifically of this University (Olatunji, 1974). Against a model for instructional evaluation consisting of such dove-tailing stages as: determining present learning status, specification of learning objectives, prescription and guidance of learning activities, and evaluation of learning outcomes, Olatunji closely examined practices at the University of Ife (Now Obafemi Awolowo University). Out of the 37 course outlines examined, only seven bothered to state objectives, and all the seven featured knowledge objectives, two included comprehension objectives, five indicated analysis objectives, one stated evaluation objectives and four included application objectives. Of the lot, only one gave any thought to the interest and attitude area. Therefore, there can be no mistaking the pre-occupation of university teachers with knowledge or facts, with

second place given to abilities and skills (still in the cognitive domain).

Perhaps a brief pause should be taken here to explain that hierarchies of objectives have been identified for the cognitive and affective domains of learning by Bloom, Krathwohl, Masia, and their associates, and that others, including my humble self, have done further work on the taxonomies, the psycho-motor domain inclusive. For the cognitive domain which includes objectives dealing with recall or recognition of knowledge and the development of intellectual abilities and skills (Bloom, 1968), the hierarchy of objectives identified leads progressively from *knowledge* to *comprehension* to *application*, to *analysis*, to *synthesis*, to *evaluation*, each higher step reflecting a more difficult task.

In light of the Nigerian situation, Olatunji (1974) has come up with a modified hierarchy in the cognitive domain as shown in Fig. 3.

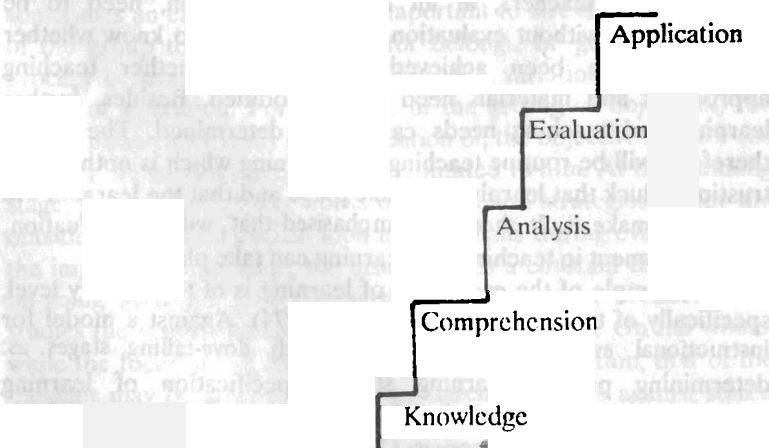


Fig. 3: Hierarchy of Objectives in the Cognitive Domain (Adapted from Bloom, *et al*).

The rationale for placing *application* at the very top is that it appears to be the necessary culminating step in the process of learning, utilising knowledge, comprehension, analysis and evaluation as aids. The most important question, to me should be: What can the learner do with what he knows, in given situations?

And this is what Nigeria requires; otherwise, nothing concrete issues from the learning undertaken in the various school subjects.

According to Bloom and others, the affective domain includes those objectives which describe changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment (Bloom, 1968). And for this domain, Krathwohl and others have identified the following hierarchy, beginning with *receiving* and leading progressively through *responding*, *valuing*, *organisation*, and *characterisation*, the stage at which a person is clearly known for what he holds and practises (Krathwohl, 1968). I have made only a slight modification in this hierarchy. Specifically, *awareness* is considered a better explanation than *receiving*, at the very foot of the ladder (Fig. 4).

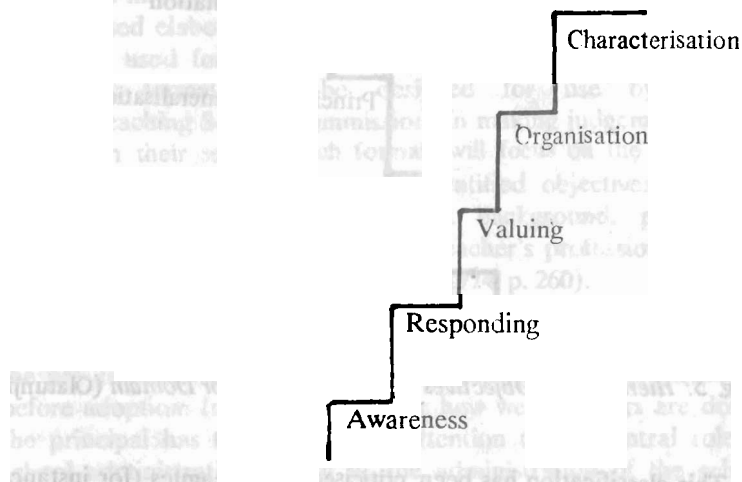


Fig. 4: Hierarchy of Objectives in the Affective Domain (Adapted).

Beyond explaining the psychomotor domain as the learning domain which includes objectives emphasising "some muscular or motor skill, some manipulation of material and objects, or some act which requires a neuro-muscular co-ordination," (Krathwohl, 1968) the authors did not provide a hierarchy of objectives as they did for the cognitive and affective domains. One reason given by the committee that worked on the taxonomy of educational objectives

was that only very few of such objectives were found in the literature and that when found, they were most frequently related to hand-writing, speech, physical education, trade, and technical courses, (Krathwohl, 1968). In addition, the committee did not think there was a pressing need for a classification even though they recognised the existence of the domain.

The suggested classification for this domain is therefore an original contribution by Olatunji (1974), an effort to fill a needed gap. It is especially attention-worthy in Nigeria and other African countries where the urgent needs are for technology, rural development and modernisation (Fig. 5).

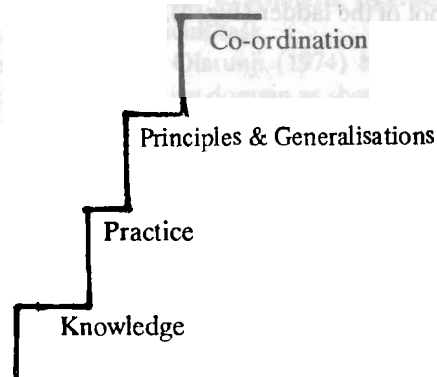


Fig. 5: Hierarchy of Objectives in the Psycho-motor Domain (Olatunji).

This classification has been criticised by colleagues (for instance, Whittle), but I think that, after a critical review of the explanations, I want to stick to it.

Personnel Evaluation

Personnel evaluation relates to the continuous appraisal of staff performance in relation to set goals and is in turn an aspect of the personnel programme of an educational system, the other aspects being attracting and recruiting needed staff; the selection process; the compensation structure; opportunities for staff growth; and the

programme of supervision (Castetter, 1966, pp. 279-280).

Personnel evaluation assists the administrator to take decisions on placement, retention, improvement of performance, transfer, promotion, salary and dismissal. Of these decision areas, promotion will be brought up for special mention not because the others are less important, but because it may be the most visible of the activities. Promotion in most State educational systems in Nigeria is based on a seniority list, that is, on the number of years of teaching accumulated by the teacher. My experience as a part-time member on the Oyo State Central Schools Board (1976-79) bears witness to this observation. Much as this is an easy way out for decisions on promotion, it ought to be borne in mind that the job performance is even more important, and that is why some State Civil Service units have devised elaborate evaluation formats; unfortunately, these are not being used for the major decisions earlier on listed. Simple evaluation formats can be designed for use by Schools Boards/Teaching Service Commissions in making judgements about teachers in their service. Such formats will focus on the procedures employed by the teacher towards identified objectives, teaching enhancing factors such as teacher's background, personality, knowledge level, social standing, and teacher's professional growth (Gage, 1971, p. 117; Lipham and Hoeh, 1974, p. 260).

In addition, assessment by peers and self-rating are possible techniques towards personnel evaluation. Student-rating, that is, on the pre-university levels, requires closer study and experimentation before adoption. In order to discover how well teachers are doing, the principal has to devote more attention to his central role in school administration, which is, the administration of the school programme spanning curriculum development, provision of materials for teaching and learning, supervision and instructional evaluation (Olatunji, 1984, 1984). It is in these ways that staff can be helped to improve and by which educational objectives can be achieved.

The evaluation of teacher effectiveness is a part of the wider programme of personnel evaluation. Towards this, in a presentation at the Workshop organised by the Test Development and Research Office/West African Examinations Council (TEDRO/WAEC) in 1983, I identified *proximate*, *intermediate*, and *ultimate* range

objectives for the school setting and how they relate to the evaluation of teacher effectiveness. For instance, the proximate objectives, if well-stated in behavioural terms, are the most direct for evaluating teacher effectiveness. On the intermediate range, more factors that cannot be easily ruled out emerge. These include, notably, the effects of other teachers from one learning level to another, the time dimension which is also linked with the influence of other teachers, and changes in the maturity level of the learner.

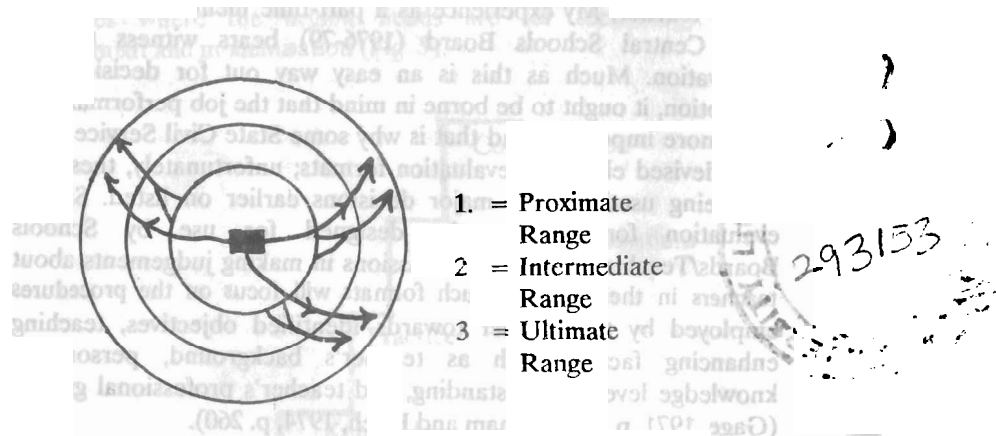


Fig. 6: Relationship Among Ranges of Objectives and Assessment.

It becomes even more difficult, on the ultimate range, to assess the effectiveness of any one teacher. It is useful to note, however, that there is a cumulative effect from one range to the other, each lower range contributing to the next higher one. (In Figure 6, there is an attempt to show how the proximate range objectives and their assessment contribute to the intermediate, and how the two combine to influence the ultimate).

I also advocated strongly the adoption of a contract plan which consists of a list of objectives drawn up by the principal or any such functionary, representing the first party, the acceptance of the terms by the teacher of the second party, the provision of the infrastructure and materials by the first party, and the agreement on the period for evaluating the outcome and the evidences required by both parties. The teacher, adopting a variety of methods, teaches, and influences

students towards the agreed objectives, generating his own specific objectives from those indicated in the pact, for this purpose. He also assesses his effects on pupils from time to time, and, at the agreed time, the evaluation, as contained in the contract, is carried out (Olatunji, 1983). I still want to push the idea as it is more likely to bring about meaningful generating of objectives, meaningful planning, focused teaching and learning activities, and concrete evaluation of teacher effectiveness than the current situation which is rather fluid. In addition, it is expected that the teacher will work harder towards the achievement of the objectives as the results, especially through the years, have implications for his over-all evaluation as an employee.

At the university level, considerable effort is being exerted towards clarifying the criteria of teaching, publication and service and the elements that go into each criterion as well as the relative weighting to be apportioned to each criterion. It should be no surprise, therefore, that higher educational institutions repose the greatest confidence in publications which may be regarded as near objective, the criterion of teaching making a hazy second and the service criterion a by-the-way third. Therefore, on this level, there is still need to re-examine the criterion of teaching vis-a-vis publications and perhaps to give it the pride of place.

The criterion of publications is very important because it is through it that existing knowledge is re-examined, re-presented, and disseminated. In the same way, one would like to suggest that the criterion of teaching is equally important, because it justifies and aids the existence of universities, and is a delicate means of re-examining, re-presenting, and disseminating knowledge. The fuzzy areas are how to assess teaching efficiency (that is, the process) and teaching effectiveness (which is the outcome), and these, in turn have not been found easy because of difficulties with criterion setting. However, all is not lost as experimentation brings its own reward. For instance, in relation to staff evaluation in the University, in addition to the committee appraisal method which is in force in the universities, independent appraisal, multiple ratings and checklists, rating by students, and reference to critical incidents can be explored (Olatunji, 1982). More time and effort will be required to use a combination of these methods, but the effort will be worth it.

Programme Evaluation

Programme evaluation refers to the appraisal of new or existing programmes in education. In relation to the general purposes of evaluation earlier on given, programme evaluation has the specific objectives of aiding decisions on the need to develop a programme (needs assessment), on how best to develop a programme (formative evaluation), and whether to modify or continue an existing programme (summative evaluation) (Ball, 1979, p.4).

Some of the educational programmes that may be evaluated are the Free Primary Education Scheme of the old Western Region, the defunct Modern School system, the on-going National Free Primary Education Schemes instituted in 1976, the short-lived Free Secondary Education Scheme of the UPN States during the Second Republic (1979-83), the 6-3-3-4 structure of education advocated in the New National Policy on Education and some on-going innovations including the Yoruba Six-Year Primary Project of the Institute of Education, Obafemi Awolowo University, Nomadic Education and the Education of the Gifted. Evaluation of the curriculum in different areas (such as the traditional, modern and currently the compromise mathematics), also falls within programme evaluation.

Within the time at our disposal, it is possible only to highlight briefly some of my efforts in programme evaluation and programme improvement and my evaluation of the Yoruba Six-Year Primary Project, the Junior Secondary Education portion of the 6-3-3-4 structure of education, Nomadic Education, and the Education of the Gifted.

Some Efforts in Programme Evaluation and Improvement

Departmental Programmes: It will be recalled that the process of programme evaluation is cyclic, and that, for formative evaluation, every identified stage requires evaluation. This is the area in which my contributions in programme evaluation lie. For instance, as pioneer Acting Head of the Department of Educational Administration and Planning of the University of Ife (Now Obafemi Awolowo University), I had the opportunity to lead colleagues in identifying long-term and short-term objectives for the new Department, in thinking up strategies including identification of lines

of emphasis or specialisation, in planning courses for the different lines and in the writing of course descriptions. We certainly raised questions and only items that passed our rigorous testing remained. Even then, we have had to make some modifications in course contents such as in the course on the Nigerian Educational System; the changes have been tremendous!

Teaching Practice: Then, as Teaching-Practice co-ordinator for four sessions, I had the opportunity to plan, organise, and operate a novel idea – that of the Long-Vacation Secondary School suggested by Professor A.B. Fafunwa. As a result of post-teaching evaluation meetings, there have been a number of modifications in our strategies. The novel idea of the Long-Vacation Secondary School came up because, in the 1972-73 session, the secondary school calendar became one with that of the universities and so a problem was created for us in the fulfillment of the teaching-practice requirement. A study on the assessment of the Long-Vacation School experience showed that the objectives of the programme, from the view-points of parents, student-teachers, pupils, and administrators, were largely achieved. It was also in the course of Teaching-Practice co-ordination that I had the further opportunity of leading in the modification of our evaluation instrument. Who says evaluation is not ubiquitous if we permit it?

Teaching practice co-ordination further led to two evaluation studies covering the four sets of students-teachers from 1973-76. Having observed that the students came into the University with varying levels of exposure to education as a discipline and that there were variations in their student-teaching performances, the first one sought to know whether there was any relationship between the amount of students' previous exposure to education and their performances on teaching-practice (Olatunji, 1976). From the different analyses adopted which yielded different co-efficients of index of exposure for each year and a grand co-efficient squared (r^2) of 6% for all the sets, a positive relationship was found but this was considered low. In plain terms, even though the correlation co-efficient (0.25) was significant at 1% level, and the over-all t -value was found to be 5.00, previous exposure could account for only 6% of the variations in the performance scores in teaching practice.

The message seems to be that other factors besides previous exposure to education as a discipline may have to be sought.

Consequently, the second evaluation study was a follow-up on the first, as sources for the variations were sought in such variables as training, previous experience, age, sex and marital status (Olatunji, 1976). Sex, age, marital status and experience were found to be significantly related to teaching practice performance (-0.108, 0.156, 0.193, and 0.137 respectively). One main implication for practice seems to point to the 23-37 year range as auspicious for the selection of students into education, that is, teacher-trainees may not be taken in while they are either too young or rather advanced in age. Other implications relate to experience which can be strengthened through more student-teaching, greater orientation to practice in the methods classes, and perhaps a deferment of certification as teachers (not as university graduates) so that it does not come automatically with graduation.

Outside the University: In another direction, we utilised the opportunities for influencing and change afforded by vacation courses, week-end courses, seminars and workshops. During these programmes, I was privileged to stress the derivation of objectives, the planning and development of school programmes, and evaluation in the areas of instruction and personnel administration. Recently, I stumbled on some of my notes from such sessions and I was very much satisfied with the approaches. Part of our strategy in the Faculty for influencing change positively has been to move to the locations for week-end courses that may last for as long as three months as in the case of our Curriculum Teach-In for the Ondo State Ministry of Education (February-April, 1978). For that project, I had the privilege of serving as chief organiser and co-ordinator. The periods were shorter for our week-end courses in Abeokuta and Oyo South, but then the scope was delimited to "Teaching and Learning by Objectives," (1975-76).

From reports, the annual Seminar for School Principals proved highly successful, and secondary school principals looked forward to it each year. Unfortunately, with the latest State creation in 1976, we have run into problems of organisation. But we have not given up, and from our latest contacts with the All-Nigeria Conference of

Principals of Secondary Schools (ANCOPSS) in Ogun, Ondo and Oyo States, they are quite ready to have it resuscitated.

And currently, the Faculty is in the process of designing part-time undergraduate programmes in Education, having noted emerging needs.

Brief Notes from my Evaluation of Some Current Programmes

I have taken the time to examine, from the outsider's point of view, the goings-on in the Six-Year Primary Project of our Institute of Education, the Junior Secondary School portion of the 6-3-3-4 structure of education in our National Policy on Education, Nomadic Education, and the Education of the Gifted. Somebody may ask: What is there to evaluate yet since the programmes are still in progress? I only need to remind such a person of formative evaluation and its potential to bring about improvement during the formative stages. However, it will not be possible to give any detailed reports here but to supply brief notes on the most important points.

The Six-Year Primary Project (SYPP): The Project can be held up as a model for change or innovation. Conceived in answer to an observed need 19 years ago by Professor Fafunwa and his team, the Project is essentially a scientific experiment which has brought in its wake the provision of new curricula, the writing of new texts, and preparation of staff. Groups of pupils in the experiment as well as variables have been gradually increased, and annual studies and tests notably by Ojerinde and Cziko and currently by Ojerinde alone have been carried out to note effects. Talks have been held with State Governments that could utilise the concept of primary school learning in the mother-tongue, and the rationale that undergirds the Project has since been accepted by the Oyo State Government. Even then, the Project is still on an experimental basis in the 130 proliferation schools selected throughout the 24 Local Government Areas of the State. As part-result of the on-going evaluation of the proliferation schools, it has been found that the experimental group is superior to the non-experimental group. The progress of the original Project children in post-primary and higher education is also being monitored. Therefore, from the thoroughness with which the SYPP, embarked upon in 1970, is being handled, the evidences are

clear that the objectives identified for it are being achieved.

The Junior Secondary School (JSS): The intentions, objectives and strategies for the Junior Secondary School are well-known and commendable. But, from an observation of actual implementation, this has lagged behind the intentions in terms of workshops, workshop equipment, and personnel to handle the pre-vocational subjects. There seemed to be a rush into implementation in 1982/83 when ten States embarked upon it and eight more, plus the Federal Capital Territory, joined in the 1984/85 session, and the last two started implementing in the 1985/86 session. The point is – there are no evidences of any pilot schemes, whereas these would have been of immense help in the spotting of problems and a search for solutions and possible modifications before the full-blown implementation. There is no doubt, then, about the low level of preparedness at implementation time (Adaralegbe, 1987; *Guardian Newspaper* Team, 1985, 1986). Even now, the problems, including lack of funds, still persist. As enumerated by an implementer in a State Ministry of Education (with no actual figures attached), technical workshops, as at January 1989, were either inadequate or uncompleted; some technical equipment supplied were yet to be installed; the numbers of technical staff and guidance counsellors were inadequate and there were few vocational institutions to take care of less academically inclined students. It can thus be seen that in addition to the problems enumerated, the lack of actual data at State levels, hampers evaluation and further planning. At least, figures showing the expected quantities in relation to staffing, workshops, finance, and other facilities would have served as goals to be reached, having compared against those figures the actual quantities available.

But, among the achievements, according to general reports, can be listed successful merging of schools in the process of restructuring for the Junior Secondary and Senior Secondary Schools; successful workshops on continuous assessment; and the construction of additional classrooms and workshops, courtesy of Parent-Teacher Associations (PTAs).

Another achievement is the construction and standardisation of some tests, attitude inventories, and interest scales under the auspices of the Guidance and Counseling Unit of the Federal

Ministry of Education. The tests and scales available include: Interest Scale for the Junior Secondary in Nigeria; Scholastic and Vocational Aptitude Test Manual; Self-Other Motivation Scale for Academic Achievement; Students Attitude to School and Parental Expectation; Attitude to Academic Subject Scales; and Social Adjustment Guide. In my opinion, this is considerable progress, and the implications for use in guiding JSS students are self-evident. It is hoped that the tests and attitude scales will come into general use as soon as teachers and counsellors receive the proper orientation.

What is one possible decision on the JSS, considering the brief evaluation notes? There are prospects for the JSS and Federal and State Governments only need to tackle the problems indicated through laying emphasis on the principles of introductory technology and not expecting sophisticated machinery from Bulgaria; adopting the centralized services approach to cut down on the number of laboratories, workshops and staff required; using local artisans and identifying a few local workshops for adoption by the school; intensifying teacher education programmes; and constant evaluation and monitoring by the National Implementation Committee and the State and Local Task Forces. What is more, the evaluation reports need to be published.

One main reason why Nigeria should continue to prosecute the JSS idea is that its philosophy and objectives are simply too attractive, realistic, achievable, and related to Nigeria's needs to be allowed to die off. How else can we combat, in part, the problems of unemployment currently plaguing us if the youth of the nation cannot discover their capabilities and train accordingly for a useful means of livelihood, as an immediate solution? The same goes for the long-term objective which is economic self-sufficiency or self-reliance for the nation.

Nomadic Education: The goals for Nomadic Education, an amalgam of objectives indicated for primary and secondary education, have been broken down to show short-term and long-term objectives. One quality of the objectives is that they are practical and focussed and thus fulfill the criterion of meaningfulness because the objectives derive from needs in the true sense of the word. An example of such objectives is: reading with comprehension those

things that affect their occupational roles like useful directions, tax (Jangali/Haraji) receipts, instruction on health and animal treatment and so on. Moreover, with the inclusion of objectives relating to the improvement of relationships between the Fulani and their sedentary neighbours, attention is paid to the affective domain right from the start

The approaches recommended – various types of schools depending on the stage of settlement reached – appear feasible. However, in the delineation of roles and responsibilities, the composition of the National Commission may need to be re-examined as there is a preponderance of Northern interests whereas Nomads are located throughout the country, and this seems to be accepted through the establishment of State Committees.

The personnel requirements indicated are acceptable and two institutions – Ahmadu Bello University and the University of Jos – have been identified as Nomadic Education Centres. The curriculum indicated raises a question about the need for its discrete nature when the current tendency in education is to see wholeness in learning as can be noted in such approaches as integrated science, integrated social studies, and so on. Therefore, there may be the need to re-consider the provisions for civics and geography.

There is no statement or indication of any evaluation or occasional checks and this is a conspicuous omission; otherwise, it appears that the plans have been well-laid out. Only, in the document containing all of these (*Blueprint on Nomadic Education*), anything glaringly looking like a political slogan ought to be removed. For instance, the title of the document is: *Blueprint on Nomadic Education: Fair Deal for the Nomads*. The 'fair deal' portion is open to a number of conflicting interpretations and is best deleted.

With respect to implementation, the programme's advent was in January 1988, notably in Kano where there are 14 on-site or moving schools and also in Jos where there are some ordinary schools for the semi-settled. In other States, the Committees are still working on identifications or taking census to determine concentrations, routes, and other trends. Although implementation is still very young, it is not too early to start raising questions about the workability of approaches, comparing costs, and evaluating personnel services and performance in order to discover those areas requiring

improvement.

Education of the Gifted: Providing special education for the gifted is one of the greatest challenges to the Nigerian educational system, a system which finds it difficult to provide fully for regular education for its youth and learnable adults. A look at the general provisions—infrastructures, laboratory equipment, books, teaching aids, all either not in existence or in deteriorating stages – give proof. Many teachers are not helping matters with the routine, dull manner in which they go about 'transmitting' facts or knowledge. Many times I wonder how Nigerian students have learnt in spite of the system and have risen to become experts in various fields. They must have been the unidentified gifted!

In the *Blueprint on Education for the Gifted and Talented Persons* prepared by the National Planning Committee on Education for the Gifted and Talented, provisions have been made for defining the class of the gifted, approaches for identifying the gifted, the curriculum and main teaching/learning approaches, and preparation of personnel. Also included are possible venues for catering to the gifted (a separate school, special unit or class in a school, resource rooms and facilities in the regular school and so on) and plans for research on, and evaluation of, the programme. Viewed as a whole, the document is comprehensive (so also are the provisions contained) and should be commended as such.

As usual, the stage of implementation is a most vital one as the elaborate plans made may be beautifully carried out or marred at this level. While I do not lay claim to the details of operation in keeping with the chronogram provided by the Committee, a few draw-backs have been observed. For instance, it was budgeted that, about April 1987, the screening and selection of the top 5% of primary school pupils be done in the Local Government Areas and that the first set of orientation workshops and seminars be held. A check at a near-by State Ministry of Education in January, 1989 revealed that no screening had taken place.

A few problems may also have emerged, such as lack of money to conduct the special search envisaged, and discontent over what was considered the hand-picking done by somebody in the Federal

Ministry of Education to select just ten candidates for a State, based on the results of the last National Common Entrance Examination. One gap between plan and plan implementation has thus been seen. This is unfortunate and plan implementers are hereby urged to go more by the plans. For this special aspect, the multi-dimensional approach to screening, as well as the involvement of schools at the Local Government Area and the State, have been advocated.

Summary on Current Programmes

From the brief evaluation notes just concluded, the importance of objectives and corresponding plans can be noted, and the greater importance of implementation can also be noted. The search will continue for ways of helping implementers generally to see their important roles and to determine to perform the roles adequately and satisfactorily. Perhaps self-discipline is one main answer.

Concluding Remarks

In this presentation, evaluation, especially in relation to educational evaluation, has been described. An explanation has been given of the process of evaluation, highlighting the place of formative and summative evaluation, and the roles of the insider and the outsider. Against this knowledge base, some examples of efforts in educational evaluation in Nigeria have been cited, including instances in instructional evaluation, personnel evaluation, and programme evaluation. Thus, the objectives stated for the lecture have been largely achieved even though in a one-sided manner, that is, in relation to the presenter as, in addition to the explanation of the concept and description of process, a general assessment of efforts, especially of educational programmes has been made.

There are still more items of unfinished business (for instance, Decree 16) currently being analysed and interpreted from many angles and view-points. Thus, we must have noted the enormity of this special field and the very little that has been done in actual practice. One challenge is for all general practitioners (that is, teachers at all levels) to seek to understand instructional evaluation better and to carry it out in a comprehensive manner in order to bring about improvement in learning. Another challenge is for more specialists to come into the area, subject themselves to the academic

preparation required and thereby assist in prosecuting, with more vigour and objectivity, improvements in the educational programmes of the country. Moreover, to Universities and Institutes of Education goes the challenge of providing opportunities for such training. The over-all challenge is for *growth* and *development* for a dynamic educational system; for, it should always be borne in mind, *progress* is only possible through *evaluation*.

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