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**The West African  
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(WAJE)**

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## EVALUATION OF MONITORING AND EVALUATION DEPARTMENT OF THE UNIVERSAL BASIC EDUCATION BOARD OF OYO STATE

ALIEME, S. O. AND ODINKO, M.N  
*Institute Of Education, University Of Ibadan*

### Abstract

*It is a known fact that basic education level of any country goes a long way in influencing the country's development. It is on this premise that this study critically evaluated the monitoring and evaluation department of the Universal Basic Education Board of Oyo State. The purpose of the study was to determine the extent to which some of the objectives of the Monitoring and Evaluation (M&E) department have been achieved. The sample consisted of 12 (public and private) pre-primary, primary and Junior Secondary S (JSS) schools in each of the ten purposively selected Local Government Areas (L.G.A) of Ibadan and Ibarapa central in Oyo State. One hundred and 20 teachers and twenty teacher supervisors making a total of 140 respondents participated. A descriptive survey design was used in the study. Two instruments tagged 'Teacher/Headteacher/Principal Questionnaire (THPQ) and 'Supervisor' Questionnaire (SQ) were used to generate the data. The data generated were analysed using frequency counts and percentages. The findings revealed that finance was the major hindrance to effective monitoring of schools and that UBE programme contended with a lot of problems such as inadequate infrastructure, poor remuneration and poor supervision and monitoring. Further, findings also showed that attendance of teachers at seminars and workshops was about twice in a term, not encouraging if the teachers were to cope with the new innovations that abound within the education sector. It was, therefore, recommended that government should improve the effectiveness of the M & E departments for effective and strategic planning, by providing adequate funds, infrastructure and instructional facilities. Also, the training of staff for effective M & E processes should be incorporated into the educational system.*

### Introduction

The import of education to the social, economic and political development of any nation cannot be over emphasised. A nation, without sound educational programmes will most likely not develop academically, economically and generally. The house that must stand the test of time must be built on a solid foundation. This is why basic education (nursery, primary and junior secondary levels) has been identified as the bedrock of all other educational activities as a result it must be taken seriously by all stakeholders (Obanya, 1985). In the light of this, the Federal Government felt that the future of Nigeria's

education lies in a well-structured educational system starting from the pre-school years to inculcate good attitude towards schooling and education-related matters in Nigerian children. The Universal Basic Education (UBE) programme is a nine year basic educational programme, launched and executed by the government and people of the Federal Republic of Nigeria in 1999. (UBE Act, 2004). The major objectives for embarking on such programme are to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration.

The Universal Basic Education Commission (UBEC) at the federal level was to be responsible for the monitoring and supervision of all the activities of the State Universal Basic Education Boards (SUBEB) nationwide. Hence, the establishment of Oyo State Universal Basic Education Board to oversee the activities of the early childhood education, primary as well as junior secondary school (JSS) education in the state. The SUBEBs are saddled with responsibility of monitoring and improving standard in all pre-primary, primary and junior secondary schools, coordination of the activities of schools boards and local education authorities (FRN, 2004). In education, supervision, inspection or monitoring are sometimes used interchangeably. Adeyanju, Ogundele, Salami, Alabi and Okemakinde (2005) define supervision in education as that phase of school administration which focuses primarily on the achievement of educational aims and objectives. Also, Ayodele (2001) posits that supervision, an integral part of an educational programme, is a cooperative team service from which both teaching and non-teaching staff should benefit so as to help improve the attitude and relationship of all schools' personnel and at the same time help to develop good rapport with community members. Ayodele (2001) and Akomolafe (2002) submit that supervision has led to improved level of discipline, teachers understanding of the content of the curriculum, methods of teaching and the class management skills.

The import of supervision monitoring and evaluation (M&E) in Nigeria's education policy explains the extent to which the government places emphasis on ensuring that efforts to get quality output from the educational system are fruitful. As succinctly put in the FGN (2004), the objectives of the planning, administration, inspectorate, supervisory and financial services in education include ensuring quality control through regular inspection and continuous supervision of instructional and other educational services. The decline in the quality of education in any country requires quality control to ensure improvement in this sector. The M and E Department of the SUBEB is an organ of surveillance and quality control in the maintenance of educational development. According to Aiyepetu (1982), the M and E Department can be referred to as the "eyes" and "ears" of the SUBEB in the monitoring of the educational system. Waston (1995) also reports that in England and Wales, inspectors are considered to be "the eyes and ears" of the education ministry.

Quality control in education implies that there is a level below which we cannot afford the quality of our formal education to fall and above which level we can claim to be giving quality education to individuals. Quality education in the views of Fafunwa (1974) and Nwaobasi (1983) also implies "functionality" and relevance to societal needs. Quality education involves having the essential knowledge, positive values and useful skills that will make life meaningful to an individual and his/her society after being exposed to the school curricular. It may be concluded that the quality of education touches on the educational structure itself, the curriculum, methods and the teachers. It can then be conceived that in order to maintain and uphold quality, supervising the teachers is a necessity and it is a major responsibility of the supervisors. If the M & E department of SUBEB is to carry out its assignment to the fullest, then qualified supervisors must be recruited into the service. Akosile (1998), gives the following as the qualities which a good supervisor of education should have. They include that he/she must:

*Be energetic and in good health; possess the leadership potentials such as emotional maturity and problem solving skills, have the ability to get along with people; have job know-how and technical competence; be honest, objective, fair and firm; to be open and democratic; be approachable; be a good listener and observer, be dutiful and be able to create a warm and cordial atmosphere; be able to stimulate and encourage creative ability; be tolerant and accommodating; be friendly, courteous and consistent in his interactions with teachers and others; recognise the individuality of every person, be exemplary and be a pace-setter, be an educational facilitator; and be a goal achiever (pg. 10).*

Awe (2001) is of the opinion that an inspector of education who does not have mastery of his/her subject and is not well informed about the innovations in his/her subject and other contemporary issues, will not be able to offer teachers he/she supervises the much desired assistance they look up to in him for he/she is seen as not being better than those he oversees. There is a general opinion that the quality of education at the pre-primary, primary and JSS has fallen and it is still falling. It is therefore necessary to monitor and evaluate the unit which ensures that compliance of educational activities with laid down policy in Oyo SUBEB. According to Gronlund (1976), evaluation is the quantitative and qualitative description of the extent to which the learners achieve instructional objectives. Cronbach (1979) sees evaluation as a continuous and systematic process administered at regular intervals and which underlines all good teaching and learning processes. Okpala, Onocha and Oyediji (1993) provide a framework for a working definition of evaluation as:

*A process of gathering valid information on attainment of educational objectives, analysing and fashioning information to aid judgement on the effectiveness of teaching or an educational programme (pg. 13).*

Considering the importance of the UBE to the development of the learners concerned, one would expect that the feedback from the system would be quality output from the schools especially pre-primary, primary and junior secondary classes. This quality output can only be brought about premised on the way and manner the activities of the supervisors attached to the M & E Department of Oyo SUBEB is carried out. The objectives/functions of inspectors according to the M & E Department of the Oyo State UBE board includes monitoring and supervision of schools in all the local government universal basic education authorities (LGUBEAs); ensuring regular supply and effective utilisation of instructional materials in schools; monitoring of conduct of examination (internal and external examinations) in the schools; evaluation of teachers/pupils performances in relation to teaching-learning process; assessment of teachers' conduct and performance in classroom management; collection of field intelligence reports; monitor federal inputs into the implementation of basic education. (Source: Oyo State Basic Education Board, 2008).

It is against this background that the following questions have been generated in the study:

1. How many times in a term do supervisors visit schools for inspection?
2. How many times in a term do the government supply schools with teaching-learning materials?
3. How many times do schools receive running costs from the government?
4. How regular do teachers attend seminars and workshops/in-service training in a term?
5. How many times do school heads carry out internal supervision in a term?
6. How do the teachers rate the achievement of the M and E Department of Oyo State?

### Methodology

A descriptive survey design was used for the study. The population consisted of 140 respondents (120 teachers and 20 supervisors). The sample was drawn purposively from ten local governments (five each from urban and rural areas) using 12 public and private pre-primary, primary and JSS in each of the local governments in Ibadan municipality and Ibarapa central. Self-structured questionnaires tagged "Teacher's/Headteacher's/Principals' Questionnaire" (THPQ) and "Supervisors Questionnaire" (SQ) were used to generate relevant data. Face validity of the instruments was ascertained by research experts in the Institute of Education, University of Ibadan. To determine the reliability of the instruments the test-retest method was applied and the reliability correlation was 0.85.

### Data Collection and Analysis

The researcher administered the questionnaires to the respondents in the selected local government areas (LGAs). This lasted for a period of six weeks. The data were coded and descriptive statistics was used to analyse the data using frequency counts and simple percentages where applicable

## Results

**Table 1: Frequency/Percentage of Visits to Schools by Supervisors**

No of times	Location		School type	
	Frequency/percentage of respondents		Frequency/percentage of respondents	
	Urban	Rural	Public	Private
1	9(15%)	6(10%)	7(11.6%)	8(13.3%)
2	30(50%)	30(50%)	33(55%)	27(45%)
3	6(10%)	15(25%)	12(20%)	9(15%)
4	6(10%) } 21(35%)	4(6.6%) } 24(39%)	3(5%) } 21(34.9%)	7(11.6%) } 24(39.83%)
5	2(3.3%) } 21(35%)	2(3.3%) } 24(39%)	1(1.6%) } 21(34.9%)	3(5%) } 24(39.83%)
8	3(5%)	3(5%)	3(5%)	3(5%)
10	3(5%)	-	2(3.3%)	1(1.6%)
24	1(1.6%)	-	-	1(1.6%)

Table 1 above reveals that from the school location 21(35%) and 24(39.9%) of the respondents agreed that supervisors do visit their schools up to three times and above in urban and rural areas respectively. Also, 30(50%) in both urban and rural areas claim supervisors do visit them twice in a term, whereas 9(15%) and 6(10%) respondents conceded that the visit is only once in urban and rural areas respectively.

For the school type, 21(34.9%) and 23(39.83%) of the respondents claimed supervisors do visit public and private schools respectively up to three times and above. On the other hand 33(55%) and 27(45%) of the respondents in public and private schools respectively indicated the visit is only twice. In addition, 7(11.6%) and 8(13.3%) respondents agree that supervisors do visit them only once in both public and private schools respectively.

**Research question 2:** How many times in a term, do the government supply schools with teaching-learning materials?

**Table 2: No of Times Teaching Learning Materials are received from Government by Schools**

No of times	Location		School type	
	Frequency/percentage of respondents		Frequency/percentage of respondents	
	Urban	Rural	Public	Private
0	22(36.4%)	28(46.6%)	11(18.2%)	39(65%)
1	17(28.3%)	22(36.4%)	28(46.6%)	11(18.2%)
2	12(19.8%)	9(15%)	18(30%)	3(5%)
3	1(1.6%) } 8(13.4%)	1(1.6%)	2(3.2%)	-
4	7(11.6%)	-	1(1.6%)	6(10%)

Table 2 shows that 8(13.2%) and 1(1.6%) of the respondents claimed instructional materials are received by urban and rural schools respectively up to three times and above from the government while 12(19.8%) and 9(15%) indicated it is twice in urban and rural schools respectively. However, 17(28.3%) and 22(36.4%) respondents in urban and rural school respectively claimed they do receive instructional materials only once in a term, but a greater percentage 22(36.4%) and 28(46.6%) respondents in urban and rural schools claimed they never receive instructional materials from the government.

On the school type, 3(4.8%) and 6(10%) of the respondents in public and private schools respectively indicated that they do receive instructional materials three times and above while 18(30%) and 3(5%) in public and private schools respectively claimed they were supplied twice in a term and 28(46.6%) and 11(18.2%) indicated it is only once. However, a greater percentage 11(18.2%) public and 39(65%) private said they never receive instructional materials from the government.

**Research question 3:** How many times do schools receive running costs from the government?

**Table 3: No of times schools receive running costs from the government**

No of times	Location		School type	
	Frequency/percentage of respondents		Frequency/percentage of respondents	
	Urban	Rural	Public	Private
0	35(58.3%)	34(56.6%)	24(39.3%)	45(76.3%)
1	9(15%)	18(30%)	24(39.3%)	3(5.1%)
2	15(25%)	8(13.3%)	12(17.7%)	11(19.03%)
3	1(1.6%)	-	1(1.6%)	-

Table 3 shows that 1(1.6%) of the respondents agree that urban schools do receive running costs from the government three times in a term. Also, 15(25%) and 8(13.3%) respondents in urban and rural areas respectively indicated that schools do receive running costs from government twice in a term. Some 9(15%) and 18(30%) respondents from urban and rural schools respectively claimed it is only once while majority of the respondents 35(58.3% and 34(56.6%) indicated they never received running cost from the government.

On school type, only 1(1.6%) of the respondents in the public schools indicated that they do receive running costs from the government three times in a term while 12(19.7%) and 11(18.03%) respondents from public and private schools indicated it is twice in a term and 24(39.3%) and 3(5.1%) respondents from public and private schools said it is only once in a term. However, a greater percentage 24(39.3%) and 45(76.3%) of the respondents from public and private schools respectively claimed said they never received running costs from the government.

**Research question 4:** How regular do teachers attend seminars and workshops/in-service training in a term?

**Table 4: No of Times Teachers Att end Seminars and Workshops/In-service Training**

No of times	Location		School type	
	Frequency/percentage of respondents		Frequency/percentage of respondents	
	Urban	Rural	Public	Private
0	4(6.6%)	8(13.3%)	4(6.6%)	8(13.3%)
1	30(50%)	35(58.3%)	37(61.6%)	28(46.6%)
2	20(33.3%)	16(26.6%)	17(28.3%)	19(31.6%)
3	2(3.2%) } 6 (9.8%)	-	1(1.6%)	1(1.6%)
4	4(6.6%)	-	1(1.6%)	3(5%)
15	-	1(1.6%)	1(1.6%)	-

Table 4 above, shows that 6(9.8%) and 1(1.6%) of the respondents from urban and rural schools respectively attested that teachers do attend seminars and workshops up to three times and above in a term, while 20(33.3%) and 16(26.6%) respondents from urban and rural schools respectively claimed it is twice and 30(50%) and 35(58.3%) respondents from urban and rural schools respectively indicated it is only once. However, 4(6.6%) and 8(13.3%) from urban and rural respondents respectively claimed they never attended any seminar or workshop.

On the school type, 3(4.8%) and 4(6.6%) of the respondents in public and private schools respectively claimed teachers do attend seminars up to three times and above in a term, while 17(28.3%) and 19(31.6%) of public and private schools respectively indicated it is twice and 37(61.6%) and 28 (46.6%) respondents in public and private schools claimed they do attend seminars only once in a term and 4(6.6%) and 8(13.3%) respondents in public and private schools respectively revealed they never attended any seminar or workshop in a term.

**Research question 5:** How many times do school heads carry out internal supervision in a term?



**Table 5: No of times that the school heads carry out internal supervision**

No of times	Location		School type	
	Frequency/percentage of internal supervision		Frequency/percentage of internal supervision	
	Urban	Rural	Public	Private
1	12(19.7%)	9(15%)	10(16.6%)	11(18.2%)
2	29(48.2%)	23(38%)	29(48.2%)	23(38%)
3	2(3.2%)	6(10%)	4(6.4%)	4(6.4%)
4	2(3.2%)	7(11.6%)	3(5%)	6(10%)
5	3(5%)	15(25%)	9(15%)	9(15%)
6	1(1.6%)	-	-	1(1.6%)
8	2(3.2%)	-	2(3.2%)	-
10	6(10%)	-	2(3.2%)	4(6.4%)
15	2(3.2%)	-	2(3.2%)	-
30	1(1.6%)	-	-	1(1.6%)

Table 5 above, shows that 19(31%) and 28(46.6%) of the respondents in urban and rural areas respectively claimed the school heads carry out internal supervision up to three times and above while 29(48.2%) and 23(38%) respondents in urban and rural schools indicated it is done twice. However, 12(19.7%) and 9(15%) respondents in urban and rural areas claimed internal supervision is done once in a term by school heads.

On the school type, 22(36%) and 25(41%) of the respondents from public and private schools respectively claimed school heads do carry out internal supervision in a term, whereas 29(48.2%) and 23(38%) which form the majority indicated it is twice in public and private schools respectively. However, 10(16.6%) and 11(18.2%) public and private school respondents respectively claimed internal supervision is carried out once in a term.

**Research question 6:** How do the teachers rate the activities of the M and E Department of Oyo State?

**Table 6: Frequency and percentage of achievement of SUBEB**

Level of Implementation	Frequency	Percentage
Very high	-	-
High	14	11.66
Average	76	63.33
Low	30	25
Very low	-	-

Table 6, shows that 14(11.66%) of the respondents (teachers) stated that the federal input into the implementation of basic education was high, 76(63.33%) respondents claimed the federal input was average, while 30(25%) indicated it was low.

### Discussion

The study reveals that majority of the supervisors actually visited private and public schools both in urban and rural areas, although further investigation shows that the highest frequency of visits ranged from one to two times. This finding supports the work of Odiete (1988) which states that there is a pressing need for improved supervision of instruction in Oyo State schools and in Nigeria in general which should develop and evaluate instructional programmes in the ever changing Nigerian society. With this finding, it is suggested that supervisors should increase their number of visits to schools.

It was also found that schools were actually supplied with instructional materials but it was not on a regular basis, the few ones supplied were utilised by the pupils. This established the fact that instructional materials in schools were grossly inadequate. This finding corroborated the work of Obanya (2002), that schools suffered from lack of infrastructure, instructional, decay of facilities, demoralised teachers, low teacher quality etc leading to poor performance of pupils in examinations. This is really militating against the success of the M & E department of Oyo SUBEB.

It was also revealed that adequate funds were not disbursed to the programme by government thereby affecting the effective supervision. This finding supported the views of Tahir (2003). According to him, the essence of effective M & E is to ensure education quality assurance (EQA). The major planks of EQA are the activities provided through inspection, supervision, as well as M & E. Supporting Tahir's view, Umoru-Onuka (2002) reports that the UBE was under-funded by all levels of government, resulting in poor implementation and management of the programme. It therefore, implies that a programme not well-funded cannot be effectively managed.

In addition, the study revealed that teachers do attend seminars and workshops/in-service training in a term but this has not being on a regular basis. Emphasising the need for retraining of teachers in view of knowledge attrition as well as knowledge updating, Tupen (1981) asserts that it is preferable to embark on advance training and retraining for teachers since experience alone does not necessarily make one a more effective teacher.

The finding also shows that internal supervision is a tool that can be used to improve teaching and learning process. Internal supervision is regarded as home supervision which forms part of the programme implementation. It should be noted that poor planning will bring poor results or outcome, hence, Nwagwu (2000) sees poor planning as one of the problems responsible for the unsuccessful implementation of a programme. This correlates with the work of Adeyanju et al (2005) who posit that in order to justify the opportunity cost made in respect of education at the expense of other sectors, education has to be planned in order to make investment in education be properly used on the principle of accountability.

Finally, the research reveals that the Federal Government input into the implementation of the basic education programme was average which has not helped to eradicate the problems associated with the implementation of the programme. The finding corroborates the assertion of Adesokan (2003) that the compass for the objective, strategies and implementation of educational planning is government policy. He states further that the interest of the government as indicated by nature and amount of resources given to education will definitely influence its planning. Fund is needed to secure the services of personnel and materials for the use of staff and students for effective teaching and learning.

### Conclusion

In the quest to investigate the activities of the M & E Department of Oyo SUBEB, it could be seen that the role of education in the development of a society or nation at large cannot be over emphasized. Hence, the effects of findings of supervision and monitoring. Qualitative education is a function of adequate funding, skillful supervision, effective and strategic planning and adequate provision of instructional materials. For teaching and learning to be properly situated and for teaching or educational objectives to be appropriately achieved, trained, qualified and experienced personnel must be recruited without favouritism, nepotism and politics. The government is still allocating less money to the educational sector. According to Ayodele (2008), Nigeria has to change her value system and invest on education, the intellectual laboratory of any nation and the engine that propels the economy. Therefore, government should endeavour to increase the budgetary allocation on education to boost the human performance and productivity.

Finally, supervisors should be recruited by different tiers of government to promote effective teaching and learning process and to check abnormalities in the schools. Hence, evaluation is aimed at bringing feedback to the government on how far the programme objectives are being achieved.

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