

PSYCHOLOGY IN EVALUATION
AND EVALUATION IN
PSYCHOLOGY:
THE EXPERIENCES OF
A COUNSELLOR-EVALUATOR

AN INTRUGURAL LECTURE,
2012/2013

ELIZABETH ADENIKE EMEKE



UNIVERSITY OF IBADAN

**PSYCHOLOGY IN EVALUATION AND
EVALUATION IN PSYCHOLOGY:
THE EXPERIENCES OF
A COUNSELLOR-EVALUATOR**

*An inaugural lecture delivered
at the University of Ibadan*

on Thursday, 18 April, 2013

By

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UNIVERSITY OF IBADAN

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UNIVERSITY OF IBADAN

The Vice-Chancellor, Deputy Vice-Chancellor (Administration), Deputy Vice-Chancellor (Academic), The Registrar and other Principal Officers, Provost of the College of Medicine, Director of the Institute of Education, Dean of the Postgraduate School, Deans of other Faculties and of the Students, Distinguished Ladies and Gentlemen.

Preamble

Mr. Vice-Chancellor Sir, I doubt if there is any one who has stood on this platform to deliver an inaugural lecture who has not been happy and full of emotion performing the exercise. Does anyone imagine that mine will be different? Definitely not. On the contrary, I doubt if any of my predecessors has had as much pleasure and sense of fulfillment as I am having today after the fairly long delay I had getting to this point in my life. When my 2007 backdated elevation to the position of a professor was announced on the 27th of July, 2012, the text message I sent to some of my well-wishers read in part, "Everything has an expiry date, the expiry date of the delay to my being a professor came today. I have been pronounced a Professor, all glory to God"

It is therefore with gratitude to God, with joy and with great sense of responsibility that I stand to deliver this 5th in the series of inaugural lectures for the 2012/2013 academic session and the 10th on behalf of the Institute of Education, coming 37 years after the first inaugural lecture on behalf of the Institute of Education was delivered by Emeritus Professor Emmanuel Ayotunde Yoloye in 1976. This lecture is being delivered 24 years after my re-designation as an academic staff following my initial appointment as Editor II of the Publications Unit of the Institute of Education in 1979. The inaugural lecture is also the first by a female Professor from the Institute of Education of this University.

The Institute of Education came into existence in 1956. During the 1956/57 academic session, it was sited in a temporary facility at the old site of the University College Ibadan, Eleyele. In 1960, the Institute was moved to another temporary but more comfortable accommodation in the

present Faculty of Arts before it was moved some years later to its present site within the University. When UI experimented with the collegiate system, the statutory faculty status which the Institute of Education (IoE) has, made possible the then College of Education; and this statutory faculty status for the IoE still subsists (University Calendar, 2008-2012). I stand on behalf of every member of the Institute of Education to wish the Faculty of Education happy 50th anniversary of her existence, with activities that are still ongoing.

Mr. Vice-Chancellor Sir, my initial training was in Counselling and I was one of the pioneer students of the Department of Guidance and Counselling of this University which started in the 1974/75 academic session. I am privileged to have attended reputable schools right from my primary school days having attended the Queen of Apostles Primary School, Oluyoro from where I proceeded in 1965 to St Teresa's College, Oke-Ado, Ibadan. In 1970, I attended Comprehensive High School, Aiyetoro, popularly and fondly referred to as "Compro" and which, was at that time patterned after the American schooling system. We enjoyed the services of a competent American trained professional Counsellor in the person of Mr. Olumide Kuti (of blessed memory).

It was at Aiyetoro, that my imagination was fired and my love was kindled for counselling having observed Mr. Kuti at work. It was thus like the fulfillment of a dream that I jumped at the offer to study Guidance and Counselling in 1974 in the newly created Department of Guidance and Counselling of the University of Ibadan. I am equally privileged to have studied under such erudite, well-groomed, committed and professional scholars like Professor C.G.M. Bakare and Professor Bayo Geshinde, both of blessed memory. Another of their kind who was up-coming then was Dr. and later Professor J.O. Akinboye.

After completing my National Youth Service in 1978, I worked briefly before enrolling in 1979 for my Master degree programme in the Department of Guidance and Counselling. There, I was further exposed to the rudiments of counselling psychology and the foundation was cemented for me to

readily and easily capture psychological aspects in issues and disciplines. Thus, when I ventured into the discipline of Evaluation where I obtained my doctoral degree, it was not difficult for me to bring my training in applied psychology to bear in the administrative activities and assignments I handled as well as in my scholarly writings in the field of education.

This elaborate preamble is given in order to situate properly the topic of my lecture and for a clearer understanding by this august audience here this evening. With the eye of applied psychology, I have, these past years, captured psychological issues in evaluation; and with my eye of evaluation, I have captured evaluation issues in psychology. I shall, therefore, in the course of this lecture share my research findings and experiences as a counsellor, an evaluator and as a counsellor-evaluator.

The Discipline of Psychology

Psychology is both a natural and a social science, hence it encompasses both human and social issues as well as biological and physiological considerations. The main focus of psychology is **gaining insight into the understanding of behaviour** (actions and activities) **and the relationship between behaviour and mental processes** (i.e. the reasoning, motivation and emotions behind an action). To study psychology is to learn how humans think and understand, how humans as well as other organisms learn, perceive, feel, act and interact with others, which are all aspects of behaviour.

We learn from psychology that behaviours before they are manifested, and even during their manifestation, have cognitive and affective undertones. Whereas the reason or reasoning behind an action accounts for the cognitive component of behaviour; the attitude, interest and feelings towards that behaviour all represent the affective component of behaviour which often times affect the cognitive component. For instance, why do some people develop anxiety when taking tests? Why do some people resist taking part in activities initiated by others? Why do some people fear

failure and others do not? Why do people take the decisions they take? All these are issues within the psychological realm.

Psychology is interested in the nature of consciousness and its analysis into its constituent parts (using the Structuralism perspective); in mental operation, practical uses of consciousness and the total relationship of the organism to its environment (based on the Functionalism perspective); and is also interested in mental connections between two events or ideas which lead to forms of learning (according to the Associationism perspective).

According to (Stenberg 2004), psychology has expanded in recent times. In addition to the issues that have been studied through the behaviourism, cognitivism, biological and evolutionary psychology perspectives, modern day psychology is also interested in free will, self actualization, the human person, as well as conscious rather than unconscious experience, all of which represent the Humanistic psychology perspective.

Psychology advances as a scientific discipline because psychologists integrate ideas from diverse perspectives. To the extent to which it is obvious that the psychological dimension can be found in every sphere of life, in every discipline and in every event and activity that involves the action of man, it is to that extent that it can be said that there is psychology in evaluation since evaluation is a clarificative and declarative activity of man on ongoing or concluded endeavours.

The Field of Evaluation

Evaluation in Historical Perspective

The post-war years in North America witnessed three major needs: (1) the need to ascertain that the educational innovations being introduced to schools were effective; (2) the need to establish that resources were being well budgeted for, planned and allocated to priority areas; and (3) that the anti-poverty programmes initiated as bail out for the suffering of the affected masses were being implemented as planned, ensuring that the intended beneficiaries were in fact the actual beneficiaries. With these needs, *Evaluation* emerged as a

distinct area of professional practice in North America and from there it spread to other parts of the world. It must be pointed out quickly that when evaluation is taken in its broadest sense as, *the application of systematic social and economic research*, it cannot be said that evaluation was totally absent from Europe or other parts of the world. Even when taken in this broad sense, the concept of evaluation was probably strongest in Northern Europe and in particular those parts of Europe, that had close links with the United States and Canada. From the 1970s onwards evaluation began to take root in different European countries but often with distinctive traditions and emphases. But as a formal and distinct area of professional practice, North America blazed the trail.

However, evaluation has not been static and some countries have given credence to this fact. For example, French evaluation practice evolved considerably with the requirements of budgetary reform after 2000. In many countries the focus and scale of evaluative activity has reflected the changing policies of the different governments. For example, in the UK evaluation expanded considerably with the change of government in 1997, while in Scandinavia, where there is a strong commitment to democratic governance, evaluation continued in that tradition, but with much greater commitment to modern trends and practice.

In Nigeria, though evaluation as a practice (the accountability dimension of evaluation) dates back to the colonial era, it was truncated shortly after independence and is just gradually finding its footing back into the polity of the Nigerian state. The interventions of the International Monetary Fund (IMF) and the entrance of notable donor and aid-giving organizations with their "conditionalities" have contributed significantly to the respect the country now has for evaluation at the governmental level.

As a formal course at the tertiary level, evaluation started in the International Centre for Educational Evaluation (ICEE), domiciled in the Institute of Education on a trial basis in 1972 and the Institute of Education through her M.Ed, M.Phil, and Ph.D academic programmes in Evaluation, as

well as contractual evaluations. It has contributed and it continues to contribute significantly to evaluation endeavours in and outside Nigeria. From the enumerated three post-war needs of America, three strands of evaluation emerged in that early period namely:

- Educational evaluation as found in ascertaining the effectiveness of new curricula in schools;
- Accountability evaluation or cost effectiveness and cost benefit appraisal as found in situations where resource allocation is linked with evaluation; and
- Programme evaluation as found in ascertaining the impact and distributional effect of social programmes (see figure 1).

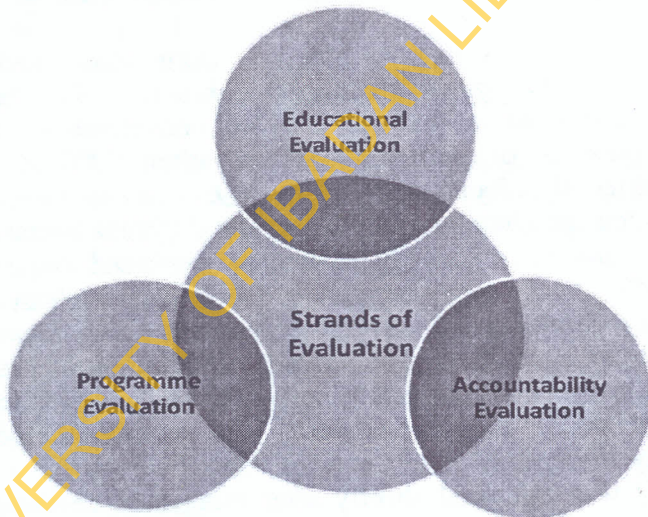


Fig. 1: Early strands of evaluation

The main evaluation traditions defined by these different strands have continued to this day but have expanded to using methods which include quantitative and experimental studies using control groups as the basis for educational testing experiments; cost benefit and economic appraisal methods as basis for establishing cost effectiveness cum accountability; and participatory and qualitative indicator methods involving

the intended beneficiaries of programmes in the evaluation of programme impact. While the already mentioned three strands or traditions of evaluation persist, some other strands of evaluation have evolved in modern days and these include participative research in community and rural development, management by objectives, and results based management.

Underpinning the different traditions mentioned are five main groups whose interests sometimes compete with each other in defining evaluation priorities. These are:

- Policy makers such as appointed and elected officials as well as politicians;
- Professional and specialist interests, such as teachers in education or scientists in research;
- Managers and administrators, such as civil servants and managers of local public agencies;
- Presumed beneficiaries and all those affected by planned interventions or programmes; and
- Donor agencies, grant-giving organizations and bi-lateral bodies such as the World bank (see figure 2).

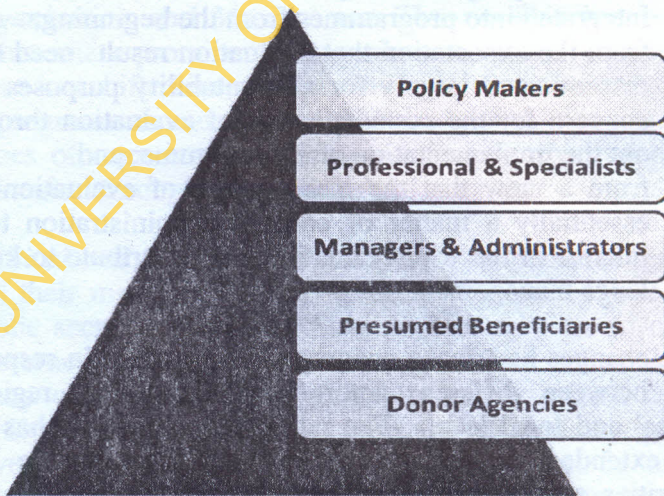


Fig. 2: Five main groups utilizing evaluation

Each of these groups makes assumptions about how evaluation can help them. For example, policy makers and donor agencies often see evaluation as a tool to ensure the accountability and justification for policy decisions; managers and administrators tend to be concerned with the delivery of policies and programmes as well as the extent to which those programmes are managed and organized; professionals often regard evaluation as an opportunity to improve the quality of their work or even the autonomy of their own professional group; while beneficiaries are more likely to regard evaluation as a tool for democratic accountability and an opportunity to shape policy interventions to their needs.

The widespread acceptance of evaluation as a practice and a tool for accomplishing the traditional and newly added approaches to evaluation has resulted in some transitions, four of which are:

- from externally imposed evaluation obligations to internally driven demand for evaluation coming from programme managers and policy makers themselves;
- from evaluation that is bolted on to programmes at the end of a programme cycle to evaluation that is fully integrated into programmes from the beginning;
- from the expectation that evaluation results need to be disseminated largely for accountability purposes to a concern for the systematic use of evaluation throughout the implementation of a programme; and
- from a view that the management of evaluation was essentially a matter of contract administration to an interest in the way evaluation can contribute to knowledge management.

These changes have been accompanied by shifts in responsibility between different actors at international, regional, national and local levels. The partnership principle has also been extended with evaluation expanding to include local authorities, social partners and civil society groups.

A perusal of the literature as well as a scrutiny of the activities being carried out and the policies underlying

evaluation trends, reveal four main sets of ideas that pervade modern day evaluation which are:

Scientific Research and Methods: Many of the basic ideas and methods used in evaluation are shared with the wider research community, thereby making it explicit that evaluation is not just an haphazard venture but a process open to scientific rigours and procedure. Within the logic that combines hypotheses testing, observation, data collection and data analysis, explanations are sought for what is observed. Much of the work of evaluators is an attempt to attribute observed outcomes with known inputs and vice versa.

Economic Theory and Public Choices: Economic thinking is present within evaluation at several different levels. These include notions of efficiency and resource allocation in the face of scarcity; institutional incentives and behaviours; and macro-economic studies that seek to identify aggregate effects (e.g., in terms of GDP or competitiveness) of policy interventions.

Organization and Management Theory: This has begun to feature more prominently in evaluation in recent years as the focus has shifted increasingly to implementation and delivery of programmes and policies. This body of thinking highlights issues of organizational design and inter-organizational co-ordination through partnerships and consortia.

Political and Administrative Sciences: As public programmes and their managers address issues of the policy process and public sector reform they have increasingly drawn on ideas concerned with governance, accountability and citizenship. Many of the core ideas in public sector reform and new public management such as transparency and accountability have been influenced by these perspectives. In addition, contemporary political perspectives highlight the importance of consensus building in order to strengthen legitimacy of policy action (see figure 3).

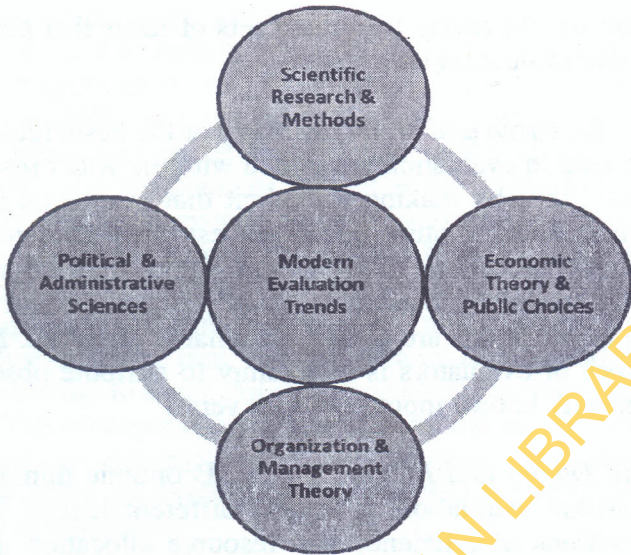


Fig. 3: Modern evaluation trends

It follows from the above that evaluators are similarly diverse. They may be economists concerned with efficiency and costs; or management consultants interested in the smooth running of organizations; policy analysts with a commitment to public sector reform and transparency; or psychologists and scientists (of various disciplines) whose concern is to establish truth, generate new knowledge and confirm/disconfirm hypotheses. One of the biggest problems that those who manage or commission evaluation face is how to put together a suitable team or mix of competencies that may properly come from all these various callings (this will however depend on the magnitude of the evaluation to be carried out as well as the diversity and the complexity of the sub-components involved in the programme or entity to be evaluated).

Definitions of Evaluation

In view of the fact that the field of evaluation is quite broad, there is nothing that can be called *the definition of Evaluation*. In fact, it can, without fear of contradiction, be

safely asserted that there can be as many definitions of evaluation as there are people who care to attempt a definition. The discipline of the person attempting the definition as well as the perspective from which the individual is conceptualizing evaluation will drive the thrust of the definition. The foregoing notwithstanding, there are certain basic sensitivities that underlie the discipline of evaluation.

There are people who will approach the definition of evaluation from the goal or objective oriented perspective as found in the work of Tyler (1942) who perceives evaluation as *the process of finding out the extent to which the goals and objectives of a programme are being or have been achieved*. The conceptual perspective is exemplified in the work of Suchman (1967) who defined evaluation as *the process of determining the value or amount of success in achieving a predetermined objective*; or as the procedure of fact finding about the results of planned social action.

The decision-making perspective of evaluation is represented succinctly in the definition of Alkin (1970) who sees evaluation as *the process of ascertaining the decisions to be made, selecting related information, and collecting and analysing information in order to report summary data useful to decision makers in selecting among alternatives*. There are some writers who after exploring the various definitions of evaluation would conclude that it will not be out of place to take the ordinary meaning of evaluation as its definition and would, therefore, as found in one of the writings of Yoloye (1981) define *evaluation as the assigning of some value to an entity in relation to some criteria*. Trochim (2006) in looking at evaluation from a feedback perspective defines evaluation as *the systematic acquisition and assessment of information to provide useful feedback about some object*.

A multiple perspective definition that brings in updated views of evaluation can be gleaned from the one provided by OECD (2002) which perceives evaluation as *'the systematic and objective assessment of an ongoing or completed project, programme, or policy, including its design, implementation and results. The aim is to determine the relevance and*

fulfillment of objectives, development efficiency, effectiveness, impact and sustainability.

Other early proponents in the field of evaluation, like Stufflebeam (1971), Popham (1975), and coming nearer home, writers like Yoloye (1981), Obemeata (1984), have all defined evaluation in various ways and with varying emphasis. But whatever the semantics or the emphases contained in the definitions, a few common and incontrovertible aspects run through which I have attempted to synthesize. In this regard are the facts that evaluation:

- (i) is a process, not just simply an event,
- (ii) involves planning and implementation,
- (iii) examines implementation process,
- (iv) assesses specific causal contributions of activities to results,
- (v) looks forward to an outcome,
- (vi) attempts to answer the questions 'how much?' and 'how good?' or 'how adequate?',
- (vii) involves systematic gathering and analysing of data,
- (viii) aids decision-making,
- (ix) is interested in impact and sustainability,
- (x) gathers lessons learnt for use in future activities, and
- (xi) sets the stage for the avoidance of possible costly mistakes.

Two New Definitions

Since my position is that of a Counsellor-Evaluator (a person who uses the eye of applied psychology to mirror what goes on in the field of evaluation), I must be able to bring out a definition of evaluation that meets the interface of psychology and evaluation. It is therefore in taking a psychological stance and from a psycho-evaluative perspective that I submit, Mr. Vice-Chancellor Sir, a new definition of **Evaluation** as:

the understanding of the reasoning, emotion and motivation underlying the decisions (whether to continue, to modify or to exit) of those who appraise the results (whether desirable, undesirable, transient, permanent, immediate or

delayed) of ongoing or concluded activities (whether lesson delivery, curriculum innovations, socially oriented programmes and projects or institutional input and output) which are designed to accomplish some valued goal or objective (whether immediate, intermediate or ultimate) as well as give rise to sustainable impact(s).

For avoidance of doubt, the definition can and should be rendered using only the words in bold to make it as apt as definitions are meant to be. I have included the issues in parentheses to further elucidate on my definition and prove that this definition is all embracing, covering all the basic sensitivities in the concept of evaluation. A rendition by a student or worker in the field of evaluation in the exact way I have written it above will not be out of place for it is also not uncommon to have some elucidation in the context or body of definitions.

In addition to my psycho-evaluative definition of evaluation, I would wish (as part of my contribution to the field of evaluation) to offer another definition. In my view of evaluation in a broad context, I define evaluation as, ***a mode of analysis, continuously available, to aid programme managers gain a better understanding of and deeper insight into their work right from identification and design stages through implementation onto completion and subsequent consequences.***

Why Evaluate?

The reasons for conducting evaluation are closely tied to the purposes that evaluation serves. Evaluation is not just about demonstrating success, it is also about learning why things don't work so that mistakes and pitfalls can be avoided in future programmes; it is about finding the things that matter and it is about continual improvement while the implementation of a programme (which could be educational or social development in orientation) lasts.

A synthesis of the literature indicates that evaluation serves about five purposes which are of interest to different categories of stakeholders and which generate different kinds of evaluation questions. One purpose could be for **planning and ensuring efficiency**. The focus here is to identify how efficient a project can or has been in converting all categories of resources into activities, objectives and goals. Such relevant stakeholders like project planners and policy makers would wish to explore through evaluation if the resources committed to a project really should have been committed, if alternative uses of the resources could have yielded more benefits and if there is congruence between the costs incurred and the benefits that accrued.

Evaluation can serve the purpose of **monitoring implementation** where such relevant stakeholders as programme managers and the programme's main partners are interested in improving management and delivery. These stakeholders focus on whether management arrangements are working efficiently, whether partners are as involved as they need to be, whether programmes are properly targeted in terms of eligibility and whether time-plan is being adhered to.

When the purpose of evaluation is **knowledge production**, it will mainly meet the needs of policy makers and planners—including those who are planning new programmes as well as all those interested in knowing how mechanisms for intervention and change can be better understood in the bid to gain in-depth understanding of an efficient way of achieving programme goals. The purpose of evaluation could be for **institutional strengthening**, where the focus is ascertaining how programme partners and other programme stakeholders can be more effective, how their capacities can be increased and how beneficiaries can get the most out of what the programme promises.

Finally, evaluation purpose could be for **programme status rating**. The concern here is to assess whether a programme has achieved its intended goals and the dynamics that account for the success or failure of the intended goals.

Other issues of concern in this type of evaluation is to assess how sustainable and meaningful the project can be or was for participants, whether impacts can be or have been recorded and to what degree and spread the impact can, is or has been.

Types of Evaluation

In discussing this section, it is important that I deviate a little from the way evaluation types have been traditionally classified in the evaluation literature. One of the early proponents of evaluation Scriven (1967) conceptualized evaluation as being either *formative* (ongoing, with the aim of bringing about improvement to a yet-to-be completed programme or project) or *summative* (evaluation applied to a programme or project that has been completed with the aim of judging the worth of a programme/project).

Following after Scriven's conceptualization, many writers in the field of evaluation took and have been taking the terms *formative* and *summative* to mean *types* of evaluation. This stand in literature is erroneous. Rather, for me, the terms *formative* and *summative* represent *approaches* to evaluation. When a succinct definition of *approach* as being "particular ways of thinking about or dealing with something" is explored, then it can be clearly seen that the terms represent approaches to evaluation and not types of evaluation. Formative evaluation is proactive, clarificative, interactive and monitoring in orientation while summative evaluation is essentially outcome oriented. In the realm of my submission on approaches to evaluation is also the conceptualization of evaluation as being goal-based/goal oriented (where objectively predetermined targets are measured to ascertain that they have been met) or evaluation as being goal-free (an evaluation approach where attempt is made to establish the actual effects of an intervention without pre-empting what these may be. Unintended outcomes are better captured when the goal-free approach is adopted).

Type refers to an entity (or group of entities) with distinctive features that make that entity different from other

entity/entities. With regards to evaluation, there are indeed entities possessing features that make them distinct from one another and qualify them to be categorized as *types of evaluation*.

Broad Categorization of Evaluation Types

Using very broad categorization, evaluation types can be classified as:

Programme Evaluation: This evaluation targets a set of interventions or projects set up within a sector (educational sector, economic sector etc), a country, a region or even at global level, and though each intervention or project has its own objective or set of objectives, they are all tailored towards the achievement of the overall programme goal and objectives. The Universal Basic Education (UBE) for example is a programme rooted in the education sector in Nigeria and laced with different interventions or projects.

Project Evaluation: This evaluation type targets the evaluation of discrete packages or specific individual development intervention, designed to achieve specific objectives, within specified resources and implementation time frame, often within the framework of a programme which is broader in scope and base.

Policy Evaluation: When the focus or target of evaluation is on officially accepted objectives and mode of implementation which can lead to actualization of goals, policy evaluation is said to be taking place. There can be different policies in different sectors and a particular policy may in fact dictate, determine or give rise to certain types of programmes and projects. However, strategies employed in executing programme evaluation can be and often are similarly employed in the execution of policy evaluation.

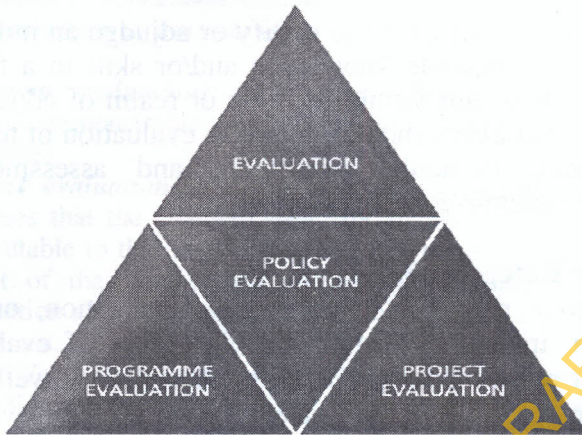


Fig. 4: Broad evaluation types

A Word about Educational Evaluation

Before we leave this section on broad categorization of evaluation types, it is important to say something about *Educational Evaluation* and properly situate it in the comity of broad evaluation types. A programme, a project or a policy can be an educational one, an economic one, a health based one etc. Thus, if the evaluation is one rooted in or emerging from the education sector and therefore is an educational programme, the evaluation can then be termed an educational evaluation, just as by the same token there can be an health evaluation.

But it must be firmly established that the type of evaluation termed “Educational Evaluation” will continue to stand out as a distinct type of evaluation, different from the way it was presented in the preceding sentences. This is because it is the oldest type of evaluation in history, one that is as old as the time before and since schooling came into existence and thus predates modern day conceptualization and classification of evaluation. The basic/traditional roles of educational evaluation, which are those of selection and certification, have not changed much. Certification as used here may not necessarily be to issue a certificate (though it very much involves that, especially where formal institutions and examination bodies are involved), but it simply, in broad

terms, refers to being able to certify or adjudge an individual as possessing requisite knowledge and/or skill in a field of endeavour. It is thus within the type or realm of educational evaluation that exists such exercises as evaluation of teaching effectiveness, curricula innovation, and assessment of students' academic achievement.

Narrower Categorization

Coming to a narrower level, process evaluation, outcome evaluation, impact evaluation are also types of evaluation. These just mentioned various evaluation types as well as the earlier mentioned broad categories can be evaluated formatively or in a summative time frame; also the goal-free or the goal-based approach can be adopted for any of the mentioned types of evaluation. A perusal of the synthesis in Boxes 1 & 2 will drive my point home better.

Box 1: Evaluation types that lend themselves to the Formative approach

- **Needs assessment:** an evaluation type necessary and often useful in the determination of necessity for a programme, the extent of the need, the target population or the categories of potential beneficiaries as well as what might work to meet the need. Needs assessment is fast becoming a sine-qua-non to the commencement of programmes, projects and policies; and it in fact does make huge sense. It is at times also referred to as *diagnostic evaluation*.
- **Evaluability assessment:** determines whether an evaluation is feasible and the extent to which it can be carried out in a reliable and credible manner, including how stakeholders can help shape its usefulness.
- **Implementation evaluation:** monitors the fidelity of the delivery of a programme project, or policy.
- **Process evaluation:** investigates the process of delivering a programme, project or policy including alternative delivery procedures.
- **Ex-ante evaluation:** evaluation that is performed before implementation of a development intervention.

Box 2: Evaluation types that lend themselves to Summative evaluation approach

- **Outcome evaluations:** investigate whether the programme caused demonstrable effects on specifically defined target outcomes
- **Impact evaluation:** This in addition to outcome evaluation assesses that the change caused by an intervention is directly attributable to the intervention and that there is a distributional effect of the intervention on the target population. Impact evaluation also often captures both the intended and unintended outcomes.
- **Cost-effectiveness and cost-benefit analysis:** address questions of efficiency by standardizing outcomes in terms of their monetary costs and values
- **Secondary analysis:** reexamines existing data to address new questions or use methods not previously employed
- **Meta-evaluation or meta-analysis:** integrates the outcome estimates from multiple studies to arrive at an overall or summary judgment on an evaluation question.

The 'one size fits all' template does not exist in evaluation. Since evaluation can be applied to answer different types of questions, different types of evaluation are appropriate for answering the different types of evaluation questions. It is important for those requesting evaluation to have an understanding of what they want to know from evaluation. Equally important is for those producing the evaluative information to understand what is needed by those requesting evaluation information. It is not beneficial for anyone involved on either side of the divide to find themselves with a mismatch between the questions asked and the information provided.

Quality Evaluation

I doubt if it does really matter much the classification stand an evaluator takes or the understanding those commissioning evaluation studies and requesting evaluation data have about the nomenclatures in evaluation. What should matter most and will indeed be of concern to the latter group of people is

that quality evaluation as advocated by Kusek and Rist (2004) is undertaken. So, if you are a seasoned evaluator worth your salt, ensure the characteristics in figure 5 lace your evaluation endeavour; and if you are a consumer of the endeavours of an evaluator or an evaluation exercise, look out for the six basic independent characteristics of quality evaluations presented in figure 5:

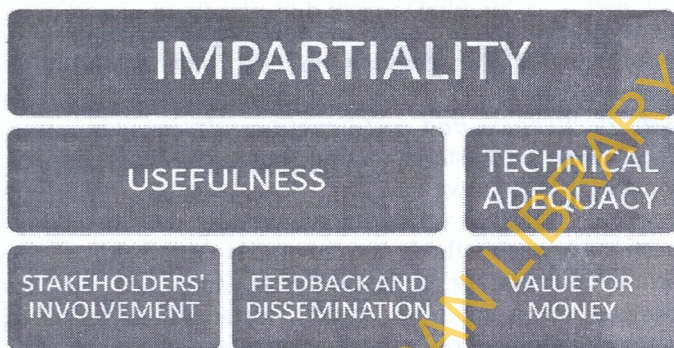


Fig. 5: Characteristics of quality evaluations

Impartiality: The evaluation information should be devoid of deliberate distortions, political bias and other forms of biases. A balanced presentation of the strengths and weaknesses of the entity being evaluated as well as all other information pieces that can enhance decision-making must be presented.

Usefulness: Relevance of information based on the evaluation questions, timeliness of presentation of the information and easy readability of the evaluation report (devoid of technical jargons) in a way that the relevant stakeholders can comprehend the report are the key issues here.

Technical Adequacy: Embedded in the evaluation exercise must be evidence of appropriate design, correct sampling procedure, well constructed evaluation instruments (questionnaire, interviews guides etc) appropriate statistical or content analysis, well synthesized conclusion and plausible recommendations that flow from the results.

Stakeholders Involvement: The relevant stakeholders need to take ownership of the evaluation findings, it is thus imperative that they be involved at all relevant stages of the evaluation exercise. Their involvement will in addition to result ownership extinguish possible hostility and resentment towards the evaluation or those who requested the evaluation.

Feedback and Dissemination: The utility value of evaluation information is optimally served when there is feedback to those for whom the information is intended. The evaluation findings must be disseminated in an appropriate, timely and targeted manner so as to engender trust and avoid communication breakdown and indifference.

Value for Money: Prudent and cost-effective data gathering strategies and means should be employed. Quality evaluation has no room for undue flamboyancy; the cost of the evaluation exercise must be proportional to the cost of the intervention or initiative calling for evaluation.

Mr. Vice-Chancellor Sir, I wish to submit that because the Institute of Education parades a retinue of seasoned evaluators, she has been applying the enumerated characteristics of quality evaluation and this probably accounts for the numerous commissioned hard core evaluation and evaluation-related projects that have been entrusted into the hands of the Institute of Education. I crave the indulgence of this august assembly to mention a few (and I promise they will be just a few to show our profile and pedigree):

1. Evaluation of the African Primary Science Programme (APSP) sponsored by the Educational Services Incorporated (ESI) later Education Development Centre (EDC), Newton, Massachusetts, USA, 1965-1968.
2. Evaluation of the Science Education Programme in Africa (SEPA) and the African Primary Science Programme, sponsored by the Carnegie Corporation of New York, 1978-1980.

3. National Assessment of Level of Achievement in English, Mathematics and Science sponsored by the International Association for the Evaluation of Educational Achievement (IEA) which started in 1983.
4. Monitoring of Learning Achievement (MLA) sponsored by the Federal Ministry of Education/ UNICEF/UNESCO, April 2003-2004 with a value of ₦11,000,000.00.
5. Mainstreaming Gender in Higher Education Institutions in Nigeria given to us in collaboration with WORDOC by the Association of African Universities (AAU) and Working Group on Higher Education of the Association for the Development of Education in Africa (ADEA), Sept, 2006-Oct, 2008 with a value of \$30,000.00.
6. Evaluation of the University of Ibadan Distance Learning Programme, sponsored by the Distance Learning Centre, 2006.
7. National Assessment of Educational Performance (NAEP) 2007, sponsored by NECO, Sept, 2007-June, 2008 with a value of ₦7,000,000.00.
8. Workshop on Measurement and Evaluation (2005, 2006, 2008, 2009), given to us by the International Association for Educational Assessment (IAEA), with the average of ₦2,000,000.00 for each year.
9. Training of University of Ibadan Distance Learning Facilitators on Best Evaluation Practices in Core Courses. Sponsored by the University of Ibadan Distance Learning Centre, July 2008.
10. Baseline Study and Participatory Rapid Assessment Covering Gender, Teacher/Instructor Gap Analysis, Labour Market and Informal Sector Profiles, sponsored by the African Development Bank (AfDB), March, 2009 - August 2009 with a value of ₦17,810,000.00.
11. Teacher Capacity Building Initiative tagged EKO PROJECT – a World Bank sponsored initiative by the Lagos State Government – 2010 to date.

I wish to publicly declare before this esteemed audience that the Institute of Education provided me ample opportunity to be a team member in some of the above projects where I gained more insight into the rudiments of evaluative research under such juggernauts as Professors Yoloye, Obemeata, Obanya, Falayajo and Bajah (of blessed memory). In few of the projects, I was the team leader and thereby had the opportunity to manage both the projects through the application of my knowledge of evaluation techniques, and manage my colleagues through the application of my knowledge of psychological principles in managing people. A discourse that is premised on the issues of psychology in evaluation and evaluation in psychology should be able to wet the appetite of its listeners and present in summarized form (for that is the best it can be in a lecture of this type) where psychology is in evaluation and vice versa.

Wherein Lies Psychology in Evaluation?

Deeply embedded in evaluation, as will be seen in this section of our discourse are issues of fear, motivation, ownership, perception and willing participation—issues which have psychological dimensions. Psychology is involved in the following aspects of evaluation:

- (i) **Personality Issues**—In this regard comes the:
- Personality of the evaluator,
 - Personality of the people working together with the lead evaluator, who probably have to carry out interviews, administer questionnaire, analyse data etc.,
 - Personality of those involved in the programme or project to be evaluated viz the programme planners, the programme beneficiaries etc.

Some aspects of personality which can find application with or manifestation in any of the categories of people mentioned above include: self-concept, outcome expectation, efficacy expectation, and tendency to maximize rewards while avoiding punishment. The way the evaluator views himself/herself (self-concept) plays significant role in how

the evaluation goes right from the design stage through to the reporting of findings stage. If the evaluator has a positive self-concept, he/she will more often than not confidently address the tasks involved in all the stages of evaluation and tackle any emerging obstacles encountered in the course of the evaluation exercise. This issue of self-concept also finds expression, though to different degree but nevertheless in definite manner, in the field assistants who are collecting data, in the programme managers and even in the beneficiaries who will be called upon to give their impression of the programme impact.

Outcome expectation refers to the anticipated positive or negative consequences that may follow from the results of evaluation. This anticipation is rife since evaluation itself can swing in either direction of bringing out positive value of the programme being evaluated or it may reveal large-scale lapses that point to inefficiency and waste of resources. Efficacy expectation has to do with people's confidence that they can actually cope with particular situations. At times, those involved in evaluation are not very confident or too sure that they can fully cope with the varied situations and people they will encounter in the context of evaluation.

(ii) *Resistance Issues*—When viewed critically, it would appear that resistance occurs throughout the evaluation process, from the inception of an evaluation to the utilization of its findings and possible psychological explanations can be proffered for such resistance. One of the goals of evaluation is to contribute to and support favourable **changes** in social settings. I underscored the word 'change' because from various experiences and even from literature (e.g. Preskill & Torres 1999), change is one phenomenon that is often resisted. Let us try to characterize resistance. Resistance which can come from programme directors or programme beneficiaries can, as succinctly summarized by Ehrmann (2007) be:

- *Overt* (what the evaluator can see those resisting do to resist evaluation) versus *Covert* (what they do behind the back of the evaluator).

- *Active* (they resist by doing something) versus *Passive* (they resist by not participating).
- *Intended* (they intend to resist) versus *Unintended* (their actions, taken for other reasons, have the side effect of obstructing what the evaluator is doing; perhaps they are trying to help the evaluator but don't realize what the evaluation really needs).
- *Rational* (they can be seen as justified in resisting) versus *Irrational* (if they knew more, or were a different kind of persons, they would embrace the evaluation).

Evaluation is resisted for a number of reasons, some of which include:

- **Belief in the uniqueness of a programme:** Some programme operators erroneously believe that their programmes are unique and may not be fully understood by people; therefore the evaluator (especially an outside evaluator) who is seen as one of those who do not fully comprehend the thrust of their programme may not be embraced to evaluate their programme.
- **Possible trigger of threatening political consequences:** Some stakeholders believe that evaluation could trigger threatening political consequences and so in their erroneous attempt to ensure a stable polity, they resist evaluation.
- **Psychological dissonance** (It's not in my job to participate): If those to be involved in providing information about a programme or project to be evaluated feel it's not their business to participate in the evaluation, but that someone else should do it, then evaluation will be resisted.
- **The 'What's in it for me' syndrome:** Some stakeholders fail to see beyond personal gains in many things, and so, when they perceive that evaluation holds no promise of some gains accruing to them, evaluation will be resisted.

- **Fear of failure:** There are times when programme implementers have an inner fear that the programme or constituent projects of the programme they are implementing or have implemented have not proceeded as wished or as planned. As a result of this, they believe that not only has the programme failed but they actually have failed. With this nagging fear of failure taken both at programme and personal levels, they resist the attempt of their programmes/projects being evaluated.
- **View of evaluation as simply a routine:** Some view evaluation as routine, 'we have been through evaluation before, we don't need to do it again.' This feeling often results from situations where the results of evaluation are not acted upon and feedback given to the stakeholders.
- **Opening the door:** Resistance might be the result of the belief that enthusiastic and full participation in evaluation is the opening of doors; let one evaluator in and others will follow!
- **Change in staff or leadership:** If a programme suffers a high staff turnover or the leadership has changed (especially if the leadership had been a result-oriented leadership), those left to manage the programme may not feel very disposed to having the programme evaluated, because of a psychological assessment that with the absence of the progenitor or the motivating leadership, the evaluation may turn out to be a negative report of the programme. The same situation may be the case if the change in leadership was the response to a need to replace a non motivating, non-result-oriented leadership with a more dynamic and result-bringing one. The new leadership, in an attempt to disassociate itself from the earlier mess the old leadership had thrown the programme into, may resist evaluation, especially if the evaluation is coming close to the time the new leadership took over.

Resistance to evaluation may be an indicator that there is something wrong; perhaps information is being hidden by or from the programme manager that needs to come to the fore. Sometimes, the resistance is less insidious and instead arises from fears which programme staff may have with regards to their livelihoods; fears which any concerned person will not classify as being unfounded or irrational. It thus becomes helpful for any evaluator who is aware of and sensitive to the possible psychological undertones to address the programme staff's unspoken question of: "What happens if the evaluation results are bad?" and also not to lose sight of the possible follow up to this initial question which include:

- Who would be held accountable?
- Could some people lose their jobs?
- If that happens, does the workload of those remaining increase?
- Will some new hands be employed and how soon?

A summary of the discourse in this section would indicate that the evaluator who would deal successfully with resistance to evaluation needs a sound grasp of the psychological principles behind such constructs as attitude, interest and motivation, which are issues engrained in resistance. In addition, the knowledge of how to positively and profitably unlock those mentioned constructs in those from whom evaluation information is needed is well provided for in the study and practice of psychology.

(iii) When Dealing with Ethics of Evaluation—A third area where psychology is prominent in evaluation relates to ethical issues. Ethics is the study of the moral principles of our interaction with other people. It is the study of how we treat other people and how they treat us, and what defines "good" and "bad". Ethics refer to standards of conduct, standards that indicate how one should behave based on moral duties and virtues, which themselves are derived from principles of right and wrong. As a practical matter, ethics are about how we meet the challenge of doing the right thing when that will cost more than we want to pay.

Most evaluation and research texts where ethics are mentioned start with a reminder that there is no context-free abstract set of principles that can be applied to guide ethical decision-making in evaluation. What we encounter in the practice of evaluation are ethical dilemmas, where we have to make a complex judgment, a choice between alternative courses of action, taking into account a myriad of factors—social, personal, political, cultural—that are pertinent in the particular context (Simons 2006). Take for example the following dilemma captured succinctly by Simons (2006).

A powerful institution, sponsor of a multi-country evaluation study, threatens to hold back payment to colleagues employed by them on projects which have been completed and independently evaluated, until the director of the evaluation agrees to the changes the institution wants made to the final evaluation report. The participants in the projects are dependent on release of the evaluation report for payment and for their livelihood. The institution wants the evaluation to blame certain people in the report. The evaluator argues that the fairness and balance of the report, as he sees it, should be maintained.

How should the evaluator respond? Give in to the institution's wishes so that the participants are paid, though it will compromise the integrity and impartiality of the evaluation? Or continue to negotiate for a reasonable outcome that will maintain fairness to individuals and how they are represented and ensure credibility to external audiences and international sponsor, though it will delay payment to participants and have consequences for them and their families? These are not the only options available in resolving the dilemma. They are merely illustrative of how the argument could run. A more critical consideration of the above scenario will indicate that a lot of application of psychology is involved in the tactful handling of ethical issues in evaluation.

Trust, fairness, emotions and memory are psychological constructs which are involved in evaluation and which come to the fore in the scenario used as illustration. Trust has been betrayed, fairness is being questioned, emotions have been involved, past experiences swim in the head, choices have to be made and decisions be brought to a conclusion. At the bottom line, the evaluator must strive to achieve the highest quality, effectiveness and dignity in both the process and products of professional work without sacrificing the need to maintain professional competence.

A perusal of the assertion by Levine (2010) will be an apt way of rounding off this section on “Wherein lies Psychology in Evaluation? “

We are faced with choices all the time, and a key consideration is often the intensity of the emotional outcome. To assess this, we draw on past experience, where predicted and remembered emotion serve as a road map for decision-making. Unfortunately, people tend to over-estimate predicted emotion.

In consonance with the topic of this discourse, the next pertinent question to ask is:

Wherein Lies Evaluation in Psychology?

Let us start this section by revisiting the concept of evaluation. Diverse as the definition of evaluation is, it cannot be controverted that one of the acceptable roles of evaluation is the passing of judgment on the presence or absence, desirability or otherwise of certain phenomena or attributes in an entity (which could be a person, a system, a situation or an event). Psychology has been defined as a scientific attempt to understand mental processes, behaviour and the relationship between them. It is, however, found that because there is no direct means of establishing the understanding of the mental processes and behaviours of humans, psychologists resort to the passing of judgment on the inferred behavioural manifestations that humans display. In other words, and to all

intents and purposes, evaluation is being carried out. So there is evaluation in psychology. In fact, Psychological Evaluation (or if you like, Psychological Assessment) is one of the oldest fields of Psychology as well as one of the most extended applied fields.

Evaluation of psychological status or psychological attributes and variables can shed light on the performance of individuals, be it in academic settings or other settings. A careful scrutiny of events and happenings around us will indicate that evaluation, assessment and testing have a strong relationship with society and that adjustment which these elements relate to will always be an issue to contend with both within the educational setting and the outer society at large.

Man lives in an environment where he is constantly faced with the problems of and the need for adjustment. Individuals need adjustment in various aspects of life and a counsellor-evaluator can easily help different categories of individuals make necessary adjustments in their life endeavours such as in career and career choice, study habits and academic pursuits. Let us explore a few of these issues and the interplay of evaluation and psychology.

Evaluation and Adjustment Issues

Who is an adjusted person, we may ask? An adjusted person is one who:

- is productive and un-alienated;
- relates himself/herself lovingly to the world;
- uses reason to capture reality objectively;
- experiences the self as a unique entity and at the same time recognizes the uniqueness of others;
- is not subject to irrational authority and at the same time accepts willingly the rational authority of conscience and reason;
- is in the process of being born as long as he/she is alive; and
- considers the gift of life as a most precious gift.

Mr. Vice-Chancellor Sir, permit me to ask how many of us in this audience today are really adjusted in the light of some of the attributes of adjustment just reeled out? I am convinced that your guess will be as good as mine.

Adjustment problems occur in students and non-students. One group of students that may further face adjustment inadequacy in addition to the usual adjustment problem imposed by the very nature of academic pursuit and examination taking are foreign students. These students often experience 'cultural shock' (Yoloye 1999) as a result of the variance between the beliefs, experience and demands of their previous environments, and the expectations and actual encounters in the new environment they find themselves.

One of the factors that play prominent role in adjustment issues is Locus of Control (i.e. the determination of people's belief about situations, people, events and circumstances). There are those who have *Internal Locus of Control*, i.e. they believe that positive or negative events are the direct consequences of their own actions and so regard their destiny as being largely in their own hands. There are, on the other hand, those with *External Locus of Control*—the set of people who perceive that the outcomes of their destiny are controlled by extrinsic factors such as fate, luck, chance and powerful others. Isn't it true that many people and I daresay many Nigerians belong to the category of people with external locus of control?

But it would appear that the strong guess that many Nigerians have external locus of control is not a localized occurrence. In a study by a colleague and I (Emeke and Yoloye 2000) which investigated the adjustment situation of foreign students vis-à-vis the concept of locus of control, it was found that among the 160 out of the then 275 foreign students in the University of Ibadan, over 50% of them were of the external locus of control status irrespective of whether they are Africans or non-Africans (the two groups to which the foreign students were streamed).

The ANOVA results of the participants on the Adjustment Inventory at the alpha level of 0.05 indicated that the internally-controlled male African students were better

adjusted than their externally-controlled female African counterparts. The same trend of adjustment was found in the male and female non-African students. The recommendation is that since locus of control is a continuum and the shift towards being internally or externally controlled should stop at the middle of the continuum, adequate counselling should be provided to help students (foreign and indigenous) to positively handle their locus of control vis-a-vis adjustment. The counselling should also be geared towards how to achieve the midpoint level of the continuum.

Locus of control can be correlated with such other psychological attributes as self concept, emotional intelligence and self efficacy to predict students' academic achievement. When this is the case as was done in three collaborative studies by Emeke, Adeoye and Torubelli (2006), Emeke and Adeoye (2009) and also Adeoye and Emeke (2010), a better insight can be gained with regards to how psychology can tremendously contribute to an enhanced understanding of the dynamics at play in the evaluation of students' academic performance in various school subjects.

In another study (Emeke and Adeniran 2013) published in the *British Journal of Education, Science and Behavioural Change*, the psychological variables of academic self concept and academic support seeking were taken along with five other variables in a path analytical survey to determine students' academic performance. Results showed that Academic Self Concept along with two other variables (school type and teacher quality) had direct causal influence and were significant in determining student midwives' achievement in Anatomy and Physiology.

An evaluator is usually interested in seeking opportunities to both direct attention to potential development oriented programmes as well as evaluate such programmes when events unfold. The counselling psychologist is always interested in diverse categories of people who can profit from the helping relationship that counselling champions. This probably explains why the counsellor-evaluator in me

prompted the initiation of a study included in a book of reading, *The Health of Nations*, published in England in 1995 which focused on the mentally disadvantaged.

Health and education-oriented development programmes must be put in place for the mentally disadvantaged also. Thorough and adequate planning of these programmes can be achieved when the population of the target group is known. In the collaborative study, Emeke and Yoloye (1995), my colleague and I estimated the population of the mentally disadvantaged in Nigeria as at 1995 to be 1.77 million of the then estimated Nigerian population of 101million people. We submitted that this figure has grave consequences on the health and education-oriented programmes as well as the general development of the nation. We further highlighted how health facilities could be provided for the mentally disadvantaged and thereby eventually empower this category of citizens to impact on the educational and general development of the Nigerian nation.

Assessment in Educational Evaluation

In the section on *Evaluation in historical perspective*, educational evaluation was mentioned as one of the strands (and if you like type) of evaluation. In the section on *Types of evaluation*, it was characterized as the evaluation type that has been in existence for as far back as the conceptualization of education dates to, but which only emerged as a formal discipline in post-war North America. Educational evaluation is any evaluation that is rooted in and focused on evaluation of educational innovations (e.g., the effectiveness of new curricula in schools); educational assessment, implementation of pedagogical techniques, management of instruction, selection of students, certification of students and such other sundry educational matters as students' adjustment issues, cognitive load and teacher preparation.

Assessment takes a centre stage in any discourse of educational evaluation. It is known that no matter how good the intention is and how optimal the time may seem,

assessment of any type puts people in a very stressful position. The amount of stress seems to be directly proportional to the value of what is at stake. Falayajo (1998) described the case of one of his friends who feared three things thus:

Soldiers (for obvious reasons), water (he cannot swim) and examinations (he is always afraid he might fail particularly if there are figures involved). Can you then imagine the state of stress he was under when he was interviewed by a naval officer- a symbolic figure for all the three objects of his fear. — pg 35

It is always doubtful if a student can give a good account of what he/she knows or can do under the usual stressful examination condition. Many examination bodies (institutional or national) are also not known for being concerned with putting students under the best of conducive examination conditions and reducing the stress students experience when under examination situations. It is very important that anyone involved in the assessment of educational attainment (part of the work of an educational evaluator) should be interested in mitigating the psychological variables associated with assessment. My conviction of the last assertion spurred me into exploring issues of stress and evaluation.

Evaluation and Stress Issues

Stress, an organism's total response to environmental demands or pressures is one psychological syndrome to which every individual should make necessary adjustments. Almost every individual, if not in fact all individuals, face stress, strain and problems on a daily basis (DiRamio and Payne 2007) and struggle to achieve mental health and avoid mental illness. The failure of an individual to adapt to and contain stress inducing factors may result in emotional and mental breakdown.

Early warning physical signs of stress include chest pain, headache, insomnia, palpitation and tiredness which may

result from insomnia. Early mental signs indicating stress include: inability to relax properly, intolerance to noise or other such stimuli, irritability and short temper, poor memory and inability to concentrate, impulsive behaviour or uncontrollable behaviour, reduction in will power, inability to complete tasks started, and over-reaction to trivial things. Mr. Vice-Chancellor Sir, permit me to put it to this audience that many seated here are in-fact currently experiencing stress. Let's take a short test which has two parts. As I just mentioned, poor memory and inability to concentrate are two of the warning signs of stress. Now, test 1(a) 'How many people seated here can boast that they can remember all that I have been saying since this lecture commenced? Test 1(b) How many can truly confess that they have been concentrating without any mental diversion or mind wandering?

Stress may elicit such psychosomatic illness as drug addiction, anorexia (loss of appetite), baldness and grey hair. Is it possible that the grey hair of some people is more of the product of stress than old age? However, some of us are graying gracefully. Other health related issues of stress include diabetes, hypertension, heart attack, and ulcer, sexuality related problems like impotence, frigidity, infertility and menstrual disorder in the female. In response to the stress imposed by various threats and conflicts, psychological or organic reactions usually occur in the individual. Apart from the pharmaco-therapeutic or drug treatment approach to dealing with stress, individuals naturally develop various feelings or attitudes in the bid to achieve homeostasis or mental equilibrium. In other words, individuals adopt the psycho-therapeutic or the psychological methods which involve the use of emotional defense mechanisms. Defense mechanisms refer to unconscious processes that defend a person against anxiety and protect the self against external threats or internal anxiety by arousing impulses that distort reality in some way.

Mr. Vice-Chancellor Sir, in my interest to make evaluation provide empirical basis for counsellors to better understand the reality of psychological self coping strategies among Nigerians, I conducted a survey of the common

defense mechanisms Nigerians use (Emeke 1991). The emergent picture indicated the use of nine defense mechanisms namely: Apathy, Compensation, Displacement, Fantasy, Projection, Rationalization, Regression, Repression and Sublimation. Further analysis revealed that while the full range of the discovered defense mechanism were used by males and females, Christians and Muslims, young and middle-aged adults, there were variations among the three categories of samples involved in the study as shown in tables 1 and 2.

Table 1: Gender and Religious Variations in the Use of Defense Mechanisms (in %)

Mechanism	Male	Female	Christian	Muslim
Apathy	14.73	18.30	12.44	21.74
Compensation	6.31	7.04	6.22	8.70
Displacement	12.63	12.67	15.54	17.39
Fantasy	21.05	19.71	20.73	15.65
Projection	7.36	-	5.18	3.48
Rationalization	12.63	16.90	17.10	13.04
Regression	-	8.45	4.15	13.04
Repression	12.63	5.63	7.77	6.96
Sublimation	12.63	11.26	10.88	

From table 1, it could be seen that while both males and females adopted the use of fantasy most often, followed by apathy for both genders, variation exists between the two genders with regards to the other means of defense mechanisms. Is it much of a surprise that the majority of the people in the sample used fantasy, a situation (I mean fantasy) which is stimulated by frustrating desires and which grows out of mental images associated with need gratification? In a country like Nigeria, where the basic essentials like electricity, potable water, good road networks etc do not function adequately, why will the people not conjure up in their imagination the picture of a utopian country which they had either read about in the Bible or Koran or perhaps in newspapers and magazines in the cases of those countries that utilize their tax payers money, in less brazenly fraudulent ways, to make life easy for their citizens?

May be under the extreme conditions of frustrations that Nigerians go through, when they find that fantasies are getting out of hand and continued fantasizing may result into mental breakdown, they then resort to apathy which is the second most frequently used defense mechanism among both males and females in the study under review. My view that when aspirations and expectations only take the form of eschatological and messianic hopes, with little progressive move forward in the realization of life's ambitions, goals and aspirations, apathy as a way forward is not only inevitable but is indeed a wise option. My view found corroboration and echoes in the old but still relevant work of Bettelheim (1943).

However, I will want to encourage Nigerians not to give up fantasizing because when used constructively, it can be productive. Productive fantasy can be used constructively in creative imagination (Emeke and Obialo 2010). There are in fact examples in history that give credence to this assertion. Albert Einstein, Michael Faraday, Marie Curie, Phillis Wheatly and Bill Gates when we come to modern day people, had creative mental pictures or "fantasies". The capacity to remove ourselves temporarily from unpleasant reality into a more affable world of fantasy has considerable therapeutic value, adding the dash of excitement and interest we need to motivate us to greater effort towards our goals in real life. The only caution is that people should avoid the danger of consistently turning to fantasy as solution to escaping from a troublesome reality.

When religious affiliation is the focus, Christians appear to adopt the use of fantasy more often while apathy appears to be the preferred mechanism among Muslims (see table 1). Facts on table 1 further show that while rationalization ranked second in use by Christians, fantasy is the second ranking defense mechanism among Muslims. In these days of religious volatility, I leave the interpretations and drawing of inferences in this section to the reader.

Table 2: Age Variation in the Use of Defense Mechanism

Defense Mechanism	Age		
	25-34	35-44	Above 45
Apathy	24	17	20
Compensation	10	14	-
Displacement	20	22	13
Fantasy	24	10	12
Projection	6	-	-
Rationalization	24	9	-
Regression	17	-	-
Repression	11	18	-
Sublimation	15	10	-
Total	151	102	55

From table 2, the picture of the use of fantasy and apathy persists among the younger adults (25-34 years old), but it is interesting or better expressed, disheartening that for many more of the middle-aged adults (35-44 years old), displacement is the most preferred use of coping mechanism. One would want to counsel that though displacement of anger and other conflict ridden emotions can be psychologically relieving for a while, a new surge of negative emotions may arise when the victims of the displaced emotions begin to show their contempt and disregard for the one who had emotionally abused them as a result of the former's position above them.

Are there situation specific circumstances that give credence to the use of coping mechanisms to achieve emotional and psychological balance? The answer to this question can be gleaned from the results of my study on Psychological Adjustment in the Stepchild-Step-parent relationship (Emeke 2002a) partly reported in table 3. Here, the use of aggression, fantasy and rationalization were significant to different extent among stepchildren and step-parents. While step-parents used their advantaged position to unleash aggression on the stepchildren who may want to make them feel as usurpers and thus unwanted, stepchildren used fantasy more, thereby escaping into the world of "Cindarella". Also, while both step groups denied the reality

of the stressful situation they find themselves, stepchildren in addition employed reaction formation (such as encouraging other stepchildren in the household not to give in) as a bid to probably counter the aggression employed by their advantaged step-parents. It would appear that it needs no soothsayer to say that both situations of step-parent and stepchildren call for pointed psychological adjustment and counselling programmes.

Table 3: Pattern of Coping Strategies among Stepchildren and Step-parents

Variable	Source of Variation	N	Mean	SD	T	Df	Remarks
Aggression	Parent	33	6.00	3.618	3.194	32	Sig
	Children	33	2.80				
Denial	Parents	33	44.34	27.817	0.896	32	NS
	Children	33	40.00				
Fantasy	Parent	33	20.01	21.870	6.322	32	Sig
	Children	33	31.37				
Rationalization	Parent	33	40.00	12.863	1.503	32	NS
	Children	33	37.85				
Reaction Formation	Parent	33	13.95	11.412	2.328	32	Sig
	Children	33	24.00				

I took my investigation on the evaluation of the stress syndrome further in another work (Emeke 2006) submitting that though the symptoms and the coping strategies of stress may vary, the cause is undimensional. The implication here is that for individuals to adjust easily to stress, the cause must be focused on and guided coping mechanisms should be employed. The coping strategies when well applied can be utilized to provide ample dividends in emotional equilibration.

The Non-discrete Teacher Psychological Factors in the Evaluation of Learning

In my chapter contribution titled, "The Teacher as a Curriculum Developer and Evaluator" (Emeke 1999) to the

book on “Education in the Service of Humanity”, I argued that since:

Evaluation is a decision facilitative venture, who can better facilitate educational decisions more than the teacher? Who can better shape the statement of objectives, the attainment of the stated objectives, the assessment of outcomes, the attainment of the overall input into the educational cycle other than the teacher? The teacher is thus an evaluator and the educational evaluator must be the teacher. — pg 55-56

My position found a niche in the words of Cronbach (1980) who said, “The talented educational evaluator is in the finest sense of the term, an educator (teacher)”. I further established that the teacher, covertly or overtly, evaluates such non-cognitive but psychologically-oriented dimensions as interest, motivation, attitude etc. When a teacher ponders why students perform poorly in his/her subject in spite of all efforts put into teaching, that teacher is already consciously or unconsciously, assessing a number of psychological issues which boarder on the level of students’ interest in the subject, their attitude to the subject, his/her own attitude to the students and perhaps even the subject, the issue of job satisfaction as well as his/her own personality. One expectation of the teacher which is highly linked with the issue of attitude is the execution of continuous assessment.

Continuous assessment has been adjudged a must have aspect of student assessment in most educational institutions across the globe and for the entire primary, secondary and tertiary levels of education. But few educators realize that there are psychological dimensions to the conduct and use of continuous assessment. As far back as 1999, I contributed to the provision of empirical evidence in the above regard. My study used a sample of 200 teachers (55% males and 45% females) and 400 students (270 males and 130 females) selected from 10 urban and 10 rural schools across twelve local government areas in Oyo State.

Data were analysed using descriptive and inferential statistics (t-test & ANOVA at the 0.05 alpha level). Through the study, I brought to the awareness of educators the psychological dimensions of continuous assessment implementation on teachers and students. With regards to teachers, the psychological dimensions include stress, feeling of incompetence and frustration which culminated into negative attitude towards continuous assessment. Is it then any wonder that secondary schools (teachers as individual units of the schools and schools as corporate entities) engage in the forwarding of spurious scores to such examination bodies as WAEC and NECO who in fulfillment of policy requirements need the scores for part computation of the final grades of students who sit for their examinations? To avoid the scenario just highlighted, I recommend the development and use of psychologically re-orientating packages for teachers in their execution of continuous assessment in schools, though such packages should not be limited to teachers. This recommendation is rooted in the fact that the challenges facing continuous assessment are firmly engrained in behaviour of the teacher, the students, parents and other stakeholders in education.

Evaluation in the Facilitation of Learning

No evaluation of students' academic achievement will be complete and worthwhile if the contributions of teachers in the aspects of their personality and teaching styles are not explored. The teacher who is the most important single factor in the teaching-learning enterprise interacts in the classroom with students of different learning abilities and psychological orientation. Some of these students are introverts, some are extroverts, and some have independent personality while some are dependence-prone. Research (e.g. Ojo 2003, Adegoke 2003) appears to point to the fact that dependence-prone individuals are more likely to comply with authority figures and conform to peer pressure than the less dependence-prone individuals.

In a published work culled from the thesis of my first Ph.D candidate three years after he obtained his doctoral

degree and a year after he became my colleague in the Institute of Education, Emeke and Adegoke (2006) reported the findings on the effect of indirect and direct teacher's influence on dependence-prone students' learning outcomes in Geometry. The top 25% (216 students) based on the scores of 864 on a Dependence-prone Test were used as sample. The identified 216 students were divided into two groups and each group was exposed to two contrasting teacher-talk strategies (direct versus indirect). Using both descriptive and multivariate statistical analyses, results showed that treatment contributed significantly to the variations in the dependence-prone students' mean cognitive achievement in geometry. A major implication of this study is that closer supervision through the use of direct influence, an all common antidote to lower achievement in mathematics and the sciences, may be harmful to dependence-prone students, irrespective of whether they are boys or girls.

The education of both genders is very important to a nation's development. When it was believed that in Nigeria, girls' education must be vigorously pursued to close up the gender disparity, I contributed to empirical facts that can aid policy decision (Emeke 1997; 2002b). When research evidence indicates that boys needed to be encouraged to remain in school, my collaborative work with Uwakwe (Uwakwe and Emeke 2004) reported research efforts in this direction. To give empirical backing to strategies that can enhance the attainment of education for both distance and on-campus students, I collaborated with a Kenyan colleague to carry out a comparative analysis of the academic performance of distance and on-campus students (Emeke and Wambugu 2012). Civil societies are key to development and since development partners would intervene strategically only in areas of priority needs, the extensive evaluative/analytical studies reported in Emeke (2001) and Emeke and Aransiola (2007), are informative in the above regard. The results of some of my studies (Emeke 1995, 1996, 2002c, 2010; Emeke and Ogunniyi 2012) can be utilized to provide ample evidence of psychology in evaluation and evaluation in psychology.

Application of Psychological Principles to Contemporary Educational Evaluation Issues

Probably, it can be posited that a starting point in the evaluation of students' academic performance is the establishment of the relationship between study habits and such study-inhibiting constraints as students' personal problems. Since it is always advantageous to first establish the presence of a construct, I demonstrated through a study (Emeke 1984) that utilized a sample of 50 boys and 50 girls from two secondary schools in Ibadan municipality, that students have personal problems that inhibit their study habits. A correlation of the scores from the Bakare Student Problem Inventory (SPI) and the same author's Study Habit Inventory (SHI) scores indicate that personal problems inhibited students in their concentration, reading and note-taking, teachers' consultation and examination among aspects of study habit investigated.

Evaluators know that it is not sufficient to simply establish a fact without digging deeper to find if more data can help in decision-making. Having established that development of good study habit is a problem and test anxiety can be the resultant fallout, there is the need to provide a platform for students to make a decision on how they can resolve their test anxiety. The cognitive change procedure method was adopted in the study by Emeke and Yoloye (1992). The cognitive change procedure provides a framework with which an individual who is anxious about test can think more logically and rationally in order to resolve the test anxious situation. With minimal guidance from the counsellor, the individual defines the problem after taking a general overview of the irrational assumptions, generates plausible alternatives, modifies assumptions and makes decisions on the extent to which the problem of test anxiety has been resolved once rational thinking has been achieved.

The incidence of anxiety in students' academic achievement is still being researched (e.g. Adeleke, Abimbade and Folawe 2012). Mr. Vice-Chancellor Sir, I wish to say that the value of the study on cognitive change restructuring is not

limited to students; any individual who adopts the cognitive change or cognitive restructuring procedure outlined in the study in addressing spheres of life where anxiety is experienced can achieve the capacity to manage own life. Though there are many areas where psychological principles can be applied to contemporary evaluation issues in education, perhaps there is a very pertinent one that must not be sidelined before drawing the curtain in this lecture and this issue is examination malpractice.

The Problem of Examination Malpractice

The issue of examination malpractice has become a hydra-headed monster that is daily eating deep into the fabrics of our society, with a negative impact on both the perpetrators of examination malpractice and the society being cheated by the actions of those involved in examination malpractice. Though Falayajo (1998) asserted that, 'it appears candidates are always a step ahead of those seeking solution to the problem', I believe efforts must not stop with regards to finding solution to the menace of examination malpractice. In a study I conducted and reported in a monograph (Emeke 2012), I submitted that the psychological principles of personality type and prone-ness to examination malpractice can be advantageously employed as proactive strategies in addressing the challenge of examination malpractice.

The study of personality has been one way through which psychologists have tried to understand the human person. The characteristic patterns of thoughts, feelings and behaviours that make a person unique define that person's personality. Personality arises from within the individual and remains fairly consistent throughout life. One of the categorizations of personality is that of Type A and Type B.

There are many attributes with which a Type A individual is described. These attributes include:

- being ambitious,
- business-like,
- impatient,

- aggressive,
- highly competitive,
- tightly wound,
- controlling, and
- preoccupied with his/her own status.

When people push themselves with deadlines, when they hate delays, when they are ambivalent and are adept at multi-tasking, they are regarded as having Type A personality. Their craze for excellence and high achievement makes them to strain themselves in any endeavour they are engaged in and often times overwork themselves. By way of attributes, individuals with personality Type B are regarded generally as:

- being patient,
- relaxed,
- easy-going, and at times
- lacking an overriding sense of urgency.

A detailed comparison of these attributes will indicate that personality Type B individuals are almost a perfect contrast to individuals with personality Type A.

Mr. Vice-Chancellor Sir, may I make a request? That you permit me to ask members of this distinguished audience to do a quick check on themselves and spot the personality grouping they lean more towards—Type A or Type B? Please keep your finding for future reference. Is there something you can do to benefit optimally from your personality type? Well, pay a visit to a Counsellor or a Counsellor-Evaluator.

In the study under review, when the hypothesis that there will be no significant difference in proneness to examination malpractice based on personality type was tested, it was found that students with personality Type A are more prone to examination malpractice than the Type B individuals as portrayed in table 4.

Table 4: Personality Type Difference on Proneness to Examination Malpractice

Group	Number	Mean	SD	Mean Diff.	T	p value	Remark	Cohen's d
Personality A	68	2.84	0.57	0.34	4.05	.000	Sig	0.63
Personality B	195	2.50	0.52					

The *Cohen's d* statistics on table 4 which shows the effect size of personality type on examination malpractice indicates a value of 0.63 and this is an indication that personality type has a moderate effect on examination malpractice. A value like the one obtained, according to Cohen (1992), is significant and substantial enough for practical purposes. In other words, the strength of the relationship between personality type and proneness to examination malpractice is thus not trivial for practical considerations and it can therefore be safely concluded that students with personality Type A in the sample used are more prone to examination malpractice than their counterparts who are of Type B personality.

Age (see table 5) and level of study (see table 6) showed no significant difference to proneness to examination malpractice. In other words, students of all age categories in the study sample and irrespective of whether they are at the undergraduate or postgraduate level are prone to examination malpractice.

Table 5: ANOVA Showing the Age Effect on Proneness to Examination Malpractice among all Respondents

	Sum of Squares	DF	Mean Square	F	Sig
Between Groups	2.021	2	.225		
Within Groups	84.395	.281	.300	.748	.665
Total	86.416		.290		

Table 6: ANOVA Showing Level of Study Effect on Proneness to Examination Malpractice

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.986	3	.329		
Within Groups	77.454	270	.287	1.145	.331
Total	78.440	273			

The implications of the findings of the study is that if students' personality types are known and this is correlated with their proneness to examination malpractice, students found to be moderately and highly prone to examination malpractice can be identified and proactively helped through counselling and other proactive strategies so that they do not engage in or get caught in the web of examination malpractice.

Another very interesting finding from the study is the call by the students in the sample that lecturers improve upon their assessment procedure. Let me quickly point out that aside of the knowledge of pedagogical techniques, a good grounding in assessment and evaluation techniques is *sine-qua-non* to good teaching method. Research such as in the study of Wenglinsky (2001) has shown that there is correlation between teachers' proficiency in assessment techniques and students' academic performance. In other words, if teachers do not carry out their assessment and evaluation of students professionally, the true academic status of students will not be portrayed. The resulting situation can lead to frustration on the part of the students and this can affect their self image and self esteem (aspects that have contribution to the personality of any individual).

Some of my other recommendations in the study under review which I will like to bring to the attention of this audience include:

1. Talk on challenges of examinations and strategies of coping with or combating them should be part of the usual orientation programme for freshers.
2. Counselling training on self awareness, life skills and values should be a mandatory general course that every student should register for, especially in the first semester of their first year. Such a course will help students acquire understanding of self knowledge, will tremendously boost their self-esteem and unlock their hidden potentials; with these achieved, cheating in examinations will be highly reduced (if not eradicated). This is because students will be filled with the self-belief that they can achieve their goals because they are well able to do so.
3. Institutions' counselling centres should be well staffed and equipped to help students on the issue of examination malpractice. Mr. Vice-Chancellor Sir, I **passionately** request that in your strategic plan for our University, the tradition of a functional and highly relevant University of Ibadan Counselling Centre should be revisited and in fact be taken to a higher level through the provision of adequate and qualified staff as well as needed instruments and equipments.

This appeal is not premised only on the role the Centre will play in the examination malpractice issue but in the many other needed wholesome person-development issues which our students need. Those of us with background training in Counselling should also be co-opted on part time basis in the Centre. If I offered my expertise as part of community service in far away Kenya where I once spent my sabbatical leave, why will I, if the idea is found acceptable, not be ready to serve my university, the University of Ibadan, where I have been earning my **principal** wages for the past over three decades.

4. Students should deal positively with the fear of failure. Fear of failure holds individuals below their potential. Some ways to deal with fear of failure

include having a sense of urgency, starting early and making contingency plans. To all, (students and non students alike) who are plagued with the fear of failure in different spheres of life, permit me to encourage you not to fear failure but to venture out, experiment, test your limit and go too far, for without going too far you cannot really know where your limit lies. But more importantly, know that failing is NOT being a failure; **failing is rather an avenue for obtaining opportunity to soar higher.**

Concluding Statements

It goes without saying that there is an interface between evaluation and psychology. Evaluation is part of any successful programme, project or policy, showing its versatility to cut across government, industry and education. Without evaluation, it is impossible to determine whether or not a programme or policy is working. The fact that participants or beneficiaries like a programme or policy does not mean the programme or policy is meeting its objectives. Evaluation is also an important way to identify areas of waste, even in successfully run programmes.

In spite of the many advantages inherent in carrying out evaluation which are often times known to programme stakeholders (especially programme implementers and even beneficiaries), there is still a lack of acceptance of or resistance to evaluation due to issues which predominantly have psychological dimensions namely: personalities of the stakeholders, resistance to the status quo based on fear, lack of motivation, non-readiness to take programme ownership, poor perception and finally issues related to ethics. The knowledge and application of psychological principles are definitely beneficial in the resolution of these issues. Evaluators should therefore pay adequate attention to learning more about and utilizing the psychological dimension of evaluation which hitherto has not been given priority attention. The advocated priority attention taken along with the development of the culture of evaluation will definitely move the discipline of evaluation higher.

Other Recommendations

Mr. Vice-Chancellor Sir, I have in various sections in the course of this lecture given a number of recommendations. I will at this stage only add one or two others:

1. With regard to the good grounding that lecturers need in the principles and techniques of assessment and evaluation, and to forestall the possible frustration students can experience when they are not assessed properly and professionally, the University of Ibadan in taking care of her students, should commission her Institute of Education which has a retinue of seasoned personnel in evaluation to take up the task of enhancing the assessment proficiency of the other lecturers in the University. This issue should be taken with the seriousness that it demands.
2. Greater effort should be made by evaluators to comprehend the psychological issues embedded in evaluation whether the evaluation is that of programmes or policies and whether the evaluation is rooted in the educational sector or any other sector.

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Many people have contributed to my success thus far in life. First on the list are my parents Chief Julius Babatunde Ojo, the Babasale of Christians in Ibadanland and a Grand Knight of the Catholic Church, and my mother, Madam Maria Olatundun Ojo, both of blessed memory. In spite of their meager resources, they ensured I had the best of education in the best of institutions. They taught me many virtues which have enriched my life. They longed to see this day. My mother died in Sept, 2011, four years after the official date of my professorship which was announced only in July 2012. To their memory and in appreciation of all they sowed into my life, I dedicate this lecture. They were parents in a million.

I thank those who presently occupy the shoes of my parents, my eldest sister and her husband- Elder Emmanuel Olukayode and Mrs. Victoria Olapeju Makinde. They have been and continue to be a wonderful couple, a role model and

parents figure. Thanks for being there for not only myself but all those that came from the tree of Chief and Mrs. Ojo. I thank Mr. Francis Adewale and Mrs. Anthonia Titilayo Adebayo. You have blessed me in so many ways and I am grateful to you. I owe a lot of gratitude to late Engineer Joseph Olakunle Ogunbayo and his wife, my immediate elder sister, Mrs. Veronica Aderonke Ogunbayo. I cannot quantify the immense contributions they both made to my life and the gaps they filled at critical moments of some of my needs. Engr. Ogunbayo, may your gentle soul rest in perfect peace; Mrs. Aderonke Ogunbayo whom I fondly call "Anti mi", remain richly blessed.

I recognize all my nephews and nieces and their spouses namely, Pastor Gbenga and Pastor (Mrs.) Olayemi Fagbami, Dr. Solomon and Dr.(Mrs.) Abiola Senok, Pastor Dayo and Mrs. Omolola Adebayo, Barrister Tomi and Mrs. Bimbo Owolabi, Mr. Sesan and (Mrs. Peju Ilori of blessed memory), Engr. Segun and Mrs. Olawunmi Akinola, Mr. Biodun and Mrs. 'Detola Adenowo, Mr. Tayo, and Mrs. Laide Adabale, Mr. Bunmi and Mrs. Ranti Makinde, Pastor Adewole and Mrs. Funmi Adebayo, Pastor Uche and Barrister (Mrs.) Deyosola Anyanwu, Mr. Lanre and Mrs. Abiola Ogunbayo, Mr. Seun Makinde (Uncle Dudu), Mr. Iredele and Pharm. (Mrs.) Banke Ogunbayo, Pharm. Dapo Ogunbayo, Engr. Niyi Ogunbayo. I appreciate all of you for being who you are and for the uniqueness each of you possesses.

Achieving any academic height is not devoid of the great work of teachers. I thank all those great men and women who have taught me right from primary school up to the university level. Though many of them have died but I remember them all with fondness and continue to remember with gratitude those of them still alive. You have all taught me well and I am very grateful to you. I cannot however but single out such teachers like Rev. Sr. Agnes Hassan and late Mrs. Selete for how unknown to them, they touched my life.

The duo of Professor Ayotunde Yoloye and Professor Joseph Obemeata deserve special mention. Though, Professor Ayotunde Yoloye was the Director of the Institute of Education who appointed me into the University, but it was

Professor Obemeata who not only recommended me to Professor Yoloye, but unknown to me, had persuaded him, to see to it that the appointment takes effect from 1st Sept, 1979 as a wedding present to coincide with my wedding day which I had deliberately requested my husband to let coincide with my birthday. So since 1979, I have on every 1st Sept., celebrated a three in one anniversary—the anniversary of my birth, my wedding anniversary and the anniversary of my working life in the University of Ibadan.

The fruits of Sept 1st as a wedding remembrance have been wonderful. God has blessed the memory of that day with three closely knitted lovely, loving, joy-bringing, considerate and God fearing children—Chukwudumebi Ayobami, Ifechukwude Oluwakayode and Oluwatobiloba Ifeayin. I could not have asked God for any better children. I thank you for your love for me and I appreciate your love and concern for one another as well as your willingness to have us share whatever little we have with others in our home. My other children deserve mention, namely Mr. Iredele and Mrs. Banke Ogunbayo, Mr. Murphy Nweke-Okoh (Mr. longman), Miss Gloria Nkechi Ossai (my dependable Keke), Mr. Solomon Chiemeké (Oluwasolo), Miss Isioma Offor (Iya koko) and Mr. Abraham Etuk (Ajele). You have all given me joy and cause to thank God. I also appreciate Ajoke UI and Cyprian Edom (Uncle CY). Mr. Chuks Omoruyi, you are specially appreciated.

I thank Professor Ayo Banjo who facilitated my re-designation to the academic line in 1989 during his tenure as Vice-Chancellor. Sir, if you had not approved my request, I may probably not have become a professor in this University. I thank the Director of the Institute, Professor Mac Araromi and all my colleagues in the Institute of Education; working with you all has been nothing else other than joy. I appreciate the unity amongst us and I request that we hold tenaciously to this spirit of unity that has bounded us together and has worked positively for our corporate existence. I also appreciate all the non-teaching staff in the Institute of Education and Mrs. Ruth Adeyinka, the current secretary to the Institute who deserves special mention. I appreciate Messers Musa and Dairo formerly in the Institute. Academics

thrive on the practice of peer reviewing. I thank my colleagues who peer-reviewed this lecture and gave very useful comments. I am very grateful.

I doubt if I could have survived the vicissitudes of life that I have faced in my sojourn thus far but for the role of prayers and those who by their lives taught me the value of prayer and who take time to pray for me. I start with my parents, my siblings, my spouse and my children, Thank you for your prayer support. I thank His Grace, Most Rev. Felix Alaba Job, Bishop Ayo-Maria Atoyebi, Bishop Albert Fasina, the Dominicans (Priests and Brothers), the Lay Dominicans, the Glory Bound Charismatic Prayer Group, Rev. Fr. Jude Mbukanma, my former Parish Priest, Monsignor Professor Felix Adeigbo, my current Parish Priest, Rev. Fr Ezekiel Ade Owoeye, our praying mummy, Mrs. Henrietta Olaitan Antonio, Rev. Fr Felix-Kingsley Obialo, Rev. Fr. Matuluko and others too numerous for me to mention. Your prayers are treasured. Please don't relent.

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Your various topics and the research you caused me to make so as to contribute meaningfully to the pursuit of your theses, as well as the insight I gained through your findings have contributed greatly to my knowledge. I thank you for being good students. I am proud of each one of you.

Mr. Vice-Chancellor Sir, permit me to say that this section on *Acknowledgements* will not be complete without these words about someone in this audience. This person came into my life some 35 years ago and has since made a difference in and to my life. We have shared moments of grief and moments of joy together. This person has been a great pillar of support in all the endeavours and achievements I have made since we met. It takes a man who is secure in himself to encourage and fully support his wife to rise to the peak of her career. If I come again to planet earth (if ever there is a coming back), I would still want to have the same present relationship I have with this person. Ladies and gentlemen, I am talking of no other person but my husband, Diokpa Vincent Emeke. Darling, please stand up for recognition.

I thank my Catholic Women Organization (CWO) members who are here and all the parishioners of Our Lady Seat of Wisdom Parish, UI. You are wonderful people. My Ibadan Descendants Union (IDU) and my Onichugbo Patriotic Union (OPU) people, I appreciate you. I appreciate the Warden, the Assistant Wardens and all my girls in Idia Hall. Dr. Gani Adeniran, I appreciate you. Your trip to India when I was there with my son was providential. Remain blessed. I am grateful to all who travelled from far and near. I thank all of you present today who have honoured me with your presence. The Lord will honour you too.

My people say "*Egun nla lo n kehin igbale*". Having said those earlier words of acknowledgements, let me conclude by turning to the King of kings, the Lord of lords, the Alpha and the Omega, the Ancient of days, the Lily of the Valley, the

One mighty in battle, the Everlasting Father, and say that unto this God who is able to do far more exceedingly, abundantly beyond what we can think or imagine, to Him be glory, honour and adoration, now and forever. Amen.

Mr. Vice-Chancellor Sir, distinguished ladies and gentlemen, I thank you all for being part of my joy today. Remain richly blessed.

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BIODATA OF PROFESSOR ELIZABETH ADENIKE EMEKE

Professor Elizabeth Adenike Emeke who hails from Ibadan is the last born of Chief Julius Babatunde and Mrs. Maria Olatundun Ojo. After completing her Higher School Certificate (HSC) in 1972, she worked briefly at the Cocoa Research Institute of Nigeria (CRIN), Idi Ayunre before she enrolled in the Department of Guidance and Counselling of this University in 1974 for her undergraduate programme. In Oct, 1977, she commenced the mandatory National Youth Service in Kano State where she taught Biology and Integrated Science in four secondary schools. She obtained her Master degree in Counselling in 1979, later enrolled for her Ph.D in Educational Evaluation and successfully defended her thesis in 1996.

Professor Adenike Emeke joined the services of the University of Ibadan in 1979 as Editor II in the Institute of Education and was re-designated as a full-fledged teaching staff, starting as a Research Fellow II in 1989. She was promoted to the position of Research Fellow I in 1992, Senior Research Fellow in 1995, Reader in 2002 and full Professor in 2007.

In the University of Ibadan, Professor Emeke has held many administrative positions which include being Head of the International Centre for Educational Evaluation (ICEE), the academic Unit of the Institute of Education; two tenure Assistant Warden and later the Warden of Queen Elizabeth II Hall and currently the Hall Mistress of Queen Idia Hall. She has served the Senate of the University in many capacities such as being member of the Development Committee, Business Committee and Publications Committee. She is currently serving a fresh tenure in the Business Committee.

In 1989, the Government of Oyo State appointed her as a Director of the Board of the State's Trans Assurance Company (TNA), a position she held for 3years. During her tenure as the Alternate Chair of the Board, the big Investment Building was erected. At the international level, Professor

Emeke was appointed in 2011 as the Associate Dean of the Faculty of Education of the Catholic University of Eastern Africa (CUEA), in Nairobi, Kenya and also a member of the University Management Board.

Professor Emeke's teaching career at the university level has spanned through the diploma and undergraduate levels where she taught Counseling Psychology related and Special Education Courses. At the postgraduate level, Professor Emeke has been teaching courses in *Research Methods, Questionnaire Design* as well as *Evaluation and Monitoring of Programmes and Projects*. Along with two of her colleagues in the ICEE, she pioneered the teaching of the courses on *Qualitative Research Methods and Techniques of Seminar Presentation*. She has successfully supervised to completion the research work of over 20 Master level candidates, 10 undergraduate degree candidates, many Post-graduate Diploma degree candidates and 17 Ph.D. candidates.

Professor Emeke has valuable experience in preparing applications for and securing research funding from external agencies. For example, she led a team from the Institute of Education in 2009 to submit a proposal to the African Development Bank (AfDB) for funding for a Baseline Study. The Project which was worth over N17 million was completed, report submitted in record time and commendation given by the AfDB. She was part of a team that solicited fund from the International Association for Educational Assessment (IAEA) in 2007, 2008, and in 2010 for the international training workshop for participants from 15 African countries and 1 European country. Professor Emeke is a familiar face at offshore international conferences in many countries some of which include Cameroon, Kenya, The Gambia, Uganda, Argentina, Cyprus, Canada, the USA, Germany and Spain. At some of the conferences, she was an invited lead paper presenter.

Professor Emeke has consulted for National and International Agencies at various times and on various issues. For example, in 1997, she was the Counselling Psychologist and Technical Consultant for the documentation of the British

Council Sponsored Project on *Arresting High Female Dropout Rate in Ondo and Ekiti States*. In 1996 she was part of the team that worked on *Motivating the Girl Child to Learn Science Project* funded by the Rockefeller Foundation through the Kenyan based Africa Forum for Children Literacy in Science and Technology (AFCLST).

In 2001 she served as the Country Consultant (Nigeria) on the Education component of a Pan African Research on the *Impact of Cost Recovery on Health and Education* sponsored by the International Development Research Council (IDRC) Canada. The study, which was comparative, was carried out in Ghana, Nigeria and Uganda. Other consultancy studies include: the 2002 UNICEF Sponsored project in collaboration with CASSAD on the *Effect of (WES and Hygiene on Girls' Education in Nigeria)*; the 2002 World Bank/UBEC commissioned study on *Evaluation of the PEP II World Bank Project*; the 2004 UNICEF sponsored Study in collaboration with CASSAD on *Strategic Analysis and Priorities for Intervention on the Problem of Boys' Dropout in Nigeria*. In 2007, she served as Principal Investigator (PI), on an evaluative study for the Netherlands based Organization, CORDAID. In 2010, Professor Emeke led the Institute of Education, University of Ibadan to win a training and teacher capacity-building package from the Lagos State Government tagged **EKO PROJECT** – a World Bank sponsored initiative of Lagos State. The Institute of Education has been retained by the Lagos State Government as a major training service provider on the Project since 2010. Professor Emeke has been commissioned by a number of private schools in Oyo, Ogun and Lagos States to build the capacity of their teachers and students. The teaching effectiveness slot has been popular among teachers while the study habit enhancement techniques have been popular among students.

Professor Emeke who is an assessor for some international journals has to her credit over 50 publications in reputable Journals and Books of Reading within and outside Nigeria. Professor Emeke, a Justice of the Peace, is happily married and blessed with children.

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