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MANAGEMENT AND EVALUATION AS A CONFLUENCE

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ABSTRACT

Management and Evaluation had from primitive times always converge at some point in the decision-making process and never to be separated until they compositely terminate at the realization of the objective, which they were set out to achieve. A careful analysis of the management process, which is principally decision-making and execution of the import of such a decision, reveals that evaluation is inherently in-built in the management process. No effective management can take place if the process fails to take cognizance of evaluation as its major tool. The main objective of the process is organizational/institutional effectiveness ensuing from its responsiveness, which is informed by the in-built evaluation mechanism in the management process. Therefore, the import of this paper was the examination of the management process is-à-vis the evaluation mechanism it utilizes to achieve its objective as well as discuss their interrelating roles, where divergence and convergence occur and the terminal of both processes after they had converged. It must be noted that organizational/institutional objectives berth the management process and the desire to effectively achieve these objectives with little or no deviation is the driving force for inclusion of evaluation as an indispensable element of the process. Convergence occurs the moment the need for evaluation of the process is realized. The paper concluded that they both converge even though they individually begun their journeys at different points hitherto and then continue together both terminating as one entity at the point when organizational goal is achieved.

Key words: Management, Evaluation, Confluence, Decision-making, Evaluation mechanism.

MANAGEMENT AND EVALUATION AS A CONFLUENCE

Introduction

Management and evaluation are two seemingly inseparable human-life processes that cannot be ignored in the process of our individual or corporate daily living, except at one's or an organizational peril. Seemingly a twin element of living, they could be said to have

been separately conceived, but had to join at some point in time in our daily living process, thereby becoming inseparable twin tool of life. Their meeting point is the confluence from which one cannot separate them or detangle them. Their confluence can be viewed as the point when management decision making is enhanced by the outcome of evaluation.

Management has been viewed as the process of forecasting or estimation the elements of planning, planning, budgeting, organizing, implementing, monitoring and evaluation, feedback and revision in decision-making and the concomitant action (Onuka, 2010a). It is also known fact that basically the twin basic objective is information provision and judgement giving on a project/programme performance for the purpose of improving the programme being managed for enhanced achievement (Onuka, 2010a & b, Alkin, 1972; Odinko, 2010). The confluence of management and evaluation could also be described as the accountability of a programme, because programme management and evaluation converge at the accountability outcome of programme as determined by the evaluation of the management quality of the programme. Management would normally precede evaluation, as without management, nothing will be there to evaluate. Both evaluation and management derive their being from the desire to effectively and efficiently achieve organizational/institutional objectives.

Management

Management is essentially using people to achieve the desire organizational results (Onuka and Durowoju, 2010). Management is a discipline on its own right that has to be learnt even though everybody is engaged in one act of management or the other, since it is not everyone that has the mastery of the principles and practices of management. It is scientific, because it is systematic and analytical (Onuka, 2004). Therefore, it is not everyone that attempts to manage one thing or the other is a manager and everybody cannot be a manager (Onuka and Durowoju, 2010). Onuka (2009) believes that the definition of management could be extended to include not only forecasting, planning, budgeting, organizing, implementation, monitoring and evaluation, but also feedback and revision of programme for improvement which implies continuous improvement, the essence of total quality management. Therefore, the acronym now reads: ***FPBOIMEFR, instead of just FPBOIME.***

The figure below illustrates this management process graphically:



Figure 1: the management process

The import of figure 1 is the fact that the management process is incomplete without evaluation which in fact subsumes monitoring as monitoring is actually the same as the formative evaluation which in modern parlance is also called *evaluation for learning*

From its Latin origin management simply means 'leading by the hand' which implies giving direction which is stronger than just a passing suggestion (Onuka and Durowoju, 2010). According to Onuka (2004) management is a communicative profession. Implying that with effective and efficient communication, management becomes a mirage and of little effect. Adeleke (2001: 75) posits that 'communication in organizational management is purposed to relay information, sell ideas, educate the receiver, acknowledge, review plans, link people together and achieve goals among others'. Evaluation provides the information for review of plan and sometimes the decision-making process. Essentially management is a decision-making process, since it principally uses people and other resources to achieve a predetermined end (Adeleke, 2001; Onuka, 2004). Hence the need to evaluate one's style of management and how you have related to those you are managing in order to get them committed to the task you are using them to get done. You also must evaluate the input, the level of commitment and the dexterity of the people whom you are using to do the work

and then use the feedback from the evaluation exercise to improve your management style, techniques and approaches as well as those involved in achieving the organisation's goal/objective. It should be made clear that management is not only an everyday and every person's phenomenon or business, but it is also every group or organisation's duty to have management process in place for its successes. Management is applicable to and applied by all organisations who wish to accomplish its objective/goal.

Evaluation

Evaluation, as in most social science disciplines, has legion definitions. However, the acceptable definition of evaluation is informed by the motive behind its use or the situation under which it is to be used. Umoru-Onuka (2001) observes that evaluation is better defined by the purpose it is meant to fulfil. In fact, Yoloye (1978) likened its definition to six blind positioned at different parts of an elephant, who when asked to define it, each describe only from perspective from which they each held as if that was all the elephant was. Nevertheless, evaluation can be defined from two points of view namely: judgemental or information provision, hence, according to Umoru-Onuka (2001), while Alkin (1970) chose the information provision view, when he implied that it is the sourcing and processing of information to provide summary data for the decision-maker (the manager). Odinko (2010) states that it has been also postulated that it is valuing, pricing or passing judgement. Hence according to her "a simple straightforward dictionary definition of evaluation is: *'to put a value on something after thinking'*" p8. This definition is very important in that it looks at evaluation from a positive perspective that seeks to put a value/judgement on activities rather than devalue them. Evaluation does both, depending on the stage at which, it is being employed. If it is being undertaken during the developmental stages of a programme (formative evaluation or evaluation for learning) it provides information for the decision-maker to improve his programme and if it is at the end of a project, evaluation pronounces judgement (summative evaluation or evaluation of learning or programme ie accomplishment of the programme). In either case, its output assists in improving a system or programme. According to Umoru-Onuka (2001), and Onuka (2010d) evaluation is an everyday and everybody phenomenon, thus, it cannot be over-stressed and as such must clearly understood and indeed utilized by all. Evaluation is an essential ingredient for all persons and organization/institutions, if the individual were to survive and make the requisite progress. Therefore, no area of human endeavours can be an exemption to this development. It is, therefore, unequivocally clear that evaluation is utilised for several purposes. An evaluation undertaking is invariably defined by its goal. Obviously, there are two major forms of evaluation with several variants of each of these two main types of evaluation. These major types of evaluation are namely: **Formative evaluation** which critically examines whether or not a programme is approaching the accomplishment of the

objectives/goals for which it was designed and if not, why not? And how did what happen happened as well as how could it be ameliorated and improved? This implies that evaluation must be part of every stage of the management process.

These and much more questions can asked and answers sought for, when carrying out formative evaluation. Formative evaluation can be in the form of diagnostic evaluation like training needs assessment to determine deficiency at the commencement of training or learning programme so that the programme can bridge the perceived gap that exists between what should be known and what is known. It can also be used to decipher deviation from the tract that should lead to the accomplishment of an on-going programme in order to improve the programme performance. It should be understood that no programme can plan and execute itself unless human beings are involved. Thus evaluating a programme or a part thereof definitely implies evaluating the contribution of those operating the programme. Invariably, therefore, evaluation is a means of accountability as it connotes responsibility and answerability, in the sense in that evaluation fully understood, and well taken, becomes a feedback mechanism which results in both programme and its operators' improvement (Onuka, 2010b).

The second type is known as **Summative evaluation**, which usually takes place after a completion of a project or programme like a course or a completed segment thereof. For instance Certificate/Degree Examinations are a summative evaluation for the learners. End of year or promotion appraisal of academic staff of a university can be regarded as summative evaluation for that year or stage of his/her career development. This can be seen as an impact or ex-post evaluation. Though both formative and summative types provide the level to which programme outcome or product met the accountability level (how much of the programme objectives were actually realized) expected of the programme. Each type also gives feedback mechanism on the success or otherwise of the object of evaluation i.e. the programme/project.

Evaluating a distance learner could be in terms of his/her suitability, achievement, aptitude or the impact he is making where he works as result of his participation in the distance learning programme. However, in doing so, we are invariably and obviously evaluating the effectiveness of the programme and its operators as well as the learning materials and the effectiveness of those who put the materials together. This is done so that the programme and its operators as well as its operations might become better if and when the feedback resulting from the evaluation process is taken in account and completely utilized to make both the human capital and material resources on the one hand, and their utilization on other, innovative or inventive as may be deemed necessary to enhance programme improvement/quality for the benefits of an organisation's/institution's clientele as well as

those of its other stakeholders. It could be merely trying to know the level of achievement of the learner in his course of study or a worker in the course of his learning or duty.

Techniques/models in the Management Process and Evaluation

The several techniques are applied in the management process either qualitatively or quantitatively. They can be regarded as paradigms or models or quantitative analysis techniques (Onuka, 2010c). Most management models/paradigms are quantitative in nature. For instance, Network analysis which include Critical path method or analysis is a management planning tool, queuing models, Delphi technique, programme planning, budgeting system (PPBS), Project Evaluation and Review technique (PERT), Gantt charts etc. are others of such management. Most of these and other management apply mathematics or statistics in the analysis (Owolabi, 2006; Onuka, 2010a) and some are also evaluation as in SWOT or SCOT. A model actually conceptualizes a framework for carrying out a management in some pre-determined sequential or for executing an evaluation plan (Onuka, 2010c). One outstanding fact about management and evaluation is the fact both aimed at quality production/service, while the former has global goal of *satisfying* i.e. that ensuring break –even in the production or service provision enterprise, the recipients must not benefit, it must be at minimal cost and the latter (evaluation) ensures that such product or service is of high quality or standard. There are both similarity and congruence in the models they use in planning or in the determination of what and how it has transpired to produce the outcome. Similar ones are models such critical path analysis when determines the most feasible route or plan of alternatives available to achieve an objective in management or business while evaluation uses path analysis/structural modeling to determine variables or routes that determine an outcome both directly or indirectly or independently. The congruent ones include the input-process-outcome/output model, the strengths, weaknesses (challenges) opportunities and threats model. The model in both management and evaluation conceptualizes the process of achieving the set of an organisation/institution’s objectives and determining whether or not these were or are being achieved respectively. Thus, the point of occurrence of the confluence of management and evaluation can be obviously seen to be manifesting. The following table testifies to the fact management and evaluation are twin process that should go *pari-pasu* for effectiveness and efficiency of any system involving the management process and all systems do. The table below depicts the components of management including evaluation as an integral part.

Table 1:

STRATEGIC MANAGEMENT EVALUATION MODEL: SPECIMEN

Component	Characteristics/elements	Data Required	Analytical tool(s)	Remarks
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Forecasting	Determined by the management and management goal	The objectives of the institution/organisation whose management process is in question determine the data, for instance, in a university system, such data include personnel requirement, student enrolment growth rate, facility incremental rate, IT requirement and more	Simply statistics, Cost-Benefit Analysis, Financial ratios, Critical Path Analysis and Network Analytical methods.	The result of the analysis provides basis for decision-making and implementation after thorough examination to ensure they are in proper shape or are authentic for action
Planning	Organisation's needs and objectives are the determinants of the elements to be included in the plan	The above data are the used in planning	Review of the analysis done earlier to confirm feasibility.	Evaluate these to ensure they would lead to programme failure
Budgeting	Budgeting is based on the proposals set out in the plan	Estimate monetary value against item in the plan by undertaking market survey to source current prices with adjustment for possible if it is a long run plan	Review for confirmation before concluding	Re-evaluate to make assurance doubly sure before moving to the next stage in the management process
Organising	The elements put together in the plan and budgeted for, are sourced, harnessed and made ready for implementation	Items in the budget are sourced and put together for the commencement of programme implementation	Just a review of whether what ought to be sourced had been properly sourced in the appropriate proportion	Proceed to implementation
Implementation	Actualizing the objectives of the organisation's management vision, mission and goal	Stage by stage implementation as put together in the plan and budgeted for	Review of what has been concluded at stage to make the next better	Evaluate each stage of the implementation process to improve the next
M & E	Here data on performance at the levels of forecasting/estimating what are needed to be planned for, how they were forecasted for, planned, budgeted,	Comprehensive period evaluation of the process to determine systemic management efficiency and effectiveness by gathering on the performance of the	All appropriate analytical tools – statistical or otherwise	Provision of Summary as feedback

	organized, implemented, interrogate the data and analyse them to provide a clue to how, what things were done or not done and who were responsible for how and what were done.	entire system		
Feedback	The result of M & E exercise provides the information what went right and / or wrong with a view to re-examining the management process in order to use the information to improve the system. M & E is done at every stage and at the end of each management process.	The information provided by the activity of the preceding section is used as feedback to the system for necessary	Analysis not necessary here	Feedback review for further action
Revision	Decision on management is taken and implemented for systemic improvement and improved performance as an aftermath of M & E.	Feedback information is considered by management	-do-	Decision to use revision feedback information for programme improvement as deemed fit or necessary

This is the modified and improved form of Onuka's SMEM (2010c: 51-52)

In fact, every segment in this table has evaluation mechanism imbedded in it; in line with what God did Genesis 1 & 2. A careful examination of these two chapters of the Bible, reveals that the confluence of management and evaluation has already begun to show, as we begin to see the meeting and merging point of the two. What goes on in each component is determined by the overall goal and objectives of the organisation/institution as well as those of its individual components.

The Confluence of Management and Evaluation

A confluence is the meeting point of two rivers which took their sources from two entirely different and perhaps opposite directions, the one becomes subsumed by the other, and thus from that point become one river. In like manner management and evaluation were

differently conceived or conceptualized at different points in time but soon merged such that one becomes indispensable tool for the other (Umoru-Onuka, 2003). He avers that both were first conceived at different points time during creation by God as can inferred from the Bible in Genesis Chapter One. Therefore, management precedes evaluation, however, along the line when evaluation came on board; it becomes an indispensable tool of management. Since management is the art and science of using people the accomplish corporate or personal objective, it follows that God used the three Divine Persons of the Triune God to accomplish the creation goal, hence, Genesis 1 in most part shows that both management and evaluation undertaken with such statements as 'let there be and there was or let us make ... and it happened'. Genesis 1: 1ff shows that management took place in God's act of creation involving the Father, Son and Holy Spirit and after every act of creation when took evaluation also place, hence 'and God saw that it was good' (Genesis 1: 1ff), so the confluence of management and evaluation took place with one closely following the other, in this first part, it could be regarded as evaluation for improvement (learning) or formative (developmental) evaluation and Genesis 1: 26-31 & Genesis 2: 18-25) shows that God also did summative evaluation (Ex-post evaluation). Thus, management and evaluation are not just something modern but also ancient. They have from ancient times met and have continued to achieve management objectives together.

Table 2:

Some Proofs of the Confluence of Management and Evaluation

S/No	Management	Evaluation
1	Planning	Planning
2	Uses Models	Uses Models
3	Depends on data for decision-making	Provides data for decision-making
4	Utilizes Evaluation e.g. performance Evaluation, Personal Evaluation	It is a tool for management decision and performance improvement
5	Utilizes Statistics, Mathematical Modeling, Linear Programming	Utilizes Statistics and Mathematics
6	Utilizes feedback	Provides feedback for management decisions
7	Aim at and work at objective accomplishment	Check objective accomplishment and recommend improvement of achievement of objective
8	Strive to achieve accountability	Determine whether or not accountability was achieved

Source: Conceptualized by this researcher

Table 2 above provides some proofs of the confluence nature of management and evaluation, if cognizance is taken of the confluence, it can be seen from three dimensional-point of similarity, feeder role and congruence, which, three dimensions are succinctly depicted in the table above. Management and evaluation are similar in their origin, evaluation is a feeder to management in the sense that it provides information for management decision process for better performance and they are congruent because they use same models in some instances and aimed at quality production system or service provision. Obviously, therefore neither can dispense of the other, while no system or even individual can be sustained without both of them. Even in the medical world, for instance, evaluation is carried out to manage a patient. In school, you do evaluate to manage the system more effectively and efficiently. The two can thus be regarded as inseparable twin process. Invariably, it can be inferred that, since both concepts are driven by the desire to achieve one's or corporate goal effectively and efficiently, they both complement each other and sometimes work *pari-pasu* to realize their main purpose of achieving the goal/objectives of the organisation/institution.

Conclusion

Management and evaluation have be proved to originate at different points in God's creation process, and the one is a feeder to the other just as River Benue in Nigeria is a feeder to the Niger also in Nigeria. It has also been proved in this study that as they merge at Lokoja and then continued as River Nigeria, so management and evaluation merged at the point management begins to evaluate its actions and programmes as well as aimed at the same end result: Quality programme outcome/product or service as shown in the models/paradigms of achieving the same end results. Therefore, the difference lies in where each begins while their confluence surfaces at the level of the models and/or quality product/outcome or service. It follows that they are actually twin process which cannot be divorced from each other. Thus, it can be concluded that if you take away evaluation from management, the latter becomes a leper. In the same carry an evaluation exercise without management, it remains an orphan, as its product becomes useless because it won't be utilized at all, when one realizes the fact that management is germane to the continued existence of both the individual and the organisation or institution. It is, therefore, imperative that every management process must have an in-built evaluation component and while no evaluation should be undertaken without giving consideration to the management that will utilize its result as feedback for systemic and individual or individual component's improvement and sustainability. Conclusively, management and evaluation meet at the confluence of making decision that will lead to accomplishing organizational/institutional goal/objectives effectively and efficiently for the benefit of both the organisation/institution and all its stakeholders including the clientele.

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