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PROGRAMME EVALUATION: A MANAGEMENT EDUCATION PROGRAMME PERSPECTIVE

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***Abstract.** This paper discusses the importance of management education as a potent means of human resource development. It also stresses the importance of evaluation as no one does exist and continue his existence without constantly doing one form of evaluation or the other. Thus evaluation of a management education programme cannot be overlooked if it were to satisfactorily achieve its goal, as its evaluation would constantly helps to put it on track. The type of management education programme to be evolved depends largely on the needs assessment of either an organization or a nation. Evaluation is the method of determining needs assessment. Thus evaluation precedes a management programme and also succeeds it. There are several methods of evaluation among which are antecedents, transactions and outcomes model, context, input, process and product, and discrepancy evaluation models. However, the antecedents, transactions and outcomes model was employed in this study. Recommendations include: more durable courses should be devised; sectoral management education institutions should avoid involvement in general management programmes. Every course should be certificated to attract more entrants. Admission requirements be streamlined among others.*

Introduction

There is hardly any human organization where both management and evaluation are not required, regardless of whether it is a profit making or non-profit making venture.

A perusal of the story of creation in Genesis chapter 1 and the intervention of Jethro, Moses' father-in-law in the latter's style of administration in Exodus chapter 18 are both informative of divine attachment to management and evaluation in both cases.

Management involves decision-making, delegation of authority, control and monitoring as well as mobilization and utilization of both human and other resources to achieve an organizational goal. One can view evaluation as a critical and analytical examination of an action to be taken or that had been taken so as to pass judgment on its suitability or otherwise. For instance, Hanson (1977) defines 'management' as "the carrying out of the function of the entrepreneur". It is a well-known fact that an entrepreneur performs the role of organizing, directing, controlling and managing or what Umoru-Onuka (1999) refers to management as performing the role of forecasting, planning, organizing, implementing and monitoring (FPOIM). Both views mean that management entails that those involved in it pool resources (human and otherwise) to accomplish the objective or goal of an organization.

A number of Nigerian scholars and public figures have identified effective and honest management as the vehicle to our economic emancipation as a nation (Aluko, 1993; Onimode, 1993; Ibrahim, 1993; Garba, 1994 and Umoru-Onuka, 1996). The observation underscores the important role management plays in an economy and indeed national development.

Koontz, O'Donnell and Weihrich (1980) unequivocally declared that management development or training is the process of the individual and thus a means of corporate development. It is the provision of opportunities to the individual to improve a person's knowledge of, and proficiency in how the managerial tasks are carried out. Managerial training, therefore, facilitates the learning process of the manager. It must be based on the analysis of needs derived from a comparison of "actual performance and behaviour" of the trainee manager with the "expected performance and behaviour of the manager". In other words training is bridging the gap between the actual and expected performances and behaviours of the trainee. And training needs mean the gap between prescription and existing role behaviours. A good training programme must have the following steps:

- a. Identification of training needs
- b. Planning and designing an appropriate training programme to meet the identified needs.
- c. Executing the training programme
- d. Evaluation of the training programme
- e. Feedback of the result of the evaluation into the programme for further improvement.

There must be a goal for every training programme otherwise it will achieve nothing. Thus, Keith and Gubellini (1975) identify the goal of managerial training programme as "providing the managers with the essential

skills for their tasks". Training programme goals provide bases for its evaluation. Keith and Gubellini contend that management

Training should blend theory and practical tasks together to produce a manager who will not only be able to do things but also be aware of the things he does.

Management Training Needs Identification

No good training programme can be designed if there has not been any training needs assessment (identification or analysis). This is because training needs analysis reveals the gap between the existing performance capacity of a manager and the performance capacity expected of him either on the same job or on the next job.

Rae (1988) views training needs identification as the first step in management training programme evaluation. Since the identified needs provide the bases for the evaluation of such programmes. The introduction to the 1994 training programme of the agricultural and rural management training institute (ARMTI), Ilorin, Nigeria states in part that "training programme (organized in Nigeria) fails mostly because they are either not specific or performance based", thus underscoring the fact that training needs assessment is the beginning of the success of a training programme. ARMTI 1986 training programme calendar suggests the need to assess areas of training needs either for the individual or for a group of employees.

It is very important to note that training needs assessment or analysis reduces training risks and enhances training successes. There is therefore the need for training needs assessment or analysis before management training can be properly embarked upon. It helps in designing an appropriate training programme for an organization or group of organizations.

Evaluation of a Programme

According to Bajah (1980) evaluation is an intervention strategy. It is a process of clarifying a confused situation; for evaluation provides feedback into a system. Alkin (1970) views evaluation as "the process by which relevant data are collected and transformed into information for decision making". This implies that evaluation is not an end in itself but a means to an end. It is a well-known fact that information is the most valuable input for decision-making McLean (1988). Thus planning and execution of educational programme required to use of relevant information. The use of diagnostic evaluation brings programme information out clearly, which information can be used for

planning the programme. In fact, Adeyegbe (1999) contends that evaluation has three stairs of measurement which he regards as “gathering of information through quantification”; assessment as “comparing the information gathered against set standards or criteria or indices” and evaluation regarded as “refining the pieces of the information gathered from the first two ‘stair cases’ to make informed judgment after putting a value on the worth of the exercise which has been assessed through measuring”.

The indicators of training programme performance are its objectives (goals) quantifiable and unambiguous making them verifiable. Evaluation is usually based on either qualitative or quantitative information or both. McLean (1988) feels that evaluation analyses issues of quality and relevance as well as the appropriateness of the (programme) plan itself. Evaluation results in a set of recommendations.

The United States general accounting office in its exposure draft:

Assessing social program impact evaluations: A checklist approach (1978) lists the minimum criteria evaluations must meet as follows:

- ❖ Relevance –providing information needed by a variety of audiences, especially decision-makers, and must answer the right questions at the right time;
- ❖ Significance – the information must give something new and important to users;
- ❖ Validity –the evaluation must provide a reasonably balanced picture of the real effects of the program or activity;
- ❖ Reliability – it must contain evidence that the conclusions are based on variations in data which are not due to chance or inconsistent measurement;
- ❖ Timeliness –the information must be available in usable form when decisions have to be made.

Weiss (1972) asserts that an evaluation research (impact evaluation) designed to make value judgment on the overall effectiveness of a programme or institution should take a total view of all evaluative components viz: antecedents (i.e. inputs), transaction (operations) and outcome (outputs). Provus (1971) identifies several sources of data for programme or impact evaluation as follows:

- ❖ Judgment of authorities about the programme.
- ❖ The opinions of consumers of the programme.
- ❖ The opinions of the programme staff.
- ❖ The comparison of actual and expected outcomes.
- ❖ The comparison of an expected programme with its design.

- ❖ The opinion of employers who make use of the programme products.

There are several types of evaluation among which is impact evaluation. Impact evaluation according to Njoku *et al* (1987) is an ex-post evaluation, which attempts to identify all effects of a programme whether intended or unintended. It is basically a goal evaluation though it often examines the unintended outcome in the process. It involves gathering of information on programme antecedent, transaction and outcome (Weiss, 1972).

McDonald (1991) speaks of evaluation of training programme that could be based on behavioural change with the organizational context, as opposed to that present at the training site. The more meaningful benchmark against which such training effectiveness should be evaluated would include such as knowledge and understanding of factors and conditions that operate at the organizational (macro), work group (intermediate), and individual (micro) levels.

In fact, Umoru-Onuka (1996) feels that evaluation of the impact of training is better carried out to find the post-training application at work place of the trainee. And McDonald seems to agree when he states as follows: "...each principal component in explaining observed post-training application of training outcomes across a multi-organizational sample of trainees..."

Weiss (1972) and Umoru-Onuka (1996) both agree that an evaluation of a training programme must take cognizance of the antecedents (inputs), transactions operations/processes) and the outcomes (output) of the (training) programme. Allen (1976) posits that impact evaluation of a training programme is important because it is a vehicle of increasing productivity of (the manager), while Bajah (1986) contends that (impact) evaluation of a programme is an evaluation of a programme's goals or objectives. Thus we can infer that impact evaluation is a goal based one. In a nutshell, impact evaluation is an evaluation of the effectiveness of the programme (Lewy, 1977; Morse, 1986 and Njoku, *et al*, 1987).

Evaluating A Management Training Programme

According to Umoru-Onuka (1996), evaluation of training is a "system or process of determining the extent to which instructional objectives are achieved". Evaluation of a training programme is a logical necessity, which relates training objectives to training programme's performance. Thus, the evaluation of a training programme underscores a good teaching and learning process; and assesses what has been gained through the programme as well as determining how far the training programme objective has been met (Umoru-Onuka, 1996). This assertion is in consonance with the following observation

by Miner and Miner, (1977): "Evaluation of training effects... can be carried out with the objective of determining whether or not current performance and procedure are in fact contributing to attainment of the organizational tasks and maintenance goal". They further argue that evaluation of training activity is warranted only when a sufficient number of people are to be trained in a particular way. According to them, evaluation of training activity should not merely be a matter of determining if an approach is working, but a matter of contrasting it with possible alternative to see if it is the best programme that can be. Tugbiyele (1992) stresses the need to evaluate a management training programme if it were to be effective and kept on track. Evaluating a training programme helps to determine the particular training activity accountability for its goal as well as serve as a feedback for future training activity (Miner and Miner, 1977). Evaluating a training programme is in fact a vehicle for increasing productivity. Ubeku, (1975) and Rowe (1969) cited in Umoru Onuka (1996) both assert that evaluating a (management) training is intended to obtain systematic and objective feedback on the effect of training programme. Amuno (1989) sees evaluation of a management-training programme as the evaluation of the programme's impact, while Bajah (1995) is of the opinion that (training) programme evaluation is a systematic process of determining the extent to which learners achieve instructional objectives. Straub (1979), Mahler (1953) and Adewumi (1993) have agreed that managerial performance cannot easily be evaluated, because it is more qualitative than quantitative.

Although this assertion buttresses that Odiorne (1969) that evaluation of a training programme should not be based on economic benefit, yet it contradicts the views of Ubeku and Rowe stated earlier. McEvoy and Buller (1990) posit that the evaluation of a (management) education programme should not be quantified in terms of returns on investment because education programme evaluation may not exactly yield either quantitative or measurable outcomes but qualitative results or outcomes.

Therefore, evaluation of a management education programme should aim at determining the impact of the programme as much as possible in both quantitative and qualitative terms.

This is so because while some aspects of the programme may yield themselves to measurement, others may not.

The Problem Statement

This evaluation research sought to determine the impact made on the rural and agricultural sectoral managers by this particular rural/agricultural sectoral

training institutions programmes which this study sought to evaluate and to suggest ways of improving the sector's management capacity building.

The Purpose of the Study

The purpose of this study is to evaluate the impact of an agricultural and rural management training programme in order to enhance the quality of the sector's management capacity management.

Research Questions

The following three questions were asked in order to determine the level of the realization of the institute's mandate:-

1. Is there any congruence between the intended and the actual programme antecedent?
2. Is there any congruence between the intended and the actual programme transactions?
3. Is there any congruence between the intended and the actual programme outcome?

METHODOLOGY

Design

The design for the study is the ex-post facto design employing Stake's (1967 and 1973) antecedents, transactions and outcomes evaluation model. The model was employed because according to Njoku *et al* (1987) impact evaluation is an ex-post facto evaluation, since what is being evaluated had already taken place.

Some Instruments Used in Evaluating Management Education (Training) Programme

Umoru-Onuka (1996), Osei (1996) declares that the questionnaire is a major instrument used in the evaluation of management or any training programme for that matter. It also added that at times tests and other measurement instruments as well as observation techniques might be used in collecting data. It further suggests that anecdotal records are also used for the purpose of gathering information to evaluate the impact of a training programme.

Miner and Miner (1977) suggest the use of experimental design involving pre- and post-training measurements, which are compared, to see whether course objectives have been achieved or not.

Straub (1979) notes that the following instruments could be used:

- i. Evaluation questionnaire, which request participants' opinion on the subject, methods of presentation and individual instructor.
- ii. Open ended written report by participants.
- iii. Turn over rates.
- iv. Comment during exit interviews.
- v. Performance evaluation of problem areas before and after training.
- vi. Out-put per man-hour (after training).
- vii. Rejects, quality assurance
- viii. Feedbacks through comments made by supervisors and training personnel.

Amuno (1989) used questionnaire to evaluate the impact of CMD, Lagos while Osei (1996) proposed to use questionnaire, comparison evaluation sheet, interview guide and observation technique for the evaluation of a management-training programme in Ghana.

In addition to the foregoing instruments, evaluation models are also used in the evaluation of programmes including training programmes. Evaluation models are the evaluation counterparts of research designs. Thus implied from Kerlinger's (1979) and Babbie's (1986) definitions of research design, an evaluation model is the plan for carrying out an evaluation research.

Umoru-Onuka (1996) contends that evaluating a management education programme requires holistic approach, which implies the use of a comprehensive model. He thus agrees with Lewy (1977) Akpe (1985), Balesesa (1982) and Babarinde (1992) that evaluation of educational (including training) programmes is multivariate in nature, which requires the use of multiple evaluation models.

This implies that a single evaluation model quite often proves inadequate for institutional or programme evaluation. This view is equally supported by Osei (1996) who proposed to use, at least, three different models in evaluating a management training programme in Ghana including pre- and post-training scores, course evaluations in both the gains in knowledge and how much training was appreciated by participants within the training environment.

Input, process, output model was recommended by Bushnell (1990) as a model for evaluating training programme. This model shows that a training system has an input, a process and an output, which must be considered in an evaluation of a training process. Other models for evaluating training, include: Input-process analysis model and outcomes {responsibility model} Bennett and

Neisinger, 1977)). Lewy (1997), Setidisho and Pandeali (1986), evaluation models are legion but they can be categorized as follows:

- i. Goal attainment model;
- ii. Judgment model;
- iii. Decision facilitating model.

There is also Stake's (1967/1973) of educational evaluation model (also referred to as antecedent, transaction and outcome (ATO) model. It takes cognizance of each stage of the antecedents (context and inputs) phase, transaction or process/operation phase and outcome (the effect of the training programme). Umoru-Onuka (1996) used the following among others to carry out an impact evaluation of a management education programme: questionnaire, managerial performance evaluation sheet (an appraisal form); and direct observation sheet used to appraise the trainee at his work place after training. All the instruments used in this study were constructed and validated in a pilot study by the researcher while the ATO model was modified and adapted after a pilot study.

Umoru-Onuka (1996) adapting this model to the evaluation of a management training regarded antecedent as any condition prior to the programme execution which relates to the outcome, while transaction is the encounter of the trainees with the trainers, trainees with trainees, trainees with training materials etc. which comprise the training process. Outcome is regarded as abilities, achievements, attitudes and aspiration of trainees resulting from the training experience.

Subjects: The subjects for this study were drawn from among former trainees, trainers, and clientele organizations in Kwara, Kogi, Oyo, Bauchi, Local Government Council Areas, and some research institutes in the agricultural and rural sector and parastatals in the country. One hundred and ten ex-trainees, the same number of client organizations and twenty-four trainers were used.

Analyzing the Results of a Management (Education) Programme Evaluation Exercise

Analyzing the results of a management training programme evaluation exercise could either be descriptive or quantitative. The focus of a study determines the statistical method that may be employed by a training programme evaluator. Umoru-Onuka (1996) analyzed data using multiple regression, chi-square and analysis of variance, among others since discrepancies between what was intended and outcomes was the focus of this study.

Some findings in a management training programme evaluation.

The study investigated whether there was congruence between expected training programme antecedent and the observed programme antecedent.

Table 1. Summary table of congruence between expected and observed training programme antecedent.

Group of respondent	X ²	No. of rows and columns	Df	Critical x ²	P-level	Cramer's variable
Client organization	126.6	6X5	20	31.41	0.05	0.68
Trainees	345.0	7X5	24	36.40	0.05	0.61
Trainers	224.7	12X5	44	43.77	0.05	0.64

Mean 64

The results in Table I show that from the perspectives of the client organizations, trainees and trainers the particular training institution obtained an average of 64% congruence between the expected and observed antecedents of its programme. This finding buttresses the assertions of Arubayi (1991), Ijere (1991), Oloyede (1993) and Adewumi (1993) that its facilities and faculty were excellent. The findings also corroborate the assessment of the various antecedent components found to be above average quality.

The following table also gives the summary results of the level of congruence between expected and observed transactions.

Table 2. Summary table of congruence between expected and observed training transactions.

Group of respondents	X ²	No. of rows and columns	Df	Critical x ²	P-level	Cramer's v
Client organizations	21.8	5x4	12	21.0	0.05	46
Trainees	254.3	6x5	20	31.4	0.05	58
Trainers	45.7	6x5	20	31.4	0.05	42

Mean 49

This table shows that there is significant congruence between expected and observed transactions at a mean of 49%. This is not quite as good as the mean of 0.5(50%) envisaged mean congruence between expected and observed transactions. The Table 3 shows the level of congruence between the expected and observed transactions.

Table 3. Summary table of congruence between expected and observed Outcome.

Group of Respondents	X ²	No. of rows and columns	Df	Critical x ²	p-level	Crammer's v
Client Organizations	50.28	6X5	20	36.42	0.05	0.44
Trainees	74.13	6X5	20	31.41	0.05	0.36
Trainers	62.86	6X5	20	31.41	0.05	0.52

Mean 44%

From the Table the least congruence between expected and observed figures occurred in the outcome segment, which records a mean congruence of 44%, 6% below the set level for the study. Nevertheless it was found to still have made some significant impact on the trainees as their productivity after training was found to have increased by 44%. Note that the congruence between each intended and actual impact of each of the three components of the programme namely: antecedent, transaction and outcome are decreased in that order. This portends is that more efforts should be put into the transaction component to ensure greater realization of programme outcome.

Conclusion

This study reveals that a sectoral training programme has the potential of improving the quality of the sector's management constantly evaluated and evaluation results feedback in the management education system of that sector. This paper, therefore, concludes that for management education programme to be effective there must be needs assessments preceding its planning and execution while there must also be post execution evaluation for further improvement of the quality of the programme. Thus the following recommendations are made.

Recommendations

Findings outlined above portend the fact that there is plenty room for improvement in each of the segment of the training programme evaluated viz: antecedent segment, transactions segment and outcome segment.

Proven programmes should be sustained and improved. Consequently the institution is advised to devise regular durable sectoral management programmes for sectoral management in such an important sector of the economy as the rural and agriculture. Sectoral management institutions should avoid having courses that are not strictly sectoral. They should also run certificated and long-term courses to ensure continuity and to enhance specialization. Trainers are advised to improve their research efforts in the area of management training to enable them perform better. Greater processing of the inputs of the programme during the transaction stage will increase the impact of the programme as this will result in producing better products.

Evaluation of a management-training programme must be built into the programme from the outset and it should be part of every phase of the training activity. Evaluation helps to keep the programme on track and also to allow for the realization of the envisaged objective of the programme. Input and operation (antecedent and transaction) should be made more relevant to the sectoral management training needs of the Nigerian economy, so that the scope of clientele could be expanded to include non-governmental organizations as well as non-corporate private organizations in addition to government and the organized private sector. The results of the study provide feedback to the particular management-training programme.

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