Effective Management of School-based Assessment as a Correlate of Internal Efficiency of the Colleges of Education in Nigeria

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Abstract

This research examined Effective Management of School-based Assessment as a Correlate of Internal Efficiency of the Colleges of Education in Southwest Nigeria. The research design was expost facto and descriptive survey type. The population for the study was all the 76 Colleges of Education in existence 2003/2004 session in Nigeria. The sample comprised of nine Colleges of Education. The respondents were all the 191 heads of departments purposefully selected from these nine (9) Colleges of Education in three geo-political Zones. Three sets of instruments were used. They are inventory and questionnaire for the academic staff and the third one was questionnaire for students selected from all departments. The results show that there was low internal efficiency in the colleges of Education. In addition, there was significant relationship existed between internal efficiency and school-based assessment. It was recommended that timetable should be planned with special consideration to the students' courses. Supervisors should be thoroughly done without disturbing the law-abiding candidates.

Introduction

Education is regarded as an investment into which resources are expended by the individual and the government (Adigun 1995). Investment is justified when the gains are greater than those derivable from the alternative investments. Adu (2010) revealed that gains derivable from education are achieved only when certain performance yardsticks have been met. The belief that education is a means of increasing the quantity and improving the quality of the labour force, raising the people standard of life and enhancing their cultural and political awareness is often used to justify the constantly increasing percentages of the Gross National Products allocated to education in most of the countries.

In some countries where as much as one third of the national budget is devoted to educational growth, the cost of education rises so rapidly that it has been described by Ibeh (2006) as the fastest growing industry in developing countries. On the global scale, Brimer and Paul (1971) aptly described education as the world's largest business. Famade and Abbass (2006) also reported that, schools are allocated various resources to carry out their primary functions of teaching and learning. With the rapid expansion of educational demand, more qualified and competent teachers, non-teaching staff and instructional facilities are needed to enhance effective teaching and learning. It is therefore the provision of these resources that could further increase the cost of education. The unit costs increase in response to local and worldwide inflationary trends. As a result of the increase in demand of education, the cost of education keeps on increasing. Adaralegbe (1983) revealed that the cost of providing education had risen in equal proportion to the increase in demand for education at all levels.

The increasing enrolment figures resulting from these big investments in education is regarded as "the bright side of the case" (Coombs 1968). The figures are silent about the negative side i.e. the number of students or pupils who either repeat a class once or a number of times before proceeding to the next and the number that leave, or drop out of the education system before the completion of this particular cycle in which they are enrolled.

It is observed that most of the wastage that occurs is due to poor management of the conduct of examination. Most of the school ways of assessing the students through examination are faulty. Abe (2006) felt that assessment is a broad category that encompasses both measurement and test. Nitlks (1995) identified assessment as a process for obtaining information that is used for making of decisions about students, curricular programmes and educational policy.

Abe (2006) believed that the decisions made with assessment information may concern the followings:

- Students such as whether a student understands a topic or needs additional instruction in the topic.
- Programme, such as if the programme is not achieving its objectives or not
- Educational policy, such as whether a policy that requires students to be promoted to the next grade is more or less detrimental than a policy that allows low-achieving students to be retained.

Assessment involves judging the quality or worth of something based on selected attributes. It utilizes qualities and quantitative data and theory. Abe (2004) also held the belief that assessment is the process of measuring behavior and using the result of this measurement to take certain decisions. It can take place when some forms of measurement have occurred. It may be utilized in an estimation or comparison of differences. Assessment procedures are especially useful to the researcher, whereas evaluation is more pertinent for the teacher in school setting.

It is a clear fact that the power to conduct examination, which is a means of assessment, is vested in the Academic Board as the highest policy-making body on academic matters in the colleges of education. However, the conduct of the examination is observed by the researcher as another indicator of wastage. Some supervisors do not supervise with sincerity. Students are mal-treated during the examination. The students are not given enough time as stated on the question paper. Because of this, most of the students fail to meet-up with the minimum for pass mark of 40%. Based on this, most of the students repeat such courses.

The researcher observes that some results are placed on outstanding due to the negligence on the part of the teachers. The examiners do not mark some scripts. More than 30% of the wastages are recorded because of the outstanding results of students made by the teachers. Observation shows that some lecturers do not mark the scripts. They only award marks when needed.

Wastage also occurs when students are alleged of creating examination malpractices. These are undesirable behaviours in the examination (Kareem 2005). He regards this as national tragedy for education in Nigeria. The penalties are ranging from repeating that course(s), rusticating for a minimum of one academic session to expelling as the case may be. Any of the penalties contribute to wastage which reduces efficiency.

Statement of Problem

Observation shows that most of the students were terribly disappointed due to their inability to the obtain their results because of the following reasons; most of them fail to write their matriculation numbers and subject combinations, wrong submission of scripts to other combinations outside their school of studies which impede the lecturers to trace such affected student scripts to mark. Most of the students repeating courses do not care to attend lectures. It is also observed that most of the results are not pasted at appropriate time while some students do not even check the pasted results on the notice board. All these explicitly contributed to the low internal efficiency among Colleges of Education that led the researcher to empirically justify the following research questions formulated from the above statement of the problem.

Research Questions

The research questions are as follows**;**

- (a) Are the Colleges of Education internally efficient?
- (b) Are the questions well stated?
- (c) Is the time-table convenient for the students?
- (d) Do the durations sufficient for the questions?
- (e) What are the relative and composite effects of the following modes of assessment (duration of class work prior to exam, statements of questions, examination time-table convenience, supervision of examinations, publication of results, making of questions, moderation of examination questions and moderation of examination scripts) on perceived low internal efficiency in Colleges of Education in Nigeria?

Methodology

The research design was expost facto and descriptive survey type. The population for the study was all the 76 Colleges of Education in existence 2003/2004 session in Nigeria.

The sample comprised of nine Colleges of Education. The respondents were all the 191 heads of departments The respondents were all the 191 heads of departments purposefully selected from these nine (9) Colleges of Education in three geo-political Zones. from these nine (9) Colleges of Education in three geo-political Zones. The three geo-political zones are; South-West, South-East and North-Central. Three sets of instruments were used. They are inventory for the heads of departments who provided information on the cohort of their 22342 students, questionnaire for the academic staff and the third one was questionnaire for 300 students selected from all departments. The face, content, concurrent and construct validities were ensure by experts in test and measurement and Educational Management of the Faculty of Education, University of Ado-Ekiti and School of Education in College of Education, Ikere-Ekiti, Ekiti-State.

The reliabilities of the two questionnaires were ensured through test-retest and the results were 0.83 and 0.78 respectively and the indexes were considered high and significant enough for this kind of study. It corroborates with the Macintosh (1974) and Alonge (1989) who posited that reliability coefficient of any instrument should rage between 0.50 and 0.85.

Data Analysis

Question 1: Does the College of Education, Ikere Ekiti internally efficient for 2003/2004 session?

In answering this question, data on the cohorts of the students enrolled in 2003/2004 were collected from the heads of academic departments of the College of Education through their responses to the inventory starting from the session the students were admitted to when the cohort was expected to leave the Colleges. The rates of progressions, stagnation and drop-outs of students were calculated using apparent cohort analysis for the set of students from when they were admitted to when they were expected to graduate. Students could only spend a maximum five year as stipulated by National Commission for Colleges of Education (N. C. C. E.). The findings are presented in table 1and the cohort analysis for the set is shown in figure 1.

Table 1: Progression, stagnation and dropout of 2003/2004 set in the College of Education, Ikere- Ekiti.

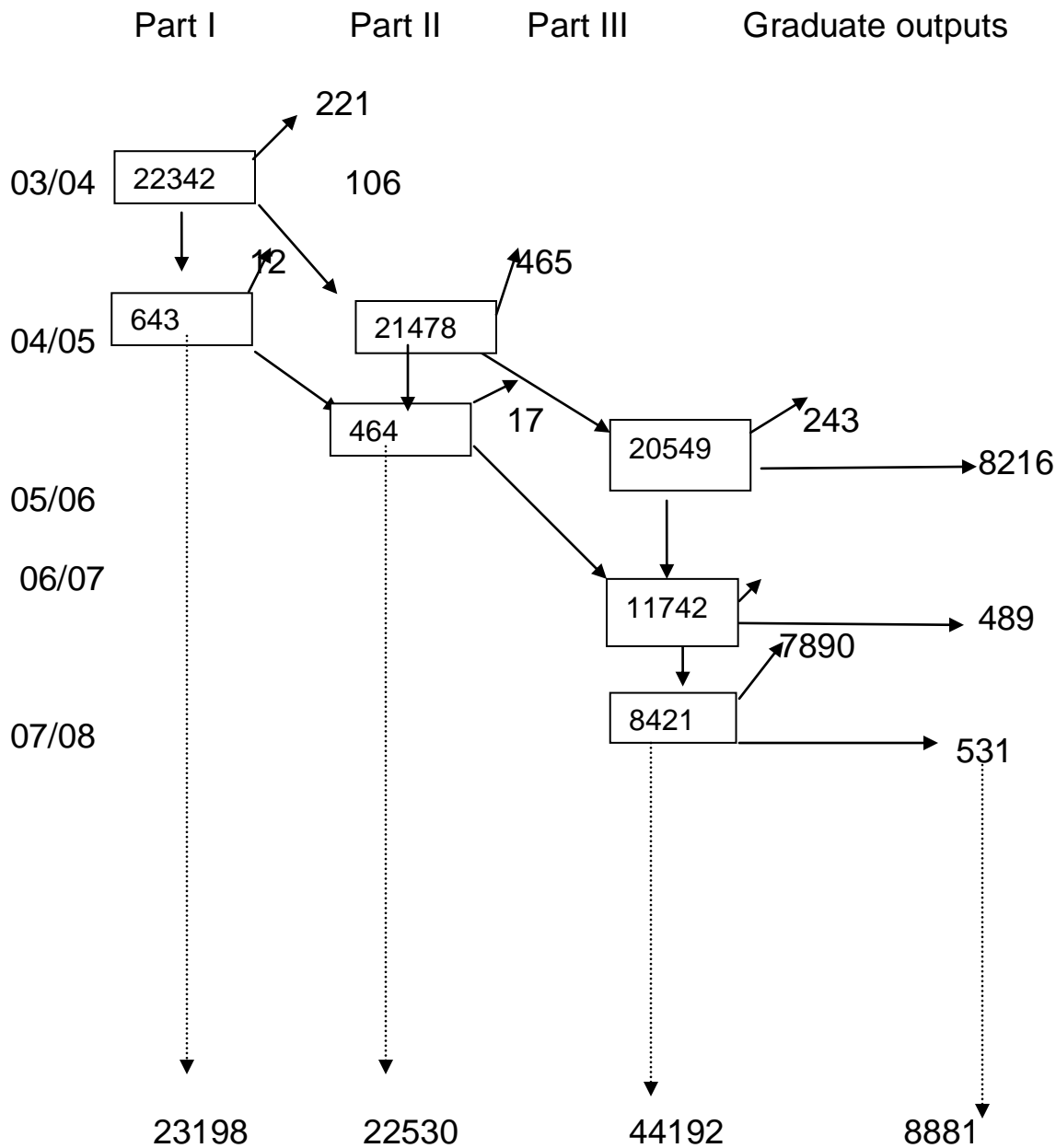|	100L	200L	300L	Extra year 1	Extra year2
Sessions	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
No of students examined	22342	21478	20549	11742	8421
No of progression	21478	20549	8216	489	531
No of stagnation	643	464	11742	8421	6237**
No of dropout	221	465	8807	648	1653*
Graduates			8216	489	531

Part I   Part II   Part III   Graduate outputs

Figure ix: *Cohort analysis showing the students flow of 2003/2004 of students of the College of Education. Ikere - Ekiti.*

Total drop out =221+465+586+106+103+243+57+116+586=2485

Total output=9744

Year i: 22514 + 894+234 =23642
Year ii: 21074 +731+ 204 = 22009
Year iii: 19707 + 10848+ 9630 = <u>40185</u>
                                   85836
<u> </u>
Total output = 88818 + 479 +106 = 9744

Actual-output ratio = <u>input</u>   = <u>85836</u> = 8.81
                  output   9744

Wastage ratio = <u>Actual input – output ratio</u> = <u>8.81</u>
               Ideal input – output   3
                     Wastage ratio = 2.94

Co-efficient of internal efficiency = 2.94 x $\frac{1}{100}$ = 34%

As indicated in the above result, the average year spent by successful completers of Colleges of Education was 8.81 years.

As such, the nearer the wastage ratio to 1, the more efficient is the system and vice-versa (Akinwumi, 1991 and Ayodele, 2005). Therefore, 2.94 are far from 1. In order to determine the level of efficiency, otherwise known as the co-efficient of efficiency, the reciprocal of the wastage ratio is determined. The co-efficient of internal efficiency of is 34% which is considered as low. This shows that in year 2003/2004 Colleges of Education are not internally efficiency.

Research Question 2: Are the questions well stated?

In answering this question, data were collected through the responses to the student's questionnaire. The data was analysed using percentages.

Table 2: The appropriateness of setting questions

	Number	Percentages
YES	87	29
NO	213	71
TOTAL	300	100

From the data collected it shows that 213 (71%) of the respondents agreed that the examination questions were well stated while 87 (29%) respondents held the view that the examination questions were not well stated. This shows that the examination questions were well stated.

Research Question 3: Is the timetable convenient for the students?

In answering this question, data were collected through the responses to section 3 of the student's questionnaire. The data were analysed using percentages. The results are presented in table 3.

Table 3: The convenience of examination timetable

	Number	Percentages
YES	62	20.67
NO	238	79.33
TOTAL	300	100

From the results shown in table 3, it indicates only 62 (20.67%) agreed that the timetable was convenient while about 238 respondents held the view that time table was not convenient. This shows that the examination timetable was not convenient for the candidates.

Research Question 4: Is there any relationship among modes of assessment (duration of class work prior to exam, statements of questions, examination time-table convenience, supervision of examinations, publication of results and making of questions) and perceived low internal efficiency in Colleges of Education in Nigeria?

In answering to this question, data were collected through the responses to section 4 of the student's questionnaire. The research question was transformed to hypothesis.

Is there any relationship among modes of assessment (duration of class work prior to exam, statements of questions, examination time-table convenience, supervision of examinations, publication of results and making of questions) and perceived low internal efficiency in Colleges of Education in Nigeria?

The hypothesis was tested with correlation matrix and the results are presented in table 4,

Table 4: Correlation matrix analysis of school based assessment and internal efficiency of Colleges of Education in Nigeria

		1	2	3	4	5	6
1	Internal Efficiency	1.00					
2	Duration of class work prior to exam	0.078	1.00				
3	Statements of questions	0.050	0.030	1.00			
4	Examination time-table convenience	0.216	0.043	0.162	1.00		
5	Supervision of examinations	0.89	.174	-0.004	0.407**	1.00	
6	Making of questions	.381	0.32	-0.33	.032**	0.067	1.00

At $p< 0.195$

Table 4 shows the strength of relationship between pairs of variables were indicated below:

There was low relationship between internal efficiency and duration of class work prior to examination and internal efficiency and statement of question. However, there were high relationship between internal efficiency and the following variables; examination time-table convenience, supervision of examinations, publication of results and making of questions

Therefore, at 0.05, table value was 0.195, significant relationship existed between internal efficiency and the following variables; examination time-table convenience, supervision of examinations, publication of results and making of questions

Discussion on findings

The findings in table one revealed the there was low internal efficiency in the colleges of Education. This might be the manifestation of Giwa (1993) who predicted that there would be increased in wastage in the Colleges of Education. Also, the result is consistence with Adu (2010) that there was low internal efficiency in the Colleges of Education as a result of some school-based variables.

It was revealed that the examination questions were well stated. This indicates that the statements of examination questions were not ambiguous which may not have any negative effect on the students. The timetable was fund to be inconvenient for the students. Most of the students agreed that enough room was not given to them before examination. This might be the reason for low internal efficiency in schools. When students are to prepare for the examination they are bond to fail.

Therefore, at 0.05, table value was 0.195, significant relationship existed between internal efficiency and the following variables; examination time-table convenience, supervision of examinations, publication of results and making of questions

Conclusion

Based on the results, it was concluded that;

i)　There was low internal efficiency in the colleges of Education.
ii)　The examination questions were well stated.
iii)　The timetable was fund to be inconvenient for the students.
vi)　There was significant relationship existed between internal efficiency and the following variables; examination time-table convenience, supervision of examinations, publication of results and making of question.

Recommendation

Based on the conclusion, it was recommended that;

i) Timetable should be planned with special consideration to the students' courses.
ii) Supervisors should be thoroughly done without disturbing the law-abiding candidates.
iii) Examiners should be given proper orientations in order to mark examination scripts objectively.
iv) The results of examinations should be released within short period for all candidates so that those having outstanding results could know in time.

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