MONITORING AND EVALUATION OF TEACHER FOR QUALITY EDUCATION IN NIGERIA, VISION 2030

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Abstract

This paper focused on monitoring and evaluation of teachers as a determinant of quality education in Nigeria by 2030. The population for the study comprised all teachers in public primary schools in Kwara State Nigeria. Sample of 377 teachers were selected with the use of Research Advisor (2006) table of determining sample size of the known population. Stratified random sampling was used to select the teachers from the sample schools in order to ensure that all categories of teachers were given equal chance of being selected. A self-designed questionnaire titled "Monitoring and Quality Education Questionnaire" (MQEQ) was used to collect information for the study. The research questions raised were answered through means and standard deviation while the hypotheses generated were tested with inferential statistics of Pearson Product Moment Correlation. The results revealed that there was a positive and significant relationship between classroom visitation, staff appraisal and quality education in public primary schools in Nigeria. The study therefore, recommended that head teachers should continue to pay maximum attention to classroom visitation to monitor teachers. Also ensure effective appraisal of teacher's professional responsibility regularly to ascertain their level of strength and weakness so as to improve their performance in teaching and learning.

Keywords: monitoring; evaluation; quality education, classroom visitation

Introduction

Monitoring the effectiveness of learning is an essential element of every educational establishment. The purpose of monitoring and evaluation is to ensure fovourable and conducive learning environment, facilitate curriculum planning, improving professional growth and pedagogical principles, identifying pressing needs of the school with a view to finding appropriate solution that can grow quality education. Teacher evaluation can be seen as a process that identifies the different dimension and actions necessary for the achievement of stated goals and objective in educational institutions (Kersten & Israel, 2005).

In the school, head teachers are expected to engage in evaluating their staff who are directly involved in the developing of children towards the realization of quality education. Head teacher has to monitor and evaluate the instructional effort of the teachers so as to assist them in improving the effectiveness of instruction for total improvement of quality education. The goal of Nigeria education and vision 2030 as stated in the National Policy on Education (2013) is to reform and restructure the education sector to empower and develop the citizenry to acquire skills and knowledge that would make them to become useful human being. It vision is to establish an enabling and sustainable environment for education to achieve the desired national and human development. Therefore, there is need for monitoring and evaluation of teachers, apparently to achieve the quality education by 2030.

Several studies have been conducted in the area of monitoring and evaluation of teacher and quality education, previous scholars focus their attention on monitoring and evaluation (Laska, 2016) investigated monitoring and evaluating the performance of teachers through the process of observation in

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the classroom. Ndungu, Allan and Bomett (2015) carried out influence of monitoring and evaluation by principals on effective teaching and learning in public secondary schools in Githunguri district. Muhammed, Nasim, Anisa and Shazia (2011) conducted effectiveness of monitoring system at primary level in Pakistan. Hodgson, Papatheodorou and James (2014) carried out monitoring and evaluation of an early childhood development programme: implications for leadership and management. There are several areas on monitoring and evaluation that are yet to be carried out by theses scholars. These includes monitoring and evaluation of teachers and quality education in Kwara State, Nigeria. These scholars also left a lots of gap in that they did not used classroom visitation and staff appraisal as a variable to measure monitoring and evaluation of teaching in achieving quality education. This study on monitoring and evaluation of teacher and quality education in Nigeria vision 2030 therefore endeavor to fill these gaps yet to be covered.

Objectives of the Study

The objectives of this study include the following:

i. To examine the relationship between classroom visitation and quality education in public primary schools.
ii. To determine the relationship between staff appraisal and quality education in public primary schools.

Research Questions

The following research questions were raised to address the purposes of this study:

i. Does any significant relationship exist between classroom visitation and quality education in public primary schools in Kwara State?
ii. Is there any relationship between staff appraisal and quality education in public primary schools in Kwara State?

Research Hypothesis

In order to achieve the objectives of this study, the following hypotheses were tested at .05 level of significance.

i. There is no significant relationship between classroom visitation and quality education in public primary schools in Kwara State.
ii. There is no significant relationship between staff appraisal and quality education in public primary schools in Kwara State.

Literature Review

Monitoring and Evaluation

Monitoring is the process of gathering information and periodically brings together key indicators to measure inputs, process and output in relation to stated objectives (Mishra, 2005). Monitoring has to do with keeping a watchful eye on the input, process, output and the environment of an education system to ensure appropriate direction of things according to the set standards (Babalola, 2004).

Evaluation is generally taken to mean or judging whether something is good or poor, fovourable or not and measures up to what is expecting of it. Evaluation of teacher refers to the appraisal of teacher information gathered such as rating scales, anecdotal records and interviews to see whether they are satisfactory, particularly with reference to the school stated goals and objectives (Uketui, 2010). In Kwara State, there is quality assurance bureau to monitor the teachers, school and advising on standards in achieving quality education in all aspects.

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Classroom visitation is geared towards aiding teachers for better stimulation and guidance of their students learning behaviour. Classroom visitation is purposeful for guiding, directing, advising and stimulating teachers in order to improve teaching and learning as well as to achieve desired educational objectives. Monitoring becomes imperative for evaluating and polishing of teachers for the pursuit of maintaining standard and quality education.

Staff appraisal can be seen as a process of rating performance of staff in accordance to the established criteria so as to maximize instructional and administrative effectiveness. The architecture of the 2030 agenda provides room for the follow-up and review mechanisms at the national and international levels to track progress and review implementation. In any democratic society, quality education remains the only instrument for national security, stability, political and economic growth and development.

Quality Education

Quality education refers to the worth of education with reference to its input (both human and material), process (teaching and learning process) and output (Babalola, 2004). Babalola went further to explain that quality of input refers to the worth of teachers, textbooks, technology of delivery and curriculum. Quality of process deals with worth of teaching learning process that involves lesson plans method of teaching, classroom management, student-teacher interpersonal relationship, pupil's participation, assessment and evaluation and the likes. Quality output involves the academic attainment and feedback from the public.

Vision 2030

The vision of Nigeria 2030 agenda at eradicating poverty in all its forms, combating inequality within and among countries, preserving the planet, creating sustainable economic growth and fostering social inclusion. The feature of education 2030 is to ensure the full enjoyment of human rights as fundamental to achieving sustainable quality education. There is an emphasis on quality education. Often, some States concentrate their efforts on expanding access to education but neglecting the fact that an increase in enrolment rates requires additional investment in teaching and learning materials, teachers, infrastructures, supervision (monitoring and evaluation and the likes. Education vision 2030 also builds on the existing content of the right to education.

Theoretical framework

The theoretical framework of this study is based on system theory postulated by Ludwig (1973) as cited in Chikere and Nwoka (2015) that the system theory consists of input, process and output. The inputs are the provision of resources necessary for the achievement of stated goals and objectives in the school system such as technologies, recruitment of teachers, provision of instructional facilities, money and the likes. The process is done by the head teacher to monitoring and evaluating staff through classroom visitation and staff appraisal in order to achieve quality education which is output and get feedback from public opinion.

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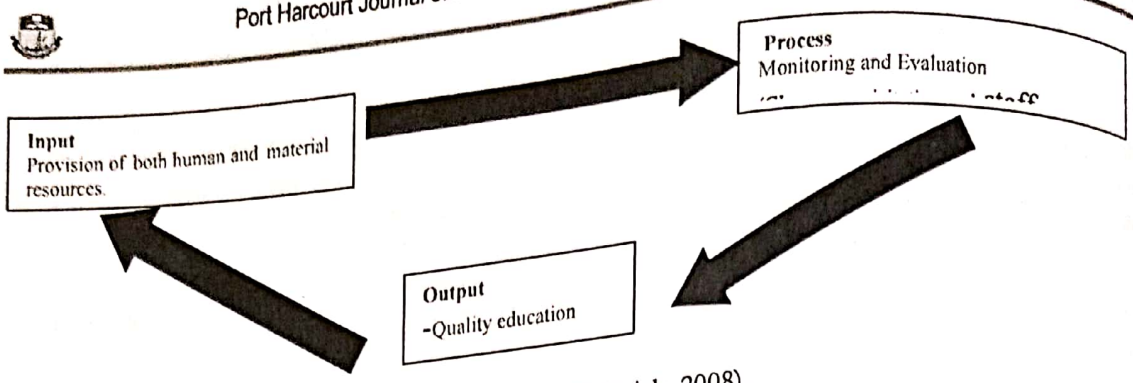


Figure 1: **System Theory Model.** (Adapted from Weihrich, 2008).

This theory can also be applicable in the school setting, input comprises of both human and non-human resources; such as teachers, students, stakeholders among others, money and technical knowledge of skills as well as managerial skills. Process in a school system can be viewed as a way of transforming the inputs in an effective and efficient manner into output through monitoring and evaluation of teachers. Output include many of the following; products, services, satisfaction, profit realization of educational goals (quality education) are secured through the managerial functions of head teachers.

Methodology

Research Design

The research design that was adopted for this study was purely descriptive research design of the survey type because it involves an investigation on entire population of people and items by collecting relevant data from a sample drawn from population and assuming that this sample is true representative of the entire population. This design was considered appropriate for this study because it investigated monitoring and evaluation of teacher as determinant of quality education in Nigeria by 2030. This method gives room for appropriate opportunity to obtain the opinion of the sample population, analyze the data collected with the use of appropriate data analysis technique and getting reasonable conclusion about the population from the findings of the study.

Population and Sampling

The population of this study comprised all 14,216 teachers of public primary schools in Kwara State. Sample of 377 teachers were selected with the used of Research Advisor (2006) table of determining sample size of the known population. Stratified random sampling technique was used to select 377 teachers. This was to ensure that all categories of teachers were given equal chance of being selected.

Instrumentation

A self-constructed questionnaire titled "Monitoring and Quality Education Questionnaire" (MQEQ) was used for data collection in this study. The questionnaire consists of items which participants showed the extent of their agreement or disagreement with the listed statements monitoring and quality education. The instrument had two sections; section A concerns with personal information of teachers, while section B elicited information concerning monitoring and quality education. The teachers responded to the items on a four (4) point Likert scale as Follows: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The criterion mean is given thus: $4 + 3 + 2 + 1 / 4 = 2.50$. The criterion mean depicts that any item that is above or equal to the criterion mean value of 2.50 is agreed while the one below the criterion mean value is disagreed by the participants.

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To ensure validity of the instrument, draft copies of the instrument were given to two experts in educational management and two experts in measurement and evaluation. Relevant adjustment corrections were made based on their observations and recommendations. Also 20 corrected copies were further administered to teachers who are part of the samples to examine their understanding of the items wording, instructions and understandability of questions and scales in order to detect if there are any difficulties in filling the questionnaire. Therefore, some suggestion made were effected appropriately before sending out final copies of questionnaire.

Table 1: Reliability test for Monitoring and Evaluation

Variables	*No of Items*	*Cronbach's Alpha*	*Decision*
Classroom visitation	5	0.78	All items are reliable
Staff appraisal	5	0.82	All items are reliable

Table 1 shows that there are 5 items under classroom visitation of monitoring and evaluation. The value of the Cronbach's alpha for these 5 items is 0.78. Furthermore, there are 5 items under staff appraisal with Cronbach's alpha of 0.82. According to Brannen (2017), values above .7 are considered reliable and values above .8 are preferable and represent a good reliability. Therefore, the Cronbach's Alpha value for all the 2 indicators of monitoring and evaluation were around 0.80. Therefore, the values show very good internal consistency reliability for scale and all the 10 items in the questionnaire are found to be reliable.

Table 2: Reliability test for quality education

Variable	*No of Items*	*Cronbach's Alpha*	*Decision*
Curriculum implementation	5	0.80	All items are reliable
Discipline	5	0.82	All items are reliable

Table 2 shows the 2 main indicators of quality education. These are curriculum implementation and discipline to measure quality education. The Cronbach's value for curriculum implementation is 0.80 for 5 number of items and 5 items from discipline of quality education Cronbach's alpha of 0.82. Therefore, all instrument items for quality education used in this study are reliable. The corrected questionnaires were distributed with the help of two research assistants to the teachers of the sampled schools in order to ensure higher rates of returns.

Data Collection

The researcher with the help of two research assistants personally administered the instruments to the teachers of the sample primary schools. These participants were contacted in their respective offices to discuss the basis of the study before the distribution of the questionnaire. The researcher and the research assistants waited for the teachers to answer the questions and collected the answer scripts immediately when they had responded to the items in the instruments, the instruments were retrieved and scored. Effective administration of questionnaire was aided by the cooperation of colleagues and friends in the sample schools. In line with the guideline provided by Stanley and Wise (2010), the study emphasized the ethical issues in assuring anonymity and confidentiality of participant's responses.

Data Analysis and Results

The responses of the responded were analyzed using Statistical Packages for Social Science (SPSS, version 22). Descriptive analysis was used to answer the research questions. Responses were collected on the four-point Questionnaire and the respondents were also told to responses on a four-point Likert scale as follow: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The criterion mean is given thus: $4 + 3 + 2 + 1 / 4 = 2.50$. The criterion mean depicts that any items that is above or equal to the criterion mean value of 2.50 is agreed while the item that is below the criterion mean value is disagreed by

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the respondents. For the interpretation of the 4-point Likert scale, the composite mean for each item was collapsed into two levels namely agreed and disagreed. The data collected for the study were analyzed using Pearson product moment correlation statistical analysis. The data were screened before analysis. Missing data was not an issue in this study because researcher with the help of research assistants administered the questionnaire to the participants and make sure the questionnaire is filled appropriately in the process of collecting. Pearson product moment correlation statistical analysis was used to answer the hypotheses at (0.5) level of significance to determine the rejection or acceptance of the hypotheses.

Demographic Profile of Respondents

This section presents a comprehensive result of the analysis made from the data collected in this study. It stated with an analysis of the demographic information of respondents who participated using descriptive statistics

Table 3: Demographic Profile of the Respondents

		N = 377	Percentage (%)
Gender	Female	250	66%
	Male	127	34%
		377	**100%**
Age	21-30	100	26%
	31-40	120	32%
	41-50	90	24%
	51 above	67	18%
		377	**100%**
Qualification	NCE	258	68.4%
	Bachelor degree	107	28.4%
	Master degree	12	3.2%
		377	**100%**
Year of Experience	1-5 years	40	11%
	6-10 years	82	22%
	11-15 years	100	26%
	16-20 years	90	24%
	21years above	65	17%
		377	**100%**

Table 3 shows the demographic information of respondents that participated in this study. From the table 250 respondents (66%) are female and 127 respondents are male (34%). In terms of average age of the respondents, table 3 presented that 100 (26%) are respondents between the age of 21-30, majority 120 of the respondents (32%) are between age 31-40 years, and 90 (24%) of the respondents are between age 41-50 years as well as 67 of the respondents (18%) are over 50 years.

Based on qualification of the respondents, majority 258 respondents (68.4%) are NCE holders, 107 respondents (28.4%) are bachelor degree holders while 12 respondents (3.2%) are master degree holders. In the aspect of year of experience, 40 respondents (11%) have 1-5 years of experience, and 82 respondents (22%) have 6-10 years of experience, majority 100 respondents (26%) have 11-15 years of experience, there are 90 respondents (24%) who have 16-20 years of experience while 65 respondents (17%) have over 20 years' experience in the sample public primary schools.

Findings

This section discusses the result of the findings. The findings were organized based on research questions.

Classroom Visitation

Descriptive statistics were used to analyze the data collected from 377 participants in public primary schools in Kwara State. The analysis yielded results shows in Table 4.

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Table 4: Classroom Visitation

S/N	Classroom Visitation	Participants Responses		Decision
		Mean	SD	
1.	Classroom visitation ensure a favourable setting for effective teaching and learning.	2.90	0.962	Agreed
2.	Classroom visitation stimulating growth of teachers towards quality teaching.	2.95	0.915	Agreed
3.	Classroom visitation improve teacher competence and pursuit of quality education.	2.93	0.966	Agreed
4.	Classroom visitation develop potential of teachers toward achieving quality education.	2.89	1.012	Agreed
5.	Classroom visitation help the inexperience teachers to improve their performance in teaching.	2.83	1.006	Agreed
	Overall Mean	**2.90**	**0.972**	

(Mean ≥ 2.50 Agree, Mean < 2.50 Disagree)

As shown in Table 4, the overall mean of teachers' responses on classroom visitation is 2.90 (SD = 0.972). This could be interpreted that participants agreed that classroom visitation enhancing quality education in public primary schools. The results of the analysis for each item on classroom visitation indicated that three out of five items showed a higher mean than or equal to overall mean value. The items are:

i. *classroom visitation ensure a favourable setting for effective teaching and learning* (M = 2.90, SD = 0.962),
ii. *classroom visitation stimulating growth of teachers towards quality learning* (M = 2.95, SD = 0.915) and
iii. *classroom visitation improve teacher competence and pursuit of quality education* (M = 2.93. SD = 0.966).

Meanwhile, the other two items – *classroom visitation develop potential of teachers towards achieving quality education* (M = 2.89, SD = 1.012) and *classroom visitation help the inexperience teachers to improve their performance in teaching* (M = 2.83, SD = 1.006) showed lower mean than the overall mean of classroom visitation. Therefore, all the five items of resources management have mean values (2.90) which shows higher mean than the criterion mean of (2.50) that are interpreted as agreed. This shows that the participants agreed that classroom visitation enhance quality education in public primary schools in Kwara State, Nigeria.

Staff Appraisal

Descriptive analysis of the data on staff appraisal in public primary schools as shown in the following.

Table 5: Staff Appraisal as responded by participants

S/N	Staff Appraisal	Participant Responses		Decision
		Mean	SD	
6.	Staff appraisal help in identifying staff current level of strength and weakness.	2.93	0.945	Agreed
7.	It enables teachers to improve their performance in teaching and learning.	2.94	0.922	Agreed
8.	Help in motivating teachers through promotion.	2.98	0.951	Agreed
9.	Provide a basis for rewarding teachers in relation to their contribution to educational goals.	2.95	1.000	Agreed
10.	Help in identifying the training and development of teachers.	2.89	0.995	Agreed
	Overall Mean	**2.94**	**0.963**	

(Mean > 2.50 Agree, Mean <2.50 Disagree). Researcher field work

The second research objective is about staff appraisal as shown in Table 5, the overall mean of teachers' responses is 2.94 (SD = 0.963). This could be interpreted that participants agreed that staff appraisal help

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in achieving quality education in primary schools. The results of the analysis for each staff appraisal showed a higher or equal to overall mean value. The items are:

i. *staff appraisal enable teachers to improve their performance in teaching and learning* ($M = 2.94$, $SD = 0.922$),
ii. *motivate teachers through promotion* ($M = 2.98$, $SD = 0.951$) and
iii. *staff appraisal provide a basis for rewarding teachers in relation to their contribution to educational goals* ($M = 295$, $SD = 1.000$)

Meanwhile, the other two items – *staff appraisal help in identifying staff current level of strength and weakness* ($M = 2.93$, $SD = 0.945$) and *help in identifying the training and development of teachers* ($M = 2.89$, $SD = 0.995$) showed lower mean than the overall mean of staff appraisal. However, all the five items of staff appraisal have overall mean value of (2.92) which is higher than the criterion mean value of 2.50 that are interpreted as agreed. This shows that participants agreed that staff appraisal help in achieving quality education in public primary schools in Kwara State, Nigeria.

Hypotheses Testing

The following hypotheses were formulated and tested in the study.

H_{O1}: There is no significant relationship between classroom visitation and quality education in public primary schools.

Table 6: Staff Appraisal and Quality Education in Public Primary Schools

Variable	*N*	$\bar{x}$	*SD*	*Df*	*Cal-r*	p-*value*	*Decision*
Classroom visitation	377	11.66	3.728	753	0.90	.000	Rejected
Quality education	377	2.90	0.972				

Table 6 indicated that the calculated *r*-value = .90 and *p*-value is .000 at 0.05 level of significance. This shows that there is a positive and significant relationship between classroom visitation and quality education in public primary schools. Therefore, the hypothesis which states that there is no significant relationship between classroom visitation and quality education is rejected.

H_{O2}: There is no significant relationship between staff appraisal and quality education in public primary schools.

Table 7: Staff Appraisal and Quality Education in Public Primary Schools

Variable	*N*	$\bar{x}$	*SD*	*Df*	*Cal-r*	p-*value*	*Decision*
Staff Appraisal	377	11.95	3.399	753	0.91	.000	Rejected
Quality education	377	2.94	.847				

Table 7 indicated that the calculated *r*-value = .91 and *p*-value is .000 at 0.05 level of significance. This shows that there is a positive relationship between staff appraisal and quality education in public primary schools. Therefore, the hypothesis which states that there is no significant relationship between staff appraisal and quality education in public primary schools is rejected.

Discussion

The result of question one analysis and findings in Table 4 shows that classroom visitation improve quality education in public primary schools in Kwara State. Effective classroom visitation by head teachers ensure favourable setting for teaching and learning, stimulating growth of teachers towards quality learning, improve teacher competency as well as helping inexperience teachers to improve their teaching. Results from hypothesis one revealed that there is a positive and significant relationship between classroom visitation and quality education in public primary schools in Kwara

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State, Nigeria. This finding agreed with Leska (2016) that classroom visitation is a basic strategy for the professional development of teachers in enhancing quality education. This finding also conforms to Morriott and Goyder (2009) that effective monitoring is essential element of a learning and ultimately sustainable educational system. This finding also in line with Olatoye (2006) that classroom visitation equips teachers with necessary information and suggestions for instructional improvement. This finding conforms to Ughamadu (2015) that classroom visitation help teachers to handle pupils effectively as well as promote effective learning.

The findings in Table 5 shows that staff appraisal help in achieving quality education in public primary schools in Kwara State, Nigeria. Continuous staff appraisal helps in identifying staff current level of strength and weaknesses, enable teachers to improve their performance in teaching, help in motivating teachers through promotion as well as help in identifying the training and development needs of teachers. Result from hypothesis two analysis showed that there is a positive and significant relationship between staff appraisal and quality education in public primary schools. This finding agreed with Mandinach (2015) that staff appraisal has a psychological role to satisfy staff need for the effective realization of quality education. This finding conformed to Goldring, Porter, Murphy, Elliot and Cravens (2007) that effective use of evaluation and appraisal can shape the school organization culture toward the achievement of quality education. This finding also agreed with Turk and Roolaht (2007) that appraisal of academic staff helps to fulfill the stated goals of an institution toward the achievement of quality education.

Implications

By implication, the findings of this study have shown that there are great benefits the study would bring to the school administrators, teachers and government. To a large extent, the study would help school administrators to effectively visit the classroom to monitor and evaluate teachers while teaching in order to improve teaching and learning. Importantly too, the findings would also help the teachers to understand and appreciate the value of monitoring and evaluation while teaching so as to develop their potentiality and competency. Specifically, the study would be useful to government by ensuring that effective monitoring and evaluation are always put in place so as to achieve quality education. Generally, findings would serve as important guide and reference point for future researchers in the field of education.

Conclusion

Based on the discussion in this study, it was concluded that classroom visitation and staff appraisal bring about positive influence for the improvement of teaching and learning towards the realization of quality education in Nigeria. This study like other study has limitation. Thus, further researchers can expand the scope of this study by using different geographical location, statistical analysis as well different variables of measuring monitoring and evaluation of teachers in realizing quality education

Recommendations

Based on the findings of this study, the following recommendations for improvement were made:

i. Head teachers should continue to pay maximum attention to classroom visitation to monitor teachers while teaching in order to ensure a fovourable setting for effective teaching and learning, stimulating growth of teachers, improve teacher competence as well as develop potentials of teachers toward achieving quality education.
ii. Head teachers should also ensure effective appraisal of teacher's professional responsibility regularly to ascertain their level of strength and weakness, identify the training and development of teachers as well as helping teachers to improve their performance in teaching and learning.

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