

# AN EVALUATION OF THE IMPLEMENTATION OF THE EDUCATIONAL REFORM IN KWARA STATE: A CASE STUDY OF THE PRIMARY SCHOOL LEVEL

By

Akanbi, Abdulrasaq Oladimeji Ph. D.  
Department Science Education,  
University of Ilorin,  
Ilorin, Nigeria.

[physicsakanbi@yahoo.com](mailto:physicsakanbi@yahoo.com)

+2348033780316,

Ibrahim, I. A. Ph. D.  
Department of Curriculum Studies and Educational Technology,  
Kwara State College of Education, Ilorin, Nigeria.

&

Adebayo, S. A. Ph. D.  
Department of Chemistry,  
Kwara State College of Education, Ilorin, Nigeria.

## Abstract

*The aim of this study was to evaluate the implementation of the educational reform going on in Kwara State, Nigeria. One thousand six hundred 1600 teachers were selected from the 3 senatorial districts of Kwara State using simple random sampling technique. A researcher- designed questionnaire and checklist were developed to collect relevant data on the educational reform going on in the state. Frequency count and the percentage were employed in analyzing the data collected. The results of the study revealed that the organizational set up, textbooks, procedure for the selection of the curriculum and teachers were quite appropriate. Instructional materials and utilization of human and material resources were moderately appropriate. Space and furniture for teaching was adjudged inadequate. It was recommended that more classroom, furniture and textbooks should be provided in the areas they are lacking and a learner-centred teaching method should be embraced in all schools.*

## Introduction

Nigeria, on the attainment of its independence on the 1<sup>st</sup> of October, 1960, retained the educational policy bequeathed to it by the colonial masters. Successive governments operate a unitary or centralized educational system. The first attempt at reforming the educational programme of the country took place in 1969, through a curriculum conference held in Lagos.

The National Policy on Education (FRN, 1977), revised 1981, 1998 and 2004) made a radical departure from the educational policy bequeathed by the colonial masters. Other major reform policies include: the Federal Government takeover of regional universities in 1975; the Universal Basic Education Programme of 2000, among others. During the administration of President Olusegun Obasanjo, the government embarked on significant educational reforms. These reforms are primed to bring about significant changes in the running of the Nigerian education system. Infact, the current reforms started by the Obasanjo administration are already being questioned by the present administration in Nigeria (Yusuf, & Yusuf, 2009). The Minister of Education announced that some of the reforms introduced will be reversed, that the Federal Government had suspended the series of reforms initiated in the education sector during the Obasanjo administration (Nzeshi, 2007).

The educational reform act of 2007 (FME, 2007) clearly highlighted the need to improve the quality of instruction in Nigerian schools, provide enriched learning environment, need to provide more access to education and provide the students with knowledge and skills necessary for the 21<sup>st</sup> century work place, among others, as the motivating factor for the educational reforms. Over the years, educational reforms have been brought about by the need to tailor

education towards changing the economic, social and political situations in Nigeria. The global changes in the social and economic context (Obioma&Ajagun, 2006) coupled with the economic situation of the country, led to the adoption of the National Economic Empowerment and Development strategy (NEEDS) in 2004. NEEDS was conceived as an integrated and coordinated development approach, with the state government preparing complementary State Economic Empowerment and Development Strategies (SEEDS). The Kwara State contribution is known as KWA-SEEDS.

Just like its parent, education was selected as one of the core areas of KWA-SEEDS. The major reasons for Kwara State education reforms include the need to make education accessible to more people, have education relevant to the need of the society and pay more attention to science and technology. Others include: equip the schools with adequate resources, improve teaching methods and educational practices, improve financing and management of education and improve the school assessment system. (KWA-SEEDS, 2010).

It was envisaged that the reforms would, in a matter of time, reverse the poor quality of education offered to her citizens. Structures were put in place to monitor and ensure the success/rate of attainment of the set out objectives/goals of the programme. Structurally, the Education Sector Project (ESP)of the Kwara State government seeks to position the child as the central motivation of the reform efforts with key terms in:

1. Teacher Quality Improvement (T.Q.I.): through quality evaluation, development of mentor teachers, and a new incentive and reward system for high caliber teachers;
2. Strengthening Inspectorate Capacity: through harmonizing the various inspectorate units, moving from “inspection” to “quality assurance” and with an enhanced monitoring and evaluation quality of standards;
3. College of Education turnaround: by reducing the over-supply of pre-service students, strengthening college management and funding, developing best practice methods and harmonizing the curriculum with that in schools;
4. Institution building: to strengthen the capacity to deliver the reform of “supply institutions” such as SOME, SUBEB and TSC. (Education Strategic Plan, p.2 ).

Six key focal areas were identified as priorities. These are:

1. Access and Equity;
2. Quality improvement (including Teacher Quality improvement, TQI);

3. Reform of tertiary education ( with focus on College of Education Turnaround);
4. Institutional reform and management;
5. Education funding.

It is impossible to conclude whether the system of education is qualitative or not without the evaluation of such a programme. In an educational evaluation, therefore, evaluation is to systematically appraise the quality of teaching and learning. Hence, educational evaluation can serve a formative role, by helping to identify areas where teaching can be improved or summative role, in judging the effectiveness or otherwise of teaching. In studies conducted by Ajidagba (2002); Akanbi & Omosewo (2012); and Landu (2005) on evaluation of curriculum content, revealed that the coverage of course content and instructional processes were found to be adequate as the appropriate lecture hours were allotted to each course and utilized.

In another related study conducted by Olasehinde (2001), Ajidagba (2002), Williams (2002) and Akanbi (2010) they separately found that there was a gross inadequacy of materials for the implementation of curriculum in tertiary institutions. The evaluation of the primary school educational reform programme in Kwara State was carried out using the context, input, process and product (CIPP) model of evaluation to enable the researcher identify any deficiencies and discrepancies of the KWA-SEEDS programme.

### **Theoretical Framework**

The model to be used in this study is the CIPP model as designed by Stufflebeam (2000), which could be used adequately for the evaluation of an institution or programme. The formative orientation for each includes that the context could serve as guidance for choice of objectives and assignment of priorities, the input serves as guidance for choice of programme strategy; the process serves as guidance for implementation and the product which serves as guidance for termination, continuation, modification or installation.

The summative orientation, on the other hand, involves that in terms of the context, a record of needs, opportunities and problems are identified, the input records choice of strategy and designs and reasons for their choice over other alternatives, the process records that actual process and product records attainment for recycling decisions.

### **Purpose of the study**

The main purpose of this study was to evaluate the implementation of the educational reform in Kwara State. Specifically, this study examined:

1. The teachers' perception of the organizational set up of the programme
2. To what extent facilities/personnel are available.
3. The teachers' perception of the available resources in terms of space and textbooks for the implementation of the programme.
4. The teachers' perception of the strategies adopted in terms of selecting the curricular, teachers and utilizing resources.
5. Whether there are deficiencies in the implementation of the curriculum in terms of quality of teachers, methodology for teaching and coverage of course content.

### **Research Questions**

The following research questions were raised:

1. What is the perception of teachers on the organizational set up of the programme?
2. To what extent are the resources available in the sampled schools, in terms of recreational facilities and instructional materials?
3. What is the teachers' perception of the available resources, in terms of space, and textbooks?
4. What is the teachers' perception of the strategies adopted in terms of selecting the curriculum, selecting teachers and utilizing available resources?
5. What is the adequacy of the teaching staff adopted for teaching in terms of methodology adopted in teaching, relevance and coverage of course contents?

## **Methodology**

A descriptive survey method structured on Stufflebeam's (2000) Context, Input, Process and Product (CIPP) evaluation method was used to evaluate the programme. For context variable, the researcher limited the study to organizational set up of the programme. The input variable was concerned with the availability of the materials both physical and human found on ground in the schools. For the process variable it was concerned with the instructional strategies of procedures during teaching and learning in terms of methodology and coverage of content.

The study was carried out in the 3 Senatorial Districts of Kwara State. Simple random sampling was used to select 1600 teachers from a population of 4000 representing 40% of the study population. Simple random was preferred because it eliminates biasness in the selection of the sample.

Checklists and questionnaires were developed and used for collecting information. The checklist was used for collecting detailed information from the headmasters and available resources in schools. The teachers' questionnaire consisted of open ended and closed ended questions. The instrument was subjected to test-retest method of reliability and the reliability coefficient of 0.86 was obtained. The researchers visited each of the schools selected and administered the questionnaire on the teachers involved. Data was analyzed using percentages.

## **Results**

### **Research Question One**

1. What is the perception of teachers on organizational set up of the programme?

**Table 1:**

**Frequency Distribution of Teachers Perception on Organizational Set Up**

	Quite appropriate	Some restructuring needed	Major restructuring needed	Complete unsuitable
Organizational set up	49%	31%	20%	-

The organizational set up of the programme in terms of the division of responsibility, patterns of power and activities, it was observed that there were divisions in responsibility as each school had a Headmaster, Assistant Headmaster and class teachers attending to students. Teachers’ opinion revealed 49% indicating the organizational set up as quite appropriate, 31% claimed that there was need for restructuring while 20% indicated that major reorganizational was needed.

**Research Question Two**

- To what extent are the resources available in the sampled schools in terms of recreational facilities and instructional materials?

**Table 2:**

**Availability of Facilities in the Sampled Schools**

	<b>Adequate</b>	<b>Moderately adequate</b>	<b>Inadequate</b>	<b>Not available</b>
Instructional materials	33.8%	41.5%	22.3%	-

**Recreational Facilities**

Football field	Available and functional			
Basketball	Not available			
Gym	Not available			
Lawn-tennis	Not available			

The recreational facility found to be most common in the schools was a football field, while basketball field and gym were found not to be available in all the schools. Observation of instructional materials in these schools showed that though most of them had instructional materials, evidence shows that some schools had and but had never put them to use. These materials had been stacked up for years. The overall responses revealed that only (33.8%),

(41.5%) and (22.3%) respectively indicated adequate, moderately adequate and inadequate materials.

### Research Question Three

3. What is the teachers' perception of the available resources in terms of space, and textbooks?

**Table 3:**

### Frequency Count of Teachers' Perception on availability of Materials

	<b>Adequate</b>	<b>Moderately adequate</b>	<b>Inadequate</b>	<b>Not available</b>
Space and Furniture	16%	30%	54%	-
Textbooks	65%	-	35%	-

Space and furniture for teaching was adjudged by most teachers as being inadequate. On available textbooks more than 60% of the teachers perceived these facilities were adequately provided, while less than 40% indicated that the books were poorly adequate.

### Research Question Four

4. What is the teachers' perception of the strategies adopted in terms of selecting the curriculum, selecting teachers and utilizing available resources?



**Table 4:**

**Frequency Distribution of Teachers’ perception of the strategies adopted in the selection of available resources**

	<b>Quite appropriate</b>	<b>Minor restructuring needed</b>	<b>Major restructuring needed</b>	<b>Complete change needed</b>
Selecting the curriculum	66%	-	24%	10%
	<b>Very appropriate</b>	<b>Moderately appropriate</b>	<b>Slightly appropriate</b>	<b>Not adequate</b>
Selecting the teachers for teaching	15%	75%	10%	-
Utilizing the available human and material resources	40%	60%	-	-

The results revealed that 66% of the teachers indicated that the procedure for the selection of the curriculum was quite appropriate, while 24% indicated that major restructuring was needed and 10% indicated that complete change was needed. On the procedure for the selection of teachers, different opinions existed among the respondents; 75% indicated that the strategies adopted for selecting teachers were moderately appropriate, while 15% indicated that the selection procedure was very appropriate and 10% indicated that it was slightly appropriate. The utilization of human and material resources 60% indicated that its utilization was moderately appropriate and 40% indicated that the utilization was very appropriate and should be maintained.

**Research Question Five**

5. What is the adequacy of the teaching staff adopted for teaching in terms of methodology adopted in teaching, relevance and coverage of course contents?

**Table 5:**

**Frequency Distribution of Teachers on Quality of Teachers, Methodology adopted in teaching and coverage of course contents**

	<b>Highly satisfactorily</b>	<b>Moderately satisfactorily</b>	<b>Slightly satisfactorily</b>	<b>Not satisfied</b>
Quantity of teachers	41.9%	45.5%	12.6%	-
	<b>Highly</b>	<b>Moderately</b>	<b>Slightly</b>	<b>Inappropriate</b>

		<b>appropriate</b>	<b>appropriate</b>	<b>appropriate</b>	
Method teaching	of	86%	14%	-	-
		<b>Highly adequate</b>	<b>Averagely adequate</b>	<b>Slightly adequate</b>	<b>Not adequate</b>
Coverage of course content	of	95%	5%	-	-

The result revealed that 41.9%, 45.5% and 12.6% respondents, respectively indicated that the quality of teachers were satisfactorily adequate, moderately adequate and slightly adequate respectively. Concerning teaching methods adopted, the result revealed that the teaching method adopted by teachers were highly appropriate. The overall assessment of coverage of course content, a greater percentage (more than 90%) of the respondents indicated that the coverage of course content was highly adequate.

### **Summary of the major findings**

The major findings of this study based on the research questions were summarized as follows:

1. The organizational set up was quite appropriate.
2. Majority (41.5%) of the teachers are of the view that the instructional materials are moderately adequate though some schools had and but had never put them to use.
3. The space and furniture for teaching are adjudged inadequate and textbooks were adequately provided in all schools.
4. The selected curriculum was adequate for the attainment of the stated objective. The strategies adopted for selecting teachers were moderately appropriate and the utilization of human and material resources was moderately appropriate.
5. The quality of teachers was satisfactorily adequate, the teaching method adopted by teachers was highly appropriate and the coverage of course content was highly adequate.

### **Discussion**

The finding of the study revealed that the instructional material, utilizing the available human and material resources, selecting the curriculum, method of teaching and coverage of course content were found to be adequate. The findings of this are in conformity with those of Ajidagba (2002); Akanbi & Omosewo (2012); and Landu (2005). Another finding of the study confirms that there was inadequacy of space and furniture for teaching.

## **Conclusion**

The ultimate objective of any educational programme must be to ensure that skills, knowledge and dispositions acquired by the learners graduating from the programme are able to function adequately in the society. Reforming education is not an easy task, it has to take care of all the relevant parameters, such as societal needs, commitment, reliable statistical data, sustainability and quest for development that would make the reform desirable and useful to the society. It takes years for any meaningful educational reform to yield fruits. Kwarans must learn to plan their education and implement it with commitment and sense of direction for the greater good of all its citizens.

## **Recommendations**

1. State government/ Primary Education Board should promote qualified and competent teachers to the rank of Headmasters and Assistant Headmasters as they qualify.
2. Required facilities, such as instructional materials and recreational facilities should be provided in the area they are lacking and be made use of judiciously.
3. More classroom, furniture and textbooks should be provided in the areas they are lacking.
4. Teachers with teaching qualification should be recruited and teach subjects in their relevant areas of specialization.
5. Learner-centred teaching methods should be embraced in all schools.

## References

- Ajidagba, U.A. (2002). *An evaluation of the national senior secondary School Islamic studies curriculum in Kwara state, Nigeria*. Unpublished Ph.D. Thesis University of Ilorin, Ilorin.
- Akanbi, A. O. (2010). *An evaluation of the Nigeria certificate in education physics curriculum by college of education lecturers and students*. Unpublished Ph.D. Thesis University of Ilorin, Ilorin.
- Akanbi, A. O., & Omosewo, E. O. (2012). Lecturers view on the adequacy of Physics curriculum contents. *Elixir Edu. Tech.* 45 (2012) 7649-7651 [On-line]. Retrieved 6<sup>th</sup> of July, 2012 from <http://www.elixirjournal.org>
- Federal Republic of Nigeria (FRN) (2004). *National policy on education* (4<sup>th</sup>ed.). Lagos : NERDC Press.
- Federal Ministry of Education (FME). (2007). *Education reform Act. Arrangement of parts* (Education Sector Reform Bill). Abuja : Author.
- Landu V.B. (2005). *An Evaluation of the Sandwich Science First Degree Programme in State Colleges Education in Nigeria*. Unpublished Ph.D. dissertation University of Ilorin
- Kwara State Ministry of Education. (2008). *Education sector analysis*. Ilorin: Kwara State press
- Kwara State Ministry of Education. (2010). *Memorandum of understanding on the management system for the education sector*. Ilorin : Kwara State press
- Nzeshi, O. (2007). FG suspends education reforms. *ThisDay Newspaper* pp.1&8
- Obioma, G., & Ajagun, G. A. (2006). *Establishing new assessment standards in the context of curriculum change*. Paper presented at the 32<sup>nd</sup> Annual conference of the International Association for Educational Assessment

(IAEA) held at the Grand Copthorne Hotel, Singapore on 21 – 26<sup>th</sup> May, 2006.

Olasheinde, M.O (2001). *An evaluation of the English component of the general studies curriculum for Nigerian polytechnic*. Unpublished Ph.D. Thesis, University of Ilorin, Ilorin, Nigeria

William, A. R. (2002). *Evaluation of Nigeria certificate in education programme in the training of Christian religious teacher*. Unpublished Ph.D. Thesis Ahmadu Bello University. Zaria.

Yusuf, M. O., & Yusuf, H. T. (2009). Educational reforms in Nigeria: the potentials of information and communication technology. [On-line]. Retrieved 6<sup>th</sup> of July, 2012 from <http://www.academicjournals.org/ERR>