THE CHALLENGES OF EVALUATING QUALITY EDUCATION AND OVERCOMES

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Abstract
The study was to determine the challenges of evaluating quality education and overcomes. The study was carried out in universities in ObioAkpor Local Government of Rivers State. The researchers adopted evaluation research design and content, input, process and product (CIPP);Stufflebean (2002) 5th installment evaluation. The sample consists of 82 lectures in Education department of Rivers State University and Ignatius Ajuru university of Education using random sampling technique. The instrument used for data collection was structured questionnaire titled: challenges of evaluating quality education and overcomes (CEQEO).Face and content validity of the instrument was done by three (3) expert in measurement and evaluation. Test re-test method was used to determine the reliability coefficient and the value obtained was 0.82. Two research questions and two hypotheses guided the study. The research questions were answered using mean and standard deviation while hypothesis was tested using t-test. The study revealed that more emphasis should be lay on procurement of instructional facilities equipment and materials that are adequate and suitable to facilitate quality education. The study recommended that professional bodies should organize regular seminars and workshops which should geared towards the improvement of quality education.

Keywords: Evaluation, Strategies, Challenges, Quality Education

Introduction

The quality of education largely depends on the system of managing a university. Specifically, it depends on the creation by the educational program management of a set of conditions necessary for achieving projected results, formation of preparedness for their constant improvement and correction in compliance with the set strategy and the ongoing changes in the country. It is quite obvious that the quality of education aims at ensuring provision of social services for society and the world as regards the level of graduates' competence. The complexity of the challenge is accounted for by the fact that assessment of a university lecturer's performance should be reliable, i.e. scientifically grounded and take into account the usefulness of this performance while recognizing the quantity and quality of the labor input (Petrovskiya& Agapova,2016).

Evaluation is more than testing or measurement; it includes asking and answering basic questions about efforts and results. Evaluation is an integral part of instructional activities. Evaluation is vital because it is the most reliable tool for continuous improvement in the quality of training. Proper instructional evaluation starts in the planning stage with development of evaluation plan and continues for the life cycle of the training programme. Instructional evaluation provides different kinds of information to those who are differently involved with the project participants and those who otherwise invest in the project. The purpose of evaluation is to provide a systematic and objective assessment of a project, program, policy or initiative to determine its effectiveness, efficiency, relevance and sustainability. The specific objectives and questions of an evaluation will depend on the context and goals of the intervention being evaluated. (Evalcommunity, 2023)Without a contradiction; the three main business of evaluation is to learn, measure and understand. According to Ubulom (2012) the main task of the evaluator is to attempt to identify and describe areas of agreement among the major interest groups involved in a program. This enables the evaluator to assess the extent the program is operational whether achieving its objectives or not and it can be achieved when all interest groups in a program unanimously assign a negative or positive quality to any aspect of a program. Such an assigned quality would, therefore, be taken as a valid attribute or demerit of the program.

Evaluation in education involves the collection of data to assess the effectiveness of quality of a programme or performance. The purpose of evaluation should be explicit and based on identified decision-making needs (Ugo, 2017).That is, evaluation should be sensitive to the social and cultural environment of the programme and its stakeholders. Evaluation should be sensitive to the social and cultural environment of the programme and its stakeholders. Evaluation is an integral part of programe management and should occur during all phases of a programme.. Educational programs are constantly being evaluated regularly and informally by the state, federal, and other agencies of government directly assigned with the responsibility for the provision and supervising the process of education (Akpomi, 2018; Okoro, 2000). Agencies with such responsibility to evaluate communication skills are the National Board of Technical Education, the National council of colleges of education, and the National University Commission. But, the objectives, aims, and needs of the individual institutions are not often considered or care to evaluate them periodically to determine if the program is realistic, reasonable, and adequate to satisfy the objectives of the established program (Okoro, 2000).

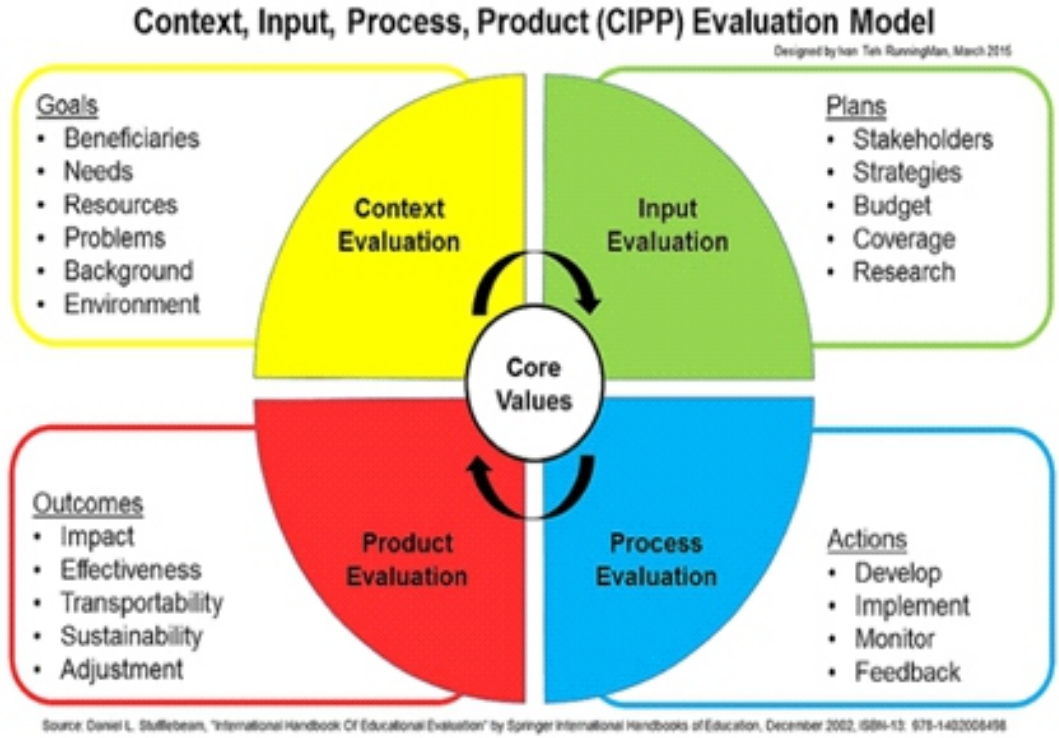
Evaluation Model may be regarded as a set of steps that if followed or implemented will result in the generation of information that can be used in improving the educational program. The evaluation model is of great help to the evaluator because it provides a general guide to suit the program being evaluated. There are several summative evaluation models that can be applied in conducting summative evaluation of educational or instructional programme but the CIPP model was employed in the evaluation studies because of its prominent and adaptability in

providing data for decision making about the program. The CIPP model developed by Stufflebeam and his colleagues in 1971. Stufflebeam regarded evaluation to mean the process of obtaining and providing useful information for judging decision alternatives. Stufflebeam describes the four types of evaluation; context, input, process, and product evaluation concerning four types of decisions; planning, structuring, implementing, and recycling decisions. The four types of evaluation mentioned above support the four types of decisions. Planning decision require context evaluation, structuring decision requires input evaluation, implementing decision require process evaluation and recycling decisions require product evaluation. The most important thing about this model is that it provides the holistic view of every element by evaluating context, input,process and output from each and every angle. With the help of this model, evaluation can be done systematically, fulfilling the general needs of evaluation. The important element which makes this model different from other models is that it focuses on the context for evaluation of teaching learning and development process (Stufflebeam & Shinkfield,2007)

Process evaluation is an implementation evaluation and it is a method employed to investigate programme integrity by determining the extent to which programme is operating as intended through the assessment of ongoing element and the extent to which the target population is being served (Ugo & Nnokwe,2018),it asks the question, "Has the programme been implemented as planned?.Okoro (2000) points that it is undertaken during the period of programme implementation, and it provides feedback on the quality of implementation. Process evaluation monitors documents and assess programme activities (Stufflebeam, 2002). It also provides periodic feedback to persons responsible for implementing plans and procedures.Product evaluation is a phase of evaluation in which the participants in the programme are assessed to determine how the programme has affected the participants' life . Stufflebeam (2002), viewed product evaluation as an assessment of the four essentials areas that include: impact, effectiveness, sustainability and transportability.

This model can be effectively used for evaluating the quality of education at school. Context includes the goals, objectives, history and background of the school, inputs refer to material, time, physical and human resources needed for effective working of the school. Process includes all the teaching and learning processes and product focuses on the quality of teaching learning and its usefulness and the potentials that benefit society (Stufflebeam, 2003).The quality of education is one of the most significant characteristics defining the competitiveness of both specific universities and the national educational systems on the whole. Nigerian research of the trends in the development of education have noted more than once that only a new kind of mentality can create a new kind of culture (Gershunskiy in Petrovskiya& Agapova (2016). It is the higher or tertiary education that indicates social status inequalities in developing countries as the difference between universities can be huge (Buchmann & Hannum, 2001).

Conceptual Framework



According to Figure 1, there are four dimensions studied for quality evaluation at school stage which centered on the aspects of educational objectives, mission and goals, including the diverse dimensions of context, input, process and product. Context refers to the need and opportunities that defines the goals and objectives on the basis of which the outcomes are attained. Input involves the resources, infrastructure, curriculum and content needed to implement the teaching learning processes. Process includes the teaching learning processes, evaluation and activities; it includes all the processes that are essential for the implementation of different activities and their formative evaluation. Product evaluation involves skills, values, attitudes and results that are needed to identify the outcomes and effectiveness of the educational program (Stufflebeam, 2003).

Based on Stufflebeam's (2003) evaluation model, this study was undertaken for quality evaluation by assessing the context, inputs, processes and product of schools (Stufflebeam, 2000). The researchers studied all the four dimensions and focused on how context, inputs and processes affect the product or outcomes of the school. This dimension involved the background of the educational institute, its missions, goals and objectives, type of resources, content, curriculum and strategies used for implementing the teaching learning processes, including skills of instructors, equipment and evaluation techniques that are responsible for achieving outcomes or product. The aim of the study was to determine the challenges of evaluating quality

education and overcomes. The specific objectives guiding the study are to:

1. Determine the challenges of evaluating quality education?
2. Ascertain the strategies to improve quality education?

Research Questions

The following research questions were postulated to guide the researcher in the study;

1. What are the Challenges of Evaluating Quality educations?
2. What are the Strategies to Improve Quality Education in Schools?

Hypotheses

H_{01}: There is no significant difference between male and female lectures on the challenges of evaluating quality education.

H_{02}: There is no significant difference between male and female lectures on Strategies to Improve Quality Education in Schools

Methodology

The evaluation research was used for this study. The study was carried out in universities in Obio Akpor Local Government of Rivers State with a view to finding out the challenges of evaluation and to adopt the best strategies to overcome it. The population comprised 214 lectures in universities in Rivers State. The sample consists of 82 lectures in Education department of Rivers State University and Ignatius Ajuru university of Education in which simple random sampling was used. Data was collected through questionnaire. Test re-test method was to determine the reliability coefficient and the value obtained was 0.82 .Two research questions and two hypotheses guided the study. The research questions were answered using mean and standard deviation while hypothesis were tested using z-test.

Results

Research Question One: What are the Challenges of Evaluating Quality Education?

Table 2: Mean Responses of the challenges of evaluating quality education

S/N	Items	SA	A	D	SD	TOTAL	MEAN	DECISION
1	Graduates are unemployable despite emerging shortages of skilled manpower in an increasing number of sectors.	40(1160)	30(90)	5(10)	7(7)	82(267)	3.26	Agreed
2	The standards of academic research are low and declining	25(100)	35(105)	20(40)	2(2)	82(247)	3.01	Agreed
3	Absence of incentives for performing well.	40(160)	22(66)	10(20)	10(10)	82(256)	3.12	Agreed
4	Poor competences to carry out quality education.	30(120)	25(1)	25(50)	2(2)	82(247)	3.01	Agreed
5	Socio-cultural problems	52(208)	20(60)	5(10)	5(5)	82(283)	3.45	Agreed
6	Lack of technical know-how.	17(62)	35(105)	20(40)	10(10)	82(217)	2.64	Agreed
7	Poor perception of quality education	30(120)	30(90)	20(40)	2(20	82(252)	3.07	
8	Excessive use of summative assessment more than formative assessment	20(80)	30(90)	20(40)	12(12)	82(222)	2.71	Agreed
9	Lack of resources	25(100)	25(75)	20(50)	12(12)	8(237)2	2.89	Agreed
10	Inadequate funding	30(120)	20(60)	12(24)	20(20)	82(224)	2.73	Agreed
Grand mean						2.99 Agreed		

SA=Strongly Agree
A= Agree Criterion Mean=2.50
D= Disagree
SD= Strongly Disagree

The date presented in table 2 showed that the mean ratings of the responses of the Challenges of Evaluating Quality Education on the10 items in the table ranging from 2.71 to 3.45 which are all greater than the cut-off point value of 2.50 on 4-point rating

scale. This indicated that the 10 identified items in the table are in agreement with the statement about the challenges of evaluating quality education. The conclusion is that challenges can actually affect quality education.

Research Question Two: What are the Strategies to Improve High-Quality Education in Schools?

Table 3: Mean Responses of the strategies to improve quality education in schools.

	Items	**SA**	**A**	**D**	**SD**	**TOTAL**	**MEAN**	**DECISION**
1	Equip students with the right knowledge and skill set	40(160)	20(60)	12(24)	10(10)	82(234)	2.85	Agreed
2	Train school staff to adapt to the innovations of your school's programs and curriculum.	25(100)	35(105)	20(40)	2(2)	82(247)	3.01	Agreed
3	Using technology such as tablets for your school's classes	30(120)	30(90)	10(20)	12(12)	82(242)	2.95	Agreed
4	Collaborative learning makes classes more interactive and fun, which could excite students to attend school every day.	52(208)	20(60)	5(10)	5(5)	82(283)	3.45	Agreed
5	Teachers should go extra mile to help struggling students.	40(160)	22(66)	10(20)	10(10)	82(256)	3.12	Agreed
6	Allow student to express their opinion especially If they have a proposal stating the changes they want on campus,	60(240)	5(15)	5(10)	12(12)	82(277)	3.38	Agreed
7	Be open-minded about the student.	62(248)	10(30)	7(14)	3(3)	82(295)	3.60	Agreed
8	Engage with your student'' parent and guardians and ask their feedback about your school.	50(200)	10(30)	20(40)	2(2)	82(272)	3.32	Agreed
9	A higher accreditation, once achieved, will certify that your school has a topnotch education quality.	30(120)	30(90)	12(24)	10(10)	82(244)	2.98	Agreed
10	Schools should convey an environment to students which ensure originality by given that a moral based structure which caters to the social needs of the students and creates an environment where students are able to compete with every challenge.	50(200)	20(60)	10(20)	2(2)	82(282)	3.44	Agreed
	Grand mean			3.21	Agreed			

SA =Strongly Agree
A= Agree Criterion Mean=2.50
D= Disagree
SD= Strongly Disagree

The date presented in table 3 showed that the mean ratings of the responses of scoring in challenges of quality education on the10 items in the table ranging from 2.85 to 3.60 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 10 identified items in the table are in agreement with the statement about the strategies to Improve High-Quality Education in Schools. The conclusion is that strategies will improve quality of education.

Hypothesis One: There is no significant difference between male and female lectures on the challenges of evaluating quality education.

Table 4: Test of Significance Difference in the mean ratings of male and female lecturers in the challenges of evaluating quality education.

VARIABLES	N	MEAN	SD	df	T-CAL	T-CRIT	DECISION	SIGNIFICANCE
Male Lecturers	44	10.16	4.82	80	0.63	1.96	Agreed	0.05
Female Lecturers	38	10.74	3.24					

The results on the significance in Table 4 showed that the calculated t-value 0.63 is less than the critical t-value (t-tab) value of 1.96 at 80 degrees of freedom. This implies that there is no significance difference between the opinion of male lecturers and female lecturers in the challenges of evaluating quality education 0.05. Therefore, the null hypothesis of no significant ($p \leq 0.05$) difference in the mean ratings of the responses of male and female lecturers is accepted.

Hypothesis Two: There is no significant difference between male and female lectures on Strategies to Improve Quality Education in Schools.

Table 5: Test of Significance Difference in the mean ratings of male and female lecturers on strategies to improve high quality education.

VARIABLES	N	MEAN	SD	df	T-CAL	T-CRIT	DECISION	SIGNIFICANCE
Male Lecturers	41	8.07	3.42	80	0.55	1.96	Agreed	0.05
Female Lecturers	41	7.66	3.37					

The result on the study showed on Table 5 was that the calculated t-value 0.55 is less than the critical t-value (t-tab) value of 1.96 at 80 degrees of freedom. This implies that male lecturers are more experienced than their female colleagues on the

strategies to improve high quality education in schools at 0.05.Therefore, the null hypothesis of no significant ($p \leq 0.05$) difference in the mean ratings of the responses of male and female and lecturers is accepted.

Discussion of Findings

The result of the study revealed that the mean average score of 2.99 on a 4-point result scale was the challenges of evaluating quality education. The finding is in agreement with Valera (2013) who listed the challenges of evaluating quality education such as Poor leadership, Lack of vibrant staff development programmes, Brain drain, Frequent labor disputes and closures of universities, Lack of information communication technology facilities, Lack of resources, Poor policy implementation, inadequate teaching staff /poor quality of teaching staff and inadequate funding.

The result of this study on table 2 showed the strategies to improve quality education at critical value of (0.55) which was statistically not significant. The finding supports Linn and Miller (2013) who recommends that schools should deliver an environment to students which ensures creativity by providing a moral based structure which caters to the social needs of the students and creates an atmosphere where students are able to compete with every challenge.Supporting the strategies to improve quality education in schools (Asiyai, 2017) in the result of the study on strategies to improve education revealed that u*niversities have to perform a multiple role namely creating new knowledge, acquiring new capabilities and producing an intelligent human resource pool through challenging teaching, research and extension activities so as to balance both the need and the demand.*

Conclusion

The aim of this study was to determine challenges of evaluating quality education and overcomes. Evaluation is the process which is responsible for monitoring the progress of an institution towards desired goals and objectives. For the purpose of evaluation, Stufflebeam's CIPP evaluation model was used to guide the evaluation systematically by looking at different aspects of educational quality at schools on a regular basis and resulted decisions taken to implement it. The researchers tried to evaluate the quality of education at school level by assessing the context, inputs, processes and products of two Rivers state own university in Nigeria.

Recommendations

Based on the findings, the following recommendations were made;

1. Practitioners, research scientists, business men, industrial experts and others, the process of university teaching. Practitioners can really introduce some real-life professional challenges into the curriculum for instance.
2. The stakeholders should emphasis on strategies to facilitate quality education such as organized Seminars, workshops and conference in the relevant field of study

and that should be the regular feature of on-the-job training regimen.

3. Addressing the problem of information overload, which contributes to formation of professional competences. At the same time these categories of lecturers have little knowledge about the organization of training activities, which reflects on their effectiveness.
4. In service training every year has to be made obligatory for every serving teacher so as toUpdate /refresh his existing knowledge and skills.
5. Students' feedback should have some bearing on the overall evaluation of the teacher.

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