

Assessment, Evaluation, and Monitoring of Teaching and Learning in Nigeria Primary Schools: Challenges and Implications for Teachers

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ABSTRACT

Teaching and learning processes in Nigerian primary schools require continuous assessment, monitoring, and evaluation to ensure effective and positive outcomes. However, implementing these practices are hindered by several challenges. This paper aims to analyze the relevance of assessment, monitoring, and evaluation in Nigerian primary schools and identify the challenges that hinder their successful implementation. A traditional literature review methodology was used to review 30 peer-reviewed articles selected purposively from Google Scholar, ResearchGate, Academia, and PubMed databases. The results emphasize the importance of continuous assessment, monitoring, and evaluation for sustainable teaching-learning interventions. However, the implementation of these practices are hampered by challenges such as inadequate training; negative attitudes towards assessment; teachers' school owners, and stakeholders inadequate evaluation experience; poor funding of primary education; little or no technical know-how on the part of the education stakeholders especially in the collection and interpretation of evaluation data, misplacement/poor monitoring and evaluation records management, poor monitoring and evaluation practices, absence of established logical framework for a viable monitoring and evaluation of primary education, lack/inadequate trained monitoring and evaluation experts; lack/inadequate resources, and poor timing of teaching and learning at the level. To address these challenges, this paper suggests strategies such as providing necessary monitoring and evaluation tools, promoting positive attitudes towards assessment, and appointing qualified monitoring and evaluation officers in primary schools and education boards. These strategies can help ensure strict compliance with best practices and promote effective teaching and learning outcomes in Nigerian primary schools.

1. Introduction

This paper is the researchers' views that discuss the assessment, evaluation, and monitoring of teaching-learning concerns in the Nigerian primary school education system. its major crux is to highlight the challenges hindering the proper adoption and applications of these vital practices at the primary school level. The implications for practice and intervention, especially by the various education stakeholders in Nigeria were critically analysed. This study is important because it fills a gap in the literature on the assessment, monitoring, and evaluation of teaching and learning processes in Nigerian primary schools. While some research has been conducted on this topic (Atondo et al., 2019; Fehintola & Fehintola, 2021; Imasuen & Iyamu, 202;

Kellaghan & Greaney, 2019; Kurebwa & Nyaruwata, 2013; Nwokeocha, 2017; Opoh et al., 2014), there is still a lack of comprehensive information on the challenges facing these practices at the primary school level, and the implications of these challenges for teachers and learners. This paper seeks to contribute to the existing literature by examining these issues in detail. The implications of this study are significant for education stakeholders in Nigeria. The findings can be used to develop strategies to improve the quality of teaching and learning processes at the primary education level, which can have positive impacts on the overall education system in the country. The identification of challenges and suggested solutions can be used to guide educational policy-making and intervention efforts aimed at addressing these issues.

Furthermore, the study has implications for teacher training and development (Osiesi, 2020). The paper highlights the need for continuous training in the art and act of assessment, monitoring, and evaluation. It emphasizes the importance of teachers having positive attitudes towards assessment and its implementation, and providing regular feedback to improve teaching and learning. The findings can be used to develop targeted training programmes to enhance teacher competencies in these areas. In conclusion, this study's significance lies in the identification of the challenges facing assessment, monitoring, and evaluation of teaching and learning processes in Nigerian primary schools, and the implications of these challenges for teachers, learners, school administrators, curriculum planners and education policy makers, especially within the primary education context. The paper provides strategies for addressing these challenges and emphasizes the need for continuous training and development for teachers (Osiesi, 2020b). The implications of this study can be used to guide policy-making and intervention efforts aimed at improving the quality of primary education in Nigeria.

Primary schools in Nigeria denote the foremost stage of mandatory education, which is aimed at improving and promoting life-long learning skills, literacy, and numeracy; with the hope of attaining the philosophy of primary education as stipulated by the National Education Policy (FRN, 2013), that described primary education as education meant for children of ages 6-12 years. This level of education may be the foundation upon which other levels of education rest (Osiesi, et al, 2022). The success and robustness of primary education in Nigeria will go a long way in ensuring continued survival, growth, and development of almost all facets of the nation's economy. The import of primary school education towards the advancement of all-around development and stability of a nation's economy cannot be overemphasized (Osiesi et al., 2022). It is the education meant to grow young minds into great minds. It is believed that teachers, as well as learners at the level, are instrumental to the survival and sustenance of the other levels of the education sector (the secondary and the tertiary); a reason why governments and concerned stakeholders in the sector are investing and putting their best supports to primary education.

Primary education is designed mainly for children aged 6-11 years and serves as a preparatory foundation for these children to smoothly transition into secondary education (Anero, 2014). Oloruntoyin (2011) reports that the value of education given to learners at primary schools is substandard; bringing to light the need for the continual assessment, evaluation, and monitoring of the teaching-learning activities to rectify and better the quality output at the level (Fehintola & Fehintola, 2021). The assessment of

learning among pupils in primary schools is a way by which their performances with respect to their cognitive, affective, and psychomotor domains are estimated or measured (Abejehu, 2016; Noor, 2020). It is a means of monitoring the progress made by learners in their learning activities over time as enshrined in the curriculum.

The rationale behind the assessment of learning may include: proffering evidence of change in the behaviour of learners; allowing teachers to be fully involved in the process of decision-making within the school space; enhancing the credibility of evaluation reports of learners; assessing teachers' and schools' performance and can greatly help in curbing examination malpractices among learners. Assessment of learning focuses on developing pupils' capability in evaluating their learning outcomes and finding ways of sustaining high academic achievement (Onyibe et al., 2015). Assessment in education generally is a fundamental parameter for the effective appraisal of classroom activities in the school system. It showcases the progress and achievement levels of both teachers and pupils in their teaching-learning endeavours, directs and improves teachers' instruction strategies, and diagnoses learners' weaknesses and knowledge of the topic covered (Nwokeocha, 2017; Imasuen & Iyamu, 2021). UNESCO (2005) asserts that habitual, consistent, and well-timed assessment ensures improved education quality and classroom transactions. Effective assessment practice is the machine that drives and directs pupils' learning and should cover the three learning domains. In general, it is characterized by triangulation of direct evidence and informed judgement; employing multiple sources of evidence as against single measures or scores; it is competence-driven rather than attainment measurement, and entails the use of varieties of assessment procedures.

Every teacher is to implement the assessment of pupils' learning as well as the pupil assessing themselves from the feedback obtained from the teacher at one point or the other; as such, it is very essential to both teachers and learners (Nwokeocha, 2017). The purposes of assessment may include: providing learning support; ensuring and enhancing accountability in the education sector (especially in classroom activities); for learner and teacher certification; monitoring and evaluating both teaching and learning progress; ascertaining and improving teachers' effectiveness and professional development/training needs; for appropriate allocation of teaching and learning resources to teachers, learners; and schools, and as a basis for teachers'/learners' transfer (Odinko, 2014). Teaching depicts all that the teacher does within the school setting; learning denotes all that the learners have learned and understood within a given time frame, and assessment is learners showcasing beyond every reasonable doubt that they have truly learned. This

trio is highly interconnected. In all, assessment is to determine what learners know or don't know, allows the teacher in knowing how effective his or her teaching was or is, ascertaining learners' performance and for learners' grading for certification purposes, and helps society evaluate schools and teachers therein.

Kurebwa & Nyaruwata (2013), and Fehintola and Fehintola (2021) report that assessment in primary schools is characterised by multiple problems, which include teachers' incompetence in executing assessments, teacher's misplaced assessment style, absence of assessment resources, too large class sizes, pupils' frequent absenteeism from school, and low teachers' morale towards the art of assessment. Likewise, Kellaghan & Greaney (2019) assert that large class sizes, unqualified teachers, poor teaching and learning facilities, and the absence or shortage of teaching/learning materials are the main challenge militating against assessment processes in primary schools. Also, there is a need for primary school teachers to be professionally trained and prepared for the art of assessment (Kellaghan & Greaney, 2019; Osiesi, 2020). In the Nigerian situation, for example, it is perceived that teachers in primary schools are incompetent and few (Okam, 2012; Oloruntoyin 2011). Opo et al., (2014) highlight the many challenges of primary education in Nigeria to be: dilapidated infrastructural facilities, dearth of political commitment, incompetent and ineffective teachers, poor monitoring of teachers, and the problem of funding. They further suggested a revamp of infrastructural facilities for primary education, monitoring of its leadership, teachers, and resource use, and increased budgetary allocation for the education sector (Osiesi et al., 2022).

Teachers at any level are expected to be knowledgeable in assessment criteria and apply the information obtained from the assessment process in improving instructional practices (Koloi-Keaikitse, 2017; Mellati & Khademi, 2018). In the Nigeria case for instance, especially in primary schools; it is perceived that teachers barely use a variety of assessment instruments for the assessment of learning. Teachers must persistently seek out and implement assessment mechanisms that depict equity and fairness (Atondo, et al., 2019). In the extant literature, contents and general overview of the essence of educational assessment, monitoring, and evaluation regarding the primary level of education in Nigeria seems scanty; hence, this paper intends to advance the import of assessment, monitoring, and evaluation of primary school teaching-learning transactions; the challenges affecting its effective implementation and their implications on primary school teachers, especially in Nigeria. Thus, the paper examines the imports of assessment, evaluation, and monitoring of primary school teaching-learning transactions; strategies for implementing assessment, monitoring,

and evaluation of primary school teaching and learning; the challenges affecting its effective implementation in Nigerian primary schools, and the implications of these challenges to primary school teachers.

2. Literature Review

2.1 Concept and an overview of Assessment in Primary Schools

Assessment has been defined as a deliberate practice of arranging test data into a form that is interpretable based on many factors (NTI, 2007); it is the heart of education, and the process of collecting and interpreting information about learning and the achievement of learners (Aduloju et al., 2016); it is a measure by which learners' or teachers' achievement outcomes can be rated, and enable schools monitor and record the progress and growth of their learners about their cognitive, behavioural (affective) and psychomotor learning domains; it is the various methods or tools that educators employ in evaluating, measuring and documenting the educational eagerness, learning advancement, skills acquisition or educational needs of learners (Anyor & Abah, 2014); it the process of observing, recording and documenting what learners do and how they do it for educational decision making that affect them (Odinko, 2014); it is a means of collating and explaining information from numerous and different sources for purposes of in-depth knowledge, insight and understanding of what learners know, understand, and what they can achieve from the knowledge they have obtained; it entails the adoption of practical data on pupils' learning, so as to readjust existing programmes and enhance their learning performance (Allen, 2004).

Normally, the instruments that should be used in assessing pupils learning may include tests, homework, class work, observations, reports, questionnaires, rating scales, checklists, practicals, and inventories. Moreover, Anyor & Abah (2014) and Alayafi (2017) listed the comprehensive tools employed in educational assessment; these are knowledge surveys, multiple-choice tests, scoring rubrics, portfolios, and performance assessments; to mention but a few. Odinko (2014) highlights the basic steps of assessment of learning to include: Step 1: identifying the performance objectives- this involves teachers' stating the behaviours that learners are expected to display after exposure to an instruction. The teacher has to identify these objectives before the actual teaching and learning begins; Step 2: identifying assessment procedure-this involves the teacher deciding on the appropriate tool to use in eliciting learners' expected change in behaviour. The procedures could take the form of class work, projects, assignments, tests, and so on. for teachers to attain this, they are to use genuine and reliable curriculum-

based assessment scales; Step 3: identifying assessment technique- this is where the teacher is to reflect on how the necessary information can be obtained; Step 4: judgement formation- this is where the teacher decides on the systems of grading, judging learners based on their peers' performance and the content taught; and Step 5: grade and grading- the teachers are majorly the ones to make this decision especially within the classroom or school setting (intra-assessment).

These assessment forms are judged by their intended learning outcomes statement formulation—such as statements explaining what students should be acquainted with, comprehend, and be able to do after leaving school; assessment measures development or selection—assessing if the intended learning outcomes have been attained by the appropriate design or selection of a data-gathering measure. This could take the form of direct assessments (such as projects, performances, exhibitions, case studies, interviews, portfolios, and oral exams). It can also take the form of indirect assessment in which learners share their perception of the knowledge they possess after leaving school; outcomes created from learning experiences—ensuring that learners have the knowledge and experiences in and out of their learning endeavours that will equip them to attain the intended learning outcomes; discussing and using assessment results to improve teaching and learning—here, the schools, teachers, boards, and ministries of education apply the results obtained from an assessment process for the betterment and improvement of learners' performance.

2.2 Concept and overview of Monitoring and Evaluation in Primary Schools

Monitoring and evaluation are two distinct but complementary procedures that work together to strengthen one another. They are used to assess the policy impact or the progress of programme activities concerning set objectives, goals, and targets. It is also used to evaluate the activity's outcome relevance, impact, effectiveness, efficiency, and long-term viability. Inputs (material, financial, and human), processes (teaching, learning, and good management techniques), and outputs/outcomes; all contribute to the quality of education (the learning outcomes and the quality of results). Monitoring is the systematic collection of data over time to assess progress toward achieving goals, outputs, and impacts. [Mertens \(2005\)](#) described monitoring as a constant examination of a project's implementation regarding agreed-upon timetables, as well as the beneficiaries' utilisation of inputs, infrastructure, and services. It is the act of collecting data and combining key indicators regularly to count or measure inputs, outputs, and processes to report on the functions of educational aspects ([Mishra, 2005](#)). It is characterized by [Noh \(2006\)](#) as a sort of evaluation that accumulates concrete data for

programme reformation. It could also be termed as the time-to-time careful watch and checking of the activities or programmes implementation and determining the.

Monitoring in education involves setting targets and milestones to measure progress and achievement in teaching and learning, and to find out whether the impacts are producing the planned outputs, or if an educational programme is consistent with the signs ([Odinko 2014](#)). Further, [Cashin \(2012\)](#) asserts that monitoring is a planned information collection and analysis concerning the progress of a given project or programmes, and is aimed at improving its effectiveness and efficiency. It is the habitual follow-up and diffusion of critical information concerning the advancement of a school programme, its implementation, achievement, proposed output, and outcomes. Monitoring, according to [Kettner, Moroney, and Martin \(2008\)](#), is an assessment of the extent to which a programme is implemented as intended and serves the intended target population. Monitoring, according to [Govender & Reddy \(2014\)](#), is defined as the tracking of actions and the timely use of data acquired to improve the achievement of established targets to the satisfaction of targeted stakeholders. A high-quality monitoring system for educational programmes provides an overall picture of performance and helps companies make better decisions ([Marriott & Goyder, 2009](#)).

According to Richard (1988), as cited in [UNESCO \(2016\)](#), the various types of monitoring include Compliance Monitoring—this is input-related and a sort of technical monitoring that ensures that educational institutions adhere to predetermined standards and norms established by rules and regulations. It is primarily concerned with educational inputs such as teaching materials, teachers, classrooms, and textbooks, to name a few; Diagnostic Monitoring—This is Process-related. It centers on the instructional processes that occur in the classroom situation and to ascertain if learners are learning what is expected of them, and Performance Monitoring—This is outputs-related. It assesses the academic achievement of learners executed through tests and examinations, to know if these learners have learned. [Ojetunde \(2019\)](#) restated that for effective monitoring to be achieved, these basic considerations should be ensured: what data is to be collected (sources), when data is to be collected (frequency), how data is to be collected (Methodology), who collects data (Lower stream stakeholders or programme implementers), who reports data (middle stream stakeholders or programme managers), and for whom the data is to be collected (upper stream stakeholders or policymakers). He also noted that the instrument used for monitoring may include: programme document review, interview, structured questionnaire, and a rating scale.

On the other hand, evaluation could be termed the organised and objective review of a current or accomplished programme, project, or policy, its framework, execution, and results, aimed at determining the significance and realisation of the set objectives, developmental effectiveness, and efficiency, impact, and sustainability. The process of evaluation is usually continuous and entails the assessments of the conflicting scope and depth of the teaching-learning transactions. It provides insights and an understanding of educational policymaking and forecasting. Evaluation is a decisive assessment of a designed programme, to determine the level of accomplishment of set goals and objectives. It provides feedback for teachers, learners, and education policymakers. Fournier (2005), Govender, and Reddy (2014) viewed evaluation as an applied inquiry approach for obtaining and synthesizing evidence that focuses on the efficacy, efficiency, and usefulness of an intervention, and for improving the value of future interventions to the relevant beneficiaries through synergistic interactions and interrelationships of systems, environments, and stakeholders. (Ingvarson, & Rowe, 2008; Belcher et al., 2017; Mertens & Wilson, 2018) described evaluation as a methodical appraisal of a subject's merit, worth, and relevance based on a set of criteria. In general, the criteria for evaluation may include: the relevance of policy or programme – this is necessary for attracting and directing funding in meeting main educational needs rather than the perceived needs; effectiveness-effectiveness involves taking the right step or doing the right thing. It is relaying the relevant and viable information to the right users at the appropriate time; efficiency- efficiency is doing the right thing at the right time; and impact and sustainability-this is the overall effect of the policies and programmes on the learning community, society, or nation.

2.3 Theories Framework

Lo (2012) restates that according to the theory of social constructivism, training is most successful when the learner is in an authentic atmosphere for such learning to occur, and information is exchanged between the learner, teacher, and the school elements. To the author, the tools needed for assessing, monitoring, and evaluating these learning, teaching, and school outcomes are also vital. Individual constructivists claim that teachers should only give feedback on assessment of what has been taught, monitors the teaching outcomes as well as its impact on learners, and at the end, evaluate them to ascertain their performance levels. On a similar note, the Theory of Successful Project Execution according to Nutt (2006) as cited in Appiah (2019), points out a series of steps taken by educational policymakers, schools, and teachers in ensuring accountability regarding the assessment, monitoring, and evaluation of teaching and learning concerns in their schools.

The very essence of this is to bring about a positive change in the school system.

3. Method

This study employed a traditional literature review methodology to synthesize existing research in the field of assessment, monitoring, and evaluation of teaching and learning processes in Nigerian primary schools. A comprehensive search of Google Scholar, Researchgate, Academia, and PubMed was conducted to identify relevant studies. Approximately 30 published review articles were selected through pearl growing, citation chasing, and the systematic review methods filter, along with the author's topic knowledge as a trained educational evaluator. The selection criteria for the included studies focused on the relevance of the research question, study design, and the quality of evidence. A quality assessment tool was used to assess the methodological rigor and relevance of each study. The findings from the included studies were synthesized and analyzed thematically (using theories of social constructivism which was developed by Vygotsky in 1968; Successful Project Execution which was developed by Nutt, 2006) to provide a comprehensive overview of the literature on the assessment, monitoring, and evaluation of teaching and learning processes in Nigerian primary schools. Overall, the methodology employed in this study is thorough and systematic. The inclusion of a quality assessment tool helps to ensure that the included studies are of high quality and relevance. The study's findings are based on a comprehensive review of the existing literature, which provides a foundation for future research and policy development.

4. Result

This study examined evaluating and monitoring primary school teaching and learning processes' importance, challenges to successful implementation, and its impact on Nigerian primary school teachers

3.1 Imports of assessment, monitoring and evaluation of primary school teaching-learning transactions

Accruing from the review of the extant literature, findings reiterate that assessment, monitoring, and evaluation aid in the development of educational programmes, the assessment of their accomplishments, and the advancement of their effectiveness, as well as the systematic measurement and tracking of programme activities and outcomes (Disha, 2017; Hobson, Mayne & Hamilton, 2013). Therefore, assessment, monitoring, and evaluation are absolute means through which the teaching and learning activities of a school, such as curriculum implementation, classroom instructions, teacher teaching styles, and learners' learning outcomes; can be improved upon. Monitoring of teaching in primary

schools helps in fostering teachers' teaching competencies, accountability, and commitment to the teaching profession.

Monitoring and evaluation employ different techniques in obtaining the purported outcome it is set to achieve, these are the regular assessment of the school system through quality assurance inspection, assessment of school records, proper scrutiny of lesson notes and plans before teaching, determining learners' learning outcomes through continuous assessment, and the yearly assessment of teachers' performance for promotional purposes. The evaluation process assesses what has been accomplished, whereas monitoring inspects or investigates what is being done. Monitoring provides data crucial for evaluation and is the foundation for decision-making on programme achievements and improvements.

The systematic assessment, monitoring, and evaluation of a teaching and learning programme increases the effectiveness of the planning and implementation process, ensures the optimal utilization of teaching-learning resources, and makes available empirical evidence for future planning and appraisals. The main objectives of monitoring and evaluation in the teaching-learning processes may include: providing universal primary education to all; eliminating gender disparity in primary education; improving the academic infrastructure in schools, and providing better quality education in Nigeria. More so, monitoring and evaluation within the school system chiefly aim toward informing policies; yielding precise data for assessing the quality and impact of a school programme; timely provision of accurate information for governments and their agencies, education stakeholders, and the public in general; ensuring the allocation and judicious spending of funds meant for education and to ensure transparency and accountability. Monitoring and evaluation, especially in the school setting help ensure the adequacy or otherwise of school records, school facilities, school-community relations, revenue accruing to the school, data on learners' performance and class size, and learners' bio-data (Demie, 2013).

Moreover, the roles of assessment, monitoring, and evaluation in Nigeria primary schools can be summed up into the following: it is a source of information on the progress of teaching and learning; it enhances teachers' and learners' expertise and knowledge; it contributes to transparency and accountability in the school system; it limits mistakes and offers paths for learning and improvements; it is a basis for questioning and testing assumptions; it improves policy making and practice; it smoothen the communication gap between governments, education policymakers, and stakeholders; it enriches the performance of both teachers and learners; essential for future school planning and management; it is a basis for fundraising and influencing vital

education policies. For a practical and vigorous monitoring and evaluation framework in any system, an enabling environment should be provided. The process of monitoring and evaluation should be entwined and embedded in the school system to maintain efficiency and effectiveness in the teaching-learning processes. Wagner et al., (2005) as cited in UNESCO (2016), assert that the potential stakeholders in monitoring and evaluation planning and communication are the: learners, teachers, technicians, parents, curriculum developers, teacher trainers, educational administrators, education officials, employers, and community-based organisations. It is advocated that a school-based evaluation helps in maintaining internal and external performance benchmarks for schools, motivating schools' self-evaluation and accountability, with objectivity as its hallmark.

3.2 Strategies for implementing Assessment, Monitoring, and Evaluation of Primary School Teaching and Learning

The assessment of primary schools and teachers in the teaching-learning process could take the form of pre-assessment or diagnostic assessment-an assessment carried out by the teacher before instruction to ascertain the strength, weaknesses, skills, and knowledge possessed by learners. The teacher can thereafter decide on the best instruction approach to adopt based on the information collected; formative assessment is employed in the initial stage of instruction development. It is used in monitoring pupils' learning to provide feedback. The essence of the feedback is to expand instruction; summative assessment is designed for measuring what learners have learned and what they are expected to have learnt. More so, it assesses learning effectiveness, learners' reactions to the mode of instruction; confirmative assessment- assessment of classroom instruction that has been executed over time. The teacher may want to find out if the way and method of instruction are still effective or current; norm-referenced assessment-assessment designed to compare the performance of learners against a set norm. It is also the process by which the teacher compares the average grade of his or her pupils against that of the entire school; a criterion-referenced assessment assesses learners' performances against a learning standard. It is used to appraise a specific body of knowledge or skills that learners have attained; and the Ipsative assessment where learners are forced or coerced against their volition, into the process of assessment.

Moreover, Kusek & Rist (2004) highlight the critical strategies and steps that can be adopted in a monitoring and evaluation exercise: categorise and choose the key indicators to monitor outcomes; decide on a baseline data on the chosen key indicators; insist on results information; decide on result targets;

connect outcomes and targets with work plans; appraise targets as planned, report and evaluate findings in line with the laid down standards. It has been established that monitoring and evaluation have a positive impact on learners', teachers', and schools' overall performance (Ajibade & Ajibade, 2020; Ikoro & Eleri, 2017). The United Nations International Children's Education Scientific and Cultural Organisation (UNESCO) and the Federal Government of Nigeria collaborated to establish the groundwork for a national assessment of primary education in Nigeria, with the primary goal of monitoring learning attainment (Falayafa et al., 1997). Chukwu et al., (2019) recommend that schools establish an internal monitoring and evaluation committee to ensure adequate monitoring and evaluation of teaching and learning. Internal monitoring and evaluation, according to Harvey & Struzziere (2008), results in skill maintenance, improvement, expansion, professional development, reduced stress, and increased accountability within educational conclaves.

3.3 Challenges affecting the effective implementation of assessment, monitoring, and evaluation in Nigerian primary schools

The factors that are hampering the effective assessment, monitoring and evaluation of primary schools' teaching-learning programmes, especially in Nigeria include inadequate evaluation experience by teachers, school owners, and stakeholders; few or absence of qualified evaluators; poor funding of primary school education; little or no technical know-how on the part of the education stakeholders, especially in the collection and interpretation of evaluation data and poor monitoring and evaluation practices. More so, as evident in the literature, in the Nigerian education sector, the challenges of monitoring and evaluation comprise perceiving monitoring and evaluation as a burden: Many teachers and school owners perceive monitoring and evaluation processes as an unnecessary burden. This perception may have been affecting their attitude and general implementation of the monitoring and evaluation of teaching-learning transactions in primary schools; poor/inadequate data collation: data emanating from the processes of teaching and learning, especially from many of the Nigerian primary schools, are poor in value, and usually inadequate. these may have been the cause of the lack of data trust at the level; misplacement/poor monitoring and evaluation records management: another major challenge of monitoring and evaluation of primary education in Nigeria is the frequent misplacement of data regarding monitoring and evaluation of teaching-learning processes; lack of education stakeholders support for monitoring and evaluation of education in Nigeria is a challenge that has to be addressed if the sector is to make a huge success.

Other challenges of monitoring and evaluation are the absence of an established logical framework for viable monitoring and evaluation of primary education in Nigeria; poor/inadequate government funding and support for primary education in Nigeria; viz-a-viz the agencies that should carry out the functions of monitoring and evaluation. There is a huge neglect of primary education in Nigeria (Fehintola & Fehintola, 2021). Teachers are no longer recruited at the level, and even when recruited, will redeploy themselves to secondary schools; lack of a professional body mandated to execute the functions of monitoring and evaluation of primary education in Nigeria; lack/inadequate trained monitoring and evaluation experts; lack/inadequate resource(s) for the monitoring and evaluation of teaching and learning; and poor timing of monitoring and evaluation of primary education systems in Nigeria.

Nonetheless, some other challenges are non-uniformity in assessment across schools; poor records keeping; lack of uniform or standardised scales for assessment monitoring, and evaluation; teachers' inexperience in the art of assessment; shortage of assessment instruments; teachers' negative attitude towards assessment; teachers lack the needed skill or expertise for processing; analyzing, and interpreting assessment information; large class size; absence of monitoring programmes; teachers lack knowledge of and wrong interpretation of assessment policy; teachers' poor planning and implementation of assessment, and lack of technical know-how in online or e-assessment (Fehintola & Fehintola, 2021).

3.4 Implications for Teachers

Despite the overbearing challenges in the actual implementation of assessment of teaching and learning in primary schools, practicing teachers at the level need to imbibe the full knowledge, skills, and culture of assessment. This can be ensured by continuous training and retraining of teachers in the art and act of assessment, monitoring, and evaluation (Osiesi, 2020). This is to provide teachers with the very skills, knowledge, and experiences to effectively execute the assessment of learners in their classrooms (Ogunode et al., 2020).

Moreover, Teachers should have the right and positive attitudes towards assessment and its implementation. School owners and administrators are to regularly monitor and appraise teachers on appropriate assessment modules used in their schools. Teachers should ensure that feedback from the assessment outcomes is used in improving further teaching and learning, and other school/classroom activities. Teachers are to thoroughly implement the continuous assessment of learners. This will, in the long run, equip them with a positive attitude, improved skills, and better experiences for effective assessment process.

5. Discussion

Teaching and learning is a major component of the education system, globally. At every point in time, progress in terms of inputs and output in the system requires periodic monitoring and evaluation in ascertaining whether real attainment in the field is achieved. The education system is one indicator that can be used in measuring the national development of societies: economic, social, political, technological, and so on; and it is a mechanism necessary for nation-building (Mensah, 2019). The process of learning and teaching can be made efficient where there are effective monitoring and evaluation that serves as check and balances (Ndungu et al., 2015). UNESCO (2016) did report that monitoring and evaluation in the education sector have over the years, undergone evolutionary stages, stemming from the extensive input-output and project-based monitoring, aimed at yielding well-timed and consistent evidenced-based data which serves as indicators of the progress made at schools and communities and useful in meeting special needs for enhancing the worth, importance, and coverage of the sector.

The essence of assessment, monitoring, and evaluation of teaching and learning in Nigeria primary schools cannot be overemphasized. It is the needed tool that ensures the efficiency, effectiveness, and sustainability of the sector. For improved, effective, and sustainable teaching-learning interventions, regular monitoring and evaluation practices should be implemented and sustained in all primary schools (Ndungu, 2015; Appiah, 2019). Thus, for an authentic assessment, monitoring, and evaluation of teaching and learning processes in Nigeria primary schools, teachers and education stakeholders need to be regularly enlightened or trained on these roles played by the assessment, monitoring, and evaluation (Appiah, 2019; Disha, 2017; Hobson et al., 2013). The essence of every evaluation process is to diagnose the various shortfalls in the teaching-learning processes to proffer corrective measures for improvement (Osiesi, 2020). An assessment should give information that is both reliable and helpful, allowing all stakeholders in the education sector to incorporate lessons gained into their decision-making processes (Osiesi, 2020).

The process of evaluating a programme or project is iterative and expository, and it can be carried out either internally or by outside evaluators. Placement evaluations are used to allocate learners to a typical class or group; formative evaluations are used to detect learning obstacles; diagnostic evaluations are used to locate learning difficulties. summative- used at the end of a programme or learning session to determine the extent to which programme objectives have been met (Basse, 2016; Gafoor, 2015; Osiesi, 2020). The fundamental goal of an evaluation is to obtain insight into current activities to reflect and

identify future change while also improving decision-making in a certain educational programme (Odinko 2014). It is for acquiring and processing shreds of evidence needed to improve the learning and teaching activities both at the onset of such programme or the end. However, these are in contrast with the findings of Kipkoech et al. (2020) that report that monitoring activities in pre-primary schools have no significant impact on learners' performance. The geographical differences and education level of the research samples in the two studies could be the underlying cause of the contrasting findings.

UNEG (2005) restated that evaluation has norms which can be summarised as: impartiality: there should be a dearth of bias in due process, rigour in the methods adopted, reflection, and showcasing of the successes recorded and the challenges therein; independence: there should be independence of the evaluators from the interference of the government and her agencies, and the school management; evaluability: a distinct evaluation plan, simplifying the various stages of the evaluation should be provided; quality: there should be a quality-oriented design, planning, and implementation processes with full evaluation reports; competencies for evaluation: the evaluators or the evaluation agencies should be skilful enough to execute the evaluation; transparency and consultation: major stakeholders should be involved in the evaluation, to enhance quality and credibility; ethics: professional integrity and respect of the rights of individuals and institutions by evaluators should be paramount; follow-up: a systematic execution of the recommendations from the evaluation process should be pursued to the latter; and contribution to knowledge building: valuation findings and lessons should be accessible to target audiences in a user-friendly format (Appiah, 2019; Ndungu, 2015; Osiesi,2020).

The challenges hindering the effective monitoring and evaluation of primary schools' teaching-learning programmers, especially in Nigeria, include; inadequate evaluation experience by teachers, school owners, and stakeholders; few or absence of qualified evaluators; poor funding of primary school education; little or no technical know-how on the part of the education stakeholders especially in the collection and interpretation of evaluation data, and poor monitoring and evaluation practices (Appiah, 2019; Ndungu, 2015). In the Nigerian education sector, the challenges of monitoring and evaluation comprised perceiving monitoring and evaluation as a burden: many teachers and school owners perceive monitoring and evaluation processes as an unnecessary burden (Appiah, 2019; Osiesi, 2020).

This perception may have been affecting their attitude and general implementation of the monitoring and evaluation of teaching-learning transactions in primary schools; poor/inadequate data collation: data emanating from the processes of teaching and learning,

especially from many of the Nigerian primary schools, are poor in value, and usually inadequate. These may have been the cause of the lack of data trust at the level; misplacement/poor monitoring and evaluation records management: another major challenge of monitoring and evaluation of primary education in Nigeria is the frequent misplacement of data regarding monitoring and evaluation of teaching-learning processes; lack of education stakeholders support for monitoring and evaluation of education in Nigeria is a challenge that has to be addressed if the sector is to make huge success (Ogunode et al., 2020). Other challenges of monitoring and evaluation are the absence of an established logical framework for viable monitoring and evaluation of primary education in Nigeria; poor/inadequate government funding and support for primary education in Nigeria; viz-a-viz the agencies that should carry out the functions of monitoring and evaluation. Hence, there is a huge neglect of primary education in Nigeria (Fehintola & Fehintola, 2021).

The essence of monitoring and evaluation of teaching and learning in Nigerian primary schools cannot be overemphasized. It is the needed tool that ensures the efficiency, effectiveness, and sustainability of the sector. For improved, effective, and sustainable teaching-learning interventions, regular monitoring, and evaluation practices should be implemented and sustained in all primary schools (Appiah, 2019; Fehintola & Fehintola, 2021; Osiesi, 2020). Teachers are no longer recruited to the level, and even when recruited, will redeploy themselves to the secondary schools; lack of a professional body mandated to execute the functions of monitoring and evaluation of primary education in Nigeria; lack/inadequate trained monitoring and evaluation experts; lack/inadequate resource for the monitoring and evaluation of teaching and learning; and poor timing of monitoring and evaluation of primary education in Nigeria are the many challenges impeding effective assessment, monitoring and evaluation of primary education in Nigeria (Osiesi, 2020b). Governments and all education stakeholders are to pool resources and efforts together in mitigating or completely eradicating these aforementioned challenges (Nwokeocha, 2017).

6. Conclusions

This study has shed light on the crucial role of assessment, monitoring, and evaluation in Nigerian schools, highlighting the importance of these tools in improving the teaching and learning activities of a school. The critical strategies for monitoring and evaluation exercise include categorising and choosing key indicators, deciding on a baseline data, insisting and deciding on results information and targets, connecting outcomes and targets with work plans, appraising targets as planned, and reporting and evaluating findings in line with the laid down

standards. The study identifies several challenges to effective assessment, monitoring, and evaluation of primary schools' teaching-learning programmes in Nigeria, including inadequate evaluation experience by teachers, few or absence of qualified evaluators, poor funding of primary school education, little or no technical know-how on the part of the education stakeholders, non-uniformity in assessment across schools, teachers' negative attitude towards assessment, and teachers' lack of knowledge in and wrong interpretation of assessment policy.

The study concludes that assessment, monitoring, and evaluation of teaching and learning is necessary for a robust and vibrant primary education in Nigeria, in as much as the challenges hampering its full implementation in schools are addressed and tackled. It recommends that Governments and other stakeholders adopt and foster structural changes in the implementation of assessment, monitoring, and evaluation of teaching and learning endeavours, as well as other school-oriented activities, to achieve the national policies on primary education in Nigeria. Continuous professional development and training should be planned and sponsored for teachers, school heads and administrators, and educational evaluators, to boost their knowledge, attitudes, and skills for a practical and vigorous monitoring and evaluation framework for the education sector. The process of monitoring and evaluation should be entwined and embedded in the school system to maintain efficiency and effectiveness in the teaching-learning processes. Teachers should be trained and retrained in monitoring and evaluation practices, and necessary tools provided for effective implementation.

In summary, this study highlights the significance of assessment, monitoring, and evaluation practices in Nigerian primary schools, the challenges hindering their implementation, and recommendations on addressing them. The implementation of these practices is crucial for achieving a robust primary education system in Nigeria.

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