



Perception of Stakeholders on Evaluation and Implementation... (Hassan & Bashir, 2021)

Perception of Stakeholders on Evaluation and Implementation of Educational Policies by Ministries of Education in North-Central States, Nigeria

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Abstract

This study is titled “Stakeholders’ Perceptions on Evaluation and Implementation of Educational Policies by Ministries of Education in North-Central States, Nigeria”. The objective of the study was to find out the difference in perception among principals, teachers and officials of MOE on the use of evaluation and implementation of educational policies by Ministries of Education in North-Central States, Nigeria. In line with the objective, one research question was formulated and the null hypothesis postulated to find out the significant differences in the opinions of the three groups of respondents. The descriptive survey design was adopted for investigations and collection of data. A total of 65160 constituted the population of the study. Through stratified random sampling techniques, the sample size of 1028 was drawn that includes, 348 principals, 553 teachers and 127 Ministry of Education Officials. The instrument used for this research was a set of questionnaires titled Assessment of the Use of Evaluation in Planning and Implementation Processes of Ministries of Education (AUEPIPMoEQ). The instrument was validated through a pilot test and statistical coefficient of Alpha level of 0.79 was obtained to indicate the reliability of the instrument and the research tool used was Analysis of Variance (ANOVA) at 0.05 significant level. From the finding, the calculated F-value 2.691 which was less than the critical value 3.09, while the P-value (.671) was greater than the significant level of 0.05 which indicates that there is no significant difference in the perceptions of principals, teachers and officials of Ministries of Education on use of evaluation in planning and implementation processes of Ministries of Education in North -Central Zone, Nigeria. It was recommends that; Ministries of Education should always give their full support to officials of the planning unit of the ministry and involved heads of different levels of education and experienced teachers in the process of evaluation of the planning and implementation processes in North-Central Zone, Nigeria.

Keywords: Stakeholders’, Perceptions, Evaluation, Planning, Implementation, Educational Policies and Ministries of Education



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Introduction

The need for planning and especially in education cannot be overemphasized. Education is an important tool for human development, and it is regarded as a veritable instrument for achieving national goals, Maduekwe, (2012). No wonder the nation's evolution of deliberate plans to achieve their own goals through provision of qualitative education, Ayeni, (2012). Planning is like the first giant step in a race. This is in line with Adesina (2015) who opines that: Planning should be seen like the first leg of a relay race, in a relay race, every step is important, but most crucial is the first leg and if the first leg is faulty, it would affect the remaining parts of the race. Therefore if a system lacks sound planning or its plan processes are not properly implemented, the process would be haphazard. Planning is a future oriented process. Forecasting is involved in the setting of goals and sub-goals as well as objectives (Bezzina, 2016). It is through educational planning that an administrator is able to develop ways and means of achieving educational goals and objectives.

For implementation to be effective, planning must first consider and include feasible steps to achieving implementation with realistic plans. Coombs (2014) in agreement, states that: "an educational system will be well planned and its plans well implemented only if those responsible for its various parts are themselves good planners. He adds that planning to be effective, must be concerned with its own implementation with progress made or not made, with unforeseen obstacles that arise and with how to overcome them. Ansoff and McDonnell (2016) define implementation as a process that establishes a desired organizational behaviour, in accordance with the strategy content. Implementation is the process of causing the firm to behave in accordance with the purposes, guidelines and strategies.

Education in Nigeria is overseen by the Ministry of Education. Local authorities take responsibility for implementing state-controlled policy regarding public education and state schools. The education system is divided into Kindergarten, Primary education, secondary education and tertiary education. Nigeria's central government has been dominated by instability since declaring independence from Britain, and, as a result, a unified set of education policies has not yet been successfully implemented. Regional differences in quality, curriculum, and funding characterise the education system in Nigeria (Yusuf, 2014). Currently, Nigeria possesses the largest population of out-of-school learning youth in the world.

Planning can be defined as a process of taking decisions for future actions in order to achieve pre-determined objectives by optimum utilisation of available resources in a limited time frame. Thus a pre-condition for planning is the existence of certain objectives which need to be achieved and constraints in this respect are time and resources. Here resources include all the three types of resources namely physical (or material), financial and human resources. It is said that we plan because we have limited resources and we have to achieve our objectives within the constraint of these limited resources (Daramola, 2012). The term "planning" is very frequently used in daily life and every person without exception does some planning at individual level when one has to accomplish some task. Households plan for meeting the requirements of the family within the income available and thus plan for monthly expenditure. When planning is undertaken at the individual or household level decision for future actions are taken by individuals.



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Educational planning, according to Combs (2010) is the application or rational systematic analysis to the process of educational development with the aims of making education more effective and efficient in terms of responding to the needs goals of students and society as a whole. Okah (2011) views educational planning from the programmatic point of view. According to him, educational planning could be seen as “a process of analysing the education needs of the society and to be able to make economically viable allocation of the available scarce resources for the education of their children”.

The planning process should be seen as a continual process rather than compiling documents that once finished remain on the shelf untouched. The organisation’s strategic and operational plans should be documents that are referred to regularly, and reviewed and changed at various times in the future as internal and external influences change and various objectives are achieved. An organisation may produce separate documents for strategic, operational and supplementary plans for presentation purposes particularly if it is a large one. It is important to recognise that the ministries of education in fact, should have one planning process to achieve a common strategic direction. In order to achieve schools objectives, there are certain effective planning processes that are involved (Bezzina, 2016).

Evaluation: This investigates how plan evaluation is integrated within the decision-making process in planning of the country. According to Jason (2014), it also offers effective ways of formulating objectives and designing alternative proposals within the processes of decision-making in planning. Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. The researcher is in support that evaluation can also be used to assist schools, ministries of education, programme, design, project or any other intervention or initiative to assess any aim, realisable concept/proposal, or any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed.

Federal Government of Nigeria (2013) asserted that success of any system of education hinges on proper planning process, efficient administration and teacher guidance. It maintained cordial relationship between the school communities in achieving deserved learning goals. The importance of secondary education in educational system cannot be over-emphasised. Apart from serving as the link between primary and tertiary education, it provides opportunity for a child to acquire additional knowledge, skills, and traits beyond the primary level. A major factor that necessitates the acquisition of secondary education in Nigeria is that, the education being provided at the primary level is proving to be insufficient for a child to acquire permanent literacy, communicative, and numeracy skills expected from him/her at the end of the training (Chinelo, 2011). However, the researchers opined that, if we consider the process of planning for education it may be made clear that the methodology or the steps involved in planning remain the same whether plans are formulated at higher level or at the lower level. For effective planning process in the ministries of education there must be an effective use of evaluation process.

The Ministry of Education is the government establishment overseeing the educational programmes and activities in the state, while the federal ministry of education establishes and oversees educational programmes such as federal government colleges and unity schools. The state governments do a similar thing at the state level. The dynamic nature of the society has widened the scope of the State Ministries of Education to include the establishment of secondary school at the state level (Johnson, 2018). Therefore, it is on the



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strength of the problem situation faced by ministries of education that the study set to investigate Stakeholders Perception on Evaluation and Implementation of Educational Policies by Ministries of Education in North-Central States, Nigeria.

Planning process at ministries of education is an extremely important activity as it forms the basis of all programmes of quantitative and qualitative improvement in education. Planning is the process of preparing a set of discussions for action in future directed at achieving goals. Without planning, an individual or a society, ministries of education or a nation can't prosper. Similarly, ministries of education cannot achieve the targeted goals unless it goes for proper steps used in planning process. Educational planning implies taking decisions for future actions with a view to achieving predetermined objectives through the optimum use of scarce resources.

Another problem adversely affecting ministries of education, from report, is that of ineffective use of evaluation and insufficient funds to run efficiently the affairs of the ministry and the education sector entirely. This has led to poor incentive system and fringe benefits. Promotions are long overdue and the budgetary allocation is inadequate. The falling standard of education is caused by ineffective inspectorate system in the ministries which is one of the services for education in terms of quality control. The disappointment in the role performance of the administrators in the department of planning research and statistic in the Ministries of Education is responsible for their deplorable state in terms of infrastructural facilities, equipment, teaching staff and student personnel services. A consequence of this is that necessary steps to improve the quality of teaching and learning have not been taken and it has been confirmed that this leads to continued poor performance of students at secondary school level.

The researchers are of the view that, for effective planning and implementation processes in the Ministries of Education to take place and to achieve education objectives in Nigeria, there should be effective use of evaluation and implementation processes by educational administrators of Ministries of Education in North-Central Zone, Nigeria.

Objective of the Study

The specific objective of this study was to:

1. Examine the difference in perception among principals, teachers and officials of MOE on the use of evaluation and implementation of educational policies by Ministries of Education in North-Central States, Nigeria.

Research Question

This study therefore, seeks to answer this research question;

1. Do principals, teachers and officials of MOE differ in their perception on the use of evaluation and implementation of educational policies by Ministries of Education in North-Central States, Nigeria?

Hypothesis

The hypothesis was postulated to guide the study

- Ho1.** There is no significant difference in the perception of principals, teachers and officials of ministry of education (MOE) on the use of evaluation and implementation of educational policies by Ministries of Education in North-Central States, Nigeria.



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Methodology

The research design adopted for the conduct of this study is survey design. The population of the study was 65160 comprising 3,179 School Principals, 61,854 Teachers and 127 Ministry of Education Officials (MOE) in the Planning Research and Statistics Departments. Research Advisors (2006) at 0.05 Confidence Level was used to determine the sample size of the principals, teachers and Ministry of Education Officials (MOE). The total sample size for the study was 1028 that is, 348 principals, 553 teachers and 127 Ministry of Education Officials (MOE) in the Planning Research and Statistics Departments. The instrument for data collection was adopted questionnaire titled: Stakeholders Perception on Evaluation and Implementation of Educational Policies by Ministries of Education Questionnaire (SPEIEMoEQ) for principals, teachers and officials of ministries of education (MOE) in the Department of Planning Research and Statistics design by B.A. Maina (2019). The questionnaire items were designed using a five point likert type scale of measurement as follows: Strongly Agree-5, Agree-4, Undecided-3, Disagree-2, Strongly Disagree-1. By using these sets of graduated response options, individual respondents were to indicate their degree of agreement or disagreement with the statements. The reliability coefficient of the questionnaire was based on the requirements for internal consistency that the average was pretty high around 0.79. This was high enough for the instrument to be considered reliable. The inferential statistics adopted was One Way Analysis of Variance (AVONA) to detect the differences and brings out the causes of such differences to further check the significance differences with the degree of freedom at 0.05 level of significance.

Results

Research Question 1:

To what extent is evaluation used in planning and implementation processes of ministries of education in North-Central Zone, Nigeria?

Table 1: Opinions of Respondents on the Use of Evaluation and Implementation of Educational Policies by Ministries of Education in North-Central States, Nigeria

S/N	Items statement	Category of Respondent	Agree		Undecided		Disagree	
			(F.	%)	(F.	%)	(F.	%)
1	The Ministry of Education uses experts outside the ministry in evaluation of the implementation plans in its planning process.	Principals	254	73.0	13	3.7	81	23.3
		Teachers	404	73.1	27	4.9	122	22.1
		MOE	88	69.3	15	11.8	24	18.9
2	The Ministry of Education ensures that the officials of planning unit of the ministry are experts in educational and administrative planning to give in the best evaluation process of the planning.	Principals	221	63.5	25	7.2	102	29.3
		Teachers	365	66.0	46	8.3	142	25.7
		MOE	53	41.7	24	18.9	50	39.4
3	The Ministry of Education gives full support to officials of the planning unit of the ministry in planning process.	Principals	245	70.4	18	5.2	85	24.4
		Teachers	380	66.7	31	5.5	142	25.7
		MOE	83	65.4	14	11.0	30	23.6
4	The Ministry of Education involves heads of different levels of education	Principals	219	62.9	19	5.5	110	24.4



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	in the process of evaluation of the planning.	Teachers	369	66.7	24	4.3	160	28.9
		MOE	61	48.0	11	8.5	55	43.3
5	The Ministry of Education involves experienced teachers of different levels of education in the process of evaluation of the planning.	Principals	330	94.8	12	3.4	6	1.7
		Teachers	522	94.4	27	4.9	4	0.7
		MOE	117	92.1	4	3.1	6	4.7
6	The Ministry of Education assesses progress on established implementation plans in its planning process.	Principals	243	69.8	21	6.0	84	24.2
		Teachers	390	70.5	27	4.9	136	24.6
		MOE	73	57.5	11	8.7	43	33.9
7	The Ministry of Education assesses progress on strategic goals of the planning process of the ministry	Principals	205	58.9	21	6.0	122	35.1
		Teachers	332	60.0	29	5.2	192	34.7
		MOE	58	45.7	10	7.9	59	46.5
8	The Ministry of Education assesses progress on the objectives of strategic plan of the ministry.	Principals	202	58.0	18	5.2	128	36.8
		Teachers	326	59.0	26	4.7	201	36.3
		MOE	54	42.5	15	11.8	58	45.7
9	The Ministry of Education assesses need for changes in direction of planning of the ministry.	Principals	205	58.9	14	4.0	129	37.1
		Teachers	329	59.5	23	4.2	201	36.3
		MOE	54	42.5	20	15.7	53	41.7
10	The Ministry of Education assesses need for changes in the strategy of planning process of the ministry.	Principals	215	61.8	18	5.2	115	33.0
		Teachers	348	62.9	29	5.2	176	31.8
		MOE	62	48.8	18	14.2	47	37.0

In response to items 1 to 10 in Table 1, which sought on the use of evaluation and implementation of educational policies by Ministries of Education in North-Central States, Nigeria, responses of all respondents were collected, analysed and discussed.

Response to item 1 reveals that Ministry of Education uses experts outside the ministry in evaluation of the implementation plans in its planning process, 254(73.0%) of principals agreed with the statement, 81(23.3%) were disagreed and 13(3.7%) of the principals were undecided to the statement. Among the teachers 404(73.1%) of teachers agree to the statement, 122(22.1%) were disagreed, while 27(4.9%) were undecided. Also, among the officials of ministries of education (MOE), 88(69.3%) agreed that Ministry of Education uses experts outside the ministry in evaluation of the implementation plans in its planning process in the zone. However, 24(18.9%) disagreed, while 15(11.8%) were undecided. In all, it could be said that the respondents showed a greater response that Ministry of Education uses experts outside the ministry in evaluation of the implementation plans in its planning process in the North-Central Geographical Zone of Nigeria. The result shows they are affirmative.

In response to item 2, it was reveals Ministry of Education ensures that the officials of planning unit of the ministry are experts in educational and administrative planning to give in the best evaluation process of the planning, the result shows 221(63.5%) of principal agreed to the statement, 25(7.2%) were undecided and 102(29.3%) were disagreed. 365(66.0%) of teachers agreed, 142(25.7) disagreed while 46(8.3%) were undecided. Among the officials of ministries of education (MOE), 53(41.7%) agreed that Ministry of Education ensures that the officials of planning unit of the ministry are experts in educational and administrative planning to give in the best evaluation process of the planning, 50(39.4%) disagreed and 24(18.9%) were undecided with the statement. In all, the



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respondents showed a greater magnitude of their response that Ministry of Education ensures that the officials of planning unit of the ministry are experts in educational and administrative planning to give in the best evaluation process of the planning in the North-Central Zone of Nigeria. The result shows they are affirmative.

In response to item 3, it was revealed that Ministry of Education gives full support to officials of the planning unit of the ministry in planning process, the result shows 245(70.4%) of principal agreed to the statement, 85(24.4%) disagreed and 18(5.2%) were undecided. Among the teachers, 380(66.7%) of teachers agreed, 142(25.7%) disagreed while 31(5.5%) were undecided. Among the officials of ministries of education (MOE), 83(65.4%) agreed that Ministry of Education gives full support to officials of the planning unit of the ministry in planning process, 30(23.6%) disagreed and 14(11.0%) were undecided with the statement. In all, the respondents showed a greater magnitude of their response that Ministry of Education gives full support to officials of the planning unit of the ministry in planning process in the North-Central Zone of Nigeria.

In response to item 4, it was revealed that Ministry of Education involves heads of different levels of education in the process of evaluation of the planning, the result shows 219(62.9%) of principal agreed to the statement, 110(24.4%) of principals disagreed and insignificant numbers of 19(5.5%) were undecided with the statement. Among teachers 369(66.7%) of teachers agreed, 160(28.9%) disagreed while 24(4.3%) were undecided. Among the officials of ministries of education (MOE), 61(48.0%) agreed that Ministry of Education involves heads of different levels of education in the process of evaluation of the planning, 55(43.3%) were disagreed with the statement and 11(8.5%) were undecided. In all, the respondents showed a greater magnitude of their response that Ministry of Education involves heads of different levels of education in the process of evaluation of the planning in the North-Central Geographical Zone of Nigeria. The results show they are affirmative.

In response to item 5, it was revealed that Ministry of Education involves experienced teachers of different levels of education in the process of evaluation of the planning, the result shows 330(94.8%) of principal agreed to the statement, 6(1.7%) were disagreed and 12(3.4%) were undecided. Among teachers, 522(94.4%) of teachers agreed, 4(0.7%) disagreed while 27(4.9%) were undecided. Among the officials of ministries of education (MOE), 117(92.1%) agreed that Ministry of Education involves experienced teachers of different levels of education in the process of evaluation of the planning, 6(4.7%) were disagreed with the statement and 4(3.1%) were undecided with the statement. In all, the respondents showed a greater magnitude of their response that Ministry of Education involves experienced teachers of different levels of education in the process of evaluation of the planning in the North Central Zone of Nigeria.

In response to item 6, it was revealed that Ministry of Education assesses progress on established implementation plans in its planning process, the result shows 243(68.9%) of principal agreed to the statement, 84(24.2%) were disagreed and 21(6.0%) were undecided. 390(70.5%) of teachers agreed, 136(34.6%) were disagreed and while 27(4.9%) were undecided. Among the officials of ministries of education (MOE), 73(57.5%) agreed that Ministry of Education assesses progress on established implementation plans in its planning process, 43(33.9%) disagreed and 11(8.7%) were undecided with the statement. In all, the respondents showed a greater magnitude of their response that Ministry of Education assesses progress on established implementation plans in its planning process in the North-Central Zone of Nigeria.



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In response to item 7, it was revealed that Ministry of Education assesses progress on strategic goals of the planning process of the ministry, the result shows 205(58.9%) of principal agreed to the statement, 21(6.0%) were undecided and 122(35.1%) were disagreed. 332(60.0%) of teachers agreed, 192(34.7%) disagreed while 29(5.2%) were undecided. Among the officials of ministries of education (MOE), 58(45.7%) agreed that Ministry of Education assesses progress on strategic goals of the planning process of the ministry in the zone, 59 representing (46.5%) disagreed and 10(7.9%) were undecided with the statement. In all, the respondents showed a greater magnitude of their response that Ministry of Education assesses progress on strategic goals of the planning process of the ministry in the North-Central Zone of Nigeria. The result shows they are affirmative.

In response to item 8, it was revealed that Ministry of Education assesses progress on the objectives of strategic plan of the ministry, the result shows 202(58.0%) of principal agreed to the statement, 129(37.9%) were disagreed and 18(5.2%) were undecided. Among teachers in the zone, 326(59.0%) agreed with the statement and 201(36.3%) disagreed. 54(42.5%) of MOE agreed, 15(11.8%) were undecided and 58(45.7%) disagreed with the statement. In all, the respondents showed a greater magnitude of their response that Ministry of Education assesses progress on the objectives of strategic plan of the ministry in the North-Central Zone of Nigeria. The result shows they are affirmative.

In response to item 9, it was revealed that Ministry of Education assesses need for changes in direction of planning of the ministry, the result shows 205(58.9%) of principal agreed, 129(27.1%) disagreed with the statement and 14(4.0%) were undecided with the statement. Among teachers, 329(59.5%) of teachers agreed that Ministry of Education assesses need for changes in direction of planning of the ministry, 23(4.2%) were undecided and 201(36.3%) were disagreed. 54(42.5%) of MOE agreed, 20(15.7%) were undecided with the statement and 53(41.7%) disagreed. In all, the respondents showed a greater magnitude of their response that Ministry of Education assesses need for changes in direction of planning of the ministry in the North Central Zone of Nigeria.

In response to item 10, it was revealed that Ministry of Education assesses need for changes in the strategy of planning process of the ministry, the result shows 215(61.8%) of principal agreed, 115(33.0%) disagreed with the statement and 18(5.2%) were undecided with the statement. Among teachers, 348(62.9%) of teachers agreed, 29(5.2%) were undecided and 176(31.8%) disagreed. 62(48.8%) of MOE agreed that Ministry of Education assesses need for changes in the strategy of planning process of the ministry, 18(14.2%) were undecided and 47(37.0%) disagreed with the statement. In all, the respondents showed a greater magnitude of their response that Ministry of Education assesses need for changes in the strategy of planning process of the ministry in the North-Central Zone of Nigeria. The result shows they are affirmative.

Hypothesis 1:

There is no significant difference in the Perception of principals, teachers and officials of ministry of education (MOE) on the use of evaluation and implementation of educational policies by Ministries of Education in North-Central States, Nigeria.



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Table 2: Summary of Analysis of Variance (ANOVA) in the Opinions of Respondents on Use of Evaluation in Planning and Implementation of Educational Policies by Ministries of Education in North-Central Geographical Zone, Nigeria

Source of Variation	Sum of Square	Df	Mean of Square	F-cal	F-critical	P-value	Decision
Between Groups	1.807	2	1.904	2.691	3.09	.671	H ₀₁ Retained
Within Groups	2323.644	1025	2.267				
Total	2325.451						Ho is Retention if the p-value > 0.05

Source: Fieldwork, 2019

As shown in Table 2, if the P-value is less than the level of significance the hypothesis is rejected, but if otherwise, it is retained. The calculated F-value (2.691) is less than the critical value (3.09), while the P-value (.671) is greater than the significant level of 0.05 which indicates that there is no significant difference in the opinions of principals, teachers and officials of Ministries of Education on use of evaluation and implementation of educational policies by Ministries of Education in North-Central States, Nigeria. The P-value (.671) is greater than the significant level of 0.05 which indicates that the Null hypothesis (H₀₁) is hereby retained. The above result corresponds with the results of the research questions in which the majority of the respondents agreed with the items stated in the research questions.

Discussion of Finding

The variables investigated include: use of evaluation and implementation of educational policies by Ministries of Education in North-Central States, Nigeria. In response to items 1 to 10 in research question, which sought on the use of evaluation and implementation of educational policies by Ministries of Education in North-Central States, Nigeria.

However, it was agreed that Ministry of Education has helped in using experts outside the ministry in evaluation of the implementation plans in its planning process in the zone, Ministry of Education gives full support to officials of the planning unit of the ministry in planning process, it was also agreed that Ministry of Education involves experienced teachers of different levels of education in the process of evaluation of the planning, the respondents showed a greater magnitude of their response that Ministry of Education assesses progress on established implementation plans in its planning process in the North-Central Zone, Nigeria. This was supported by Micheal (2017) who sees evaluation as a complex process involving all the stages of development and implementation. According to Jason (2014) who asserts that, evaluation offers effective ways of formulating objectives and designing alternative proposals within the processes of decision-making in planning.

Conclusion

Based on the findings from the study, it was concluded that Ministries of Education ensures that the officials of planning unit of the ministry give their best evaluation process by involving experienced teachers of different levels of education in the process of evaluation of the planning and implementation processes in North-Central Zone of Nigeria..



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Recommendation

Based on the findings from the study, the following recommendation was hereby put forward:

1. The Ministry of Education should always give their full support to officials of the planning unit of the ministry and involve heads of different levels of education and experienced teachers in the process of evaluation of the planning and implementation processes in North-Central Zone, Nigeria.

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