
PROGRAMME EVALUATION SKILL AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN SOUTHWEST, NIGERIA

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Abstract

This study examined the relationship between principals' programme evaluation skill and academic achievement of secondary school students in Southwest, Nigeria. The study adopted the descriptive survey research design. The population of the study comprised all the 2,719 principals, 72,676 teachers and 45,987 students in all public secondary schools in Southwest, Nigeria. The sample for the study was 990 respondents, comprising 90 principals and 900 teachers from 90 public secondary schools in Southwest, Nigeria. Multi-stage sampling procedure which involved, simple random, stratified, proportionate and purposive sampling techniques was used to select sample for the study. Three set of instruments tagged "Principals' Programme Evaluation Skill

Questionnaire (PPESQ)”, “Students Affective and Psychomotor Domain Questionnaire (SAPDQ)” and an Inventory on students’ academic performance were used for the study. The three instruments were validated by experts in the field of Educational Management. PPESQ and SAPDQ had reliability coefficients of 0.76 and 0.74 respectively. The research questions were answered using mean, percentage score and standard deviation while the hypothesis was tested using Pearson Product Moment Correlation. The hypothesis was tested at 0.05 level of significance. The study revealed that there was a significant relationship between principal programme evaluation skill and academic achievement of secondary school students. Based on the findings of this study, it was concluded that principals’ programme evaluation skill and academic achievement of secondary school students were good. Based on the findings of the study, it was recommended that school principals should conduct thorough assessment of school programmes through regularly check of teachers’ lesson notes, encourage teachers to conduct continuous assessment, mark attendance and full participation of teachers and students in co-curricular activities for enhanced academic achievement of students.

Keyword: Principal, Programme Evaluation, Academic, Achievement, Secondary, School

Introduction

Education is a major determinant that can bring about the development of any nation. One of the vital tools for emancipation of mankind is Education such that each society puts a lot of capital on it to ensure that the entire generation acquires the necessary skills, knowledge and the desired attitudes critical for future survival. Education equips the individual with social, moral, cultural and spiritual aspects and thus makes life progressive and civilized. Secondary education occupies a strategic position in the education industry as it serves as an intermediary between primary education and tertiary education. The National Policy of Education (2014) stated the objectives of secondary education to include developing and promoting Nigeria Languages, art and culture in the context of world’s cultural heritage, inspire students with a desire of self-improvement and achievement of excellent and foster national unity with an emphasis on the common ties that unites us in our diversity.

Academic achievement has been conceptualized as the scholastic position of a learner after a given period of time. Academic achievement refers to “how an individual is able to demonstrate his or her intellectual abilities, character development and skill acquisition”. Bello, Bukar and Ibi (2016) argued that “academic achievement is a measure of output and that the main outputs in education are expressed in terms of learning, that is, changes in knowledge, acquisition of skills and attitudes of individuals as a result of their experiences within the school system. Students’ academic achievement comprises cognitive domain, affective domain and psychomotor domain. Cognitive

domain aims to develop the mental skills and the acquisition of knowledge of the individual. The cognitive domain encompasses six categories which include “knowledge; comprehension; application; analysis; synthesis and evaluation”. Knowledge includes the ability of the learner to recall data or information. This is followed with comprehension which assesses the ability of the learner to understand the meaning of what is known. This is the case where a student is able to explain an existing theory on his or her own words (Anderson, Krathwohl, Airansian, Cruikshank, Mayer, Pintrich, Raths, Wittrock, 2017). This is followed by application which shows the ability of the student to use the abstract knowledge in a new situation. The analysis category shows the ability to integrate different elements or concepts in order to form a sound pattern or structure to help establish a new meaning. The category of evaluation shows the ability to come up with judgement about the importance of concepts. The cognitive domain reflects academic performance of students. Academic performance basically referred to how well students perform in their school work, namely the curricular programme. It is quite unfortunate to know that this important level of education is confronted by myriads of challenges. Common among these challenges is poor academic achievement of secondary school students. The poor academic achievement of secondary school students encompass the cognitive, affective and psychomotor domain. The cognitive domain is concerned with the academic performance. The researcher observed that the academic performance of secondary school students in Southwest, Nigeria is poor. It is quite unfortunate that this level of education is not living up to expectation as the academic achievement of students in secondary level of education is observed to be poor in Nigeria and Southwest, Nigeria. The observed poor academic achievement manifest in three forms which are cognitive domain, affective domain and psychomotor domain. The cognitive domain also referred to academic performance. The researcher observed that the academic performance of secondary school students in Southwest, Nigeria is poor. The issue of poor academic performance of students in senior secondary schools in Southwest, Nigeria has been a source of worry to all stakeholders in the education sector considering the huge investments that are allocated into the sector by parents and government to educate the learners. To recall, comprehend, apply, analyze and integrate different elements and ability to harness crucial concepts are all categories of cognitive domain. Observation shows that when learners are unable to recall, comprehend, apply, analyze and integrate different elements and ability to harness crucial concepts which are all categories of cognitive domain, poor academic performance will be the end product.

The academic performance of secondary school students in external examination conducted by the West African Examination Council (WAEC) were not encouraging and this was to the dissatisfaction of the general public (Owadie, 2012). Report on academic performance of students’ in the senior school certificate examination (SSCE) conducted by West African Examination Council (WAEC) in Nigeria was poor in 2015 where 39 percent obtained five (5) credits and above including English Language and Mathematics (Eguridu, 2015). In 2016 May/June West African Senior School Certificate Examination, only 878,040 candidates representing 39.19 percent

obtained credits in five (5) subjects and above including English Language and Mathematics. In 2017 May/June West African Senior School Certificate Examination, of that number, 923,486, candidates representing 41.22 percent obtained minimum number of credits in five (5) subjects and above including English language and Mathematics (National Bureau of Statistics, 2021). In 2018, out of the number, 1,572,396 that sat for the examination, a total of 786,016 candidates representing 38.98 percent obtained credits and above in a minimum of five subjects including English Language and Mathematics. When compared with what was obtained in the same examination in 2016 and 2017, showed a decline. In 2019, 50.18 percent obtained credits and above in minimum of five (5) subjects including English Language and Mathematics (National Bureau of Statistics, 2021). And this is below the expectation of the general public. However, to compare the candidate performance for 2018 and 2019 examination with that of 2016, which was 39.19 percent and in 2017, 41.22, it appears that the academic performance of secondary school students' is fluctuating, just as it is declining.

In Ekiti State, the percentage of students who obtained credit level passes in five subjects including English Language and Mathematics in West Africa Examination Council was 20.33 percent in 2015, 25.06 percent in 2016, 27.19 percent in 2017 and 30.18 percent in 2018 in all public secondary schools (Federal Ministry of Education, 2020). In 2019, the state took 12th position out of the 36 states and Federal Capital Territory which was to the dissatisfaction of the state government and the entire stakeholders. In Lagos State, the percentage of candidates who obtained credit level passes in five subjects including English Language and Mathematics in West Africa Examination Council was 37.27 percent in 2015, 63.0 percent in 2016, 65.50 percent in 2017 and 60.72 percent in 2018 in all public secondary schools (Federal Ministry of Education, 2020). In 2019, Lagos State took 10th position making the state as the only state in Southwest that made top 10 (National Bureau of Statistics, 2021).

In Ogun State, the percentage of candidates who obtained credit level passes in five subjects including English Language and Mathematics in West Africa Examination Council was 32.89 percent in 2015, 45.8 in 2016, 40.14 percent in 2017 and 41.69 percent in 2018 in all public secondary schools. In 2019, the percentage of students that obtained five credits and above including English Language and Mathematics was 43.56 percent (Federal Ministry of Education, 2020). In Ondo State, the percentage of candidates who obtained credit level passes in five subjects including English Language and Mathematics in West Africa Examination Council was 41.99 percent in 2015. 44.08 percent in 2016, 44.27 percent in 2017 and 42. 21 percent in 2018 in all public secondary schools. In 2019, the percentage of candidates who obtained credit level passes in five subjects including English Language and Mathematics was 40.45 percent (Federal Ministry of Education, 2020).

In Osun State, the percentage of students who obtained credit level passes in five subjects including English Language and Mathematics in West Africa Examination Council was 18.08 percent in

2015, 45.78 percent in 2016, 43.50 percent in 2017 and 40.85 percent in 2018 in all public secondary schools. In 2019, the percentage of candidates who obtained credit level passes in five subjects including English Language and Mathematics was 42.32 percent (Federal Ministry of Education, 2020). In Oyo State, the percentage of candidates who obtained credit level passes in five subjects in English Language and Mathematics in West Africa Examination Council was 21.63 percent in 2015, 36.52 percent in 2016, 43.58 percent in 2017 and 37.87 percent in 2018 in all public secondary schools (Federal Ministry of Education, 2020). Oyo state was ranked 26th among the 36 states and the Federal Capital Territory in 2019 results released by West Africa Examination Council.

In 2020, the analysis of the statistics of the performance of candidates in the examination shows that out of 1,538,445 candidates that sat for the examination, 1,338,348 candidates representing 86.99% obtained credit and above in a minimum of any five subjects with or without English language and Mathematics in Nigeria and the Southwest states are not left behind (Areghan, 2020).

The implication of the persisted decline in academic performance of students in West Africa Examination Council results indicates that majority of the students might not have been opportune to gain admission into higher institutions. In other words, poor academic performance as recorded in recent years was so great that many students fall short of the requirements necessary for admission into tertiary institutions.

Academic achievement constitutes not only cognitive domain. Affective domain and psychomotor domain are also components of academic achievement. It appears that over the years, the emphasis of schools has been on the cognitive domain at the expense of affective and psychomotor domains. Bandele (2002) argued that the affective and psychomotor domains exert great influence on the cognitive domain as well as making beneficiaries of the educational system live a fulfilled life and contribute meaningfully to the development of the society.

Affective domain which has to do with character development includes punctuality in school, attentiveness in class, neatness, honesty, and relationship with others. Observation shows that secondary school students are not punctual in school, students are not attentive in class and look unkempt most of the time. It also appears that secondary school students are dishonest and have poor relationship with others as this reflected their involvement in examination malpractices in various schools. It appears that when secondary school students are punctual in school, listen attentively in class and have good relationship with their teachers and fellow students, it improves their academic achievement. Otherwise, when secondary school students are not punctual in school, do not listen attentively in class and lack good relationship with others, the consequent result is poor academic achievement.

Psychomotor domain is another component of academic achievement. Psychomotor domain which has to do with practical skills includes skills development, sports/games, club/societies, fluency and hand-writing. It appears that when secondary students developed in skills, participate in sporting activities, speak fluently and have good hand-writing, they are said to achieve academically. Hence, when secondary school students are not well developed in skills, in a situation where recreation center for sports and games are not provided, students will not have access to sporting activities. Also, observation reveals that most secondary school students are not fluent in speaking languages while the hand-writing of some are poor. It appears that when secondary school students are developed in skills, engaged in sporting activities, clubs, with good hand-writing and can speak fluently, it enhances their reasoning and the consequent result is improved academic achievement. Hence, where all these are not readily accomplished, academic achievement may be impeded.

Resulting from the observed decline in the academic achievement of students in public secondary schools, one thinks if the high rate of the students' poor academic achievement is not a reflection of the principal professional skills in the schools. In other words, the failure of the principal to effectively and efficiently display his/her programme evaluation skill could be responsible for the observed poor academic achievement of secondary school students. The school principal who is the administrator has programme evaluation skill to display in the school. The principal is the main actor of the school, saddled with the responsibility of discharging certain skills in day to day activities of the school and ensuring that all members of the school community are moving in the right direction. Hence, the school principal has a programme evaluation skill to play. The failure of the principal to put in place programme evaluation skill effectively might have negative tone on the school and academic achievement of students. The principal as the head of the school must play some important skills in moving the school forward and assuring qualitative learning which is goal of the school. The principal programmed evaluation skill as correlate of academic achievement of secondary school students in Southwest, Nigeria was examined in this study.

The role of programme evaluation cannot be over emphasized in ensuring academic achievement of students. Kimbul (2017) described it as an on-going process used for identifying, measuring and developing teachers' performance in accordance with an organization's strategic goals. Evaluation may involve formative aspects that focus on developing performance such as career development, professional learning and feedback. It appears that evaluation act as a reminder for the principals of what they are expected to do, identifies the staff and student areas of strength as well as areas of weakness. For instance, teachers' are evaluated by checking their lesson note on weekly basis; students are evaluated through continuous assessment and examination to determine the level of their accomplishment in cognitive domain. They are equally evaluated to test their accomplishment in affective domain through attendance in school, relationship with others and their fluency, participation in sports activities and their hand writing are evaluated by checking their note books to determine their level of accomplishment in psychomotor domain. When

students are evaluated on these domains, it helps to know the students' areas of weakness so that teachers can attend to such weak areas. It appears that where evaluation is not properly done to identify specifically the weak area of teachers and students, the consequent result is decline in academic achievement of students'.

Micheal (2018) in his study, examined evaluation and academic achievement in urban elementary and middle schools. The results consistently indicate positive and statistically significant relationships between evaluation and academic achievement for both elementary and middle students. Oleforo (2014) found a high relationship between performance appraisal and teachers' productivity. He concluded that participatory performance appraisal is an essential component of a fair and ethical evaluation of teachers' performance and leads to higher academic achievement on the part of students. Timothy, Matt, James, Hooper and John (2016) investigated evaluation of an innovative approach and school students' academic achievement. The findings of the study found no significant relationship between evaluation skills and academic achievement.

This study examined the relationship between principals' programme evaluation skill and academic achievement of secondary school students in Southwest, Nigeria. Specifically, the study examined;

1. the level of principals' programme evaluation skills in secondary schools in Southwest, Nigeria?
2. the level of academic achievement of secondary school students in Southwest, Nigeria?

The following research questions were raised to guide the study:

1. What is the level of principals' programme evaluation skills in secondary schools in Southwest, Nigeria?
2. What is the level of academic achievement of secondary school students in Southwest, Nigeria?

The following hypothesis was formulated to guide the study:

1. There is no significant relationship between principals' programme evaluation skill and academic achievement of secondary school students in Southwest, Nigeria.

Methodology

The study adopted descriptive survey research design. The population for the study consisted of 2,719 principals and 72,676 teachers in all public secondary schools in Southwest, Nigeria. The sample for the study consisted of 90 principals and 900 teachers to assess their school principals'

collaboration skill. The sample was selected using multistage sampling procedure. The respondents were drawn from 90 public secondary schools in Southwest, Nigeria. In stage one, three states were selected from southwest geo-political zone using simple random sampling technique. In stage two, simple random sampling technique was used to select two senatorial districts from each of the state. In stage three, simple random sampling technique was used to select 3 local governments from each senatorial district. In stage four, proportionate random sampling technique was used to select public secondary schools from each of the local government. In Ekiti State, 4 public secondary schools were selected from each local government. In Ondo State, 5 public secondary schools were selected from each local government and in Osun State, 6 public secondary schools were selected from each local government. In stage five, simple random sampling technique was used to select 10 teachers from each school and purposive sampling technique was used to select principal with at least three years of experience from each of the ninety public secondary schools earlier selected. Three self-designed instruments tagged Principals Programme Evaluation Skill Questionnaire (PPESQ), Students Affective and Psychomotor Domain Questionnaire (SAPDQ) and an Inventory Senior School Certificate Examination result in the May/June 2015/2016, 2016/2017, 2017/2018, 2018/ 2019 and 2019/2020 academic sessions. The instruments were subjected to face and content validity. The instruments were validated by experts in the field of Educational Management to ascertain the appropriateness and representation of the contents in measuring what it is meant to measure. Test retest method of reliability was used, the two sets of responses were correlated and analyzed using Pearson Product Moment Correlation to determine the reliability of the PPESQ and SAPDQ and 0.76 and 0.74 were obtained for both instruments which were considered high enough for the study. The research questions were answered using mean, percentage score and standard deviation while the hypothesis was tested using Pearson Product Moment Correlation. The hypothesis was tested at 0.05 level of significance.

Results

Research Question 1: What is the level of principals' programme evaluation skill in secondary schools in Southwest, Nigeria?

Table 1: Mean showing the level of principals’ programme evaluation skill in secondary schools in Southwest, Nigeria

S/N	Item	SA	A	D	SD	Mean	Remark
1.	Programme Evaluation Skill	469 (52.1)	330 (36.7)	73 (8.1)	28 (3.1)	3.37	High
	Average	469 (52.1)	330 (36.7)	73 (8.1)	28 (5.3)	3.37	High

Cut-off point =2.50

Table 1 presents the level of principals’ programme evaluation skill in secondary schools in Southwest, Nigeria. The result depicts that, using a criterion mean score of 2.50 for the rating scale; all the items had mean scores above the cut-off point. This implies that the level of principals’ programme evaluation skill in secondary schools in Southwest, Nigeria was high.

Research Question 2: What is the level of academic achievement of secondary school students in Southwest, Nigeria?

In order to answer the question, responses on items 1-10 in Section B of “Student Affective and Psychomotor Domain Questionnaire (SAPDQ) were obtained and subjected to statistical analysis involving frequency counts, percentages, mean and standard deviation. Also, SSCE results of the schools were obtained using an Inventory on WAEC SSCE Results and subjected to statistical analysis involving frequency counts and percentages. The results are presented in Tables 2 and 3.

Table 2: Level of academic achievement of secondary school students (Affective and Psychomotor domains)

S/N	Items	SA	A	D	SD	MEAN
Affective and Psychomotor domain						
1.	Students value the cultural heritage of the society	420 (46.7)	270 (30.0)	160 (17.8)	50 (5.6)	3.18
2.	Students are well disciplined	350	350	140	60	3.10

	(38.9)	(38.9)	(15.6)	(6.7)	
3. Students are obedient to school authority	410	270	160	60	3.14
	(45.6)	(30.0)	(17.8)	(6.7)	
4. Students are very respectful	310	380	170	40	3.07
	(42.2)	(34.4)	(18.9)	(4.4)	
5. Students are punctual in school activities	510	220	130	40	3.33
	(56.7)	(24.4)	(14.4)	(4.4)	
6. Students display high level of skills in cultural activities	400	320	120	60	3.42
	(44.4)	(35.6)	(13.3)	(6.7)	
7. Students display high level of skills in sporting activities	440	420	20	20	3.31
	(48.9)	(46.7)	(2.2)	(2.2)	
8. Students display high level of skills in drama activities	400	410	60	30	3.43
	(44.4)	(45.6)	(6.7)	(3.3)	
9. Students display high level of skills in laboratory activities	550	230	80	40	3.32
	(61.1)	(25.6)	(8.9)	(4.4)	
10. Students display high level of skills for self-development	500	230	130	40	3.18
	(55.6)	(25.6)	(14.4)	(4.4)	
Average	429	310	117	44	3.25
	(47.7)	(34.4)	(13.0)	(4.9)	

Cut-off = 2.50

Table 2 present the level of academic achievement of secondary school students (Affective and Psychomotor domains). Using a criterion mean score of 2.50 for the rating scale, all the items on Table 2 had mean scores above the cut-off point. This implies that the level of academic achievement of secondary school students in Southwest, Nigeria was high.

Table 3: Level of academic achievement of secondary school students (Cognitive domain)

Sessions	Students Enrolment For SSCE	5 credits & above With English Language & Mathematics	5 credits & above without English Language & Mathematics	4 credits	Below 4 credits
2015/16	9743	5119 (52.5)	2333 (23.9)	1401 (14.4)	890 (9.1)
2016/17	9665	5001 (51.7)	2353 (24.3)	1377 (14.2)	934 (9.7)
2017/18	8466	4501 (53.2)	2179 (25.7)	1195 (14.1)	591 (7.0)
2018/19	11680	6664 (57.1)	2648 (22.7)	1747 (15.0)	621 (5.3)
2019/20	12421	7004 (56.4)	2822 (22.7)	1676 (13.5)	919 (7.4)
Total	51975	28289 (54.4)	12335 (23.7)	7396 (14.2)	3955 (7.6)
Average					32.49

Table 3 present the level of academic achievement of secondary school students (cognitive domain). Table 3 shows that, out of 51,975 students who enrolled for Senior School Certificate Examination (SSCE) between 2015 to 2020; 28289 students representing 54.4% obtained 5 credits and above with English Language and Mathematics, 12335 (23.7%) had 5 credits and above without English Language and Mathematics while 7396 (14.2%) and 3955 (7.6%) students had 4 credits and less than 4 credits respectively. Therefore, level of academic achievement of secondary school students in Southwest, Nigeria was moderate. The level of academic achievement of secondary school students was moderate on the basis of the number (28,289) and percentage (54.4) of students who had five credits and above with English Language and Mathematics.

Research Hypothesis

There is no significant relationship between principals’ programme evaluation skill and academic achievement of secondary school students in Southwest, Nigeria.

In order to test the hypothesis, scores relating to principals’ programme evaluation skill were computed using items 21-25 in Section B of “Principals’ Programme Evaluation Skill Questionnaire (PPESQ)” while academic achievement of secondary schools was obtained using items 1-10 in Section B of “Student Affective and Psychomotor Domain Questionnaire (SAPDQ)” as well as an Inventory on WAEC SSCE results. These sets of scores were subsequently subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 4.

Table 4: Principals’ programme evaluation skill and academic achievement of secondary school students

Variables	N	Mean	SD	r _{cal}	Pvalue
Principals’ Programme Evaluation Skill	90	16.89	1.14		
Academic Achievement	90	36.16	4.14	0.769*	0.000

*p < 0.05

Table 4 shows that the computed rcal (0.769) is significant at $p < 0.05$ level of significance. The null hypothesis is rejected. The correlation between principals' programme evaluation skill and academic achievement of secondary school students is high and positive direction. This implies that there is significant relationship between principals' programme evaluation skill and academic achievement of secondary school students in Southwest, Nigeria.

Discussion

The study revealed that the level of principals' programme evaluation skill in secondary schools in Southwest, Nigeria was high. This implies that principals' programme evaluation skill is given priority attention. This may be due to the fact that government and school principals realize that academic achievement will be enhanced if school principals' exhibit required programme evaluation skill in the discharge of their duties. The study also revealed that the level of academic achievement (affective and psychomotor domain) of secondary school students in Southwest, Nigeria was high while the level of academic achievement (Cognitive domain) of secondary school students in Southwest, Nigeria was moderate.

The study showed that there was significant relationship between principals' programme evaluation skill and academic achievement of secondary school students. This by implication means that if the relationship between the authority and the teaching staff are cordial, students' academic performance performances will be enhanced. This finding may be as a result of cordial relationship among the teachers and secondary school managers in terms of good communication and acceptability of teacher's suggestions. The finding is in line of Micheal (2018) who posited that there was positive and statistically significant relationships between evaluation and academic achievement for both elementary and middle students. Also, Oleforo (2014) found a high relationship between performance appraisal and teachers' productivity. He concluded that participatory performance appraisal is an essential component of a fair and ethical evaluation of teachers' performance and leads to higher academic achievement on the part of students. However, the finding contradicts the study of Timothy, Matt, James, Hooper and John (2016) that found no significant relationship between evaluation skills and academic achievement.

Conclusion

Based on the findings of this study, it was concluded that principals' programme evaluation skill and academic achievement of secondary school students were good. Principals' programme evaluation skill was a fundamental factor that influenced academic achievement of secondary school students in Southwest, Nigeria.

Recommendation

Based on the findings of the study, it was recommended that school principals should conduct thorough assessment of school programmes through regularly check of teachers' lesson notes, encourage teachers to conduct continuous assessment and mark attendance. It was also recommended that the school principal should encourage full participation of teachers and students in co-curricular activities for enhanced academic achievement of students.

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