

## Regular Evaluation Analysis: A Catalyst for Successful Implementation of the 21<sup>st</sup> Curriculum Programme

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### ABSTRACT

Evaluation of curriculum is undertaken for the purposes of ensuring accountability, accreditation, and improvement, all of which are highly relevant to teaching and learning in institutions. If evaluation is to drive change, it needs to be able to influence teaching practice. Therefore, this article reviews the meaning of curriculum, curriculum evaluation, reasons for curriculum evaluation, functions and types of curriculum evaluation, instruments for curriculum evaluation, its challenges and suggested solution for future evaluation.

### INTRODUCTION

According to Schwalen (2018) Curriculum evaluation is a necessary and important aspect of any national education system. It provides the basis for curriculum policy decisions, for feedback on continuous curriculum adjustments and processes of curriculum implementation. Student assessment is an important aspect of curriculum evaluation which helps to facilitate the understanding of the impact and outcome of education programmes. A fundamental measure of the success of any curriculum is the quality of student learning. Knowing the extent to which students have achieved the outcomes specified in the curriculum is fundamental to both improving teaching and evaluating the curriculum.

One of the goals of teaching and learning process is to produce an individual who will live as a useful and effective member of the society. The amount and quality of the expected behavioural outcomes which are manifested in learners are determined through the process of subject implementation and evaluation. While implementations are the realization of an intended change, evaluation is the process of identifying the strengths and weaknesses of the curriculum. Apart from appraising the behaviour of students so as to find the change in their behaviour which is sought in education, evaluation must involve more than a single appraisal at any one time, to see whether change has taken place, it is necessary to make an appraisal at an early point and other appraisals at later points to identify changes that may be occurring. This goes to show that you cannot evaluate or assess effectively with just one assessment, you need several and preferably in a continuous system. [www.ibe.unesco.org](http://www.ibe.unesco.org).

Amadioha (2014) opined that in whatever teaching and learning environment a teacher may find himself or herself, there is necessarily that demand that he or she demonstrate what he or she had profited from teaching situation. Such a demonstration is referred to as curriculum evaluation. Curriculum evaluation is concerned with the identification and provision of information, the selection of criteria, data collection, data analysis and drawing logical conclusion for specific purposes, it is the judgment of a written curriculum against certain criteria usually conducted prior to implementation. Education decision in Nigeria are political decisions. No matter what data are provided, politicians will eventually do what they want to do. Under this situation, it may be advisable for an evaluator to provide all the data and leave

the final decision to the administrator. With this development, curriculum evaluation focuses on provision of information for decision makers.

Therefore, evaluation in curriculum implies determining the value and worth of learning outcomes, instructional situations, programme effectiveness and related products of learning.

### **DEFINITION OF CURRICULUM**

According to Schwalen (2018), Curriculums is broadly defined as the totality of student experiences that occur in the educational process. It is also a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or school's instructional goals. Meaning that it is a set of learning goals articulated across grades that outline the intended course or subject content and process goals at particular points in time throughout the school program. It incorporates the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives.

Essays (2018), also defined curriculum as all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. This means that curriculum outlines the skills, performances, attitudes, and values pupils are expected to learn from schooling. It includes statements of desired pupil outcomes, descriptions of materials, and the planned sequence that will be used to help pupils attain the outcomes, the total learning experience provided by a school. Which includes the content of courses, the methods employed, and other aspects, like norms and values, which relate to the way the school is organized.

However, the author stated some of the functions curriculum as follows:

- Making the people broad minded.
- Providing knowledge about the world.
- Inculcating Islamic values.
- Developing and building up some attitudes towards life.
- Engaging the people in some useful tasks. - producing subject specialists.
- Producing scientists, educationists or specialized people for various field improving social, cultural and economical conditions.
- Improving physical and mental health of the people.

Okoro (2015), opined that curriculum is generally accepted as preconceived intentions or mapped out plans of all learning activities deliberately chosen and directed by the school which learners Follow to reach predetermined goals. It is a decision making process involving such decisions as:

- What learning students are to develop and why
- How these learning are to be organized and taught
- The materials and equipment to be used
- How to assess learning outcomes
- The qualities required of the teachers

Thus curriculum has variously been conceived of as a cumulative tradition of organized knowledge to be learnt, all experiences of the learner in the school, as learning outcomes and a written plan for action.

## CURRICULUM EVALUATION

Before looking at curriculum evaluation, let's have a clear understanding of evaluation which is generally applies to the process of making a value judgment. In education, the term evaluation is used in reference to operations associated with curricula, programs, interventions, methods of teaching and organizational factors which aims to examine the impact of implemented curriculum on student learning achievement so that the official curriculum can be revised if necessary and to review teaching and learning processes in the classroom.

Moreover, Agusiobo (2004), defined curriculum evaluation as the final stage of curriculum development though many curriculum experts do not subscribe to the above view, they view evaluation as cyclic, dynamic and continuous as feedback from the evaluation is recycled into the entire phases. This implies that curriculum evaluation is a process of determining what changes have taken place, appraising them against values represented in the objectives, making evaluation so crucial for curriculum improvement, revision or change.

Ololube (2015), sees curriculum evaluation as a broad and continuous effort to inquire into effects of utilizing educational content and process according to clearly defined goals and Mkpa and Jzuagba (2006) supported by defining curriculum evaluation as a very elaborate and continuous process that enable both the curriculum planner and the implementer to determine the following:

- The adequacy or educational objectives and instructional procedure
- Learners, difficulties, learning problems in order to remedy them
- The efficiency or otherwise of the teacher
- Learner's achievement in relation to scope

With these conceptions above concerning what evaluation is, there is no doubt that every educational programmes must be subjected to evaluation at every point in time from planning to implementation to determine the worth of the programme and make value decision either for modification or upward movement of the programme.

Therefore. NERDC (2011), observed that the fundamental concerns of curriculum evaluation relate to:

- Effectiveness and efficiency of translating government education policy into educational practice.
- Status of curriculum contents and practices in the contexts of global, national and local concerns.
- The achievement of the goals and aims of educational programmes.

He continuous that curriculum evaluation may be an internal activity and process conducted by the various units within the education system for their own respective purposes. These units may include national Ministries of education, regional education authorities, institutional supervision and reporting systems, departments of education, schools and communities. And may also be external or commissioned review processes. These may be undertaken regularly by special committees or task forces on the curriculum, or they may be research-based studies on the state and effectiveness of various aspects of the curriculum and its implementation. These processes might examine, for example, the effectiveness of curriculum content, existing pedagogies and instructional approaches, teacher training and textbooks and instructional materials.

### NEED FOR CURRICULUM EVALUATION

According to Labastida (2016), the importance of curriculum evaluation is to determine the value of the curriculum itself, which the purpose envisaged to determine/ identify the following:

- To determine strengths and weaknesses of an existing curriculum that will be the basis of the intended plan, design or implementation.
- To tell if the designed or implemented curriculum can produce or is producing the desired results.
- To guide whether the results have equaled or exceeded the standards, thus can be labeled as success.
- To provide information necessary for teachers, school managers, curriculum specialist for policy recommendations that will enhance achieved learning outcomes
- To identify the weaknesses and strengths as well as problems encountered in the implementation, to improve the curriculum development process. It is to determine the effectiveness of and the returns on allocated finance.
- It is a process of delineating, obtaining and providing useful information for judging alternatives for purposes of modifying, or eliminating the curriculum.
- To determine the outcomes of a programme.
- To help in deciding whether to accept or reject a programme.
- To ascertain the need for the revision of the course content.
- To help in future development of the curriculum material for continuous improvement.
- To improve methods of teaching and instructional techniques.

If success of the programme must be judged, evaluation is a must Therefore evaluation serves several purposes as follows:

- To improve an existing programme: Hence, there is an increasing need for evaluation of existing programmes. Teachers often feel that advancement of knowledge, upgrading of curriculum and teaching in an interesting manner that motivates students. Therefore, it is essential for the teacher to evaluate what exactly will motivate her students because what the teacher may consider as interesting may not be so for the students.
- To examine the impact of the programme: when innovations are made in the course contents or teaching learning strategies at higher education level, it is imperative to ascertain the impact of these changes on student motivation and learning. With recent technological advancement, innovations like computer based training and introduction of multimedia should be embedded in curriculum development (<https://www.google.com>).

### FUNCTIONS OF EVALUATION

According to Umar (2014), the main aim of teaching and learning OCCSS is to enable the pupil to achieve intended learning outcomes. In this process the learning objectives are fixed then after the instruction learning progress is periodically evaluated by tests and other evaluation devices. Meaning that it is a systematic process of determining to what extent instructional objectives has been achieved.

Therefore evaluation process must be carried out with effective techniques to achieve the following functions:

- Evaluation helps in preparing instructional objectives: Learning outcomes expected from class-room discussion can be fixed by using evaluation results. What type of knowledge and understanding the student should develop? What skill they should display? What interest and attitude they should develop? Can only be possible when we shall identify the instructional objectives and state them clearly in terms of intended

learning outcomes. Only a good evaluation process helps us to fix up a set of perfect instructional objectives.

- Evaluation process helps in assessing the learner's needs: In the teaching learning process it is very much necessary to know the needs of the learners. The instructor must know the knowledge and skills to be mastered by the students. Evaluation helps to know whether the students possess required knowledge and skills to proceed with the instruction.
- Evaluation help in providing feed back to the students: An evaluation process helps the teacher to know the learning difficulties of the students. It helps to bring about an improvement in different school practices. It also ensures an appropriate follow-up service.
- Evaluation helps in preparing programmed materials: Programmed instruction is a continuous series of learning sequences. First the instructional material is presented in a limited amount then a test is given to response the instructional material. Next feedback is provided on the basis of correctness of response made. So that without an effective evaluation process the programmed learning is not possible.
- Evaluation helps in curriculum development: Curriculum development is an important aspect of the instructional process. Evaluation data enable the curriculum development, to determine the effectiveness of new procedures, identify areas where revision is needed. Evaluation also helps to determine the degree to what extent an existing curriculum is effective. Thus evaluation data are helpful in constructing the new curriculum and evaluating the existing curriculum.
- Evaluation helps in reporting pupil's progress to parents: A systematic evaluation procedure provides an objective and comprehensive picture of each pupil's progress. This comprehensive nature of the evaluation OCCSS helps the teacher to report on the total development of the pupil to the parents. This type of objective information about the pupil provides the foundation for the most effective co-operation between the parents and teachers.
- Evaluation data are very much useful in guidance and counselling: Evaluation procedures are very much necessary for educational, vocational and personal guidance. In order to assist the pupils to solve their problems in the educational, vocational and personal fields the counsellor must have an objective knowledge of the pupils abilities, interests, attitudes and other personal characteristics. An effective evaluation procedure helps in getting a comprehensive picture of the pupil which leads to effective guidance and of counseling.
- Evaluation helps in effective school administration: evaluation analysis helps the administrators to judge the extent to which the objectives of the school are being achieved. To find out strengths and weakness of the curriculum and arranging special school programmes. It also helps in decision concerning admission, grouping and promotion of the students.
- Evaluation data are helpful in school research: in order to make the school programme more effective, researches are necessary. Evaluation data help in research areas like comparative study of different curricula, effectiveness of different methods, effectiveness of different organizational plans etc.

### **TYPES OF CURRICULUM EVALUATION**

According to Loop (2019), the following are the main types of curriculum evaluation:

- Formative Evaluation: It occurs during the course of curriculum development. Its purpose is to contribute to the improvement of the educational programme. The merits of a programme are evaluated during the process of its development. The evaluation

results provide information to the programme developers and enable them to correct flaws detected in the programme. It can also be seen as the periodic and continuous assessment of curriculum planning process to ascertain if the plan is adequate.

- **Summative Evaluation:** In summative evaluation, the final effects of a curriculum are evaluated on the basis of its stated objectives. It takes place after the curriculum has been fully developed and put into operations. It is also called end evaluation. It is conducted with an established programme in order to determine its worth. Meaning that it is a product oriented evaluation.
- **Diagnostic Evaluation:** Diagnostic evaluation is directed towards two purposes either for placement of students properly at the outset of an instructional level or to discover the underlying cause of deviancies in student learning in any field of study. It is also a type of test given to learners before difficulties or learners persistent or reoccurring learning difficulties that were left unresolved through formative evaluation. It could be carried out before curriculum development process actually takes off. It involves situational analysis before the start of the programme or class instruction.
- **Placement evaluation:** also referred to as pre-assessment or initial assessment, is conducted prior to instruction or intervention to establish a baseline from which individual student growth can be measured. This type of an assessment is used to know what the student's skill level is about the subject. It also seen as an evaluation of people entry constructed by classroom teacher to measure whether students possess the prerequisite skills needed to succeed in the instruction and also the extent to which students have already achieved the objectives of the planned instruction. It is also called selection evaluation such as JAMB examination conducted to admit students into various courses in universities, polytechnics, colleges of education etc.
- **Goal-free evaluation:** is any evaluation in which the evaluator conducts the evaluation without particular knowledge of or reference to stated or predetermined goals and objectives. It also the evaluation that considers actual effects not just intended effects of a programme. It is a means of ensuring that evaluators take into account the actual effects and not just intended effects of education and training programmes. This type of evaluation gather data/information based tests of all sorts, students reaction to instruction, follow up studies of students who participated in the instructional programme, parents' reactions, employer rating of graduates of the programme, reported from external examination bodies. Therefore, curriculum evaluation should focus on the importance and value of united goals.

### **INSTRUMENTS FOR CURRICULUM EVALUATION**

According to Okoro (2015), evaluation data are collected to determine the worth of the curriculum planned and its implementation through many and varied instruments, some of these instruments are as follows:

- **Tests:** Tests provide a practicable procedure for getting evidence about changes in learner behaviours. Tests denotes the presentation of a standard set of questions to be answered, therefore provide the basis for the quantification of an individual behaviour, Tests can be carried out in two ways:
- **Teacher- Made-Test:** That is those tests designed by the teacher specifically to ascertain the attainment of the instructional objectives.
- **Standardized Tests:** Are test that are more elaborated than teacher-made. They are designed to give standard measurement, they are valid and reliable and usually involve larger group of people than teacher-made tests.
- **Objective tests:** This is used in measuring students academic achievement in schools. The test item is highly structured and with it the course or subject content can be covered. Here, the students are expected to:

- Select the correct option from limited options provided
  - Match the items
  - Choose the correct option from two options example true and false
  - Supply the correct answer.
- Essay Test Items: These test items require the tested/student to provide answers through selecting, organizing and analyzing information in a well defined order. The scores of these type of curriculum evaluation are influenced by many factors such as emotional state of the scorer, grammar, writing and personal relationship.
  - Observations: observations are useful devices of obtaining data on behaviours, habits and certain kind of operational skills. They give a developmental picture of growth of each learner. It must be systematic to ensure that data emanating from it are organized and related to the skills evaluated.
  - Interview: This is an inter-personal communication geared toward getting information from the interviewee. Thus, techniques of collecting evaluation data allows the particular behaviour being evaluated to be obtained through verbal questions and answers from the evaluator and learner being studied. Interview may be structured or unstructured.
  - Questionnaires: Questionnaires are written questions designed to give evidence about attitude, interest, opinion on certain issues and other types of behaviour of learners and teachers. This implies that obtaining information can only be easily use in literate society. questionnaires are either structured which means responses on the questionnaire are restricted while unstructured or open —ended questionnaire gives the respondent the freedom to answer the questions in his own words.
  - Checklists: These are prepared list of statements related to the trait being observed. These statements could help one to conclude whether a particular is trait or not Checklists are useful in individual group evaluation and in evaluating specific items related to study habit, frequency of occurrence of particular behaviour and other products of students work.
  - Inventory: this is like a checklist in which the rater ranks the items in a list of statements or things as he thinks appropriate. It is a process of taking stock of available materials and facilities. For example how many schools and classrooms are there? Are they of the right qualification and competence? Do they need to attend in-service training? Etc.

### **ISSUES IN CURRICULUM EVALUATION ANALYSIS**

There are several issues/challenges to curriculum evaluation. Some of them are:

- Matching reliable, valid, and appropriate learning evaluation methods and tools to all course learning objectives
- Creating or adapting learning assessment tools that are appropriate, fair, and easily understood by both students and teachers.
- Creating or adapting learning evaluation methods that support deeper understanding of teaching and learning concepts
- Creating or adapting learning evaluation methods that support active and experiential learning, and are suited to student different learning styles.
- Committing time and resources to implement flew learning evaluation methods
- Implementing a variety of program evaluation methods to gather data from students, instructors, program leaders, alumni, and other key stakeholders that address the range of program goals
- Implementing and documenting a continuous improvement process based on program evaluation results. [www.edio.org](http://www.edio.org).

### SUGGESTION FOR THE FUTURE CURRICULUM EVALUATION

The inadequacy of the present Curriculum in providing valid basis for evaluation raises serious challenges for the future. Some of the challenges can be controlled in the following ways:

- a. System assessment
- b. Programme planning
- c. Programme implementation and evaluation
- d. Evaluation for curriculum
- e. Curriculum certification

Thus, what is being said here is that the teacher needs to do a lot of work in the evaluation of Curriculum (Adesulu 2012).

### CONCLUSION

Evaluation of Curriculum should form the basis of teachers learning and teaching situation. Thus, the dearth of the required number of qualified teaching staff at the start of the curriculum has not improved appreciably in any state of the federation, has been one of the greatest challenges in the full implementation and evaluation of the curriculum. The implication of this paper therefore is that the qualified teachers teaching in schools should pay special attention in students that are associated and deemed important in the evaluation process.

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