

Administration of Education Test and Measurement as one of the Core Courses in Education Programmes in Nigerian Public Universities: Problems and Way Forward

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Abstract: Measurement and Evaluation (Test and Measurement) as used by some universities, is one of the core educational course offered in the Nigerian public universities. Education Test and Measurement is an education based course made to equip the educators with skills and ability to carry out assessment, prepare achievement test scores, and collect relevant data to make valid judgments and decisions on issues of education concern. It provides the medium to evaluate the progress in the achievement of educational programme. Test and Measurement like other courses offered in education among the Nigerian public universities is faced with many problems affecting the effective administration of the programme at the faculties and departments levels. This paper examined the problems facing the administration of Test and Measurement in the public universities in Nigeria. The paper concludes that inadequate funding, shortage of lecturers, inadequate instructional materials, inadequate infrastructural facilities, strike actions, poor research, poor capacity development and Brain-drain were the problems hindering effective administration of Test and Measurement in the Nigerian public Universities. The paper came up with the following recommendation; adequate funding, employment of more lecturers with specialization in Test and Measurement, provision of adequate instructional materials, provision of adequate infrastructural facilities, implement unions agreements, provision of effective training programme for Test and Measurement lecturers and increase the salaries of lecturers in the Nigerian public universities among others as ways of improving the administration test and measurement among Nigeria public universities.

Keyword: Administration, Test, Measurement, Public Universities

1. Introduction

The first public university in Nigeria was established in 1948. Nigerian university system take three ownership dimension. Universities owned by the federal government, universities owned by the State government and the universities owned by private institutions. Public universities which include both the federal and states universities are the most patronized universities in Nigeria. Ogunode (2020), submitted that public universities are universities owned by the government. Public universities are universities established to provide post-secondary schools for Nigerian. Public universities are universities established by act of parliament to serve the interest of the general public. Public universities deal with the provision of teaching, research and communities services. The objectives of the universities in Nigerian Higher education, including professional education has the following aims: the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies; the development of the intellectual capacities of individuals to understand and appreciate environment; the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community; the acquisition of an overview of the local and external environments (FGN, 2014).

According to Ogunode (2020), public universities in Nigeria are grouped into federal and state owned universities. The federal universities are owned by the federal government of Nigeria while the state universities are owned by the state government. The total number of federal and state public universities are 45 and 50 across the country (NUC, 2020). For effective administration and programme development and accreditation, the federal government of Nigeria established National Universities Commission (NUC). The National Universities Commission (NUC) (2007) lists the following programmes under Benchmark Minimum Academic Standards (BMAS) document as programmes or academic disciplines offered in Nigerian universities: Administration; Management and Management Technology; Agriculture, Forestry, Fisheries and Home Economics; Arts; Basic Medical and Health Science; Education; Engineering and Technology; Environmental Sciences; Law; Pharmaceutical Sciences; Medicine and Dentistry; Science; Social Sciences; and Veterinary Medicine.

Education programme is one of the programme offered in the Nigerian public universities in the faculties of education and departments of education. The National Universities Commission (NUC) (2007) lists the following as courses as core-courses offer in the faculties and department of education. The courses includes; Introduction to teaching Profession, Foundation of Education , Educational Administration, Educational Psychology, Philosophy of Education , Curriculum and Instruction I , Educational Technology, ICT in Education, Methods Courses I , Tests and Measurements, Curriculum and Instruction II, Guidance & Counselling, Method Courses II, Research Methods and Statistics, Special Education , Research Project , Teaching Practice and Method Courses III (Post Teaching Practice Evaluation/Remediation) (NUC, 2007, Benchmark and Minimum Academic Standard – Education).

Measurement and evaluation or Tests and Measurements is one of the compulsory courses in education that cannot be underestimated because of its important to the development of education in all levels of education. At the higher institutions especially in the universities, Tests and Measurements or measurement and evaluation programme is seen as a core course that education students must pass before graduating. There have been many problems facing the administration of Tests and Measurements programme/ measurement and evaluation in the Nigerian public universities. This paper is intending to discuss the problems preventing effective administration of Tests and Measurement (measurement and evaluation) as a course in education programme.

2. Concept of Measurement and evaluation / Test and Measurement Programme

Test and measurement is one of the courses offered in the higher institutions as a core course in faculty of education and a discipline in university education. It is also offered as in master degree programme and PhD Programme in many universities across the World including Nigeria. Education Test and Measurement is an education based course designed to equip the educators and recipients with skills and ability to carry out assessment, prepare achievement test scores, and collect relevant data to make valid judgments and decisions on issues of education concern.. Test and measurement or test and measurement programme is very vital to the realization of educational objectives. It helps to provide the teachers with the skills of testing, measuring and evaluating the programme of students through organized questions. Bumagat, (Undated) observed that teaching, learning, measurement and evaluation are three interdependent aspects of the education process. Therefore, evaluation is an indispensable part of the teaching-learning process. It involves measurement and assigning qualitative meaning through value judgments. It is a means of determining the effectiveness of teaching methodologies, instructional materials, programmes and other elements affecting the teaching-learning situation.

Bumagat, (Undated) submitted that the importance of evaluation cannot be overemphasized. It is important to the teacher, the learner, the parent and the administrator for the improvement of instruction. Evaluation involves the determination of the goals and objectives toward which educational efforts are directed and the determination of measurement techniques to be utilized in the assessment of desired goals and objectives. It includes the assessment of all elements of the teaching-learning situation with the view of improvement in all facet of education programme. Through measurement and evaluation, learners' achievement, interest,

success, difficulty and instruction can be determined properly. The result of evaluation can be used as a benchmark for instructional and programme enhancement.

According Bumagat (Undated), the functions of measurement and evaluation in improving instruction include that:

1. Evaluation results enable the teacher to accumulate the experiences and to follow-up diagnosed results, the weaknesses of the learners in the class, identified and remedied learning difficulties to quality of a programme and enhance performance.
2. Measurement and evaluation measure learners' achievement and motivate learners' learning. Learners have the right to know the progress they are making whether they have attained the objectives of the subject matter or not, thus results must be made known to them. It can also encourage pupils to study more. They will be motivated to participate actively in class and exert all efforts just to make certain that they pass. They will know the quality and amount of work they have to strive for.
3. Measurement and evaluation predict learners' success and diagnoses learners' learning difficulties. Thus, the success and failure of a learners' in the class can be predicted through it. The area where pupils excel must be enhanced or strengthened and where pupils fail should be remedied. The difficulties of the pupils should be given the priority for remediation. Knowing the successes and difficulties of the pupils, the teacher will be able to focus on the spots that need enhancement or remediation.

According to Nworgu (2015) measurement is an act or process that involves the systematic assignment of numeric values to describe characteristics, event, or programme of interest. It involves the act or process of quantifying a given phenomenon of interest in terms of greater or less than in a coordinated manner. In furtherance, Nworgu, opined that evaluation takes measurement a step further, that measurement provides the data while evaluation connotes the process of making valid judgment based on the data provided by measurement in accordance to a predetermined criteria. Measurement therefore includes the process of administration of a test and other measurement tools to obtain a quantitative data to aid evaluation process.

2.1 Concept of Administration

Administration include the utilization of institutional resources to actualize the institutional objectives. Administration is the deliberate planning, application and organization of human and material resources to realize the organizational goals within a set time limit. Administration deals with arrangement of institutional resources to coordinate and actualize the institutional goals. Administration in its totality as a process which entails the utilization of human, financial and material resources in maximizing the realization of goals and objectives (Ogunode, & Abubakar, 2020 cited Ogonnaya 2003). Ogunode & Abubakar, (2020) cited Akpakwu (2012) refers to administration as that function of industry which is concerned with the determination of the corporate policy, the co-ordination of finance, production and distribution and the settlement of the structure of the organization under the ultimate control of the executive. In the context of this study, the authors refer to administration as the sum- total of the process involved in the planning organization, hiring, financing and implementation of a programme to achieve organizational goals. It is the life wire of any organization. Administration occurs at every level of educational institutions. We have educational administration and school administration. Within the school administration we have the primary school administration, secondary school administration and the higher institution administration which includes university administration.

University administration according to Ogunode (2020) is the application of the universities' resources to implement the programme of the universities with the aims of realizing the objectives of the universities. University administration is the mobilization and arrangement of both human and materials resources for the achievement of the university's goals. University administration is the effective use of the resources of the university to implement the teaching programme, research programme and the community service programme of the universities. University administration is the deployment of the universities' resources to accomplish the universities' programme. The objectives of university administration include: to implement the programme of the universities as defined; to allocate resources for the implementation of the universities

programme; to ensure implementation of teaching programme, to ensure implementation of research programme; to ensure delivery of quality community services programme, to ensure effective staff development, to ensure effective student administration, to ensure smooth implementation of academic calendar and to ensure quality education. University administration covers programme administration, student administration, staff administration etc. Programme administration involves the use of human and materials resources within the university, faculty and department to actualize the objectives of the programme. Programme are the various courses offered in the universities in different faculties, colleges and departments. In this paper we are looking at the problems facing administration of Measurement and Evaluation / Test and Measurement Programme in public universities.

3. Problem facing Administration of Test and Measurement Programme/ Measurement and Evaluation in Public Universities in Nigeria

The following are the problems facing the administration of test and measurement/ measurement and evaluation programme in Nigerian public universities; inadequate funding, shortage of lecturers, inadequate instructional materials, inadequate infrastructural facilities, strike actions, poor research, poor capacity development and Brain-drain will be used as problems hindering effective administration of Test and Measurement programme in the Nigerian public Universities.

3.1 Inadequate Funding

Inadequate funding is a problem facing the administration of test and measurement programme in the Nigerian public universities. Funds allocated for the implementation of test and measurement programme in the universities is not adequate to implement the programme successfully. This submission is attested to by Ehichoya, & Ogunode (2020) who observed that inadequate funding is one of the problems hampering effective implementation of teaching programme in Nigerian higher institutions. Successful implementation of teaching programme requires a lot of educational resources which are very expensive to acquire. Teaching programme is the first cardinal programme of the higher institutions. To implement it requires the services of professional teachers, availability of teaching aids and conducive teaching environment. In Nigeria, the budgetary allocation for the administration and management of higher institutions is not adequate to acquire all the educational resources required for the implementation of teaching. The problem of poor funding of public universities in Nigeria was also lamented by Udida, Bassey, Udofia, & Egbona (2009), who argued that the major issue in educational development is shortage of funds. One of the most serious problems threatening the survival of the educational systems is that of dwindling level of public funding in the face of rising demands and hence rising cost of higher education. This shortage of funds affects job performance and the growth of the institution. Higher educational institutions cannot perform optimally without funding. This situation calls for increased fund initiative from both the government and educational stakeholders so as to sustain the tempo and growth of the education industry. The inability of the Nigerian government to objectively accept and implement the 26% funding formula for education recommended by the UNESCO impact negatively on the performance and sustainability of higher education. Thus, it has become obvious that Nigeria's neglect of the funding formula is detrimental to higher educational institution's performance and development aspiration as quality performance is the veritable instrument for sustenance of education system. This neglect has further precipitated crises in the entire higher educational systems as effective teaching, research and service are no longer taking place seriously.

3.2 Shortage of Lecturers

There are few lecturers that specialized in the field of test and measure in the Nigerian public universities and this is affecting the administration of the programme. Many faculty of education and departments do not have adequate test and measurement lecturers to deploy for the teaching of test and measurement programme in their various departments. Ogunode (2021), supported this position when he submitted that Inadequate academic staff is another major problem facing the administration of public universities in Nigeria. Many public universities in Nigeria are understaffed and lack the financial capacity to employ adequate staff. The Nigerian universities are faced with the problem of shortage of lecturers in many departments and faculties especially in programme like the sciences (Ogunode & Abubakar,2020). The

shortage of lecturers in many departments and faculties is responsible for high teacher-student ratio in the Nigerian universities. The inadequate academic staff is preventing effective administration of public universities in Nigeria.

3.3 Inadequate Infrastructural Facilities

Inadequate infrastructural facilities is a major problem hindering effective administration of Test and Measurement programme in Nigerian public universities. Ogunode (2020), opines that inadequate infrastructural facilities is major problem facing the administration of public universities in Nigeria. Many public universities in Nigeria do not have adequate infrastructural facilities. Infrastructural facilities refers to facilities aiding delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, roads facilities, water, electricity, internet etc. The availability of the infrastructural facilities in adequate quantities will support effective administration of educational institutions and the inadequacies will prevent effective administration of educational institutions. Many Test and Measurement lecturers do not have comfortable offices to discharge their academic functions. Ogunode (2020) affirmed this when he submitted that many public universities in Nigeria do not have adequate lectures halls, laboratories and offices for both students and academic staff and Ogunode & Abubakar,(2020), concluded that many academic and non-academic staff do not have offices and para-venture they have one is been shared by five to six lecturers. The offices of the deans and heads of departments are not something to write home about. The Students do not have adequate lecture halls and hostels accommodations. The factors responsible for inadequate infrastructural facilities in Nigerian public universities include; underfunding, increased in students population, corruption, poor infrastructural facilities planning, poor supervision and inflation. The implication of inadequate infrastructural facilities in the Nigerian public universities include; poor quality of education, poor teaching and learning, low productivities, brain-drain and overcrowdings of lecture halls.

3.4 Inadequate Instructional Materials

Inadequate instructional material is another problem facing the administration of Test and Measurement programme in some Nigerian public universities. Instructional materials on test and measurement are not available in many public universities. Many faculty and departments do not have the recommended instructional materials for teaching of Test and Measurement programmes in their various departments. These faculties and departments are having problem of limited modern textbooks, journals and research materials on Test and measurement resources. There is no Test and Measurement library, no ICT teaching aided facilities and charts. It was discovered by researchers that major challenges facing Test and Measurement programme include; Poor curriculum development, inadequate funding, inadequate teaching and learning facilities and pedagogy, and inadequate Test and Measurement lecturers. Ola (2013) submitted that majority of programmes that are being offered in Nigerian universities do not have sufficient instruction materials to aid the provision of quality education.

3.5 Strike actions

Strike actions is affecting the teaching and learning of Test and Measurement in Nigerian public universities. The administration of Test and Measurement in the Nigerian public universities are often been disrupted by strikes actions. This problem was confirmed by Ogunode (2020), who stresses that strike actions in the Nigerian public universities is another problem facing the administration of public universities in Nigeria. The Nigerian public universities are known for continuous strike actions by different union groups in the public universities. The continuous strike actions by these different union groups are frustrating the administration of public universities in Nigeria. Ehichoya, & Ogunode (2020), observes that the objective of teaching programme cannot be realized in an educational institution where academic calendar is not stable. Nigerian higher institutions are known for unstable academic programme due to strike by different unions in the various institutions across the country. Teaching is mostly affected whenever there is strike. It affects the implementation of teaching programme as planned. Ogunode (2020), submitted that the reasons for the strike actions by different union groups include; underfunding of the public universities, inadequate infrastructural facilities, poor implementation of agreement reached with union groups and poor working

condition. The implications of the continuous strike actions on the public universities include; disruption in the academic programme, poor quality of education, bad image for the universities, poor ranking internationally and poor patronage of public universities in Nigeria.

3.6 Poor Research in Test and Measurement Programme

Poor research in Test and Measurement is affecting the administration of Test and Measurement in many Public universities in Nigeria. There is poor in-depth research in Test and Measurement principles and practices in the face of global challenges and changes in educational processing. Research in Test and Measurement are expected to provide latest Test and Measurement teaching techniques, research methodology, new theoretical knowledge and the discovery of new knowledge to ungraded the development of teaching and learning of Test and Measurement. Many factors such as adequate funding will help in the development of Test and Measurement by providing academics and practitioner opportunities to discover new knowledge in the Test and Measurement. Ogunode and Abubakar (2021), submitted that one of the cardinal programmes and core functions of academic staff is carrying out research. Over the world, lecturers are known for carrying out research frequently. It is, therefore, unfortunate that academic staff of many Nigerian universities are not carrying out research due to poor funding of research programme and lack of conducive environment. Okoli, Ogbondah, and Ewor (2016) concludes that the poor attitude of governments towards research and inadequate funding of research programmes. Donwa (2006) submits that the average annual allocation to federal universities for recurrent expenditure is 0.4% of Gross Domestic Product (GDP) and 5% of this allocation is to be used for research. This report shows that research funding by government is less than 1% of GDP and this is grossly inadequate for meaningful research. Thus, the amount of research funding by government is a function of the total funding for recurrent expenditure in the Universities.

3.7 Poor Capacity Development

Poor capacity development programme of the Test and Measurement lecturers is another problem facing the development of Test and measurement programme. There is poor training and retraining development programme in the public universities in Nigeria. Many Test and Measurement lecturers are lecturers are not enjoying constant training programme and this is affecting their performance. United Nations Environment Programme (2006), sees capacity building as the act of building abilities, relationships and values that will enable organisations, groups and individuals to improve their performance and achieve their developmental objectives. It often refers to strengthening the skills, competences and abilities of people and communities in developing societies so they can overcome the causes of their exclusion and suffering. It includes human resource development which is the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively (Akuegwu, Nwi-ue, Etudor-Eyo 2013, Wikipedia, 2011). Akuegwu, Nwi-ue, Etudor-Eyo (2013) and Chase (2005) observes that academic staffs feel that their development is greatly affected by freedom to attend conferences as this enhances their professional status, raises their awareness of new developments in the field. Thus, conferences provide opportunities to those academics that participate in them to share information and ideas with the experienced ones; experienced academics to transmit institutional, planning and management skills that can help new academic staff to break the isolation, reflect on a day's experience and redirect efforts for the following days (Akuegwu, Nwi-ue, Etudor-Eyo 2013, Hayden, 2003). Akuegwu, Nwi-ue, Etudor-Eyo (2013) cited Nakpodia (2001) who reported that seminars are organised for personnel in school organisations to keep them adequately informed of certain developments in academics or education which are vital for the performance of their primary functions. This accounts in no small measure in enhancing their role performance skills and provide on-the-job training to expose them to new techniques concerning content and pedagogy (Akuegwu, Nwi-ue, Etudor-Eyo 2013; Jacob & Lefgren, 2001). Workshops focus on academic staff training and development which facilitate the imparting of specific skills, abilities and knowledge to them. Jones (1994) submits that manpower development of lecturers in tertiary institutions should be geared towards acquiring or sharpening the capabilities of lecturers required in performing various obligations, tasks, and functions associated with or related to their present or future expected roles. As important as capacity development programme is to the lecturers' development, it is surprising to note that many Test and Measurement lecturers have not been enjoying constant training programme. Akuegwu, Nwi-

ue, Etudor-Eyo (2013) did a study that examined university lecturers' participation in capacity building programmes in south-south Nigeria and its implication for sustainable development. It focused on the extent of lecturers' participation in workshops, seminars, conferences, ICT training and mentoring aspects of capacity building programmes. Findings revealed that university lecturers participate mostly in conferences than any other capacity building programme. Lecturers' participation in capacity building programmes is significantly low with respect to workshops, seminars, conferences, ICT training and mentoring. There is no significant difference between male and female lecturers' participation in capacity building programmes. Ogunode & Oluseun, (2020) identified inadequate funding, lack of Strategic Plan on Human Resources Development, institutional corruption, favoritism, strike actions, political influence and poor implementation of staff development programme as the challenges facing the administration of professional development programme in the Nigerian higher institutions.

3.8 Brain-drain

The few lecturers that specialized in the field of Test and Measurement are leaving the public universities in Nigeria to other universities in developed countries because of poor working environment. This issues was pointed out by Ogunode (2020) who submitted that another problem preventing effective administration of public universities in Nigeria is the challenge of brain-drain problem. Brain-drain refers to the movement of professionals from developing countries to developed countries for a better job offers. Brain-drain is a situation whereby professional individuals are migrating from their countries to another country to seek greener pasture. Many lecturers and researchers are leaving public universities in Nigeria to other part of African countries and Europe for a better job offer and conducive working environment. The Academic Staff Union of Universities (ASUU) has warned the Federal Government against encouraging brain drain with a lingering strike and nonchalant attitude towards the yearnings of ASUU. The problem of brain-drain in Nigerian public universities is affecting the implementation of teaching programme. Ehichoya, & Ogunode (2020) are of the view that Brain drain is one of the major factors responsible for poor implementation of teaching programme in Nigerian higher institutions. Many experienced academic staff, professors especially, have been moving out of Nigerian higher institutions to developed countries like USA, Germany, UK etc. for better offer. This is affecting the quality of teaching in the higher institutions in the country. For effective teaching to take place, there is need for adequate professional and experienced lecturers in every higher institution. There are many factors responsible for brain drain in Nigeria and they include: poor motivation, unconducive working environment, poor working condition and unattractive salaries.

4. Recommendations

To address the problems facing the administration of test and measurement programme in the Nigerian public universities, the paper suggested the following:

Adequate Funding: The government should increase the funding of public universities and priority should be given to the funding of test and measurement programme. This will help to implement the test and measurement programme.

Employment of More Academic Staff: To achieve the objectives of the test and measurement programme in the Nigerian public universities, there is need for the government to direct the various public higher institutions to employ more academic staff especially in the departments of test and measurement programme.

Adequate Infrastructural Facilities: Infrastructural facilities are very important in the realization of the objectives of test and measurement programme in the public universities. The government should provide more infrastructural facilities to the departments of test and measurement across the country.

Adequate Instructional Materials: The government and the school administrators should provide adequate instructional materials to the department of test and measurement across the country.

Adequate Funding of Research: The universities administrators should release more funds for research programme of test and measurement programmes in the public universities in Nigeria.

Implement Union Agreement: The government should implement all the agreement signed with various union groups in the various public universities. This will help to maintain stable academic programme in all the public universities.

Effective Capacity Development Programme: The government should ensure effective staff development programme for test and measurement lecturers in the Nigerian higher institutions. This will enable department of test and measurement to have adequate lecturers.

Motivation: To prevent brain-drain in Nigerian higher institutions, the government should design a policy and programme that will motivate the academic and non-academic staff work in the departments of test and measurement. The salaries and other benefits should be increased and paid as at when due.

Conclusion

In conclusion, this paper discussed the problems facing the administration of Test and Measurement in Nigerian public universities. The paper observed that Test and Measurement is one of the core educational course offer in the Nigerian public universities and Test and Measurement is an important educational programme because it equip the learners with skills and ability to prepare achievement test and score them. In the areas of problems facing the administration of Test and Measurement programme in the Nigerian public universities the paper identified; inadequate funding, shortage of lecturers, inadequate instructional materials, inadequate infrastructural facilities, strike actions, poor research, poor capacity development and Brain-drain were the problems hindering effective administration of Test and Measurement programme in the Nigerian public Universities. To solve these problems, the paper recommended the following; adequate funding, employment of more lecturers with specialization in Test and Measurement, provision of adequate instructional materials, provision of adequate infrastructural facilities, implement unions agreements, provision of effective training programme for Test and Measurement lecturers and increase the salaries of lecturers in the Nigerian public universities.

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