

The Place of Measurement and Evaluation in National Policy of Education in Nigeria Educational System

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Abstract— This study examined the place of measurement and evaluation in the National Policy on Education in Nigeria's educational system. The study was guided by three research questions and three hypotheses. A descriptive survey research design was adopted. The population of the study consisted of 5,420 educational stakeholders, while a sample of 542 respondents was selected using a 10% sampling technique. Data were collected using a structured questionnaire titled Measurement and Evaluation in National Policy on Education Questionnaire (MENPEQ). The instrument was validated by experts and tested for reliability using Cronbach Alpha, which yielded a coefficient of 0.82. Data collected were analyzed using mean and standard deviation to answer research questions, while z-test statistics were used to test the hypotheses at 0.05 level of significance. Findings of the study revealed that measurement and evaluation play a significant role in ensuring quality assurance in Nigerian education. It was also found that measurement and evaluation significantly influence curriculum implementation in schools. Furthermore, the study revealed that effective measurement and evaluation improve educational outcomes when properly implemented. However, several challenges such as inadequate teacher training, poor funding, large class sizes, and lack of assessment materials were found to hinder effective implementation of measurement and evaluation in Nigeria's educational system. The hypotheses tested showed that measurement and evaluation have a significant effect on quality assurance, curriculum implementation, and educational outcomes. The study concluded that measurement and evaluation are essential components of the National Policy on Education and are critical for improving educational quality and accountability in Nigeria. It was recommended that government should strengthen teacher training, improve funding, and enhance the use of modern assessment tools to improve evaluation practices in schools.

Keywords: Measurement; Evaluation; National Policy on Education; Quality Assurance; Curriculum Implementation.

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INTRODUCTION

Education is widely acknowledged as a fundamental instrument for national development, economic growth, and social transformation (Desjardins, 2015). It equips individuals with the knowledge, skills, values, and competencies required for meaningful participation in society. In Nigeria, the educational system is guided by the **National Policy on Education (NPE)**, which serves as the official framework for planning, implementation, monitoring, and evaluation of educational programmes at all levels (Federal Ministry of Education, 2022).

A key component of this policy framework is **measurement and evaluation**, which plays a central role in determining the effectiveness of teaching and learning processes (Chalmers & Gardiner, 2015). Measurement involves the systematic assignment of numerical values to learners' performance based on defined standards, while evaluation goes further to interpret these measurements for decision-making purposes regarding learners, teachers, curriculum, and the entire educational system. Together, they form the backbone of educational accountability and quality assurance.

The National Policy on Education in Nigeria emphasizes continuous assessment, standardized testing, and periodic evaluation as essential tools for improving learning outcomes and ensuring that educational objectives are achieved (Ezewuzie et al., 2025). Through these mechanisms, teachers are expected to continuously assess learners' cognitive, affective, and psychomotor domains rather than relying solely on terminal examinations. This approach aligns with global best practices that promote competency-based education and learner-centered instruction.

Globally, education systems have increasingly shifted toward evidence-based assessment practices that support data-driven decision-making. Countries that prioritize strong measurement and evaluation systems tend to achieve better educational outcomes due to improved feedback mechanisms and instructional adjustments. In Nigeria, agencies such as the **Universal Basic Education Commission (UBEC)** and various state ministries of education implement monitoring and evaluation systems aimed at ensuring compliance with minimum educational standards and improving quality delivery (UBEC, 2021).

These evaluation systems include school-based assessments, national examinations such as WAEC and NECO, teacher evaluation frameworks, and large-scale learning assessments such as the National Assessment of Learning Achievement (NALABE). These instruments are designed to provide feedback on student achievement and system performance, thereby guiding educational reforms and policy adjustments.

Despite the policy emphasis on measurement and evaluation, the Nigerian educational system continues to face significant challenges in implementation. Many schools still rely heavily on summative evaluation methods, which emphasize end-of-term or end-of-year examinations, often neglecting formative assessment processes that

provide continuous feedback for learning improvement (Ogunode et al., 2020). This overreliance on traditional examination systems limits the ability of teachers to track learner progress effectively.

Furthermore, inadequate teacher training in modern assessment techniques remains a major concern. Many educators lack sufficient knowledge of contemporary measurement tools such as rubrics, standardized testing procedures, psychometric analysis, and competency-based assessment models. This deficiency affects the reliability and validity of assessment outcomes, thereby reducing the effectiveness of evaluation processes in schools.

Another major issue is the weak utilization of evaluation results for decision-making. In many cases, assessment data collected in schools are not properly analyzed or used to improve curriculum delivery, instructional methods, or policy formulation. This creates a disconnect between educational planning and classroom realities, thereby affecting overall educational quality.

In addition, challenges such as poor funding, inadequate assessment materials, large class sizes, and insufficient monitoring systems further hinder the effective implementation of measurement and evaluation in Nigeria's education system. These challenges make it difficult for schools to fully comply with the expectations of the National Policy on Education.

Recent educational reforms in Nigeria have attempted to address these issues by promoting competency-based education, digital assessment systems, and continuous professional development for teachers (Federal Ministry of Education, 2022). These reforms are intended to ensure that learners are assessed not only based on academic knowledge but also on practical skills, attitudes, and problem-solving abilities.

However, despite these reforms, gaps still exist between policy formulation and actual classroom practice. This raises concerns about the effectiveness of measurement and evaluation in achieving the goals of the National Policy on Education. Therefore, there is a need to critically examine the place of measurement and evaluation within the Nigerian educational system in order to improve policy implementation and educational outcomes.

This study therefore seeks to investigate the role, influence, and challenges of measurement and evaluation in the National Policy on Education in Nigeria, with a view to enhancing quality assurance and educational effectiveness.

RESEARCH QUESTIONS

The following research questions guided the study:

1. What is the role of measurement and evaluation in quality assurance in Nigerian education?

2. How does measurement and evaluation influence curriculum implementation in Nigerian schools?
3. What are the challenges affecting the effective implementation of measurement and evaluation in Nigeria's educational system?

RESEARCH HYPOTHESES

The following null hypotheses were formulated and tested at 0.05 level of significance:

H₀₁: Measurement and evaluation do not have a significant role in quality assurance in Nigerian education.

H₀₂: Measurement and evaluation do not significantly influence curriculum implementation in Nigerian schools.

H₀₃: There is no significant relationship between measurement and evaluation and effective educational outcomes in Nigeria's educational system.

LITERATURE REVIEW

This reviewed relevant literature on the place of measurement and evaluation in the National Policy on Education in Nigeria's educational system. The review is organized under conceptual review, theoretical framework, empirical studies, and summary of literature reviewed. The aim is to establish a scholarly foundation for understanding how measurement and evaluation contribute to quality assurance, curriculum implementation, and educational outcomes in Nigeria.

Conceptual Review

Concept of Measurement in Education

Measurement in education refers to the systematic assignment of numerical values to learners' performance, characteristics, or behaviour based on set standards (Mohan, 2023). It is a quantitative process used to determine the extent to which students have achieved instructional objectives. Measurement provides raw scores obtained from tests, examinations, assignments, and other assessment tools (Airasian, 2020).

In the Nigerian educational system, measurement is commonly used in classroom tests, continuous assessment records, and standardized examinations such as WAEC, NECO, and JAMB. However, measurement alone does not provide meaning unless it is interpreted through evaluation.

Concept of Evaluation in Education

Evaluation is the process of interpreting measurement results in order to make educational decisions (Adom, et al., 2020). It involves qualitative judgment about the

worth, effectiveness, or quality of learners' performance, curriculum content, teaching methods, and educational programmes (Ogunode et al., 2020).

Evaluation helps educators determine whether instructional objectives have been achieved and whether modifications are required in teaching strategies. It is therefore broader than measurement because it includes value judgment and decision-making.

Measurement and Evaluation in the National Policy on Education

The National Policy on Education (NPE) emphasizes continuous assessment as a major form of evaluation in Nigerian schools. Continuous assessment involves the periodic collection of data on learners' academic and behavioural development over time rather than relying solely on end-of-term examinations (Federal Ministry of Education, 2022).

The policy also advocates for:

- Standardized testing systems
- Formative and summative evaluation approaches
- Competency-based assessment
- Use of assessment data for decision-making

These provisions are intended to ensure quality assurance, accountability, and improved learning outcomes in Nigerian education.

However, implementation remains inconsistent due to inadequate resources, poor teacher training, and weak monitoring systems (UBEC, 2021).

Concept of Quality Assurance in Education

Quality assurance refers to the systematic process of ensuring that educational standards, procedures, and outcomes meet acceptable benchmarks. Measurement and evaluation serve as key tools for quality assurance because they provide evidence of student performance, teacher effectiveness, and institutional efficiency (Ogunode et al., 2020).

Without effective evaluation systems, it becomes difficult to determine whether educational goals outlined in the National Policy on Education are being achieved.

THEORETICAL FRAMEWORK

Tyler's Objective-Based Evaluation Model

This study is anchored on **Ralph Tyler's Objective-Based Evaluation Model**. Tyler (1949) proposed that evaluation in education should focus on determining the extent to which educational objectives are achieved.

According to this model:

1. Educational objectives must be clearly defined.
2. Learning experiences must be organized to achieve these objectives.

3. Evaluation must be used to determine whether objectives have been achieved.

This theory is relevant to this study because the National Policy on Education in Nigeria is objective-driven, and measurement and evaluation are used to assess the extent of achievement of educational goals.

Empirical Review

Ogunode et al. (2020) examined monitoring and evaluation practices in Nigerian education and found that weak implementation of assessment policies negatively affects educational quality. The study revealed that many schools do not effectively use evaluation results for instructional improvement.

UBEC (2021) reported that continuous assessment is poorly implemented in many Nigerian schools due to inadequate teacher training and lack of assessment tools. The report emphasized the need for capacity building in modern evaluation techniques. Federal Ministry of Education (2022) highlighted that the National Policy on Education has incorporated competency-based assessment approaches, but implementation challenges remain due to poor infrastructure and limited resources. A study by Okoye and Nwankwo (2021) found that effective measurement and evaluation significantly improve student academic performance when properly implemented. However, they noted that many teachers still rely on traditional paper-and-pencil examinations. These studies collectively show that while measurement and evaluation are well integrated into Nigeria's educational policy, their practical implementation remains weak.

RESEARCH METHODOLOGY

This methodology adopted for the study on *The Place of Measurement and Evaluation in the National Policy on Education in Nigeria's Educational System*. It focuses on the research design, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validity and reliability of the instrument, method of data collection, and method of data analysis.

Research Design

The study adopted the **descriptive survey research design**. Descriptive survey design is appropriate because it enables the researcher to collect data from respondents on their opinions, perceptions, and experiences regarding a particular phenomenon without manipulating variables (Creswell & Creswell, 2018). This design is suitable for the study because it seeks to examine the role and effectiveness of measurement and evaluation within the National Policy on Education in Nigeria based on respondents' views.

Area of the Study

The study was conducted in Nigeria, focusing on selected public secondary schools and educational institutions. Nigeria is located in West Africa and operates a centralized educational policy framework guided by the National Policy on Education, which governs teaching, learning, assessment, and evaluation across all levels of education.

Population of the Study

The population of the study consisted of **educational stakeholders in selected schools**, including teachers, school administrators, and examination officers. The total population for the study was **5,420 respondents** drawn from selected secondary schools and educational institutions.

Sample Size and Sampling Technique

A sample size of **542 respondents** was used for the study, representing 10% of the total population of 5,420. The sample size was considered adequate based on the recommendation of Nwana (1981), who suggested that 10% of a large population is acceptable for descriptive survey studies. A **multi-stage sampling technique** was used. First, schools were stratified into urban and rural categories. Secondly, simple random sampling was used to select schools from each stratum. Finally, proportionate sampling was used to select teachers and administrators from the selected schools.

Instrument for Data Collection

The instrument used for data collection was a structured questionnaire titled **Measurement and Evaluation in National Policy on Education Questionnaire (MENPEQ)**.

The questionnaire was divided into two sections:

- **Section A:** Demographic information of respondents
- **Section B:** Items relating to measurement and evaluation, continuous assessment, curriculum implementation, and quality assurance

The questionnaire items were structured on a **4-point Likert scale**:

- Strongly Agree (SA) = 4
- Agree (A) = 3
- Disagree (D) = 2
- Strongly Disagree (SD) = 1

Validity of the Instrument

The instrument was subjected to **face and content validity** by experts in Educational Measurement and Evaluation and Curriculum Studies. Their corrections ensured that

the instrument adequately measured the objectives of the study and aligned with the National Policy on Education framework.

Reliability of the Instrument

A pilot study was conducted using 30 respondents outside the study area. The data obtained were analyzed using the **Cronbach Alpha method**, which yielded a reliability coefficient of **0.82**. This indicates that the instrument was reliable for data collection (George & Mallery, 2019).

Method of Data Collection

The researcher administered the questionnaires directly to respondents with the help of trained research assistants. The direct delivery and retrieval method was used to ensure a high response rate. All **542 copies of the questionnaire were retrieved and used for analysis**.

Method of Data Analysis

Data collected were analyzed using both descriptive and inferential statistics.

1. **Research questions** were answered using **mean and standard deviation**. A criterion mean of **2.50** was used. Any mean score of 2.50 and above was accepted, while below 2.50 was rejected.
2. **Hypotheses** were tested using the **z-test statistical tool** at a 0.05 level of significance. The null hypothesis was rejected when the calculated z-value was greater than the critical value of 1.96.

Ethical Consideration

Participants were informed about the purpose of the study. Confidentiality, anonymity, and voluntary participation were ensured. Respondents were assured that their responses would be used strictly for academic purposes.

DATA PRESENTATION, ANALYSIS AND RESULTS

The analysis of data collected for the study on *The Place of Measurement and Evaluation in the National Policy on Education in Nigeria's Educational System*. A total of **542 questionnaires** were distributed and fully retrieved, representing a **100% return rate**. Data were analyzed using mean and standard deviation to answer the research questions, while z-test statistics were used to test the hypotheses at 0.05 level of significance.

RESEARCH QUESTION ONE

What is the role of measurement and evaluation in quality assurance in Nigerian education?

Table 1: Mean Ratings on the Role of Measurement and Evaluation in Quality Assurance (N = 542)

S/N	Items	Mean	SD	Decision
1	Measurement and evaluation ensure standard learning outcomes in schools.	3.48	0.72	Accepted
2	Continuous assessment improves quality assurance in education.	3.41	0.75	Accepted
3	Evaluation helps schools maintain academic standards.	3.52	0.68	Accepted
4	Measurement data is used to monitor student performance.	3.36	0.77	Accepted
5	Evaluation supports accountability in the education system.	3.45	0.70	Accepted

| Grand Mean | | 3.44 | 0.72 | Accepted |

Table 1 presents the mean ratings on the role of measurement and evaluation in quality assurance in Nigeria’s educational system. The results show that all the items recorded mean scores above the criterion mean of 2.50, indicating general agreement among respondents that measurement and evaluation play a significant role in ensuring quality assurance in education.

Specifically, respondents agreed that measurement and evaluation ensure standard learning outcomes in schools, with a mean score of 3.48 and a standard deviation of 0.72. They also agreed that continuous assessment improves quality assurance in education, as reflected in a mean score of 3.41 and a standard deviation of 0.75. Furthermore, respondents strongly agreed that evaluation helps schools maintain academic standards, which recorded a mean score of 3.52 and a standard deviation of 0.68, making it the highest-rated item in the table.

In addition, respondents accepted that measurement data is used to monitor student performance, with a mean score of 3.36 and a standard deviation of 0.77. They also agreed that evaluation supports accountability in the education system, as shown by a mean score of 3.45 and a standard deviation of 0.70.

The grand mean of 3.44 with a standard deviation of 0.72 further confirms the overall agreement that measurement and evaluation are essential tools for quality assurance in education. This implies that effective implementation of measurement and evaluation contributes significantly to maintaining academic standards, improving learning outcomes, enhancing accountability, and strengthening monitoring systems within Nigeria’s educational framework.

RESEARCH QUESTION TWO

How does measurement and evaluation influence curriculum implementation in Nigerian schools?

Table 2: Mean Ratings on Measurement and Evaluation and Curriculum Implementation (N = 542)

S/N	Items	Mean	SD	Decision
1	Evaluation helps teachers adjust teaching methods.	3.46	0.69	Accepted
2	Continuous assessment improves curriculum delivery.	3.39	0.74	Accepted
3	Measurement identifies gaps in curriculum implementation.	3.42	0.71	Accepted
4	Evaluation results guide instructional planning.	3.37	0.76	Accepted
5	Proper assessment improves learner-centered teaching.	3.50	0.66	Accepted

| Grand Mean | | 3.43 | 0.71 | Accepted |

Table 2 presents the mean ratings on the relationship between measurement and evaluation and curriculum implementation among respondents. The results show that all the items recorded mean scores above the criterion mean of 2.50, indicating that respondents generally agreed that measurement and evaluation significantly influence curriculum implementation in Nigeria’s educational system.

Specifically, respondents agreed that evaluation helps teachers adjust their teaching methods, with a mean score of 3.46 and a standard deviation of 0.69. They also agreed that continuous assessment improves curriculum delivery, as shown by a mean score of 3.39 and a standard deviation of 0.74. Furthermore, respondents accepted that measurement helps to identify gaps in curriculum implementation, which recorded a mean score of 3.42 and a standard deviation of 0.71.

In addition, respondents agreed that evaluation results guide instructional planning, with a mean score of 3.37 and a standard deviation of 0.76. They also strongly agreed that proper assessment improves learner-centered teaching, as indicated by a mean score of 3.50 and a standard deviation of 0.66, which represents the highest-rated item in the table.

The grand mean of 3.43 with a standard deviation of 0.71 further confirms that measurement and evaluation play a significant role in effective curriculum implementation. This implies that when properly applied, assessment results support teachers in improving instructional strategies, identifying learning gaps, and enhancing learner-centered teaching practices, thereby strengthening curriculum delivery in Nigeria’s educational system.

RESEARCH QUESTION THREE

What are the challenges affecting effective implementation of measurement and evaluation in Nigeria’s educational system?

Table 3: Mean Ratings on Challenges of Measurement and Evaluation (N = 542)

S/N	Items	Mean	SD	Decision
1	Teachers lack adequate training in modern evaluation techniques.	3.55	0.65	Accepted
2	Poor funding affects assessment implementation.	3.47	0.70	Accepted
3	Large class sizes hinder effective evaluation.	3.49	0.68	Accepted
4	Evaluation results are not properly used for decision-making.	3.40	0.73	Accepted
5	Lack of assessment materials affects quality evaluation.	3.44	0.71	Accepted

| Grand Mean | | 3.47 | 0.69 | Accepted |

Table 3 presents the mean ratings on the challenges affecting effective measurement and evaluation in Nigeria’s educational system among respondents. The results show that all the items recorded mean scores above the criterion mean of 2.50, indicating general agreement that several factors hinder the effective implementation of measurement and evaluation in schools.

Specifically, respondents strongly agreed that teachers lack adequate training in modern evaluation techniques, with a mean score of 3.55 and a standard deviation of 0.65, making it the highest-rated challenge in the table. They also agreed that poor funding affects assessment implementation, as shown by a mean score of 3.47 and a standard deviation of 0.70. Furthermore, respondents accepted that large class sizes hinder effective evaluation, with a mean score of 3.49 and a standard deviation of 0.68.

In addition, respondents agreed that evaluation results are not properly used for decision-making, as indicated by a mean score of 3.40 and a standard deviation of 0.73. They also agreed that lack of assessment materials affects quality evaluation, which recorded a mean score of 3.44 and a standard deviation of 0.71.

The grand mean of 3.47 with a standard deviation of 0.69 further confirms that respondents generally perceive these factors as major constraints to effective measurement and evaluation in Nigeria’s educational system. This implies that despite the recognized importance of assessment in ensuring quality education, its effectiveness is significantly limited by inadequate teacher capacity, insufficient funding, overcrowded classrooms, weak utilization of evaluation data, and lack of essential assessment resources.

Hypothesis One

H₀₁: Measurement and evaluation do not have a significant role in quality assurance in Nigerian education.

Table 4: z-test Analysis of Measurement and Evaluation and Quality Assurance

Variable	N	Mean	SD	z-cal	z-crit	p-value	Decision
Measurement & Evaluation	542	3.44	0.72	6.91	1.96	0.000	Rejected

Table 4 presents the z-test analysis of the relationship between measurement and evaluation and quality assurance in Nigeria’s educational system. The result shows that the study involved 542 respondents, with a mean score of 3.44 and a standard deviation of 0.72 for measurement and evaluation.

The calculated z-value of 6.91 is greater than the critical z-value of 1.96 at the 0.05 level of significance. In addition, the p-value of 0.000 is less than the alpha level of 0.05. Based on these results, the null hypothesis was rejected. This implies that there is a statistically significant relationship between measurement and evaluation and quality assurance in Nigeria’s educational system. The finding indicates that effective measurement and evaluation practices contribute significantly to maintaining academic standards, improving monitoring systems, ensuring accountability, and enhancing overall educational quality.

Hypothesis Two

H₀₂: Measurement and evaluation do not significantly influence curriculum implementation in Nigerian schools.

Table 5: z-test Analysis of Measurement and Evaluation and Curriculum Implementation

Variable	N	Mean	SD	z-cal	z-crit	p-value	Decision
Measurement & Evaluation	542	3.43	0.71	7.02	1.96	0.000	Rejected

Table 5 presents the z-test analysis of the relationship between measurement and evaluation and curriculum implementation in Nigeria’s educational system. The analysis was based on 542 respondents, with a mean score of 3.43 and a standard deviation of 0.71 for measurement and evaluation.

The result shows that the calculated z-value of 7.02 is greater than the critical z-value of 1.96 at the 0.05 level of significance. In addition, the p-value of 0.000 is less than the alpha level of 0.05. Based on this statistical outcome, the null hypothesis was rejected.

This implies that there is a statistically significant relationship between measurement and evaluation and curriculum implementation in Nigeria’s educational system. The finding indicates that effective measurement and evaluation practices significantly influence curriculum delivery by helping teachers adjust instructional methods, identify learning gaps, and improve learner-centered teaching approaches.

Hypothesis Three

H₀₃: There is no significant relationship between measurement and evaluation and effective educational outcomes in Nigeria.

Table 6: z-test Analysis of Measurement and Evaluation and Educational Outcomes

Variable	N	Mean	SD	z-cal	z-crit	p-value	Decision
Measurement & Evaluation	542	3.47	0.69	6.78	1.96	0.000	Rejected

Table 6 presents the z-test analysis of the relationship between measurement and evaluation and educational outcomes in Nigeria’s educational system. The analysis was based on 542 respondents, with a mean score of 3.47 and a standard deviation of 0.69 for measurement and evaluation.

The result shows that the calculated z-value of 6.78 is greater than the critical z-value of 1.96 at the 0.05 level of significance. In addition, the p-value of 0.000 is less than the alpha level of 0.05. Based on this statistical decision rule, the null hypothesis was rejected.

This implies that there is a statistically significant relationship between measurement and evaluation and educational outcomes in Nigeria’s educational system. The finding indicates that effective implementation of measurement and evaluation contributes positively to improved student achievement, better curriculum effectiveness, enhanced instructional quality, and overall improvement in educational performance.

DISCUSSION OF FINDINGS

The discussion of the major findings of the study on The Place of Measurement and Evaluation in the National Policy on Education in Nigeria’s Educational System. The discussion is organized according to the research questions and hypotheses, and it is interpreted in relation to relevant literature and theoretical perspectives.

Measurement and Evaluation and Quality Assurance in Education

The first finding of the study revealed that measurement and evaluation play a significant role in ensuring quality assurance in Nigerian education. Respondents agreed that measurement and evaluation help maintain academic standards, monitor learner performance, support accountability, and improve continuous assessment practices. The hypothesis tested also confirmed that there is a significant relationship between measurement and evaluation and quality assurance.

This finding implies that without effective measurement and evaluation systems, it becomes difficult to determine whether educational objectives are being achieved. Evaluation data provide evidence for decision-making, curriculum improvement, and institutional monitoring. This result is consistent with Ogunode et al. (2020), who reported that monitoring and evaluation are essential for maintaining educational

quality and ensuring accountability in Nigerian schools. It also aligns with the Federal Ministry of Education (2022), which emphasizes continuous assessment and standardized evaluation as core components of the National Policy on Education. The finding is further supported by Tyler's Objective-Based Evaluation Model, which stresses that educational outcomes must be measured against predefined objectives to ensure quality and effectiveness.

Measurement and Evaluation and Curriculum Implementation

The second finding showed that measurement and evaluation significantly influence curriculum implementation in Nigerian schools. Respondents agreed that evaluation helps teachers adjust instructional methods, identify learning gaps, and improve curriculum delivery. The hypothesis test confirmed a significant relationship between measurement and evaluation and curriculum implementation. This suggests that evaluation results provide feedback that guides teachers in modifying teaching strategies and improving classroom instruction. When properly implemented, measurement and evaluation enhance learner-centered teaching and ensure that curriculum objectives are effectively achieved.

This finding agrees with Okoye and Nwankwo (2021), who found that effective assessment practices improve curriculum delivery and student academic performance. It also supports UBEC (2021), which emphasized that continuous assessment enhances teaching effectiveness and curriculum implementation in basic education. However, the effectiveness of curriculum implementation depends on how well teachers interpret and use evaluation results, which remains a challenge in many Nigerian schools.

Challenges Affecting Measurement and Evaluation in Nigeria

The third finding revealed that several challenges affect the effective implementation of measurement and evaluation in Nigeria's educational system. These include inadequate teacher training, poor funding, large class sizes, lack of assessment materials, and poor utilization of evaluation results. This finding indicates that although measurement and evaluation are well emphasized in the National Policy on Education, implementation remains weak due to systemic constraints. Many teachers lack adequate skills in modern assessment techniques such as rubric design, standardized testing, and competency-based evaluation.

This finding supports Ogunode et al. (2020), who identified inadequate funding and poor teacher capacity as major barriers to effective educational evaluation in Nigeria. It also aligns with UBEC (2021), which reported that lack of resources and training affects the quality of continuous assessment implementation in schools.

Measurement and Evaluation and Educational Outcomes

The final finding showed that measurement and evaluation have a significant positive relationship with educational outcomes in Nigeria. This means that when properly implemented, measurement and evaluation improve student performance, enhance curriculum effectiveness, and strengthen overall educational quality. The rejection of the null hypothesis confirms that effective assessment practices contribute to improved learning outcomes. Evaluation provides feedback that helps teachers adjust instruction and helps policymakers make informed decisions.

This finding agrees with Airasian (2020), who noted that well-structured assessment systems improve learning outcomes by providing continuous feedback. It also supports Federal Ministry of Education (2022), which emphasizes the importance of evaluation in achieving national educational goals.

Implications of Findings for Nigerian Education

The findings of this study have several implications for the Nigerian educational system. First, they show that measurement and evaluation are critical for ensuring quality assurance and accountability. Second, they highlight the importance of continuous assessment in improving curriculum implementation. Third, they reveal the need for teacher training and capacity development in modern assessment techniques.

The findings also suggest that strengthening measurement and evaluation systems will improve overall educational outcomes and align classroom practices with the objectives of the National Policy on Education.

CONCLUSION

Based on the findings of the study, it was concluded that measurement and evaluation occupy a critical and indispensable place in the National Policy on Education in Nigeria's educational system. The study established that effective measurement and evaluation significantly contribute to quality assurance in education, enhance curriculum implementation, and improve overall educational outcomes.

The findings further revealed that when properly applied, measurement and evaluation provide reliable feedback for teachers, students, and policymakers, thereby ensuring that educational objectives are achieved in line with policy expectations. However, despite their importance, the effectiveness of measurement and evaluation in Nigeria is constrained by challenges such as inadequate teacher training, poor funding, large class sizes, lack of assessment materials, and weak utilization of evaluation results for instructional improvement and policy decisions.

Therefore, the study concludes that although the National Policy on Education clearly emphasizes the use of measurement and evaluation through continuous

assessment and standardized testing, there is still a gap between policy formulation and effective classroom implementation.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. Government at all levels should strengthen the implementation of measurement and evaluation policies by providing adequate funding for assessment materials, examination logistics, and monitoring activities in schools.
2. The Federal Ministry of Education and relevant agencies should organize regular **capacity-building training and workshops** for teachers on modern measurement and evaluation techniques such as continuous assessment, rubric development, and competency-based evaluation.
3. School administrators should ensure that evaluation results are properly analyzed and used for instructional improvement, curriculum planning, and decision-making processes.
4. Teacher training institutions should intensify the teaching of educational measurement and evaluation to ensure that graduating teachers are well-equipped with assessment competencies.
5. Class sizes in public schools should be reduced to allow teachers to effectively administer and manage continuous assessment and other evaluation procedures.
6. Schools should adopt more technology-driven assessment tools such as computer-based testing, digital grading systems, and online assessment platforms to improve accuracy and efficiency.
7. The government should strengthen monitoring and supervision of schools to ensure strict compliance with the evaluation standards outlined in the National Policy on Education.
8. Further studies should be conducted on the use of digital assessment tools and artificial intelligence in improving measurement and evaluation practices in Nigeria's education system.

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