

Evaluation of the Implementation of Public Examination Chief Examiners' Reports in Mathematics Curriculum Contents in Ekiti State Secondary Schools, Nigeria

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Abstract : The study investigated the evaluation of the implementation of public examination chief examiners' reports in Mathematics curriculum contents in Ekiti State Senior Secondary schools, Nigeria. The study adopted descriptive research of survey design. The population for the study comprised 694 Mathematics teachers in Senior Secondary schools and 26,292 Senior Secondary School III students spread across the three senatorial districts in Ekiti State. The sample consisted of 60 Mathematics teachers and 120 students using a multi-stage sampling procedure. The instruments used in the study were: 'Questionnaire on Teachers Implementation of Chief Examiners' Report and Mathematics Curriculum Contents (QTICERMCC) and Questionnaire on Students Knowledge of Chief Examiners' Report and Mathematics Curriculum Contents Implementation (SIERMCC)'. The instruments were validated by using face and content validity. The reliability of the two instruments was tested using Cronbach's Alpha test. The coefficient of reliability of the instruments was 0.85 and 0.87, respectively. The data collected were analyzed using descriptive statistics such as frequency counts, means, percentages and standard deviation to answer the evaluation questions, while inferential statistics such as Pearson's Product Moment Correlation Analysis were used to test the hypotheses and were tested at 0.05 level of significance. The findings of the study revealed that there was a significant relationship between awareness, availability, and accessibility of Chief Examiners' Report in Mathematics. The findings also showed that there was a significant relationship between awareness, availability and accessibility of Mathematics curriculum. There was also a significant relationship between the implementation of the Chief Examiners' Report in Mathematics between teachers and students. Also, the findings revealed there was no significant relationship between the teacher implementation contents of the mathematics curriculum and students' access to the Mathematics curriculum. Based on the findings, it was recommended that the examination bodies should organize an enlightenment programme annually to create awareness on the utilization of the Chief Examiners' Report for teachers, school administrators, government and students; the Ministry of Education should ensure that school administrators use Chief Examiners' Report as one of the classroom delivery notes to prepare their students for external examinations; State Ministry of Education should make available Mathematics curriculum contents to various schools in Ekiti State; government and school administrators should organize training and re-training for teachers on difficult contents in the Mathematics curriculum.

Keywords : evaluation, implementation, public examination, chief examiners' reports, curriculum contents

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