

CURRICULUM VITAE

Name Michael Akinsola Metibemu

Present Appointment: Research Fellow II, Institute of Education, University of Ibadan, Ibadan. Nigeria.
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Key Qualification

Dr. Michael Akinsola Metibemu has been a staff of the International Centre for Educational Evaluation (ICEE) since 2018. He has carved a niche in the Measurement and Evaluation field as a specialist in Item Response Theory and structural equation modelling. He has distinguished himself as an expert in the use of statistical software for analysis of data. He has been involved in a good number of research and training workshops, some of them are listed as follows:

- (1) Facilitated several training workshops for academics, professional and corporate bodies on the use of statistical software packages for analyzing research data and multivariate modeling between 2016 till date. Some of the academic, professional bodies and corporate bodies include:
 - a. National Examinations Council (NECO) 2017
 - b. National Institute of Bankers Chartered 2018
 - c. Department of Educational Foundation, Nnamdi Azikwe University, Awka (2018)
 - d. Educational Assessment and Research Network in Africa (EARNiA) 2016 – 2019

Education

1. University of Ibadan, Ibadan, 2012 – 2016, Ph.D. (Educational Evaluation).
2. University of Ibadan, Ibadan, 2010 – 2012, M.Ed. (Educational Evaluation)
3. Obafemi Awolowo University, Ile-Ife, 2004 – 2009, B.Sc (Ed). (Physics)

Areas of Specialization and Research Interest

1. Item Response Theory
2. Structural equation modelling
3. Psychometrics
4. Monitoring and Evaluation
5. Data Mining and Machine learning
6. Application of Artificial Intelligence to Education

Employment Record

- (1) 2016-2018, Research consultancy and data analysis unit, Amazing Grace Global Investment limited, Port-Harcourt, Rivers State. Nigeria
- (2) 2018 to date Research Fellow at the Institute of Education, University of Ibadan, Ibadan

Professional Skills

Proficient in the use of:

- (a) statistical software for qualitative data analysis (RQDA, NVIVO, ATLAS.ti)
- (b) statistical software for quantitative data analysis such as SPSS, STATA
- (c) R language and environment for statistical computing
- (d) statistical software for item response theory analysis (BILOG MG, MPLUS, IRTPRO, EQSIRT, DIMTEST, NOHARM, JMETRIK, IATA, ICL)
- (e) Structural Equation Modelling (AMOS, LISREL, EQS, MPLUS)
- (f) MSWord, MSEXcel and MSPowerpoint
- (g) Python language programming

Membership of Learned Societies

- (a) Member of Educational Assessment and Research Network in Africa (EARNiA)
- (b) Member, Association of Educational Researchers and Evaluators of Nigeria (ASSEREN).
- (c) Member, Nigerian Society for Educational Psychologists (NISEP).

Non-teaching Responsibility in University of Ibadan

- i) Head, Computer and Technical Unit, Institute of Education (2019 to date)

RESEARCH

Dissertation and Thesis

- a. Psycho-social factors predicting Gender imbalance in Physics enrolment among senior secondary students in Ondo State, Nigeria. A M.Ed. Dissertation at the International Centre for Educational Evaluation, University of Ibadan, Ibadan.
- b. Comparison of Classical Test Theory and Item Response Theory frameworks in the Development and Equating of Physics Achievement Tests in Ondo State, Nigeria. A Ph.D. Thesis at the International Centre for Educational Evaluation, University of Ibadan, Ibadan.

Articles in learned journals

Metibemu, M. A. and Omole, T. (2016): Achievement test development in the 21st century. In B.A. Adegoke, O. Popoola and O. E. Babatunde (Eds.) Public Examining in Sub-Saharan Africa: Issues, Challenges and Prospects. A book of readings in honour of Emeritus Prof. 'Dibu Ojerinde. Abuja, Marvelous Mike Press Limited; pages 215 – 227.

Oguoma C. C., **Metibemu M.A.** and Okoye, R. O. (2016). An assessment of the dimensionality of 2014 West African Secondary School Certificate Examination Mathematics Objective test scores in Imo State, Nigeria. African Journal of Theory and Practice of Educational Assessment Vol 4, Pg 18 – 34

B. A. Adegoke and **M. A. Metibemu** (2017) Relationship between difficulty and discriminating parameters in the classical test model and the two-parameter logistic model, Nigerian Journal of Applied Psychology, Vol 19(1), 53 – 69

P. O. Olonade, **M. A. Metibemu** and J. G. Adewale, (2017) Unidimensional item response theory versus multidimensional item response theory: evaluating the similarity of item calibration results in mathematics test in Lagos state, Nigeria, African Journal of Theory and Practice of Educational Assessment (AJTPEA), Vol 5, 73 – 86

B. A. Adegoke and **M. A. Metibemu** (2017) Assessment of differential functioning and level of bias of physics achievement test items among secondary school students, Journal of Educational Research and Development (AJERD), Vol 4, 26 – 35

M. A. Metibemu and S. M. Ojetunde (2017). Cross validation of Test Anxiety Scale among Students University of Ibadan. Journal of the Nigerian Society of Educational Psychologists, Vol. 15 (2) pg. 167-175

M. A. Metibemu and C. C. Oguoma, (2018). The effect of using coefficient alpha for estimating the reliability of mathematics test when the assumptions underlying its utilization are violated, Nigerian Journal of Educational Research and Evaluation, Vol 17 (2) 74 – 88

M. A. Metibemu and J. Udechukwu, (2018). Evaluating the appropriateness of using tetrachoric correlation coefficient among items in the assessment of item local independence assumption of multiple choice test, Nigerian Journal of Educational Research and Evaluation, Vol 17 (1) 133 – 144

M. A. Metibemu (2018). Assessment of the dimensionality and psychometric quality of the West African Examinations Council (WASSCE) May/June 2014 Physics, a paper presented at the WAEC Seminar Series, Held at WAEC International Office, Lagos, Friday 19th January, 2018.

M. A. Metibemu, C. C. Oguoma and C. B. Essen, (2019). Ensuring quality in unidimensionality assumption assessment: evaluating the appropriateness of using traditional factor analysis for multiple-choice test, Nigerian Journal of Educational Research and Evaluation, Vol 18 (1) 206 – 224

Dr. Michael A. **Metibemu** (Signed)