

Research Focus

The focus of my research has been basically *educational evaluation in the social sciences*, and teaching effectiveness in early childhood care, primary, secondary and tertiary levels of education. This involves research efforts on effective assessment practices, supervision and ensuring quality in teaching and learning at all levels of education. I also ventured into educational policies and youth issues. This focus can be broadly categorized into three thematic areas across all levels of education.

(i) *Public and school-based assessment and educational programme effectiveness*; my research efforts have been directed on enhancing effective teaching and learning at all levels of education. This is basically through investigation into the attitude of teachers to work and effectiveness in the construction and administration of test to students in the social sciences (publication numbers 2, 8, 11, 14 and 20) engendering effective teaching and assessment practices in public education at both secondary and tertiary levels (publication numbers 4, 10, 19, 21 and 22). Teachers and lecturers need to be well grounded and creative on how to assess and give feedback and remediation to students, in order to have fair assessment of performances at all levels of education. There was also effort on ensuring effectiveness of the examining process through curtailment of examination malpractice. When such aberrations as examination malpractice and dishonesty are reduced or removed, quality of students graduating from such school is likely to be high and thus the integrity of the educational system is enhanced (publication 6).

(ii) *General Educational Research*; furthermore, some of my publications have also focused on ensuring quality assurance and teaching effectiveness at the secondary and tertiary levels. In ensuring quality assurance at the secondary schools, the head of schools have to take their supervisory roles and record keeping very seriously. These roles are performed through the use of student registers, supervision of teachers' work via scheme of work, diaries, lesson notes and school records. At the tertiary level quality assurance can be engendered through collaborative teaching and versatility in information and computer technology proficiency. Through collaborative teaching, junior colleagues at the tertiary level are mentored and there is cross-fertilization of ideas that would entrench quality assurance (Publication numbers 1, 7, 12, 13, 15, 16 and 17).

(iii) *Educational policies and youth issues*; I have also contributed to knowledge through my research efforts on enhancing effective educational policies and youth issues in Nigeria. My research efforts were, therefore, on the discouragement of incessant changes in educational policies at the national level in Nigeria and the effect of after-school lesson syndrome on academic performance of students at the secondary schools. The role of politics in educational policies was extensively reviewed since political tones dictate the kind of educational policies that would be embraced in the country (publication numbers 3, 5 and 9).