

Stakeholder Perceptions of the Basic Education Certificate Examination (BECE) in Oyo State: A CIPP Evaluation

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<p>Corresponding Author Folake Sarah Olaniyan</p> <p>Department of Educational Psychology and Counseling, Adeyemi Federal University of Education Ondo, Nigeria</p> <p>Article History</p> <p>Received: 28 / 03 / 2025</p> <p>Accepted: 11 / 04 / 2025</p> <p>Published: 15 / 04 / 2025</p>	<p>Abstract: This study aimed at investigating the perception of the stakeholders who are the implementers of the Basic Education Certificate Examination (BECE) programme, using Context, Input, Process and Products (CIPP) model of evaluation. The objectives of the study is to determine if the subject content meet the relevance of the curriculum while stakeholders are implementing teaching, learning procedures. And to determine if the curriculum content of BECE provides continuity from primary level to junior secondary level. This study spans through the 33 local education divisions in Oyo State. The sampling technique adopted for the schools is the stratified random sampling method. The Local Inspectorate Education (LIE) in each local government area., were grouped into 3 cluster of eleven (11) schools each. Of the eleven schools, one school was selected in each cluster making a total of three (3) school were selected as sample for the study. In order to guide the study, three (3) research questions were raised. The study explored both descriptive and inferential statistics for the analyses of the data. The research instruments include; Teacher perception of BECE (TP/BECE), School Managers Perception of BECE (SMP/BECE) and Policymakers Perception of BECE (PP/BECE). Fifteen (15) participants from each education divisions are selected for the study, making a total of 45 participants in Oyo State. The result was based on the minimum standards of requirement in the philosophy of BECE in Nigeria, teachers are required to attend at least one capacity training course in every two years for their professional development. The following conclusion were raised: equipping the teachers with adequate knowledge about BECE examination, update information about the processes and procedures of the examination, The policymaker should also be involved in continuous update of the content of study. The results obtained was used to draw conclusion about each stakeholders' perception of BECE programme. The study further gave some recommendations that, federal and state government should ensure that adequate instructional resources and equipment are provided and that teachers are trained on how to apply such resources in teaching learning.</p> <p>Keywords: Evaluation, Perception, Stakeholders, Basic Education Certificate Examination (BECE), Content, Input, Process and Product (CIPP) Model.</p>
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Introduction

The Nigerian education system from time memorial had faced the hitches of autonomous practices further to the various approaches of her British colonial master's imposition on the system of education in Nigeria. This imposed system of education made provision only for the benefits of the colonial masters, without necessarily ensuring the need for the development of certain sector in the nation's economy. The concept of educational practices is meant to ensure that the learners are instructed and guided in a specified direction, such that will be aimed at improving certain economic sectors in any nation. For there to be any meaning guesses about the development of a sector in society, this will depend largely on the framework provided by the planners of educational practices, of which its curriculum design and

instruction strategies take pre-eminence. For most countries, national curriculum is prescribed and laid down by the government. (Okoye 2011).

Through its agencies, including the Nigerian Educational Research and Development Council (NERDC), National Teacher Institute (NTI), National Education Council (NECO), National Commission for Colleges of Education (NCCE), National Board for Technical Education (NBTE), West African Examination Council (WAEC), Joint Admissions and Matriculation Board (JAMB), and several other examination boards established by state governments, the Nigerian Federal Ministry of Education determines what should be studied while exams are set based on the syllabi derived from the curriculum. This ensures that

educational practices meet its proposed goals and objectives. The nation's elementary and junior secondary schools currently follow the basic education curriculum. (Nigeria Federal Republic, 1999 & 2004). In order to undertake a consistent summative assessment of learning for students who have finished the first three years of junior secondary school at each state level, the Nigerian education system established the Basic Education Certificate Examination program, or BECE.

The 9-year Universal Basic Education program was adopted as a result of the National Economic Development and Empowerment Strategies (NEEDS); the current subject profiles for primary, junior secondary, and senior secondary schools were restructured; and a new curriculum structure (lower basic, middle basic, and upper basic) was adopted for the implementation of the new 9-year basic and senior secondary education programs. The Primary School Curriculum Module, Junior and Senior Secondary Curriculum Module, and other curricula's contents could no longer satisfy school dropouts' needs in terms of academic standards, entrepreneurship, ethical, civic, and moral responsibilities, among other things, Fullan (2019) noted. At the anticipated conclusion of the study, this curriculum gap had grown into a frustrating overabundance of information and out-of-date subjects that were unable to offer the degree of assistance needed to reduce poverty and create wealth among the students. Primary and junior secondary school subjects were found to be disconnected, such as primary science and integrated science. The complete lack of technology in the primary school curriculum and its introduction at the Junior Secondary School (JSS) level raised concerns. As a result, the basic education certificate program needs to be evaluated to make sure it achieves the objectives for which it was designed.

Evaluation in this study will be defined as the systemic method put in place to identify the values of the basic education certificate examination programme. It will include the collection, analysis of data, which will be used to make decisive projections and decisions about the programme. (Hosseini, 2022 et al).

Every student who successfully completes the nine (9) years of continuous basic education instruction should have the necessary literacy, numeracy, manipulative, communication, and lifelong skills in addition to the ethical, moral, and civic values necessary to establish a strong foundation for lifelong learning as a basis for scientific and reflective thinking, according to the philosophy behind universal basic education. Every student who graduates with a sufficient level of literacy and numeracy will be able to read and write, do basic arithmetic operations, communicate clearly, and behave in a way that is acceptable to others. The theory also suggests that early in a child's education, a culture of science and technology should be established and maintained, since the effects will start to show by the end of junior secondary school.

There had been evidence of visible output of the learners' turnout yearly who engage in unproductive means of livelihood such as cybercrimes, which has demeaning effect on the economy of any nation, especially that of Nigeria. Further to these, stakeholders are of the impression that, only a minor expectation of BECE programme, which is in the conducting of examinations only, is being attained. Beyond examination the major goal of the programme is clearly not being upheld and made functional during the teaching-learning procedure. The teaching-learning procedures are observed to prepare the learners to pass the examinations rather than enable them function in the community at the end of the 9-

year programme, in addition to passing the examination (Obioma, 2021).

In Oyo State, the drive towards ensuring that the goals of BECE are achieved is no different from that of their counterpart states in the west. The Oyo state local inspectorate of education (LIE) in each local government areas have their fair share of concerns and constraints in ensuring the actualization of the goals of BECE (Gbenu, 2022).

Statement of the Problem

The perception of stakeholders in the education sector regarding the Basic Education Certificate Examination (BECE) in Oyo State appears to be a subject of concern, as it may influence the overall effectiveness of the examination system. It is possible that various stakeholders, including teachers, students, parents, and policymakers, hold differing views on the credibility, standard, and impact of the BECE. Some may believe that the examination adequately assesses students' competencies, while others might argue that it falls short in measuring true academic abilities. This uncertainty suggests the need for a comprehensive evaluation of stakeholder perspectives to determine potential gaps and areas for improvement.

Furthermore, there seems to be a growing debate about the role of BECE in the transition from junior secondary to senior secondary education. Some stakeholders might perceive the examination as a mere formality rather than a rigorous assessment of students' preparedness for the next academic phase. It is also likely that concerns exist regarding the consistency of grading, fairness in administration, and alignment of the examination content with the curriculum. If such concerns are valid, they could affect the confidence of stakeholders in the examination process, possibly leading to a decline in its perceived relevance. Given these considerations, it may be necessary to investigate the extent to which the BECE fulfills its intended purpose and meets the expectations of those involved in the education sector. A closer examination of the attitudes of stakeholders could reveal potential challenges such as inadequate preparation, examination malpractice, or administrative inefficiencies. Identifying these issues might help in proposing strategic reforms that could enhance the credibility and effectiveness of the BECE in Oyo State.

Purpose of the Study

The study investigated the evaluation of the perception of stakeholders, who are the implementers of the BECE programme, about the programme using CIPP model of evaluation. The following objectives are set to achieve the aim stated which are to:

- Determine if the subject content meet the relevance of the curriculum while stakeholders are implementing teaching learning procedures.
- Determine whether instructional materials and equipment made available meet expected instruction needs for BECE programme actualization.
- Determine if the curriculum content of BECE provides continuity from primary level to junior secondary level.

Research Questions

In addressing the problem stated above, answers were sought to the following questions;

- Does the subject content meet the relevance of the curriculum while stakeholders are implementing teaching learning procedures?
- Do the instructional materials and equipment made available meet expected instruction needs for BECE programme actualization?
- Does BECE examination process and procedure provide continuity from primary level to junior secondary level?

Method

The study adopts a descriptive survey research design. This made use of the methodology of the CIPP model of evaluation (context-input-process-product evaluation;) (Karim 2021). This includes the collection, organization, analysis and reporting of information was used for this study. In order to learn how the stakeholders in the education sector view the basic education certificate examination program, their comprehension of it, and how they interpret its procedures, it selects and examines samples drawn from the general population (Kellinger in Moses, 2013). There are no control variables or manipulations in this naturalistic investigation. at this study, information regarding the degree of stakeholder perspectives of the Basic Education Certificate Examination (BECE) at junior secondary schools in Oyo State is

systematically gathered. The Population of the study are the stakeholders in Oyo State - Local Inspectorate of Education (LIE) zones. They include the teachers, the principals, the vice principals and LIE members of staff, who are policy implementers of BECE programme. The perception of this population categories were sort in order to describe, compare opinions, classify, analyze and interpret the existing understanding and the way the interpret the philosophy guiding the establishment of BECE.

The samples for this study are selected in two folds, which are for the schools and the respondents. The sample technique adopted for the schools is the stratified random sampling method. The Local Inspectorate of Education (LIE) in each local government area, were grouped into 3 clusters of eleven (11) schools each. Of the eleven schools, one school was selected in each cluster making a total of three (3) schools – A, B & C - were selected as samples for the study.

In each of the three (3) schools selected from the local inspectorate education zones, the simple random technique was adopted to select the stakeholder (teachers, principals, Vice Principals and LIE members of staff). In each school and LIE, fifteen (15) teachers, two (2) school managers (the principal and the vice principals) and three (3) LIE senior members of staff each were selected for the study. The sample representation is stated below:

Table of Sampled Respondents in Oyo LIE

Sample (Cluster)	School	Numbers of teachers	Numbers of school Managers	LIE officers	Total number of respondents
A		15	2	3	20
B		15	2	3	20
C		15	2	3	20
Total		45	6	9	60

Analysis of Research Hypotheses

Research Question 1

Does the subject content meet the relevance of the curriculum while stakeholders are implementing teaching learning procedures?

Table 2 displays the information needed to respond to research question1.

Subject Content Relevance to suit Philosophy:

ITEMS	No of Respondents	Percentage of Respondents (%)				
		SA	A	D	SD	
The scheme of work provides continuous learning experience.	45	34.8	30.5	23.9	10.8	
The content of study is too voluminous.	45	54.5	17.8	15.5	12.2	
There are topics that should not be tested.	45	31.3	37.2	18.3	13.2	
Only core subjects should be tested in BECE	45	26.5	33.3	21.0	19.2	
It is important for all subjects to be tested.	45	43.4	26.8	17.6	12.2	
All topics are taught with the period set.	45	30.2	24.4	28.4	17.0	

Topics consider the application of softskills practices.	45	15.7	18.5	38.9	26.9	
Topics have enough problem-solving activities.	45	34.6	35.8	12.4	17.2	
Scheme of work gives orderly approach to topics.	45	28.5	36.4	14.6	20.5	
Topics reflect the needs of the society.	45	38.4	32.1	18.2	11.3	
Average respondent (%)		33.8	29.3	20.9	16.1	

Footnote:

SA = Strongly Disagree

A = Agree

D = Disagree

SD = Strongly Disagree

Table 2: Subject Content Relevance to suit Philosophy

In this section where the subject content relevance that suit the philosophy was tested, it is observed that most of the teachers perceived that the content of the subjects are relevant to the

philosophy of BECE. However, in the areas of the application of soft skill practices, about 26.9% of the teachers had a strong disagreement about this opinion. In all an average respondent of 33.8% had a strong agreement that the subject content relevance suit the philosophy of the basic education certificate examination – BECE.

Research Question 2

Do the instructional materials and equipment made available meet expected instruction needs for BECE programme actualisation?

The data to answer research question 2 are presented in table 3

Availability of Teaching Resources

ITEMS	No of Respondents	Percentage of Respondents (%)				
		SA	A	D	SD	
There are enough teaching materials.	45	28.5	36.4	14.6	20.5	
My school has teaching equipment readily available.	45	38.4	32.1	18.2	11.3	
Teaching resource are relevant to lessons' needs.	45	43.4	26.8	17.6	12.2	
My school outsource teaching resources.	45	30.2	24.4	28.4	17.0	
The resources in my school are readily available for use.	45	15.7	18.5	38.9	26.9	
The resources are being replaced or repaired promptly as the need may arise.	45	34.6	35.8	12.4	17.2	
Teachers have adequate knowledge on how to use the equipment.	45	31.3	37.2	18.3	13.2	
My school engages technical hands to teach students practical aspect of lesson.	45	26.5	33.3	21.0	19.2	
The teachers in my school are well able to use the equipment.	45	43.4	26.8	17.6	12.2	
The resources provided are of recent qualities.	45	34.8	30.5	23.9	10.8	
Average respondent (%)		32.7	30.2	21.1	16.2	

Table 3: Availability of Teaching Resources

This section test the availability of teaching resources. It is observed that most of the teachers perceived that their schools have teaching resources and equipment that are readily available. However, about 26.9% revealed that despite the fact that the resources are available, they do not have access to them for teaching-learning purposes. These are available more for show casing that for the use of teaching-learning activities. In all about

32.7% feel that even though the resources and equipment are available, they are not useable for the purpose required.

Research Questions 3

Does BECE examination process and procedure provide continuity from primary level to junior secondary level?

The data to answer research question 3 are presented in table 4

Examination Process and Procedure

ITEMS	No of Respondents	Percentage of Respondents (%)				
		SA	A	D	SD	
The students show independence during the examination.	45	34.8	30.5	23.9	10.8	
The questions set meet the requirement of BECE objectives.	45	31.3	37.2	18.3	13.2	
The period given to the examination is insufficient.	45	26.5	33.3	21.0	19.2	
The invigilation process provides close monitoring by external board.	45	33.4	26.0	17.6	12.2	
The students should be allowed to have access to optional materials during examination.	45	36.3	32.2	16.3	15.2	
The time allocated for each paper is sufficient.	45	34.6	35.8	12.4	17.2	
The examination should provide guides for special students.	45	28.5	36.4	14.6	20.5	
There is a defined career path for students based on the paper they write.	45	38.4	32.1	18.2	11.3	
BECE's timetable should spreads subject to give consideration to its difficulty.	45	33.8	32.2	21.6	12.4	
The procedure for BECE should explore inclusivity.	45	34.8	30.5	23.9	10.8	
Average respondent (%)		35.2	32.2	18.4	14.3	

Table 4: Examination Process and Procedure

The teachers' perception here is about the examination processes and procedures. While 35,2% agreed strongly that the processes and procedures of the examination meet the purpose set for the examination, 14.3 % of the respondents strongly disagreed about this perception. In the light of this of this study, the procedures in Oyo state seems too good for the teachers.

Discussion of Findings**Subject Content Relevance to suit Philosophy**

According to the minimal requirements outlined in Nigeria's BECE philosophy, teachers must participate in at least one capacity training course every two years in order to advance their careers. These levels of professional development are such that are meant to enable teachers update the knowledge of their subject teaching.

The subject content in the scheme of work according to teachers' responses are adequate for the learnings. The areas where these need to be improved upon is in the introduction of soft skills learnings. This being in consideration and preparation of the students for the job market. It is advised that teachers be engaged with technical skills about the content of their subjects for effective delivery.

Another area where the subject content would need to be improved is in its applicative learning, where the use of technology would need to be upgraded. This would come along with the introduction of technical electronic devices that would backup speed and accuracy of the contents in each subject learning. (Ajaja, & Kpangban, 2021)

The study's findings demonstrated that teachers and school administrators alike comprehend the value of professional development and its connection to enhancing the curriculum. This

is consistent with research by Adepoju & Fabiyi (2007), which found that training and retraining for junior secondary school teachers was not very important. Other researchers, such as Atomatofa, Avbenagha, and Ewesor (2013), interviewed teachers and found that the majority of them lacked basic education curriculum training.

Teachers must not only be personally knowledgeable about the material they teach, but also be able to communicate that knowledge to others. In his analysis of scientific education in Asia and the Pacific, Singh (1986) notes that pre-service science teacher preparation programs may fall short of new curricula's requirements for the necessary teacher abilities.

Availability of Teaching Resources

The Nigerian Minimum Standard for Basic Education (Benchmark) states that educational materials must be of high quality, follow the national curriculum, and contain at least 85% of the curriculum's content for a given level. The majority of the sampled schools lacked teaching materials, according to the study's findings, and the data indicated that the few that were available fell short of the BECE criterion of 85% content. But over half of the schools that did concurred that their teaching resources were high-quality and gender-sensitive. As a result, it satisfies Nigeria's basic requirement for Basic Education, which calls for high-quality and gender-sensitive teaching materials. Nevertheless, the teaching materials fell short of the UBE criteria when judged against the benchmark requirement that they contain at least 85% of the national curriculum content for a given level. Since 66.6% and 85.4% of the students, respectively, lacked teacher guides and charts, the results further demonstrated the deficiency of teaching materials. This indicates that schools lack sufficient teaching resources that adhere to BECE.

This result is consistent with that of Okobia (2011), who looked at the tools and materials available to teachers and how they

used them to execute JSS Social Studies in Edo State. The outcome demonstrated how woefully inadequate the existing resources and educational materials were. This conclusion was also supported by Omeje and Chineke (2015). Since education encompasses both theory and practical instruction, it is desirable for practical courses to be taught using strategies that optimize the student's active engagement. This supports Aina's (2009) assertion that effective learning and knowledge transfer need teachers to appropriately integrate theory and practice. Furthermore, what students see, feel, and do with their hands tends to pique their attention more than what they merely hear from their lecturers. Without the necessary teaching resources, students cannot succeed academically.

Examination Process and Procedure

As report by the National Examination Council (NECO 2024), The Basic Education Certificate Examination (BECE) in Nigeria is a standardized test given to students in their final year of junior secondary school. The test is commonly referred to as "Junior WAEC" and it assesses student's knowledge and skills in a variety of subjects, including English Language, mathematics, social studies, and basic science. The result of the BECE is used to determine which student are eligible to progress to senior secondary school. The test is administered by National Examination Council (NECO) and it is a requirement for entry into senior secondary school in Nigeria. The registration process starts with the online app, the BECE offline and online applications are a suite of software that enables schools (centers) to register candidates, make payments and manage their candidates.

Conclusion

The following deductions were made in light of the study's findings:

The level of implementation of BECE in the local inspectorate of education would require better implementation strategies. The areas that can be looked into are; equipping the teachers with adequate knowledge about BECE examination, update information about the processes and procedures of the examination, enabling the teachers use available resources and equipment – practical training experience would perfect the teachers' competence and engage teachers in continuous review of content of studies. The policymaker should also be involved in continuous update of the content of study. It is advised that this be achieved on a broad scale with a decade and regular update be made based on evolution of study content and strategies.

The conclusion raised in the study, posed that stakeholders who are involved in the implementation of BECE, would perform at the ultimate best if the laid down philosophy and objectives are adhered to, during the implementation process. More stills, where experienced school managers engaged in the supervision and monitoring process, than the examination would achieve the set objectives. As it stands, one relevant objective of BECE, is to checkmate the academic competence of students who are able to proceed to senior school,

Recommendations

The following suggestions are offered for the successful implementation of the basic certificate of education examination (BECE) in Nigeria in light of the study's results and conclusions:

- The federal and state government should ensure that adequate instructional resources and equipment are

provided and that teachers are trained on how to apply such resources in teaching learning.

- The policy makers should ensure that the contents of studies for each subject is regulated and updated continuously to fit the recent global innovations.
- It is also advised that instructors receive in-service training to teach them about new curriculum developments and how to implement them. The government and educational institutions should help accomplish this by frequently hosting workshops and seminars to guarantee that teachers are conversant with BECE's goals and philosophy of operation. Teachers' attendance ought to be required as well.
- More qualified instructors should be hired and dispatched to schools to teach the various disciplines, according to the federal and state governments. It should be mentioned that applicants without any educational background could hinder the implementation of successful teaching and learning processes.
- When the Ministry of Education and the government update the curriculum, teachers should receive specialized training to teach the new subjects.
- The Ministry of Education should make sure that schools are closely watched.

To determine the impact and progress achieved on the examination's implementation, the Ministry of Education shall conduct a thorough review of BECE in all secondary schools and provide input to NERDC.

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