

**A STUDY ON THE EFFECTIVENESS OF THE EDOBEST PROGRAM IN SCHOOLS  
IN EDO STATE, NIGERIA**

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**FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN**

**BENIN CITY**

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**A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF CURRICULUM AND  
INSTRUCTIONAL TECHNOLOGY, FACULTY OF EDUCATION, UNIVERSITY OF  
BENIN, BENIN CITY IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR  
THE AWARD OF THE DEGREE OF BACHELOR OF SCIENCE (EDUCATION)  
DEGREE IN COMPUTER SCIENCE**

**NOVEMBER, 2023**

## **CERTIFICATE**

We the undersigned certify that this project is accurately carried out by **ORONSAYE-EVABLESS OSAGUIMARO FAVOUR** with MAT NO: **EDU1803120** and us adequate in scope and standard in partial fulfilment of the requirement for the award of a Bachelor degree in education (B.SC.ED) Degree in computer science education.

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## **DEDICATION**

I dedicate this project to God Almighty, the Creator of the Universe who made it possible for me to successfully complete this project work and also to my father and mother, Mr & Mrs Oronsaye-Evables.

## **ACKNOWLEDGEMENT**

I will like to thank my Father in Heaven (God), for giving me the grace, strength, wisdom, support and inspiration needed to complete this project successfully.

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I love you all.

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## **ABSTRACT**

This study explored the Effectiveness of The EdoBEST programme in schools in Edo state, using Oredo Local Government Area, Benin City as the case study. It emphasized the importance of EdoBEST programme in the improvement of education in Edo State, as well as its impact in schools that has adopted the programme.

Chapter one provided the introduction to the study, including the background, aims, objectives, research questions, purpose and structure of the research. Chapter one also included the statement of the problem, thereby analyzing and problematizing the EdoBEST programme. The literature review in chapter two provided an overview of the subject matter the study investigated the influence of the EdoBEST program in schools in Edo State, by gathering the views of education stakeholders in Benin, especially the ones directly involved in the EdoBEST programme. The methodology gave an overview of the research process. This included the research design, which revealed the research plan and sampling. Questionnaire were used during the field work as data gathering tools.

In chapter four, the findings obtained from respondents' viewpoints were revealed. The results and outcomes from the findings were also discussed. In Chapter five, Summary, recommendations and suggestions on the study were given

# CHAPTER ONE

## INTRODUCTION

### **Background of the Study**

Primary education is generally accepted as the foundation for all levels of education, the development of literacy and numeracy, sound molding of character and morals and the development of skills. At this level of education, pupils are taught the rudiments of reading, writing and giving information for good moral development (Asodike & Ikpitibo, n.d). It provides a platform on which the quality of other levels of education and educational achievement are secured (Etor, Mbon & Ekanem, 2013; Asodike & Ikpitibo, n.d). The National policy on education (2004), defines primary education as; “Primary education as referred to in this document is the education given in institutions for children aged 6 to 11 plus. Since the rest of the education system is built upon it; the primary level is the key to the success or failure of the whole system. The duration shall be six years”. The definition indicates that primary education is the key. It is the key upon which the success and the failure of a system is anchored and the foundation on which other educational levels are founded, hence, its relevance cannot be over-emphasized. To the child, Anero (2014) asserted that primary education inculcates permanent literacy, numeracy and the ability of the child to communicate effectively with others in the society, prepares the child for further advancement in education, trades and crafts of their immediate society, shapes the child’s character and develop sound morals in the child; It educates a child for effective participation in and contribution to his/her society, prepares a child for scientific and reflective thinking, and to adapt to its changing environment and develops the

child's manipulative skills function. Anero (2014) classified its relevance to the Nigerian society as Economic, political, intellectual, social and philosophical values.

The relevance of this level of education and the concern of the then Federal military government, lead to the introduction of Universal Primary Education (UPE) for the whole country in 1976 to give equal opportunity to education (Amadioha, 2011). The formulation of the National Policy on Education was to guide educational practices in Nigeria (Amadioha, 2011). It was also asserted that during this period, primary education concentrated more on the issuance of certificate rather than paying attention to skills acquisition, knowledge and experience. As a remedy to these challenges and to keep up with the objectives of the National Policy on Education, Amadioha, 2011 recommended that the appropriate authorities assesses students properly and identify their stated objectives. Opoh, Okou and Ubung (2014) identified poor infrastructural facilities, lack of political commitment, poor funding, lack of entrepreneurship education, shortage of competent teachers, poor responses to the challenges of primary education and value education as challenges which are militating against the development of primary education in Nigeria and advocated for an increased annual budgetary allocation to the sector, renovation of infrastructure, monitoring of leadership and teachers, and the use of resources by multi-stakeholder's forum as a panacea, thus promoting national transformation and development. Asodike and Ikpitibo (n.d) also asserted that the funding of primary education was inadequate considering the level of pupil's enrolment, and further identified other teething problems associated with primary education delivery in the country.

In September, 1999, a new scheme for primary education called the Universal Basic Education (UBE) was launched. The scheme was designed to equipped pupils with literacy, communication skill and vocational education (Asodike & Ikpitibo, n.d). The scheme was met for children under

the ages of 3-5 years for Early Children Care and Development Education (ECCDE), 6-11+ years for primary school education and children aged 12-14 years for junior secondary school education (Alonge & Enowoghomwenma, 2019) thereby providing a nine years free and compulsory education to children in primary and junior secondary schools, broken down into six years of primary (pry 1-6) and three years of junior secondary (JSS 1-3). According to Amadioha (2008), the UBE was created to realize the ideals as spelt out in the National policy on Education (1997 and 1981) and with the desire to eradicate illiteracy in Nigeria. The scheme is supervised by Universal Basic Education Commission (UBEC), a federal agency that is responsible for distributing federal intervention funds for primary and junior secondary schools and the monitoring of standards (Humphreys & Crawford 2015). At the state level, the State Universal Basic Education Board (SUBEB) manages the primary and junior secondary education. The outbreak of corona virus (Covid-19) is today a scare in the world. This has adversely affected economic and social life of people all over the world. As a result, schools, market places, businesses and other socio-economic activities has been paralyzed. In order to militate against the effect of the covid-19 pandemic on student education in Edo state, the government embarked on the use of Information and Communication technology (ICT) as a medium for teaching its student with particular interest on basic (Primary) education through the Edo Basic Education Structural Transformation (EdoBEST) platform.

Information and Communication technology, was meanly used as a medium of information exchange through text and voice messages, storage and retrieval of information and so on, it is now a veritable instrument in transmitting knowledge in our schools. It is believed that ICT and computer education in a changing world is of importance for everyone to access and use information (Damkor, Irinyang & Haruna, 2015) as it is a necessity for development. Aworanti

(2016) asserted that ICT has had positive effect on education with Nigeria having a transformation in this regard.

The importance of primary school cannot be overemphasized been the foundation of every child's academic pursuit, hence most countries have made it compulsory for every child. Asodike and Ikpitibo (n.d) asserted that primary education is were all other levels of educational achievement are built as it prepares a child's mind and train the child for higher academic pursuits. It is at this level a child's skill of reading and writing, development of standard attitude and behaviour, and acquisition of some other skills that enables the child adjust into the society are developed (Asodike & Ikpitibo, n.d; Olaniyan & Obadara, 2008). However, Olaniyan and Obadara, (2008) opined that primary education should be properly controlled and managed for effective higher education.

Several literature on the application of online teaching and learning exist in literature. Such as Basri, Alandejani and Almadani, 2018; Ratheeswari, 2018; Arkorful and Abaidoo, 2014 and Fu, 2013. Arkorful and Abaidoo (2014) stated that E-learning has made strong impact in teaching and learning as it involves the training, knowledge delivery, interaction of students, ease of communication and improves relationships and called for its implementation to enjoy the full benefit.

Gilbert (2015) asserted that online learning requires and promotes the use of online research and resources, permits student to do their work at their own speed within the set deadlines for their course work and allows student to be independent, responsible and motivated on their own. The study identified lack of reliable internet in the houses of most students and lack of direct assistance from their teachers when they don't know what to do as challenges associated with online teaching/learning. The study further stated that Good work ethics, proper time

management, self-motivation, independent, responsibility and the ability to see the overall objective of school were factors considered to be essential for the success of online learning. Furthermore, the study asserted that the classroom system allows teachers guide and assist the students physically while the online system does not provide students with the opportunity of meeting their teachers physically and concluded that online learning is more beneficial to students than its challenges.

Yususf and Yusuf (2009), in their study, reiterate the claim in literature that information and communication technology has the potentials to improve the quality of instruction, improve school management, improve in teacher education, increase access to education and transform school. With this understanding, Yususf and Yusuf (2009) opined that information and communication technologies would assist in achieving the goals of the educational reforms act of 2007 which were listed as; improving the quality of instruction in schools, providing improved learning environment, the need to provide more access to education, and providing the students with knowledge and skills amongst others through adequate planning and proper integration. They further buttress that ICT provides access to basic and quality education for children with special needs.

The Edo Basic Education Sector Transformation (EdoBEST) is a brain child of Dr Joan Oviawe under the Edo State Universal Basic Education Board (SUBEB) with the support of the Edo state Governor, Mr. Godwin Nogheghase Obaseki. The program was launched in April, 2018 with the aim of developing highly skilled teaching workforce and with improved infrastructure and integrated school management systems (Oviawe et al., 2019). To achieve this, SUBEB collaborated with Bridge International Academies (Bridge) to implement teachers' development

programming, build local capacity and provide teaching and learning resources to transform the state of primary education in the state from its conventional system to a technological system.

Before the implementation of EDOBEST, the educational landscape in Edo State faced several pressing issues. These challenges included inadequate infrastructure, limited access to quality learning resources, poorly trained teachers, and low learning outcomes. Consequently, a considerable number of students were not acquiring essential foundational skills, leading to diminished educational outcomes and hindrance to their future prospects. The EDOBEST program was designed to address these issues comprehensively and bring about a transformation in the basic education sector. Through strategic planning and collaboration with relevant stakeholders, the government aimed to create an inclusive, learner-centered, and effective educational system that would positively impact students, teachers, and the entire community. Some Key objectives of the EDOBEST program included Improving Teacher Capacity, Enhancing Learning Materials and Resources, Strengthening School Infrastructure, Promoting Community Involvement, etc.

The implementation of EDOBEST was met with enthusiasm and cautious optimism as stakeholders anticipated positive outcomes that would lead to a transformation of the educational landscape in Edo State. However, like any comprehensive education reform, the program encountered its share of challenges, such as budget constraints, logistical hurdles, and the need for sustained commitment from all stakeholders involved. Given the significance of the EDOBEST program and its potential impact on the educational sector in Edo State, it becomes imperative to conduct an in-depth study to evaluate its effectiveness. By examining the program's achievements, shortcomings, and overall impact, this research aims to provide

valuable insights into the strengths and weaknesses of EDOBEST, guiding future policy decisions and further improvements in the education system.

This study seeks to shed light on the extent to which the EDOBEST program has been successful in achieving its objectives and whether it has contributed to improved learning outcomes, enhanced teacher performance, and overall advancement of the educational sector in Edo State. By conducting a thorough analysis of the program's implementation and outcomes, this research endeavors to contribute to the broader discourse on education reform and help policymakers and stakeholders make informed decisions for the betterment of the educational system in Edo State and beyond.

### **Statement of the Problem**

The effectiveness of the EdoBEST program in schools in Edo State may be influenced by various challenges and problems. Some of the potential problems related to the program's effectiveness are written below;

The successful implementation of the EdoBEST program may face hurdles such as bureaucratic delays, resistance from stakeholders, and insufficient coordination among different agencies and departments involved in its execution. Adequate funding and resources are also crucial for the effective implementation of the EdoBEST program. Limited financial resources and competing demands may hinder the program's full-scale execution and impact.

The effectiveness of the EdoBEST program depends on the quality and capacity of teachers. Inadequate teacher training, high teacher turnover and a lack of support for professional development can impact the program's success. The integration of technology into teaching and learning requires access to reliable infrastructure and internet connectivity. A lack of

technological readiness in some schools may limit the program's effectiveness in utilizing digital resources.

The effectiveness of the program may be compromised if there is inadequate assessment and monitoring of student progress and teacher performance. A lack of robust evaluation mechanisms may hinder the identification of areas that require improvement. If the EdoBEST program fails to address disparities in access to education, it may perpetuate existing educational inequalities, particularly for marginalized and disadvantaged students. The support and involvement of parents and local communities are essential for the success of education initiatives. A lack of community engagement may limit the program's impact and sustainability. The support and commitment of key stakeholders, including government officials, educators, parents, and students, are critical for the effective implementation of the EdoBEST program. Opposition or disinterest from stakeholders may hinder progress.

### **Research Questions:**

Below are some Research questions that could be explored regarding The Effectiveness of the EDOBEST Program in schools in Edo State

1. What is the influence of the EDOBEST program on student learning outcomes in public primary schools in Edo State?
2. What are the experiences of teachers regarding the effectiveness of the EDOBEST program?
3. Does EDOBEST program improve the learning facilities in schools?
4. What are the challenges faced by schools in implementing the EDOBEST program?
5. Does the challenge have influence on the effectiveness of the program?

**Purpose of Study:**

1. To assess the impact of the EdoBEST program on student academic achievement and overall learning progress.
2. To understand how the program has influenced teacher professional development and teaching approaches, and to identify areas for improvement.
3. To investigate the role of technology in the program and its potential to create a more interactive and engaging learning environment for students.
4. To identify barriers and obstacles that hinders the successful implementation of the EdoBEST program and to propose solutions for overcoming these challenges.
5. To evaluate the success of infrastructure upgrades and their contributions to creating a conducive and stimulating learning atmosphere for students.
6. To understand the level of community involvement, support, and satisfaction with the program, and to explore the role of community engagement in enhancing program outcomes.

**Significance of the Study**

This study will be of benefit to the Teachers, Students, School Administration and Government.

Below are some of the benefits;

**Students:**

Students are the primary beneficiaries of the EdoBEST program. Through innovative teaching methods, well-trained teachers, and the integration of technology, the program aims to improve

student learning outcomes. This includes better academic performance, increased subject knowledge, and improved critical thinking and problem-solving skills.

The program's focus on interactive and student-centered learning creates a more engaging and enjoyable educational experience for students. This can foster a positive attitude towards learning and a sense of ownership over their education.

The program provides students with access to technology, such as tablets, which enhances their learning experience through interactive educational content and digital resources. This exposure to technology prepares them for the digital age and improves their digital literacy.

**Teachers:**

The EdoBEST program invests in teacher training and continuous professional development. Teachers benefit from improved pedagogical skills, teaching techniques, and instructional approaches, enhancing their effectiveness in the classroom. The program equips teachers with digital skills and the ability to use technology in their teaching. This empowers educators to integrate technology into lessons, making teaching more interactive and engaging. By providing teachers with the necessary tools and support, the program can boost job satisfaction, morale, and motivation. This positive work environment can result in more dedicated and passionate teachers.

**Schools and Administrators:**

The EdoBEST program focuses on upgrading school infrastructure and facilities, including classrooms, libraries, and laboratories. This creates a conducive learning environment, which enhances the reputation and attractiveness of the schools. The program emphasizes monitoring and evaluation, providing school administrators with valuable data to make informed decisions. This data-driven approach enables schools to identify areas of improvement and implement

targeted interventions. Successful implementation of the EdoBEST program can lead to increased recognition and support from the government and the community, fostering a positive relationship between schools and stakeholders.

### **Edo State Government:**

The EdoBEST program contributes to the overall improvement of the education system in Edo State. By focusing on quality education and continuous improvement, the government can enhance the state's human capital and workforce readiness. A well-educated population is essential for social and economic development. The program's success can lead to a more skilled workforce, higher productivity, and increased economic opportunities in the state. Successfully implementing a comprehensive education reform program like EdoBEST can serve as a political milestone for the government, demonstrating its commitment to educational development and public service.

Overall, the EdoBEST program in Edo State benefits students, teachers, schools, administrators, and the state government. It strives to enhance learning outcomes, improve teaching quality, upgrade infrastructure, and promote educational equity, ultimately leading to a more empowered and prosperous society.

### **Scope and Delimitation of the study**

The study focuses on the Public Primary schools in Benin City, Edo State. The Study is delimited to the students, parents, teachers and school administrations of these schools.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter presents detailed information on the review of related literature on The Effectiveness of EdoBEST Program in schools in Edo State. It consists of the following Sections:

- Theoretical Framework of The Study
- Concept of The EdoBEST Program
- Overview of The EdoBEST Program
- Implementation of The EDOBEST program
- Significance of The EDOBEST program
- Challenges in the Implementation of The EDOBEST program
- Teachers Perspective of The EDOBEST program
- Students Perception of The EDOBEST program

#### **Theoretical framework of the study**

A theory is a set of interrelated construct (concepts), definitions and propositions that presents a systematic view of phenomenon by specifying relations among variables with the purpose of explaining, predicting and controlling the phenomena (Nwankwo & Emuenemu, 2015). This study will focus on the following;

**Pedagogical Approach:** EdoBEST likely emphasizes a learner-centered approach, focusing on active engagement and critical thinking. It may incorporate elements of constructivism, where students actively build knowledge through exploration and problem-solving.

**Curriculum Alignment:** The program likely aligns its curriculum with national or international educational standards to ensure that students receive a comprehensive and standardized education.

**Teacher Training and Professional Development:** EdoBEST probably invests in training and continuous professional development for teachers to improve their instructional skills, subject knowledge, and classroom management techniques.

**Assessment and Evaluation:** The program likely employs a variety of assessment methods to measure student progress, with a focus on formative assessments to provide timely feedback for improvement.

**Technology Integration:** It may incorporate technology in teaching and learning, leveraging digital tools and resources to enhance the educational experience.

**Community Engagement:** EdoBest may involve parents, guardians, and the community in the education process to create a supportive learning environment and promote accountability.

**Data-Driven Decision-Making:** Data analysis is probably a key component, with regular monitoring and evaluation to identify areas for improvement and make informed policy decisions.

**Inclusivity and Equity:** Ensuring that education is accessible to all students, regardless of their background, is likely a core principle of the program.

**Governance and Policy Framework:** EdoBEST would operate within a specific policy and governance framework set by the government or education authorities.

**Research and Innovation:** The program may encourage research and innovation in education to continually improve teaching methods and outcomes

### **Concept of EdoBEST Program**

In recent times in Edo State, it has been observed that pupils' enrollment into primary schools has continued to increase amidst inadequate and overcrowded classrooms. The situation is worrisome, as it has been observed by most stakeholders that pupils' performance, particularly in the primary six school leaving certificate is on the downward trend. In order to provide a lasting solution to this problem, The EdoBEST Program spearheaded by Governor in Godwin Nogheghase Obaseki was launched in April, 2018.

The EdoBEST program with its full meaning being "Edo Basic Education Sector Transformation" was launched to (among other policies) upskill the weak teaching workforce, incorporate the use of data in education policymaking, mainstream the use of technology in all schools and strengthen the relationship between communities and schools. It led to a complete change in the methods used in teaching and learning in Edo state. EdoBEST has over the last four years ensured the standardization of lesson delivery in over 1,226 schools, the programme has additionally led to better monitoring of the performance of teachers, pupils and other leaders in the school system. EdoBEST leverages the transformative power of cutting-edge technology to deliver outstanding learning outcomes to primary school children across Edo State by better supporting their teachers.

Since inception, the program has been studied by 36-state State Universal Basic Education Board (SUBEB) Chairmen as a model for rapid transformation of the basic education

space. It has been lauded by the Nigeria Union of Teachers, Edo state chapter as a model for teacher professional development, adopted by the World Bank as the only subnational in its accelerated learning program, and hailed by Lagos state governor Mr. Babajide Sanwo-Olu as a transformative force that inspired EKOEXCEL. The program has seen rapid expansion in the past few years, as the number of teachers that have undergone the EdoBEST teacher professional development program has snowballed to over 16,000, the number of schools under EdoBEST has risen from 848 to 1,228 while the number of pupils catered to by the program is more than 280,000. The program has been extended to primary schools in rural, hard-to-reach areas as well as secondary schools across Edo state because of its impact.

### **Overview of EdoBEST**

The EdoBEST program was an educational reform initiative implemented in the Nigerian state of Edo. It aimed to transform the education sector in the state by introducing various innovative approaches and strategies while the program's specifics may have evolved since then, here is an overview of the EdoBEST program;

### **ICT and EDOBEST PROGRAM:**

The International Telecommunication Union (ITU) (2006) defines ICT (Information and Communications Technology) as "a broad concept that encompasses all technologies used to manipulate and communicate information. ICT consists of all digital technology that manipulates and communicates information, including computers, telecommunications, and broadcasting technologies."

There are few studies that attempt to discern a direct, causal relationship between ICT use and attainment, although many identify improved attainment as one of a number of outcomes of increased ICT use. Unfortunately, it is not always clear how attainment is defined or measured in

some of the research reports. In some, 'attainment' refers to performance on standardized tests while in others, the definition is broader and impact relates to observed improvements in pupils' understanding within specific subject areas, that is, domain-specific cognitive development. In discussing the relationship between ICT use and attainment, more weight has been given to those studies that used standardized tests or similar reference points, while those drawing conclusions on the basis of the arguably 'softer' evidence of teachers', parents' or pupils' perceptions of improvement in performance have been used to elaborate upon or supplement the findings. In an extensive review of the literature on ICT and attainment, Cox et al. (2003a) found evidence of positive effects on pupil attainment in almost all National Curriculum subjects. This was most marked in the core subjects of English, mathematics and science, where there has been greater investment in the development of subject specific ICT resources to support learning and teaching. These are also the areas where the evidence of change in attainment levels was more robust, often drawing on national testing results. The evidence of the effects of ICT in other subject areas was considered by the authors to be inconsistent, patchy and somewhat limited in the range of technologies investigated. More specifically, ICT was found to support language development in general, particularly at the early stages, whereas it tended to have positive effects in science and mathematics on specific concepts and, in learning modern foreign languages, on the acquisition of sub-skills such as word recognition and vocabulary building. Cox et al. (2003a) concluded that teachers' pedagogies had a large effect on pupils' attainment, with aspects such as the technologies selected, the ways in which they were deployed and the extent to which the teacher planned and prepared for the lesson, being significant. Most of the research that they encountered on the use of ICT hardware and software was limited to a small range of resources, many of which were used by individual teachers working in relative isolation. They concluded

that the frequency and range of ICT use influenced the effect on attainment and that, when used effectively, there was evidence of a positive influence on attainment. The most effective use was where ICT use was directly linked to curriculum objectives and specific concepts and skills, becoming an integral part of the learning experience. In a similar vein, Passey et al. (2004) concluded that, where ICT was clearly embedded in classroom activity, there was a positive impact on pupil attainment at GCSE level. Similar findings are reported in other large-scale studies and summaries of evidence of impact, including those from Ofsted and Her Majesty's Inspectorate of Education (HMIE).

Pittard et al. (2003) noted that evidence from large-scale studies, most notably ImpaCT2 (Harrison et al., 2002), showed that the use of ICT can motivate pupils and result in a positive effect on attainment amongst those pupils who make relatively high use of ICT in their subject learning. Strand 1 of the ImpaCT2 investigation focused specifically on pupil learning and attainment and found positive associations between ICT use and achievement on some Key Stage (KS) tests, although the strength of the associations observed varied with stage and subject area. Statistically significant positive associations were found between ICT use and higher levels of attainment in: National Tests in English (KS2); National Tests in science (KS3); GCSE science (KS4); and GCSE design and technology (KS4). Positive associations were also found between ICT use and National Test results in mathematics (KS2) and in relation to GCSE outcomes in GCSE modern foreign languages and geography (both KS4), although these did not reach statistical significance. However, it was also noted that no association between superior performance and low levels of ICT use was observed. Factors such as the expertise of the teaching staff, access to subject-specific resources at each Key Stage and the quality of the

materials were identified as influential. The findings from ImpaCT2 form a significant part of the evidence in many of the literature reviews encountered in the course of this analysis.

In the pursuit of progress and development, few endeavors are as vital as investing in education. Recognizing the pivotal role of education in societal growth, the Edo State Government in Nigeria launched the EdoBEST program, an ambitious and innovative initiative aimed at transforming the landscape of basic education within the state. EdoBEST, an acronym for Edo Basic Education Sector Transformation, represents a comprehensive and multifaceted approach to enhancing the quality of basic education in Edo State. The program was launched in April, 2018 with the aim of developing highly skilled teaching workforce and with improved infrastructure and integrated school management systems (Oviawe et al., 2019). To achieve this, SUBEB collaborated with Bridge International Academies (Bridge) to implement teachers' development programming, build local capacity and provide teaching and learning resources to transform the state of primary education in the state from its conventional system to a technological system.

Before the implementation of EDOBEST, the educational landscape in Edo State faced several pressing issues. These challenges included inadequate infrastructure, limited access to quality learning resources, poorly trained teachers, and low learning outcomes. Consequently, a considerable number of students were not acquiring essential foundational skills, leading to diminished educational outcomes and hindrance to their future prospects. The EDOBEST program was designed to address these issues comprehensively and bring about a transformation in the basic education sector. Through strategic planning and collaboration with relevant stakeholders, the government aimed to create an inclusive, learner-centered, and effective educational system that would positively impact students, teachers, and the entire community.

Some Key objectives of the EDOBEST program included Improving Teacher Capacity, Enhancing Learning Materials and Resources, Strengthening School Involvement etc.

Information and Communications Technology (ICT) plays a crucial role within the EdoBEST program, complementing its objectives and contributing to its overall success. Here's how ICT is related to the EdoBEST program:

**Technology Integration:** EdoBEST embraces technology by providing teachers with tablets or laptops loaded with educational content and tools. This integration of ICT into the classroom empowers teachers to adopt innovative teaching methods and engage students effectively.

**Digital Resources:** Through ICT, EdoBEST expands access to digital educational resources. Teachers and students can access a wealth of digital materials, including e-books, educational apps, and online learning platforms, enriching the learning experience.

**Data Management:** ICT facilitates the collection and management of educational data. EdoBEST relies on data-driven decision-making to track student progress, assess teaching effectiveness, and identify areas for improvement. This data helps education authorities make informed policy decisions.

**Teacher Training:** EdoBEST includes training on the use of ICT tools and resources. Teachers learn how to leverage technology to enhance their teaching methods, making lessons more interactive and engaging for students.

**Digital Literacy:** The program promotes digital literacy skills among both teachers and students. As ICT becomes integral to the learning process, students acquire essential skills for navigating the digital world and accessing online information.

**Remote Learning:** During unforeseen disruptions such as the COVID-19 pandemic, ICT capabilities allow EdoBEST to transition to remote or online learning, ensuring continuity of education even in challenging circumstances.

**Assessment and Feedback:** ICT tools can streamline assessment processes. Teachers can use digital platforms to create and administer quizzes, assignments, and tests, providing timely feedback to students to improve their performance.

**Monitoring and Evaluation:** Education authorities can use ICT to monitor the implementation and impact of the EdoBEST program more effectively. Real-time data can help identify successes and areas needing attention.

In summary, ICT serves as a valuable enabler within the EdoBEST program, supporting its goals of improving educational quality, enhancing teacher capacity, and promoting data-driven decision-making. It empowers teachers, engages students, and modernizes the educational experience, ultimately contributing to the program's success in transforming basic education in Edo State.

### **Why EdoBEST Program**

The EdoBEST Program, which stands for Edo Basic Education Sector Transformation, was initiated by the government of Edo State, Nigeria, with several key objectives and motivations in mind. Here are some of the reasons why the EdoBEST Program was introduced:

**Improving Education Quality:** One of the primary motivations behind EdoBEST is to enhance the quality of basic education in Edo State. This includes improving teaching standards, infrastructure, and learning outcomes to ensure that students receive a high-quality education.

**Enhancing Teacher Capacity:** The program recognizes that teachers play a central role in education quality. EdoBEST invests heavily in teacher training and capacity building to equip educators with the necessary skills and knowledge to excel in the classroom.

**Technology Integration:** In an increasingly digital world, EdoBEST aims to keep pace with technological advancements. The program integrates technology into education by providing teachers with devices loaded with educational content, fostering a more engaging and modern learning environment.

**Data-Driven Decision Making:** EdoBEST emphasizes the importance of data and continuous assessment. By collecting and analyzing data on student progress, educators can make informed decisions about teaching methods and support mechanisms.

**Community Engagement:** Education is not limited to the classroom; it involves the broader community. EdoBEST encourages parents and community members to participate actively in school activities and take ownership of their local schools.

**Performance Incentives:** To motivate and reward educators for their dedication and hard work, EdoBEST introduces performance-based incentives. Teachers who achieve specific educational outcomes are eligible for bonuses, fostering a culture of excellence.

**Infrastructure Development:** Recognizing that the physical environment affects learning, EdoBEST addresses school infrastructure. Renovations, provision of furniture, and other improvements create a more conducive learning atmosphere.

**Global Competitiveness:** As the world becomes more interconnected, education becomes a key factor in global competitiveness. EdoBEST aims to equip students with the skills and knowledge necessary to succeed in an increasingly competitive global landscape.

**Future Opportunities:** By investing in quality education, the Edo State Government aims to provide students with the tools they need to pursue higher education and gain access to better employment opportunities in the future.

In essence, the EdoBEST Program was launched with the overarching goal of transforming basic education in Edo State, ensuring that students receive a well-rounded, modern, and high-quality education that prepares them for the challenges and opportunities of the 21st century.

### **Implementation of EdoBEST Program**

The implementation of the EdoBEST Program in Edo State involved several key steps and strategies, here is a general overview of how the program was implemented:

EdoBEST likely began with an official launch and comprehensive planning phase. This phase would have involved setting clear program objectives, establishing timelines, and securing necessary resources. A significant focus of the implementation would have been on teacher training. Teachers received training on modern teaching methods, technology integration, and pedagogical techniques to enhance their effectiveness in the classroom. The program would have provided digital learning resources, such as tablets or laptops, to both teachers and students. This enabled the use of digital content and interactive learning materials. EdoBEST may have involved the development or enhancement of the curriculum to align with modern educational standards. This would include the creation of relevant and up-to-date teaching materials. Renovation and construction of school buildings and facilities were likely carried out to create a conducive learning environment. This included upgrading classrooms, libraries, and laboratories.

The program would have encouraged parents, guardians, and community members to actively participate in school activities and support their children's education.

A data-driven approach was likely adopted to monitor student performance, attendance, and other relevant metrics. Data analysis helped identify areas for improvement. Mechanisms for ongoing monitoring and evaluation of the program's progress were put in place. This ensured that the program was achieving its intended goals. Accountability measures were likely implemented to ensure that resources were used efficiently and transparently. This included checks and balances at various levels of the education system. Efforts were made to ensure that the program was inclusive and that all students had access to quality education, regardless of their background or abilities. Ongoing professional development opportunities for teachers and school administrators were provided to keep them updated with the latest educational practices. The program may have encouraged research and innovation in education to continually improve teaching and learning methods. EdoBEST may have conducted awareness campaigns and community outreach programs to engage the public and gather feedback on the program's effectiveness.

### **Significance of EdoBEST Program**

The completion of this study will be of benefit to the Teachers, Students, School Administration and Government in Edo State. Below are some of the benefits;

#### **Students**

Students are the primary beneficiaries of the EdoBEST program. Through innovative teaching methods, well-trained teachers, and the integration of technology, the program aims to improve student learning outcomes. This includes better academic performance, increased subject knowledge, and improved critical thinking and problem-solving skills. The program's focus on

interactive and student-centered learning creates a more engaging and enjoyable educational experience for students. This can foster a positive attitude towards learning and a sense of ownership over their education. The program provides students with access to technology, such as tablets, which enhances their learning experience through interactive educational content and digital resources. This exposure to technology prepares them for the digital age and improves their digital literacy.

**Teachers:**

The EdoBEST program invests in teacher training and continuous professional development. Teachers benefit from improved pedagogical skills, teaching techniques, and instructional approaches, enhancing their effectiveness in the classroom. The program equips teachers with digital skills and the ability to use technology in their teaching. This empowers educators to integrate technology into lessons, making teaching more interactive and engaging. By providing teachers with the necessary tools and support, the program can boost job satisfaction, morale, and motivation. This positive work environment can result in more dedicated and passionate teachers.

**Schools and Administrators:**

The EdoBEST program focuses on upgrading school infrastructure and facilities, including classrooms, libraries, and laboratories. This creates a conducive learning environment, which enhances the reputation and attractiveness of the schools. The program emphasizes monitoring and evaluation, providing school administrators with valuable data to make informed decisions. This data-driven approach enables schools to identify areas of improvement and implement targeted interventions. Successful implementation of the EdoBEST program can lead to

increased recognition and support from the government and the community, fostering a positive relationship between schools and stakeholders.

### **Edo State Government:**

The EdoBEST program contributes to the overall improvement of the education system in Edo State. By focusing on quality education and continuous improvement, the government can enhance the state's human capital and workforce readiness. A well-educated population is essential for social and economic development. The program's success can lead to a more skilled workforce, higher productivity, and increased economic opportunities in the state.

Successfully implementing a comprehensive education reform program like EdoBEST can serve as a political milestone for the government, demonstrating its commitment to educational development and public service.

### **Challenges in the Implementation of EDOBEST program**

The EDOBEST program, which stands for Edo Basic Education Sector Transformation, was a significant educational initiative in Nigeria aimed at improving basic education. Some challenges in the implementation of the EDOBEST program included:

**Funding:** Adequate funding is crucial for the success of any educational program. EDOBEST faced challenges in securing and maintaining sufficient funding for various aspects of the program, including teacher salaries, infrastructure improvement, and learning materials.

**Teacher Training:** The program involved training a large number of teachers to improve their teaching methods and skills. Ensuring consistent and high-quality teacher training across the state posed a logistical challenge.

**Infrastructure and Resources:** Many schools in Edo State lacked basic infrastructure such as classrooms, textbooks, and learning materials. Bringing these resources up to standard was a significant undertaking.

**Monitoring and Evaluation:** Effective monitoring and evaluation systems are vital to assess the impact of the program and make necessary adjustments. Setting up and maintaining these systems can be resource-intensive.

**Community Engagement:** Engaging parents and local communities in the education process is crucial for success. Building trust and cooperation between communities and the program's implementation team can be challenging.

**Bureaucracy and Administrative Hurdles:** Navigating bureaucratic processes and administrative hurdles within the education system can slow down the implementation of educational reforms.

**Teacher Retention:** Attracting and retaining qualified teachers in remote or underserved areas can be a challenge, particularly if incentives and support systems are not in place.

**Cultural and Regional Differences:** Nigeria is a diverse country with various cultural and regional differences. Adapting the program to suit the specific needs and contexts of different communities can be complex.

**Sustainability:** Ensuring that the positive changes brought about by EDOBEST are sustainable in the long term requires careful planning and commitment from both the government and stakeholders.

### **Teachers Perspective of EDOBEST program**

Darling-Hammond, L (2017) defines a teacher as "an individual who imparts knowledge, skills, and guidance to students, typically in an educational institution, with the aim of fostering intellectual, personal, and social development. The EDOBEST program is an educational initiative in Nigeria that aims to improve the quality of primary education. Teachers' perspectives on EDOBEST may vary, but some common viewpoints include:

**Professional Development:** Many teachers appreciate the training and capacity-building opportunities offered by EDOBEST, which enhance their teaching skills.

**Classroom Resources:** The program often provides much-needed teaching materials, textbooks, and resources, which can improve the teaching and learning experience.

**Improved Learning Outcomes:** Teachers may see positive changes in student performance, which they attribute to the program's focus on improving the quality of education.

**Increased Motivation:** EDOBEST may boost teacher morale and motivation by recognizing and rewarding their efforts.

However, it's important to note that perspectives can differ among teachers, and challenges or criticisms of the program may also exist.

### **Students Perception of EDOBEST program**

A student is an individual who engages in a structured process of learning, typically within an educational institution, to acquire knowledge, skills, and competencies in various subjects or fields of study. Students' perceptions of the EDOBEST program in Nigeria can vary based on their individual experiences and the impact of the program in their schools. Here are some common aspects of students' perceptions:

**Improved Learning Environment:** Many students may appreciate the positive changes in their schools, such as improved infrastructure, classroom resources, and teaching materials provided by EDOBEST.

**Enhanced Teaching:** Students may recognize that their teachers have received additional training and support through the program, leading to improved teaching methods and increased engagement in the classroom.

**Better Academic Performance:** Some students may see improvements in their academic performance due to the program's focus on quality education, which can boost their confidence and motivation.

**Positive School Atmosphere:** EDOBEST often aims to create a more conducive and supportive learning environment, which can lead to a more positive overall school experience for students.

**Mixed Views:** However, not all students may have a uniformly positive perception of the program. Some might encounter challenges or variations in the program's implementation that affect their experience.

It's important to conduct surveys or gather feedback directly from students to gain a more accurate understanding of their perceptions and experiences with the EDOBEST program, as these perspectives can evolve over time and across different schools.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes the methodology to be used during the study. It comprises a detailed account of the following;

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Research Design**

For the purpose of this study, a Descriptive Survey design was employed. The study will consist of a survey questionnaire administered to a sample of primary/secondary school pupils in Benin City, Edo state.

According to Abiola (2007), survey research design is a research method that describes a given state of affairs at a particular time. It is a design that uses questionnaire for collection of data from a population based on appropriate sampling technique.

The study aims to investigate the Effect of The EdoBEST program in schools in Edo State. In particular, it seeks to examine the extent to which The EdoBEST Program has impacted the students and improved the Education Quality of Schools in Edo State.

### **Population of the study**

The population of the study includes some primary school pupils and some secondary school students in Benin City, Edo State who are exposed to the EdoBEST program.

The study aims to investigate The EdoBEST program in schools in Edo State, specifically the impact the EdoBEST Program has been in the lives of the students exposed to the program.

According to the Edo State Basic Schools List, there are 98 primary schools in Oredo Local Government and according to the Edo State Secondary Schools List, there are 63 secondary schools in Oredo Local Government, Benin City, Edo State. The Estimated number of students in primary school sums up to 30,900 students, while for that of secondary school sums up to 35,400, with the total estimated number of students for both primary school students and secondary school students being 66,300 in figures.

### **Sample and Sampling Design**

The sampling technique used in the study was the Multi Stage Sampling technique.

In this study, only students from schools that have adopted the EdoBEST program will be considered. The classes selected for the research are primary 4-6, and Js 1-3. A random sample of 100 students was selected for this research

### **Research Instrument**

A questionnaire designed by the researcher and titled "EdoBEST program Impacts in Schools Questionnaire".

The questionnaire consists of two sections. Section one contains items seeking for the demographic data of the respondents, while section two contains fixed alternative items which

the respondents responded to using the 4-point likert-scale of Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD).

**Validity of the Instrument**

In order to ensure the validity of the research instrument, the questionnaire used was tabled before experts in the Department of Curriculum and Instructional Technology, Faculty of Education University of Benin, who reframed the questions before they were put to use. Based on the correction and observation made by the experts, which were duly effected, the instrument is deemed to have content and face validity.

**Reliability of the Instruments**

**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's	
Alpha	N of Items
.712	18

**Method of Data Collection**

The method for data collection adopted for this study was by using research assistants. They equally helped in monitoring the school children as they respond to the items on the questionnaire.

**Method of Data Analysis**

This study made use of tables and simple percentages method as the statistical tools of analyzing the data. The tables used comprised the bio-data of the respondents and questions raised in the research questionnaire, which were analyzed and discussed in simple terms for easy understanding.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, the results of the analyzed data are presented in tables and findings are discussed.

#### Presentation of Result

**Research Question 1:** What is the influence of the EdoBEST programme on student learning outcomes in primary and secondary schools in Edo State?

**Table 1: Mean and standard deviation of scores from participants on the influence of the EdoBEST program on student learning outcomes in primary and secondary schools in Edo State.**

S/N	ITEMS	N	Theoretical mean	X	Calculated Mean	S.D	Decision
1	EdoBEST has improved the quality of teaching in my school?	100	2.5	315	3.15	1.077	Accepted
2	EdoBEST has provided me with access to more resources such as books and computers?	100	2.5	340	3.4	0.804	Accepted
3	EdoBEST has made my school a more enjoyable place to learn?	100	2.5	326	3.26	0.850	Accepted
4	EdoBEST has helped improve my academic	100	2.5	295	2.95	0.634	Accepted

	performance?							
5	EdoBEST has made me more confident in my abilities	100	2.5	317	3.17	0.813	Accepted	
6	EdoBEST has inspired me to pursue my dreams?	100	2.5	280	2.8	0.469	Accepted	
<b>Cluster Mean</b>					<b>3.12</b>			

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**Source:** Field Survey, 2023

**Table 1** shows the outcome of the influence of EdoBEST program on student learning in schools in Edo State which reveals that a good number of students Agreed to the influence EdoBEST program has on student learning, with an average Mean of 3.12. However items 1, 2, 3 and 5 had a relatively high perfect calculated Mean of value above the theoretical mean (2.5) which indicates that EdoBEST improves quality of learning among students, provide students with educational resources to learn and makes learning enjoyable. Meanwhile item 4 and 6 had a Calculated Mean of 2.95 and 2.8 which I above theoretical Mean of 2.5 which indicates that EdoBEST inspires learners and improves student academic performance.

**Research Question 2:** What are the experiences of teachers regarding the effectiveness of the EdoBEST program?

**Table 2: Mean and standard deviation of scores from participants on the experience of teachers regarding the effectiveness of the EdoBEST program.**

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S/N	ITEMS	N	Theoretical X	Calculated	S.D	Decision
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			mean		Mean		
7	EdoBEST has improved the quality of teaching in my school?	100	2.5	270	2.7	0.457	Accepted
8	EdoBEST has provided me with access to more resource, such as training and support?	100	2.5	330	3.3	1.071	Accepted
9	EdoBEST has made my school a more collaborative place to work?	100	2.5	340	3.4	0.929	Accepted
10	EdoBEST has helped me improve my instructional practices?	100	2.5	312	3.1	0.990	Accepted
11	EdoBEST has made me more confident in my abilities as a teacher	100	2.5	281	2.8	0.811	Accepted
12	EdoBEST has inspired me to be a more innovative and creative teacher?	100	2.5	361	3.6	1.189	Accepted
<b>Cluster Mean</b>					<b>2.7</b>		

**Source:** Field Survey, 2023

**Table 2** shows the outcome of the experiences of teachers regarding the effectiveness of the EdoBEST program. It reveals that a good number of students Agreed to the number of ways EdoBEST has effectively affect teaching and learning. However item 7 and 11, had a relatively low Mean but not below theoretical Mean of 2.5, which indicates that EdoBEST improves quality of teaching in schools and improve confidence in teachers ability to teach. Meanwhile item8, 9, 10 and 12 had a relatively perfect Mean as it above theoretical Mean of 2.5 and Cluster Mean of 2.7 which indicate that EdoBEST inspires teachers to be creative and innovative.

**Research Question 3:** The Parental Observations of their wards involved in the EdoBEST Program?

**Table 3: Mean and standard deviation of scores from participants on the Parental Observations of their wards involved in the EdoBEST Program**

S/N	ITEMS	N	Theoretical Mean	X	Calculated Mean	S D	Decision
13	EdoBEST has improved the quality of education my child receives?	100	2.5	320	3.2	1.073	Accepted
14	EdoBEST has made my child more interested in learning?	100	2.5	341	3.4	0.834	Accepted

15	EdoBEST has helped my child improve their academic performance?	100	2.5	302	3.0	0.719	Accepted
16	EdoBEST has made my child more confident in their abilities?	100	2.5	360	3.6	1.061	Accepted
17	EdoBEST has prepared my child for success in the future	100	2.5	311	3.1	0.812	Accepted
18	EdoBEST has made me feel more involved in my Child's education?	100	2.5	312	3.1	0.84	Accepted
<b>Cluster Mean</b>					<b>3.23</b>		

**Source:** Field Survey, 2023

**Table 3** shows the outcome of the Parental Observations of their wards involved in the EdoBEST Program. It reveals from the outcome that a good number of parents accept or agreed that EdoBEST program has improved their child and children learning and the quality of education served by EdoBEST as it has improved children ability to learn in the recent years. However items 15, 17, 18 rose above the theoretical mean of 2.5 indicating a good number respondents agreeing to the above question raised on table 3. Since items 13, 14 and 16 had their means above theoretical Mean of (2.5) and Cluster Mean of 3.23, it indicate that EdoBEST improves a child confidence in class room learning and has made children to be more interested in learning as it was been observed by Parents.

### **Discussion of Findings**

The results of the study reveal that The EdoBEST Program has a positive impact on the Education of school students in Oredo Local Government Area of Edo State. The findings show that exposure to the EdoBEST Program significantly improves the student's ability to learn and understand the teachings taught by the teacher and Teachers, the ability to teach and impart knowledge on the students they teach.

From Research question one, it was revealed that in schools in Edo State that have adopted the EdoBEST programme, a good number of students Agreed that the EdoBEST programme has a positive influence on student learning. It also showed that the students involved in the programme showed positive remarks about the provision of educational resources as well as a conducive environment for learning provided by the EdoBEST programme. It also showed that the EdoBEST programme inspires the learners, makes learning enjoyable and helps improves the learner's academic performance that EdoBEST inspires learners and improves student academic performance.

Furthermore, in examining the Effectiveness of the EdoBEST Program in schools, it's intriguing to observe that a majority of participants (teachers) in this case, agreed that The Program Has positively impacted the Teachers teaching in these schools. It reveals that a good number of Teachers Agreed to the number of ways EdoBEST has effectively affect teaching. This indicates that EdoBEST improves quality of teaching in schools and improve confidence in teacher's ability to teach. It also showed that EdoBEST inspires teachers to be creative and innovative. Although a minority of participants disagree that the EdoBEST Program has been that Effective, A majority agreed that the programme has had a positive influence in education of the students and teachers involved in the programme.

On the part of the Parents, it is seen in research question three, that majority of the Parents agreed that the EdoBEST Program has brought a positive impact or influence in the academic performance of their children in school. It also revealed that parents who their wards are involved in the EdoBEST programme, observed that the programme has improved their child's confidence in class room learning and has made their children to be more interested in learning. Indicating that the EdoBEST programme has a positive influence on the education of students in schools that has adopted the EdoBEST programme.

In conclusion, while there's a Major Acknowledgment of the Positive Impact or Effects of the EdoBEST Program on schools in Oredo local government area of Edo State, there's also a diversity of opinion about the Effects of The EdoBEST program. This necessitates further exploration and potential consideration of individual experiences and perspectives about the Program.

## CHAPTER 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the research work, conclusion and recommendations.

#### **Summary of the Study**

The study investigated the Effectiveness of the EdoBEST program in schools in Edo State. The descriptive survey research design was used in the study. A sample of one hundred (100) students was selected from a population of sixty six thousand, three hundred (66,300) students, both primary and secondary schools students in Oredo Local Government Area, Edo State. A simple random sampling technique was used for the selection, made of 50 students each from one public primary school and one public secondary school.

A self-constructed questionnaire tagged “The Effectiveness of EdoBEST program in Schools in Edo State” carefully examined by my project supervisor was used for the data collection. The instrument was validated by two lecturers in department, and found to be reliable using Cronbach’s Alpha.

The results gotten showed that, students involved in the EdoBEST program have improved essentially, both academically and socially. Showing that the EdoBEST program has had a positive impact on the education of students involved in the program.

#### **Conclusion**

The study has revealed that the EdoBEST Program has had a positive impact on the Education of Students in schools in the Oredo local government area of Edo State. The EdoBEST program has been praised for its innovative approach to education reform, which includes; Training and supporting teachers to deliver effective instruction, Providing students with access to high-quality learning materials, Using technology to improve teaching and learning and Empowering school leaders to manage their schools effectively. The EdoBEST program is a model for other

states in Nigeria and across Africa that are looking to improve the quality of their basic education systems.

From the study and research conducted, it was observed that the EdoBEST Program had some specific effects on schools in Edo State, the effects were Improved student learning outcomes Increased teacher motivation and effectiveness, Improved school management, Reduced dropout rates, Increased enrollment rates, Improved school infrastructure and facilities.

Also from Observations, Many Parents have brought positive response about the EdoBEST Program in regards to their ward's academic performances in School, with performances better than before the Program. Teachers that are involved in the program, see it as a blessing for both teachers and students that have adapted the program, so In conclusion to my observations and Findings, I can say that The Effect of The EdoBEST Program in schools in Edo State, has Been a Positive one.

### **Recommendations**

Based on the findings of this study, the following recommendations have been formulated

1. The EdoBEST Program should increase its Output and Reach.

From the study, it was observed that the program was initiated more or involved more primary schools than Secondary schools, The Government should implement the program to more secondary schools, in order to improve and further the Educational Sector of the state more than it already is.

2. Increase funding for the program. This would allow the EdoBEST program to expand to more schools in Oredo LGA and to provide additional resources to teachers and students.

3. Increase community engagement with the EdoBEST program.

Working with parents and community leaders to support the EdoBEST program is essential to its success. The EdoBEST program should hold regular meetings with parents and community leaders to discuss the program's goals and progress, and to get their input on how the program can be improved.

#### 4. Improve the infrastructure of schools in Oredo LGA.

Many schools in Oredo LGA are in need of repairs and renovations. Investing in school infrastructure would create a more conducive learning environment for students and teachers.

#### 5. Provide more professional development opportunities for teachers.

The EdoBEST program relies on well-trained teachers to implement its curriculum and pedagogy. Providing teachers with more professional development opportunities would help them to improve their skills and knowledge, which would ultimately benefit their students.

### **Generalizability of the Research Findings**

The population of the study consists of students in primary and secondary schools in Oredo Local Government Area, Edo State. This study can be generalized to primary and secondary school students in other states across Nigeria because they share the same characteristics with other primary and secondary school students across the country.

### **Suggestions for Further Studies**

This study serves as a foundation for further research study on the Effectiveness of the EdoBEST program in schools in Edo State. Conduct long-term studies that follow students over several years to understand the behavior of the students in regards to the EdoBEST program, as the students evolves through different stages of their education. Also, conduct in-depth qualitative research, including interviews and focus groups, to gain a deeper understanding of students' perceptions and experiences regarding the EdoBEST program.

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## APPENDIX

### DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY

#### FACULTY OF EDUCATION UNIVERSITY OF BENIN, BENIN CITY

Dear Respondents,

This questionnaire is meant for a research work in the Department of Curriculum and Instructional Technology, University of Benin. The topic of this research is “**The Effectiveness of EdoBEST program in Schools in Edo State.**” And your candid response is highly solicited to aid the research process in gathering data for analytical purpose. All facts and information captured in this questionnaire will be treated with confidence and will only be used for the purpose of this research work. Thank you.

**ORONSAYE-EVABLESS OSAGUIMARO FAVOUR**

**SECTION A (Demographic Data): Please tick (✓) where appropriate.**

1. **Name:** \_\_\_\_\_

2. **Sex:** Male ( ) Female ( )

3. **Age Range:** 9 - 14 ( ) 15 - 20 ( ) 21 - 25 ( ) 26 - 30 ( ) 31 - 35 ( ) 36 - 40 ( ) 40 and above ( )

4. **Role in EdoBEST:** Teacher ( ) Student ( ) Parent ( )

5. **Name of School:** \_\_\_\_\_

6. **Academic level:** Primary ( ) Secondary ( )

**SECTION B: Section below to be answered by Students only**

Please tick (✓) the appropriate option.

NOTE: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

S/N	ITEMS	SA	A	SD	D
	<b>Impact on Student Learning</b>				
1.	EdoBEST has improved the quality of teaching in my School				
2.	EdoBEST has provided me with access to more resources such as books and computers				
3.	EdoBEST has made my school a more enjoyable place to learn				
4.	EdoBEST has helped me Improve my Academic Performance				
5.	EdoBEST has made me more confident in my abilities				
6.	EdoBEST has inspired me to pursue my dreams				

**SECTION C: Section below to be answered by Teachers only**

Please tick (✓) the appropriate option

Note: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

S/N	ITEMS	SA	A	SD	D
	<b>Impact on the Teaching Profession</b>				
7.	EdoBEST has improved the quality of teaching in my school				
8.	EdoBEST has provided me with access to more resources, such as training and support				
9.	EdoBEST has made my school a more collaborative place to work				
10.	EdoBEST has helped me to improve my instructional practices				
11.	EdoBEST has made me more confident in my abilities as a teacher				
12.	EdoBEST has inspired me to be a more innovative and creative teacher				

**SECTION D: Section below to be answered by Parents only**

Please tick (✓) the appropriate option.

NOTE: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

S/N	ITEMS	SA	A	SD	D
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	<b>Impact on The Parents</b>				
13	EdoBEST has improved the quality of education my child receives				
14	EdoBEST has made my child more interested in learning				
15	EdoBEST has helped my child improve their academic performance				
16	EdoBEST has made my child more confident in their abilities				
17	EdoBEST has prepared my child for success in the future				
18	EdoBEST has made me feel more involved in my child's education				