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Innovative Approaches Use to Evaluate Educational Programmes in Rivers State: Bridging Quantities and Qualitative Method

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ABSTRACT

The study investigated innovative approaches use to evaluate educational programmes in Rivers State: Bridging quantitative and qualitative method. Three research questions and three hypotheses guided the study. The study adopted quantitative and qualitative approaches. The population of the study consisted of 4,230 participants, which included 1,200 secondary school teachers, 2,500 students, 300 school administrators, and 230 officials from the Rivers State Ministry of Education (RSMOE), sourced from the 2025 Statistical Digest of the Rivers State Ministry of Education. A sample of 363 was obtained using Taro Yamane's formula. A stratified random sampling technique was applied. A questionnaire titled "Innovative Evaluation of Educational Programmes Questionnaire" (IEEPQ) was designed using a four-point Likert scale ranging from Strongly Agree to Strongly Disagree. The instrument was validated by three experts in Educational Evaluation and Measurement from the Department of Educational Foundations, Rivers State University. Cronbach Alpha method established a reliability coefficient of 0.84. Out of the 365 questionnaires distributed, 352 were retrieved. Simple regression was used to answer research questions with the corresponding hypotheses at a 0.05 level of significance. The study found that pre and post-programme testing is a reliable and statistically significant approach for assessing student performance and learning progress in innovative educational settings, use of tracking systems significantly enhances the ability of schools to monitor students' academic development and performance dashboards and teacher diaries are essential tools that positively and significantly enhance the continuous evaluation of education programme delivery in Rivers State schools. The study recommended among others that school administrators should be encouraged to incorporate standardized pre- and post-programme tests into the academic calendar to ensure consistent tracking of student progress across all innovative learning programmes.

Keywords: *Innovative Approaches, Educational Programmes, Bridging Quantitative and Qualitative Method*

INTRODUCTION

The evaluation of educational programmes in Rivers State has traditionally been rooted in either quantitative or qualitative paradigms. However, recent trends reveal a growing emphasis on bridging both approaches to form a more comprehensive evaluation framework. This integrative model often referred to as the mixed-methods approach combines statistical data with experiential, contextual insights, providing a fuller picture of programme effectiveness (Onyishi, 2022). Quantitative evaluations typically employ surveys, test scores, and statistical tools to measure outcomes such as literacy rates, enrolment, and graduation metrics. In contrast, qualitative approaches delve into interviews, focus groups, and case studies that capture personal experiences, motivations, and barriers faced by learners and educators. The fusion of these methods allows stakeholders to balance numerical rigor with narrative richness, thereby enabling policymakers to understand not just whether a programme works, but why and how it does (Obasi & Nwankwo, 2023). The necessity for innovation arises from the evolving complexity of educational challenges in Rivers State, which include disparities in access, inconsistent teaching quality, and infrastructural inadequacies. As such, innovative evaluative approaches are not

merely methodological preferences but strategic imperatives to produce actionable, inclusive, and locally adaptable results.

Bridging the quantitative and qualitative divide has led to transformative impacts on how education is perceived and improved within the Rivers State educational society. Mixed-method evaluations enable educators and administrators to uncover hidden patterns that pure statistics may overlook. For instance, a drop in enrolment rates may statistically appear minimal, yet qualitative interviews may reveal deep-rooted causes such as cultural perceptions, poverty, or gender bias (Ibiene & Ogolo, 2024). By capturing both measurable outcomes and intangible variables, this approach strengthens the diagnostic power of evaluations, informing policies that are both evidence-based and contextually relevant. In practice, institutions such as the Rivers State Ministry of Education now implement data triangulation techniques cross-validating results from school records, classroom observations, and community feedback (Dabiri & Okon, 2023). This enriches the understanding of programme efficacy and encourages the involvement of all educational stakeholders, including teachers, parents, and students. The participatory nature of such evaluations also cultivates a sense of ownership and accountability, which are essential for sustainable educational reform. Ultimately, by fostering this inclusive and multi-dimensional approach, the state improves not only its educational infrastructure but also its societal commitment to lifelong learning and development.

The implications of these innovative evaluative methods extend beyond mere assessment they actively influence educational planning and decision-making in Rivers State. Through comprehensive data collection and analysis, policymakers are now better equipped to allocate resources, revise curricula, and train educators in ways that are aligned with local needs and global best practices (Nkereuwem & Azunda, 2023). Additionally, the use of both qualitative narratives and quantitative results enhances transparency and credibility in reporting educational outcomes. Development partners and funding agencies now demand mixed-method reports before committing to investments, as these provide clearer insights into programme viability and social impact (Akani & Wokocha, 2022). More importantly, the approach has initiated a cultural shift in the educational sector promoting evidence-informed decision-making, rather than intuition or political influence. Schools have adopted routine programme evaluations that involve continuous feedback loops, improving responsiveness to issues such as student absenteeism, learning gaps, and teacher performance. Consequently, educational outcomes in the state are gradually aligning with the targets of national education strategies and international frameworks like the Sustainable Development Goals (SDG 4), which emphasize inclusive and equitable quality education.

Moreover, the combined use of qualitative and quantitative methods is contributing to a more just and equitable educational society in Rivers State. As evaluations increasingly integrate local voices and lived experiences into the assessment process, marginalized groups such as children with disabilities, rural learners, and out-of-school youths gain visibility in policymaking discourses (Worlu & Ezeani, 2023). Through participatory evaluation models, these groups are not merely data points but active contributors to reform. This shift has led to targeted interventions, including improved special education programmes, gender-sensitive policies, and inclusive school facilities. Furthermore, by emphasizing continuous monitoring and evaluation, the state is building adaptive educational systems capable of evolving in response to feedback and emerging challenges. Teachers, once passive recipients of policies, now engage in reflective practices based on evaluation findings, thereby enhancing their instructional effectiveness (Ijeoma & Ogbonda, 2024). The integration of innovative, mixed-method evaluation not only measures progress but also motivates it. It creates a feedback-rich environment that nurtures innovation, equity, and sustainable transformation across all levels of the educational ecosystem in Rivers State.

Pre and post-programme testing serves as a vital method for assessing the impact of educational innovations by comparing students' knowledge and skills before and after intervention. In Rivers State, the adoption of such tests in newly introduced programmes allows educators and policymakers to quantify learning gains, identify knowledge gaps, and adapt instructional methods to meet learners' needs (Okey & Nwankwo, 2023). Pre-tests establish a baseline of student understanding, while post-tests reveal improvements attributable to the programme. This systematic approach enhances accountability and justifies the allocation of resources to innovative models. According to Adiele and Elechi (2022), educational programmes in science and technology subjects that incorporate pre- and post-assessments recorded notable improvements in comprehension and engagement levels. Furthermore, this model encourages a data-driven educational culture where programme outcomes are clearly demonstrated,

thereby increasing stakeholder confidence. In Rivers State's pilot digital education schemes, such testing has become a reliable metric for validating student-centered pedagogies (Wokocha & Obasi, 2021). It fosters a cycle of continuous improvement as feedback informs future curriculum planning and teacher development. Ultimately, integrating pre- and post-testing mechanisms not only reflects student learning but also supports evidence-based decision-making within the educational sector in the state.

Ogbonda and Wokocha (2023) study indicated that pre- and post-programme testing effectively measures learning outcomes by capturing measurable academic progress over a defined instructional period. In Rivers State, innovative educational programmes that integrate ICT-based and inquiry-driven methods have utilized such tests to compare baseline knowledge with post-intervention achievements. This practice has proven beneficial in identifying learning gaps and adjusting instructional methods accordingly. It was also found that students who participated in STEM-focused programmes in Port Harcourt showed a 35% improvement in post-test scores compared to their pre-test results, suggesting the instructional innovations were effective. Moreover, these testing frameworks encourage evidence-based decision-making by school administrators and policymakers.

Student performance tracking systems (SPTS) have revolutionized the monitoring of academic progress, especially in schools implementing novel educational strategies in Rivers State. These systems collect and analyze data on individual student performance, attendance, and behavioral trends, thereby equipping teachers and administrators with actionable insights (Ekanem & Nwikina, 2022). Through digital platforms, educators can detect learning difficulties early, personalize instruction, and communicate effectively with parents and guardians. For example, schools that adopted electronic academic dashboards experienced a 30% increase in timely interventions for underperforming students (Ibiene & Okonkwo, 2023). SPTS also foster a culture of transparency and accountability by maintaining detailed academic histories accessible to educators and policymakers. In Rivers State, where educational disparities exist between urban and rural schools, performance tracking systems help bridge the gap by enabling real-time data sharing and standardized evaluations (Chinda & Gbaranbiri, 2022). When integrated with strategic planning, these systems enhance school effectiveness by identifying high-performing methods and replicating success. Furthermore, the consistency in data collection and reporting encourages reflective teaching and continuous improvement in lesson delivery. By leveraging such tools, schools are better positioned to measure the impact of new strategies and ensure no learner is left behind, contributing to a more equitable and data-driven educational system.

Nwankwo and Abbey (2022) study found that student performance tracking systems (SPTS) enhance academic monitoring by providing continuous, real-time data on learners' progress, especially in schools implementing new teaching strategies. The study further indicated that adoption of performance tracking platforms has enabled educators to individualize learning plans, identify lagging students early, and provide timely academic support; integrated digital performance tracking showed a 28% increase in student pass rates within two academic terms. These systems allow the recording and analysis of student behavior, attendance, test scores, and teacher feedback in a centralized platform. More importantly, the researchers observed that the data-driven nature of SPTS empowered both teachers and school administrators to recognize patterns, such as recurring difficulties in core subjects, and to adapt pedagogical strategies accordingly.

Performance dashboards and teacher diaries have emerged as essential tools in evaluating the effectiveness of educational programme delivery. Dashboards present real-time, visual representations of key performance indicators such as test scores, lesson completion rates, and student engagement, allowing school leaders in Rivers State to make quick, informed decisions (Wali & Eremie, 2021). These dashboards enhance programme transparency and provide a means for continuous monitoring without the delays associated with traditional assessments. Teacher diaries, on the other hand, serve as reflective tools that document daily instructional experiences, student interactions, and pedagogical challenges. As highlighted by Briggs and Ogolo (2022), teacher diaries in Rivers State schools enable educators to critically assess the implementation of innovative curricula and adjust teaching strategies to suit learner needs. When used consistently, diaries offer rich qualitative insights that complement dashboard analytics, capturing context-specific challenges often missed by numerical data. These tools together create a feedback loop that supports formative assessment and dynamic programme refinement. Importantly, the dual use of dashboards and diaries fosters teacher autonomy and professional development while ensuring that programmes remain aligned with student learning goals. Their

integration into school systems underscores a commitment to continuous evaluation, making them indispensable for quality assurance in education across Rivers State.

Eze and Diri (2023) highlighted that performance dashboards and teacher diaries jointly offer valuable qualitative and quantitative insights essential for evaluating ongoing educational programme delivery. In Rivers State, many schools piloting competency-based curricula have integrated dashboards that visually summarize learner progress while encouraging teachers to maintain reflective diaries. The study also noted that in a six-month pilot study involving 12 public secondary schools, dashboards helped administrators rapidly detect underperforming subjects and flag discrepancies in teacher input. At the same time, teacher diaries offered narrative evidence about classroom dynamics, resource constraints, and student engagement, which are often absent in statistical reports. This dual approach enhanced programme accountability and guided mid-course corrections. Teachers reported that diaries improved their reflective practices, leading to enhanced instructional planning and improved classroom management. The study hence confirmed that the combination of performance dashboards with teacher diaries resulted in a 21% increase in the alignment between intended curriculum goals and actual classroom delivery.

This study contributes to knowledge by showcasing how integrating quantitative and qualitative methods offers a more comprehensive evaluation of educational programmes in Rivers State. It highlights innovative tools like mixed-method surveys, interviews, and participatory assessments that improve accuracy, inclusiveness, and policy relevance. These approaches help uncover deeper insights into programme effectiveness and community needs, beyond mere statistics. Blending quantitative and qualitative methods strengthens evaluation outcomes by capturing both measurable results and human experiences, thus enabling more informed decisions and sustainable improvements in education within Rivers State.

Statement of the Problem

The use of innovative approaches to evaluate educational programmes in Rivers State, particularly the integration of quantitative and qualitative methods, faces several challenges. One major problem is the limited capacity of evaluators to effectively apply mixed-methods designs. Many education professionals lack adequate training in data triangulation and struggle to balance statistical tools with contextual, narrative-based insights. As a result, evaluations often lean heavily on quantitative metrics, overlooking the nuanced, human experiences embedded in the educational process. Other pressing issues include insufficient funding, inadequate technological infrastructure, and resistance to change by stakeholders who are accustomed to traditional evaluation models. These challenges hinder the adoption of innovative frameworks that could offer a more holistic understanding of educational outcomes. The failure to integrate both methods effectively leads to incomplete assessments, limiting the potential for data-informed decision-making and policy development. The effects are profound policies and programmes may be misdirected due to shallow evaluations, and marginalized voices, such as those of students and teachers, may go unheard. To address these issues, policies like regular capacity-building workshops, provision of digital tools, and sensitization campaigns could promote the value of mixed-methods evaluation. Government and education stakeholders must invest in training evaluators to skillfully blend both approaches to bridge this methodological gap effectively.

Aim and Objectives of the Study

The aim of this study is to investigate the innovative approaches use to evaluate educational programmes in Rivers State: Bridging quantative and qualitative method. Specifically, the objectives of the study were to;

1. Find out how the use of pre- and post-programme testing help in measuring the learning outcomes of students enrolled in innovative educational programmes in Rivers State.
2. Determine ways student performance tracking systems improve the monitoring of academic progress in schools adopting new educational strategies in Rivers State.
3. Examine how performance dashboards and teacher diaries contribute to the ongoing evaluation of education programme delivery in schools in Rivers State.

Research Questions

The following research questions guided the study are:

1. How does the use of pre and post-programme testing help in measuring the learning outcomes of students enrolled in innovative educational programmes in Rivers State?
2. In what ways do student performance tracking systems improve the monitoring of academic progress in schools adopting new educational strategies in Rivers State?
3. How do performance dashboards and teacher diaries contribute to the ongoing evaluation of education programme delivery in schools in Rivers State?

Hypotheses

The hypotheses for this study were tested at 0.05 level of significance.

1. The use of pre- and post-programme testing does not significantly help in measuring the learning outcomes of students enrolled in innovative educational programmes in Rivers State.
2. Student performance tracking systems does not significantly improve the monitoring of academic progress in schools adopting new educational strategies in Rivers State.
3. Performance dashboards and teacher diaries do not significantly contribute to the ongoing evaluation of education programme delivery in schools in Rivers State?

RESEARCH METHOD

The study adopted a mixed-methods research design, which integrated both quantitative and qualitative approaches to evaluate innovative strategies employed in assessing educational programmes in Rivers State. The population of the study consisted of 4,230 participants, which included 1,200 secondary school teachers, 2,500 students, 300 school administrators, and 230 officials from the Rivers State Ministry of Education (RSMOE), sourced from the 2025 Statistical Digest of the Rivers State Ministry of Education. To determine the sample size, the researchers used Taro Yamane's formula at a 5% margin of error, resulting in a sample size of 365 participants. A stratified random sampling technique was applied to ensure proportionate representation across different respondent groups teachers (120), students (180), administrators (40), and education officials (25). The primary instrument for data collection was a structured questionnaire titled "Innovative Evaluation of Educational Programmes Questionnaire" (IEEPQ), designed using a four-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). The instrument was validated by three experts in Educational Evaluation and Measurement from the Department of Educational Foundations, University of Port Harcourt, ensuring content and construct validity. To determine the reliability index of the instrument, a pilot study was conducted using 30 respondents outside the main sample, and the Cronbach Alpha method was used to obtain a reliability coefficient of 0.84, indicating high internal consistency. Out of the 365 questionnaires distributed, 352 were correctly filled and retrieved, representing a 96.4% retrieval rate. For data analysis, simple regression was used to answer research questions with the corresponding hypotheses at a 0.05 level of significance.

RESULTS AND DISCUSSION

Research Question One: How does the use of pre and post-programme testing help in measuring the learning outcomes of students enrolled in innovative educational programmes in Rivers State?

Ho_1: The use of pre- and post-programme testing does not significantly help in measuring the learning outcomes of students enrolled in innovative educational programmes in Rivers State.

Table 1: Simple Regression t-test analysis on how the use of pre and post-programme testing help in measuring the learning outcomes of students enrolled in innovative educational programmes in Rivers State

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	.518	.064		8.162	.000

Pre and post programme testing	.836	.021	.907	40.067	.000

The simple regression analysis presented in Table 1 examines the extent to which the use of pre- and post-programme testing predicts students' learning outcomes in innovative educational programmes in Rivers State. The regression model revealed an unstandardized coefficient (B) of 0.836 for pre- and post-programme testing, with a standard error of 0.021. This positive coefficient suggests that an increase in the application of pre- and post-testing significantly enhances the measurement of student learning outcomes. The high standardized beta coefficient of 0.907 further indicates a strong positive relationship between the predictor and the dependent variable. The t-value of 40.067 is highly significant ($p = .000$), showing that the predictor variable (pre- and post-testing) contributes meaningfully to explaining variations in learning outcomes. The constant value of 0.518, which is also statistically significant ($t = 8.162$, $p = .000$), implies that even without the influence of the predictor, some level of measurable learning outcome exists. Overall, the result strongly supports the assertion that pre- and post-programme testing is a reliable and statistically significant approach for assessing student performance and learning progress in innovative educational settings. This method provides educators with measurable evidence of instructional effectiveness and student achievement over time.

Research Question Two: In what ways do student performance tracking systems improve the monitoring of academic progress in schools adopting new educational strategies in Rivers State?

Ho_2: Student performance tracking systems does not significantly improve the monitoring of academic progress in schools adopting new educational strategies in Rivers State.

Table 2: Simple Regression t-test analysis on ways student performance tracking systems improve the monitoring of academic progress in schools adopting new educational strategies in Rivers State

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.796	.072		10.978	.000
	Tracking systems	.738	.024	.858	31.206	.000

The result from the simple regression t-test analysis reveals the extent to which student performance tracking systems improve the monitoring of academic progress in schools implementing new educational strategies in Rivers State. The regression model shows a constant (intercept) value of 0.796 with a standard error of 0.072, and a t-value of 10.978, which is statistically significant at $p < .001$. This suggests that, even without the influence of tracking systems, there is a baseline level of academic monitoring. The coefficient for student performance tracking systems is 0.738, with a standard error of 0.024, and a standardized Beta of 0.858. This high Beta value indicates a strong positive relationship between the use of tracking systems and improved monitoring of academic progress. The t-value of 31.206 and the significance level of $p < .001$ confirm that this relationship is statistically significant. In essence, the analysis demonstrates that the use of tracking systems significantly enhances the ability of schools to monitor students' academic development. The high degree of significance and strong correlation suggest that adopting tracking technologies is a crucial component in educational reforms aimed at improving student outcomes in Rivers State.

Research Question Three: How do performance dashboards and teacher diaries contribute to the ongoing evaluation of education programme delivery in schools in Rivers State?

Ho_3: Performance dashboards and teacher diaries do not significantly contribute to the ongoing evaluation of education programme delivery in schools in Rivers State.

Table 3: Simple Regression t-test analysis on how performance dashboards and teacher diaries contribute to the ongoing evaluation of education programme delivery in schools in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.940	.103		9.160	.000
	Dashboards and teacher diaries	.672	.033	.734	20.171	.000

The result of the simple regression t-test reveals that performance dashboards and teacher diaries significantly contribute to the ongoing evaluation of education programme delivery in schools across Rivers State. The unstandardized coefficient (B = 0.672) indicates that for every one-unit increase in the use of dashboards and teacher diaries, there is a corresponding 0.672-unit increase in the effectiveness of education programme evaluation. The standard error of 0.033 shows that the estimate is precise, with a narrow margin of error. The standardized beta coefficient (β = 0.734) implies a strong positive relationship between the independent variable (dashboards and diaries) and the dependent variable (education programme evaluation). This high beta value shows that dashboards and teacher diaries are major predictors of effective programme monitoring. The t-value of 20.171, with a significance level (p-value) of 0.000, confirms that the contribution is statistically significant at $p < 0.05$. Furthermore, the constant value of 0.940 suggests that in the absence of dashboards and diaries, the baseline effectiveness of education programme evaluation is minimal. In conclusion, the findings affirm that performance dashboards and teacher diaries are essential tools that positively and significantly enhance the continuous evaluation of education programme delivery in Rivers State schools.

Discussion of Findings

How the Use of Pre and Post-Programme Testing Helps in Measuring the Learning Outcomes of Students Enrolled in Innovative Educational Programmes in Rivers State

Result established in research question one via hypothesis one strongly supported that pre and post-programme testing is a reliable and statistically significant approach for assessing student performance and learning progress in innovative educational settings in Rivers State. In corroboration with result obtained, Ogbonda and Wokocha (2023) study indicated that pre- and post-programme testing effectively measures learning outcomes by capturing measurable academic progress over a defined instructional period. In Rivers State, innovative educational programmes that integrate ICT-based and inquiry-driven methods have utilized such tests to compare baseline knowledge with post-intervention achievements. This practice has proven beneficial in identifying learning gaps and adjusting instructional methods accordingly. It was also found that students who participated in STEM-focused programmes in Port Harcourt showed a 35% improvement in post-test scores compared to their pre-test results, suggesting the instructional innovations were effective. Moreover, these testing frameworks encourage evidence-based decision-making by school administrators and policymakers.

Ways Student Performance Tracking Systems Improve the Monitoring of Academic Progress in Schools Adopting New Educational Strategies in Rivers State

Result established in research question two via hypothesis two demonstrated that the use of tracking systems significantly enhances the ability of schools to monitor students' academic development in Rivers State. In accordance with the result established, Nwankwo and Abbey (2022) study supported that student performance tracking systems (SPTS) enhance academic monitoring by providing continuous, real-time data on learners' progress, especially in schools implementing new teaching strategies. The study further indicated that adoption of performance tracking platforms has enabled educators to individualize learning plans, identify lagging students early, and provide timely academic support; integrated digital performance tracking showed a 28% increase in student pass rates within two academic terms. These systems allow the recording and analysis of student behavior, attendance, test scores, and teacher feedback in a centralized platform. More importantly, the researchers observed that the data-

driven nature of SPTS empowered both teachers and school administrators to recognize patterns, such as recurring difficulties in core subjects, and to adapt pedagogical strategies accordingly.

How Performance Dashboards and Teacher Diaries Contribute to the Ongoing Evaluation of Education Programme Delivery in Schools in Rivers State

Result established in research question three via hypothesis three affirmed that performance dashboards and teacher diaries are essential tools that positively and significantly enhance the continuous evaluation of education programme delivery in Rivers State schools. A study by Eze and Diri (2023) in 80% in line highlighted that performance dashboards and teacher diaries jointly offer valuable qualitative and quantitative insights essential for evaluating ongoing educational programme delivery. In Rivers State, many schools piloting competency-based curricula have integrated dashboards that visually summarize learner progress while encouraging teachers to maintain reflective diaries. The study also noted that in a six-month pilot study involving 12 public secondary schools, dashboards helped administrators rapidly detect underperforming subjects and flag discrepancies in teacher input. At the same time, teacher diaries offered narrative evidence about classroom dynamics, resource constraints, and student engagement, which are often absent in statistical reports. This dual approach enhanced programme accountability and guided mid-course corrections. Teachers reported that diaries improved their reflective practices, leading to enhanced instructional planning and improved classroom management. The study hence confirmed that the combination of performance dashboards with teacher diaries resulted in a 21% increase in the alignment between intended curriculum goals and actual classroom delivery.

CONCLUSION

Based on the findings, result in research question one via hypothesis one strongly supported that pre and post-programme testing is a reliable and statistically significant approach for assessing student performance and learning progress in innovative educational settings in Rivers State. Research question two via hypothesis two result demonstrated that the use of tracking systems significantly enhances the ability of schools to monitor students' academic development in Rivers State and research question three via hypothesis three result affirmed that performance dashboards and teacher diaries are essential tools that positively and significantly enhance the continuous evaluation of education programme delivery in Rivers State schools.

RECOMMENDATIONS

The study recommended based on the findings that:

1. School administrators should be encouraged to incorporate standardized pre- and post-programme tests into the academic calendar to ensure consistent tracking of student progress across all innovative learning programmes.
2. ICT managers should be tasked with installing and maintaining robust tracking systems to ensure the real-time academic performance of students is effectively monitored and utilized for decision-making.
3. Education supervisors should be trained to use performance dashboards and review teacher diaries regularly to guide instructional improvements and ensure quality control in programme delivery.

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