



ISSUES IN EVALUATION OF TEACHING AND LEARNING BUSINESS EDUCATION IN UNIVERSITIES IN SOUTHEAST, NIGERIA

DICKSON C. MGBONYEBI

*Dept. of Office Tech. and Management,
Delta State Polytechnic, Ozoro
mgbondick@gmail.com*

OLANNYE VERONICA

*Dept. of Office Tech. and Management,
Delta State Polytechnic, Ozoro
verolannye@gmail.com*

IDELE FREDERICK E.

*Dept. of Office Tech and Management,
Delta State Polytechnic, Ozoro*

Abstract

The study investigated issues in evaluation of effective teaching and learning business education in universities in southeast, Nigeria. Two research questions guided the study and two null hypotheses were formulated and tested at 0.05 level of significance. The researchers studied the entire population of 75 business education lecturers and no sampling was considered, as the size was manageable. Data for the study were collected by means of questionnaire. The questionnaire adopted a modified four point Likert-type scale ratings. Test-retest method was used to obtain a reliability coefficient 0.89 for the study. Face and content validity was carried out on the instrument. Mean and standard deviation were used to analyze the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. Findings revealed that periodical evaluation, consistency on students assessment across schools and classes are significant in marking practices, functional evaluation devices, objectivity in judgment of evaluation results and non-misapplication of continuous assessment are necessary for effective teaching and learning business education. Thus, it will provide opportunity for the teacher and the learner to discover where they have succeeded or failed and to determine the next line of action, and aspiration to learn more. Based on the findings, recommendations were made, among others, that, evaluation of effective teaching and learning business education should be done with positive intention to ensure critical analysis of new challenges facing the business education teachers.

Keywords: *Evaluation, Effective, Results, Challenges, Teaching, Learning*

Introduction

Evaluation is an important and integral part of the total educational process, also as part of teaching and learning. The ultimate aim of education is to bring about



desirable goals and outcome for sound education. Educators particularly have been concerned with evaluating the progress of their students and programme. As an important enterprise, it is crucial that educators evaluate educational processes and products. Evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives (Amesi, Akpomi & Okwuanaso, 2014). Business Education programme as a matter of urgency requires a positive and effective evaluation that can bridge the gap between theory and practice. Most schools in Nigeria adopt evaluation instruments like the test, assignment, term paper, projects, research report, giving practical work and examination to evaluate the performance of their students. However, the test and examination methods are common methods used. Evaluation serves as an indispensable tool that determines the effectiveness of evaluating knowledge ability in order to assess the intelligence and any other skills acquired by an individual, especially by learner in an educational system with the notion to measure the extent of acquisition of learning aptitudes in terms of educational objectives (Umoru & Oluwalola in Ubulom&Ogwunte, 2017).

Evaluation is the process of making value judgement about the worth of a thing. It includes obtaining information through assessment for use in judging the worth of a programme, product, procedure, performance and objectives of the programme. Okoro in Shaibu, Ameh and Barinem (2016) saw evaluation as a process of passing judgment on the adequacy of the scores or marks obtained through measurement. It is the process of determining how much knowledge or attribute a student has. Olowodun as cited in Emeasoba (2018) saw evaluation as the process of determining the changes in the students' behaviour and appraising them against the values represented in the objectives to find how far the objectives of education are being achieved. Ugodulunwa (2014) asserted that evaluation is the systematic process of data collection for making a valid decision about an individual, programme, material or method. Therefore, evaluation involves value judgment on a subject matter based on the learning outcome. It is essentially the provision of information, idea or remark for the sake of facilitating decision making at various stages of curriculum development.

Chiaka in Shaibu, Ameh and Barinem (2016) asserted that teaching could never be completed without evaluation because evaluation would go a long way to help the teacher to find out how well the instructional objectives have been achieved. The author further explained that evaluation is concomitant with learning in the mastery formula that provides the basis for re-teaching in the effort to develop mastery in teaching. It is a conceived effort in determining the connivance between



performance and objectives. This is why in evaluating the progress of business education students; the teacher's ultimate goal is to develop in his students the ability to evaluate their progress. Hence, evaluation involves valid judgment about the strengths and weaknesses of the students, and which ends in decisions about the needed changes and improvements in curriculum, teaching and guidance (Ekaira, 2003). Evaluation being a complex process begins with the formulation of objectives, owing to the fact that before a teacher sets out to teach, he has the goal in mind, he can only say that the goal has been achieved, partially achieved, or not achieved through evaluation of the learners. Evaluation in business education is designed to make value judgement on the adequacy or otherwise of a business education programme and to equip students with necessary skills and competencies required to learn in the learning environment.

Business education is an educational programme offered in some universities as an undergraduate and post graduate programme, and colleges of education as a course of study. Whether conceptualized as broad-aimed or narrow in scope, business education programme require adequate evaluation to enable effectiveness of the programme or discrepancies in the programme be ascertained and decision made accordingly. Enwemasor (2016) saw Business education as a type of education that gives total knowledge, skills and attitudes that are required for successful promoting and administering a business enterprise. Okoro (2008) pointed out that business education prepares the youths for the world of work at the pre-vocational, vocational and professional levels. He maintained that it is education for self-employment and self-reliance as a result of the relevant skills with which the programme offers. Evaluation in business education is set out to achieve numerous goals in line with the policy programme of the Federal Government of Nigeria. The general purpose of evaluation is to be able to make value judgement on the adequacy or otherwise of a business education programme. It facilitates policy decision making on every sphere of the business education curriculum. It also helps to shape, maintain, extend and improve existing business education programme.

Statement of the Problem

General evaluation in education has been described as becoming a persistent problem; since poor performance is reported in public examinations, test drive instruction and school-based assessment is regarded as unreliable because it cannot predict performance in external examination and in work place. Examination has



been regarded as a normative way to analyze and evaluate teaching and learning ability and performance of the learners, specifically of the school students. The authority treats the issues of personal feelings, attitudes, thoughts, actions and contexts of the students and/or the interference of the teachers on the examination process beyond consideration. Following the motivation of existing trends and expectations of respective eras, the curriculum of business education and evaluation is being subjected to remain under constant scrutiny to the learners in improving the scholastic attainment and cultivating skills and attitudes according to the larger social context. This implies that evaluation is a continuous process in determination of the congruence between performance and objective. The issues that constitute the problem of this study is how effective evaluation results carried out in teaching and learning business education to the lecturers and what are the challenges of caring out quality evaluation in effective teaching and learning business education. Therefore, this study, examined issues in evaluation of teaching and learning business education in universities in Southeast Nigeria.

Research Questions

The following research questions guided the study;

How effective are evaluation activities carried out in teaching and learning business education is to the lecturers?

What are the issues that constitute challenges to quality evaluation in teaching and learning business education?

Hypotheses

There is no significant difference in the mean responses of male and female lecturers on the effectiveness of evaluation activities carried out in teaching and learning business education is to the lecturers in universities in South-East Nigeria

There is no significant difference in the mean responses of male and female lecturers on the issues that constitute challenges to quality evaluation in effective teaching and learning business education in universities in South-East Nigeria

Methods

The study adopted descriptive survey design. According to Nworgu (2015), a survey research design is one in which a group of people or items is studied by collecting and



analyzing data from only a few people or items considered to be representative of the entire group. This design, therefore, was considered appropriate for the study as it collected data on the opinions of business education lecturers in universities in South East Nigeria. The study was carried out in public universities in South East Nigeria. The population for the study comprised 75 business education lecturers in the eight public universities offering business education in South-East Nigeria. The entire population was used for the study because of its manageable size, hence, there was no need for sampling. The data for the study were collected using a structured questionnaire. The instrument has two sections, A, and B. Section 'A' elicited demographic information of the respondents. Section B contained questionnaire items, which were structured to elicit information on the view of the lecturers regarding the research questions of the study and broken into two as each contained eight question items. The questionnaire adopted a modified four point Likert scale which was as follows: Highly Effective (HE) 4 points; Effective (E) 3 points; Fairly Effective (FE) 2 points and Not Effective (NE) 1 point for research question one and Strongly Agreed (SA) 4 points; Agreed (A) 3 points; Disagreed (D) 2 points and Strongly Disagreed (SD) 1 point for research question two. Three experts in business education validated the questionnaire. The questionnaire has a reliability index of 0.75, which was established through a pilot test on 20 lecturers of business education in Delta State University, Abraka and University of Benin, Benin City. The internal consistency was determined using Cronbach Alpha procedure. Copies of the questionnaire were administered and collected by the researchers with the help of eight research assistants after proper briefing on the purpose of the study. The questionnaire were distributed to the respondents. However, 73 copies representing (97%) out of the 75 copies of the questionnaire were retrieved and found usable. Data collected were analyzed using mean and standard deviation for the research questions, while the independent t-test was used to test the hypotheses. The null hypothesis was accepted when the t-calculated value is less than the t-table value. On the other hand, the null hypothesis was not accepted when t-calculated value is greater than the t-table value.

Results

Research Question 1

How effective are evaluation activities carried out in teaching and learning business education is to the lecturers?



Table 1: Mean and Standard Deviation of Respondents on How Effective are Evaluation Activities carried out in Teaching and Learning Business Education is to the lecturers

S/N	Items	Mean	STD	Remark
1	Diagnose students learning difficulties for corrective measure	3.43	1.05	Effective
2	Place students in the correct subject groups for special activities	3.41	0.80	Effective
3	Known the ability and aptitude of individual students	3.04	0.95	Effective
4	Plan the learning experiences for students according to their abilities	3.46	0.87	Effective
5	Know whether the course objectives are being achieved	3.61	0.48	Effective
6	Determine students' readiness for new learning experience	3.39	0.62	Effective
7	Detect the students' weak or strong areas of learning	3.45	0.80	Effective
8	Discover any merit or demerit in teaching methods	3.50	0.61	Effective
Grand Mean		3.41	0.77	

Table 1 show that all the items of evaluation results were effective to business education lecturers for evaluation in teaching and learning business education. The grand mean ratings of the respondents on the eight identified items in Table 1 show 3.41 on a 4-point modified Likert rating scale. This indicated that the respondents agreed that the eight identified items in the table are as evaluation results in teaching and learning business education are necessary in business education programme to enable the lecturers harness students' motivation and interest to achieve the standard objectives of the programme.

Research Question 2

What are the issues that constitute challenges to quality evaluation in teaching and learning business education?

Table 2: Mean and Standard Deviation of Respondents on Issues that Constitute Challenges to Quality Evaluation in Effective Teaching and Learning Business Education



S/N	Items	Mean	STD	Remark
1	Lack of consistency of students assessment across schools and classes	3.45	0.84	Agreed
2	Marking practices lack pedagogical significant	3.50	0.55	Agreed
3	What, how, where and when to teach	3.67	0.67	Agreed
4	Inadequate functional evaluation devices	3.76	0.56	Agreed
5	Selection of evaluation model for business education programme	3.86	0.69	Agreed
6	Ineffective planning	2.95	0.96	Agreed
7	Objective judgment of evaluation results	3.89	0.41	Agreed
8	Problem of effectiveness of methodology of evaluation programme	3.80	0.56	Agreed
Grand Mean		3.61	0.66	

Table 2 shows that the respondents considered all the items in the table as issues that constitute challenges to quality evaluation in teaching and learning business education. The grand mean ratings of the respondents on the eight identified items in Table 2 show 3.61 on a 4-point modified Likert rating scale. This indicated that the respondents agreed that the eight identified items in the table are issues of in teaching and learning business education that needed attention of business education lecturers.

Hypotheses 1

There is no significant difference in the mean responses of male and female lecturers on the effectiveness of evaluation activities carried out in teaching and learning business education is to the lecturers in universities in South-East Nigeria

Table 3: *t-test Analysis of Difference in the Mean Responses of Male and Female Lecturers on Effectiveness of Evaluation Activities carried out in Teaching and Learning Business Education is to the Lecturers in Universities in South-East Nigeria*

Respondents	N	Mean	STD	P	DF	t-Cal	t-Tab	Remarks
Male	40	3.48	0.80	0.05	71	0.27	2.00	Accepted
Female	33	3.33	0.88					

The result in Table 3 shows that the t-cal of 0.27 is less than the t-tab value of 2.00. Since the t-cal is less than the t-tab value, the null hypothesis of no significant difference was accepted at 71 degree of freedom and 0.05 level of significance. This implies that, there was no significant difference in the mean rating of the respondents



on the effectiveness of evaluation results carried out in teaching and learning business education is to the lecturers in universities in South-East Nigeria.

Hypotheses 2

There is no significant difference in the mean responses of male and female lecturers on the issues that constitute challenges to quality evaluation in effective teaching and learning business education in universities in South-East Nigeria

Table 4: *t-test Analysis of Difference in the Mean Responses of Male and Female Lecturers on Issues that Constitute Challenges to Quality Evaluation in Teaching and Learning Business Education in Universities in South-East Nigeria*

Respondents	N	Mean	STD	P	DF	t-Cal	t-Tab	Remarks
Male	40	3.48	0.80	0.05	71	0.12	2.00	Accepted
Female	33	3.33	0.88					

The result in Table 4 shows that the t-cal of 0.12 is less than the t-tab value of 2.00. Since the t-cal is less than the t-tab value, the null hypothesis of no significant difference was accepted at 71 degree of freedom and 0.05 level of significance. This means that, there was no significant difference in the mean rating of the respondents on the issues that constitute challenges to quality evaluation in effective teaching and learning business education in universities in South-East Nigeria.

Discussion of Findings

The result of data analysis in Research Question One shows that, the respondents considered evaluation results as a necessity in evaluation of effective teaching and learning business education. This finding is in agreement with the view of Nworgu (2010) who depicts that the value attached to evaluation for transformation and achievement of programme goals necessitates the need to pay attention to it result. Ejiro-oghene and Aminu (2015) attributed that educational evaluation of teaching and learning continually provides a valuable source material for educational research, and the data on learners' achievement can help researcher and teachers to identify important education problems in schools and thereby provides solutions, which will help in the improvement of the quality education. The researchers builds on the views of the above author and concluded that periodical evaluation is necessary for effective teaching and learning business education, which will provide opportunity for the teacher and the learner to discover where they have succeeded or failed and to determine the next line of action, and aspiration to learn more.



Findings from Research Question Two revealed that the respondents considered all the items in the table as issues that constitute challenges to quality evaluation in effective teaching and learning business education. This finding is in line with the view of Ejiro-oghene and Aminu (2015) whom attributed that lack of consistency of students assessment across schools and classes, lack of pedagogical significant in marking practices, inadequate functional evaluation devices, objective judgment of evaluation results and among others are challenges of evaluation in business education programme. In agreement with the view of Ejiro-oghene and Aminu, Amesi, Akpomi and Kwuanaso (2014); Nworgu (2010) and Ugodulunwa (2008) maintained that poor teaching and learning, abuse of continuous assessment, paradigm shift in assessment, use of computer-based and online assessment procedure and programme monitoring are also challenges of evaluation in effective teaching and learning business education.

The test of the two hypotheses revealed that male and female business education lecturers in the universities in southeast Nigeria did not significantly differ in their mean ratings on the issues in evaluation of effective teaching and learning business education. This means that male and female business education lecturers are comparable in terms of the opinion on effectiveness of evaluation results to the lecturers and challenges that threaten the quality of evaluation in effective teaching and learning business education.

Conclusion

Based on the findings of the study, it was concluded that, with adequate and periodical evaluation, consistency on students assessment across schools and classes, pedagogical significant in marking practices, functional evaluation devices, objectivity in judgment of evaluation results and non-misapplication of continuous assessment, among others will make teaching and learning of business education effective and easy.

Recommendations

Based on the findings of the study and conclusion, the following recommendations were made:

Evaluation of effective teaching and learning business education should be done with positive intention to ensure critical analysis of new challenges facing the business education teachers.

Evaluation should be very objective and transparent to avoid window dressing and favoritism



Evaluation should take place not only at the completion of a learning situation, but periodically throughout the process for purposeful change in the learning environment.

In addition, teachers need to help the students understand that evaluation can actually assist them in the learning process.

References

- Amesi, J., Akpomi, M.E. & Okwuanaso, S.I. (2014). Teaching strategies in business education for sustaining information and communication technology learning in the Niger Delta. *Global Journal of Arts, Humanities and Social Sciences*, 2(3), 10-21.
- Ejiro-Oghene, J. & Aminu, Y.M. (2015). Evaluation: A veritable tool for enhancing programmes in business education. *ABEN Conference Proceeding*, 2(1), 129-134.
- Ekaira, J. (2003). An Appraisal of Evaluation System in Nigerian Secondary Schools. *Integrated Research Journal*, 2(2), 56-64.
- Eneasoba, N.C. (2018). An evaluation of equipment for the teaching and learning of business studies in public junior secondary schools in Enugu State. *International Journal of vocational and Technical Education*, 10(7) 54-60.
- Enwemasor B.C. (2016). Role of Business Education towards economic development of Asaba Urban Area as perceived by Civil Servants in Asaba. *Delta Business Education Journal* 6(1):56-61.
- Nworgu, B.G. (2010). Challenges of quality of assessment in changing global economy. *Journal of Educational Assessment in Africa*, 5, 13-35.
- Nworgu, B.G. (2015). *Educational research: Basic issues and methodology* (3
- Okoro, J. (2008). Strategies to improve the teaching and learning of business studies in secondary schools in Delta state. *African Journal of Education and Development Studies*, 6(2), 48-56.
- Shaibu, O.G., Ameh, O. & Barinem, S. (2016). Evaluation of business education in Nigeria: Challenges and chances. *Nigerian Journal of Business Education*, 2(2), 272-282.
- Ubulom, W. J. & Ogwunte, P.C. (2017). Evaluation of instructional resources for teaching business subjects in public secondary schools in Rivers state, Nigeria. *International Journal of Innovative Education Research*, 5(4), 64-67.
- Ugodulunwa, C.A. (2008). *Fundamentals of educational measurement and evaluation*. Jos: Fab Anieh Nig. Ltd.
- Umoru, T. A. & Oluwalola, F. K. (2015). Roles and emerging challenges of evaluation and assessment in business education programme. *ABEN conference Proceedings*, 2(1), 121-128.