

R OLES AND EMERGING CHALLENGES OF EVALUATION AND ASSESSMENT IN BUSINESS EDUCATION PROGRAMME

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Abstract

Despite the challenges faced by business education today the course still remain relevant in solving the problems of unemployment and prepared an individual to be self reliance in the world of work. This paper examined the emerging challenges in evaluating business education goals, the roles of evaluation in business education, the challenges of evaluation in business education. This study makes a number of recommendations that will assist in proper evaluation among which includes the school administrators should based admission of students on carrying capacity, There is need for business education teachers to move from content-centered to competency-based for effective evaluation to take place; proper financing of education etc. Therefore, when all these problems are solved, then huge success of the nation's educational development will be recorded.

Keywords: Roles Emerging challenges, Evaluation, Assessment, Business Education Programme

Introduction

Evaluation is an important and integral part of the total educational process, also as part of teaching and learning. Evaluation is the collection and use of information to make decisions about an educational programme. Evaluation is more focused on making a judgment or determination concerning the quality of performance, work product or use of skills against a set of standards. The success of any educational system hinged on proper planning, efficient administration, adequate financing and effective evaluation. The evaluation aspect hinges on proper inspection and supervision of the educational programme right from the planning stage through to the final stage when assessment of the whole process and reasonable decisions will be made. Wheeler (1967) defined evaluation as a more general judgment of the outcome of a programme, which involves

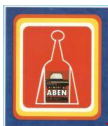


the use of observations, various tests, questionnaires, interviews, etc. His emphasis was on the processes of educational evaluation.

Educational evaluation is seen as the process of investigating the strength and weakness of the curriculum process and implementation at each stage to enable the curriculum planners to modify and restore the programme. Evaluation is a judgment by the instructor or educational researcher about whether the programme or instruction has met its Intended Learning Outcomes (ILO). Education evaluation is the process of information gathering and treatment necessary to make a decision for an education programme.

Assessment, on the other hand, is more focused on measuring performance, work, product, or skill in order to offer feedback to document strengths, growth and to provide directives for improving future performance. Assessments are nonjudgmental and are designed and intended to be helpful to produce improvement. Assessments are not like most traditional evaluations. They are conducted through a dynamic process and are tailored towards to the unique needs of each student. The goal of assessment is to provide specific insight on a student's learning profile by linking how he/she learns best with an individualized plan for success.

Evaluation serves as an indispensable tool that determines the effectiveness of evaluating knowledge and 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 (Bontz, 2006). Development, revision, supplementation, and alteration of the evaluation strategy plays significant role in shaping new and better educational programs (Omosore, 2014). Simultaneously, to maintain the standard of the quality of education it is necessary to maintain the quality of the academic practices and examination (ibid). As a multi-faceted term, the term quality is attributed to the standard of what, where and how the learning is attained, and what is actually learned by the pupils (Braun, Aku, and Boritz 2006). The Oxford Advanced Learners dictionary of current English (2000) defined it as the degree of excellence and conformity with standards as fixed by the authority. Osuala (2004) suggested that quality should be controlled through improving the efficacy of the internal processes and eliminating the below standards components. In the way of diminishing social inequalities, the formal education aims to generate and enrich knowledge, attitude and skills to make child proficient to become responsible, productive member of a society. The school education thus provides the opportunity to the learners to comprehend their experiences, learn to explore and to think independently. Throughout countries examination is regarded as a normative way to analyze and evaluate the educational ability and performance of the learners, specifically of the school students. To provide precedence of the achieved skills of person, the generalized view of evaluation disregards the social-cultural, economic, political and educational



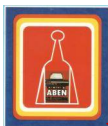
discrepancies of the learners since coming from different backgrounds. The authority treats the issues of personal feelings, attitudes, thoughts, actions and contexts of the students and or the interference or influence of the teachers on the examination process beyond consideration (Aliyu, 2006). Following the motivation of existing trends and expectations of respective eras, the curriculum of school and evaluation is being subjected to remain under constant scrutiny to help the learners in improving their 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 objectives.

Concept of Business Education

Business Education has been defined differently by many authors Ekpenyong, Imiemohon & Owenbiugie (2012) stated that Business Education is intended to provide the learners both intellectual and occupational skills. These are skills that are intended to make them function effectively, not only as employees but also as self reliant persons and wealth creators. This presupposes that when business education programmes are carefully designed and taught their impact in meeting personal and national economic aspiration cannot be over emphasized.

Business Education according to Azuka, Nwosu, Kanu and Agomuo (2006) Business Education is a programme of study, which is aimed at creating awareness in business occupations, preparing youths for work in business occupation; preparing people to become better citizens and consumers of goods services and business teachers.. However, in (2006) Njoku gave another definition as an educational programme that equips an individual with functional and suitable skills. The beneficiary can be gainfully employed in industry, agriculture, commerce and construction". Allude (2000) affirmed that business education occupies a reasonable space in Nigeria economic, he made this by quoting Aina (1996) as follows: business education is a subject which permeates the entire life of a nation. It touches all of us collectively and individually, be it the field of sport the place of worship or in our domestic duties. Business education holds a lot of promise for the recent spate of privatization of government parastatals and establishment which seek to inject the principle and strategies of business management to the establishment for greater efficiency on profitable results. (Abdulraheem 2009).

Business education is a programme of instruction which consists of two parts (1) office education, a vocational programme, office careers through initial, refresher and upgrading education and (2) general business education a programme to provide students with information and competences which are needed by all in managing personal business affairs and using the services of the business (Osuala, 2004). Summarily, business education is an educational programme that equips an individual with functional



and suitable skills. Business educational is the preparation of an individual for meaningful living.

Goals of Business Education

The general acceptable goals of Business educations according to Ekpenyong et al (2012) are to:

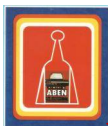
- a) Develop individuals who will be properly equipped with the pre-requisite knowledge and skills for productive work life;
- b) Develop a pool for competent and reliable technical manpower, capable of being mobilized in times of national economic emergency;
- c) Develop individuals who will be capable of meeting the modern business and technological challenges;
- d) Develop in the youth the right attitudes and skills towards work;
- e) Equip the youth with the requisite knowledge and skills for paid or self-employment;
- f) Prepare the youth for meeting community, state and national economic aspirations;
- g) Enable the youth to choose and perfect on those areas of business education for which they have interests and aptitudes;
- h) Equip the learners to develop skills for making rational economic decision in various areas of business;
- i) Provide the vocational and technical knowledge
- j) Enable the learners to relate their expertise to the needs of their communities; and
- k) Prepare business and industrial managers who will be capable of meeting technological and managerial complexities of modern industry; and to provide the vocational and technical knowledge in various areas of business.

Ekpenyong, et al (2012) observed further that a close examination of these goals would show that given adequate preparation of business education students, whether such preparation is for general business administration, professional business such as accountancy, office and technology management, marketing or for teaching, it can meet most of the economic challenges that have perennially plagued Nigeria.

Types of Evaluation

Afolayan as cited by Idowu (2015) described curriculum evaluation as subsuming both formative and summative assessment of the adequacy of any educational programme. Evaluation is seen as the provision of information for the sake of facilitation, decision making at various stages of curriculum development.

Types of Evaluation: Three main types of evaluation are identified:



Diagnostic (initial) Evaluation - The evaluation is done during the formation of educational objectives. It is used to decide the entry behaviours of the learner in a particular course or programme. It takes place before the commencement of the programme.

Formative Evaluation - Evaluation within or during the development of a course or programme. It is used in improving the performance of the teacher, the student and curriculum developer. It is used in determining the mastery level of the learner and the remedy to make. It is a quality control evaluation.

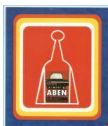
Summative (Final) Evaluation - The evaluation is carried out at the end of a course or programme for grading, certification and placement. It is used in making decisions regarding the future of the students teaming or the programme being developed; whether it should be continued or terminated, replicated or disseminated.

Roles of Evaluation in Business Education

The aim of the evaluation here is the acquisition of knowledge (cognitive domain development) and skill mastery by the students which requires the psychomotor domain development. This involves the careful coordination of the 'head and the hand' and it is achieved through 'hands on' experience rather than through the paper and pencil test. (Osuala, 2004).

Paramita, Pinaki, Gopalkrishna and Arnab (2015) affirmed the importance's of evaluation in education generally:

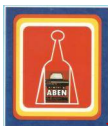
1. Evaluation is Important to the Class-room Teachers, Supervisors, and Administrators in Directing as well as Guiding Teaching and Learning Evaluation, to be of importance to teachers and supervisors, should be diagnostic, i.e., it should reveal the specific points of strength and weakness in teaching and learning.
2. Evaluation also helps to Measure the Validity and Reliability of Instruction. The effectiveness and success of any phase of teaching technique can be demonstrated through the nature of the results obtained. From a purely methodical point of view, the measurement of effective teaching finds its great value in the possibilities it offers for the improvement of teaching and learning. All activities of the teacher should be evaluated in the light of their adequacy to promote the democratic way of life and on how nearly do the students realize the objectives of education.
3. Evaluation Aids in Devising more Effective Instructional Materials and Procedures of Instruction Current educational literature is filled with enthusiastic advocacy of various cooperative researches, and if worked along this line, will determine the degree of success and effectiveness of evaluation.



4. Evaluation Helps Teachers to Discover the Needs of the Pupils: The purpose of any program of evaluation is to discover the needs of the pupils being evaluated and then to design learning experiences that will satisfy these needs. Traditionally, the results of evaluation have been used to compare one individual with another. It is an accepted fact that growth is a continuous process and that each individual grows at a rate that is unique for him.
5. Evaluation Stimulates Students to Study: A questioning teacher creates incentives for students to learn more. He sets up effective and definite goals for learning giving oral or written examination is a good incentive for the students to study harder or to do better work. It makes the learner familiar with his own results. Likewise, he needs to understand his own high and low potential for learning, but even more, he needs help in understanding the personal problems of human relations.
6. Evaluation Helps Parents to Understand Pupil-Growth, Interests, and Potentialities: The major responsibility of the school and teacher is to help the parents understand their children. Understanding a youth means understanding his progress in the various areas of the curriculum, his desires and motives and behavior they lead to, his potentialities for learning, as well as his achievement.
7. Evaluation can be used to Enforce External Standards upon the Individual Class or School: This method should be such as to encourage a flexible curriculum which is ever responsive to the changing needs of modern life and to the variations in local conditions. Local schools should be free to select and develop instruments for evaluation which are appropriate for their curricula
8. Evaluation, Likewise, Helps to Provide Objective Evidences for Effective Cooperation between Parents and Teachers: The increasing complexity of our present society has emphasized the importance of the cooperation of the school, the home, and the community in making significant educational progress
9. Evaluation is Helpful in Securing Support for the School from the Government, Local or National: The people frequently complain that public schools in this country are inadequately supported.
10. Evaluation is Helpful to the Teacher: It enables him to see how he can make his contribution to the accomplishment of the total goals or aims of the school system. It helps the teacher to coordinate his efforts with the efforts of others who contribute to the general educational goals.

Challenges of Evaluation in Business Education

Business education, which is a sub-set of vocational technical education is confronted with virtually all problems that face vocation technical education. One of the aims of vocational technical education is self-employment but the major problem with



these goals is the initial capital to take off. Both the parents and the government have not been able to help in this matter.

According to Ugwoke (2011), the following are the major challenges of business education which need to be addressed to attain the desired goals.

1. Orientation of school administration. It is important to state that many school administrators need to gain acceptance among students and staff.
2. What to teach and to who? Most teachers or instructors do not know what to teach and the people who are being taught. Inability to distinguish between business education and management will always pose a challenge to business.
3. Who is to teach? The skill business is seen by people to be an all comers' game. The popularity of the required preparation to jump in to the train or bandwagon. Yet, the teaching requires special training and experience.
4. Lack of teaching materials: The lack of teaching material especially the right materials that are suitable for the teaching of the skills in Nigerian schools constitutes a challenge in business education.
5. Un-coordinated and weak institutional support for education: The government and its agencies responsible for business development have not addressed the problem of business education at all levels of the educational system.
6. Ugwoke (2011) maintained that "there is a serious dearth of well-trained business educators at all levels of our educational system. In 1990 earlier noticed that many people are ignorant of business education. Nzerem (1992) posted that many people still regard business education as an advanced form of the commercial institute programme. This makes people to have the wrong impression that there would not be any need for NCE or even a degree holder in this field.

Igwe (2015) noted that Business Education is wrongly interchangeably used to mean the same thing with the terms business administration, Business Management and business. Business Education is entirely different from these concepts. Business Education on its own is an aspect of educational process which provides an individual with the pedagogical and business competences necessary for the teaching and practicing of business concepts, knowledge, attitudes and skills for personal use, for entry into business world as employer or employee and for participation as a business teacher.

Ngwoke (2012) opined that Vocational Technical Education has not been taken care of as expected in Nigeria. He stressed further that all stakeholders have been paying lip service. The road side trainers use age-worn out typewriters to train "Secretaries". The majority of our polytechnics, universities and colleges of education do not have laboratory to train students for this essential services and where there are some, they are outdated equipment. This makes the products Vocational Education to be half backed, and therefore could not masters of the skill that will see them successfully through the world of work.



There are new innovations and technique in technology, which have not been incorporated to allow business education graduates compete in the world of work. Lacks of funding, awareness, equipment have given business education a setback.

Aliyu as cited by Dibbari (2011) highlighted the challenges of business education as follows:

❖ **Coursework**

Many business education teachers consider coursework as a more continuous testing. The school management is fond of shortening calendar for their selfish ambition. Students are tested whether they are taught or not, and in some courses sometimes the score on a test is used severally in the subsequent test because of the demand on the teacher by the school management. The business education teacher and the school management should consider the fact that the feedback go from evaluation has future implication, hence they should not access for the sake of assessment.

❖ **Incomparability of standard**

There is no standardized achievement measure, since the students' scores obtained from teacher made test are used in assessment. This generates the problem of comparing standard of students from courses. This problem can only be trashed out at business education level.

❖ **Large Class**

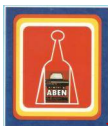
In our tertiary institutions the population of business education students in the class is too much for effective reaching and evaluation exercise to take place. The number of students in a class should be reduced to a manageable size of 40 students at most as recommended by the National Board for Technical Education based on the available resources. This will enhance teaching-learning situation and evaluation in business education. (National Board for Technical Education, 2004)

❖ **Aptitude Testing**

The common practice in business education which is against the principle and practice of education is the placement of students. Some students who had science background go for business education courses at tertiary level simply because they could not get admitted into science based courses. This placement is only done on the basis of their achievement and not on their aptitude. It is worthy to note that we are not using aptitude- measuring instrument to guide the students in their choice of career. Even the available aptitude tests are important and valid data, which will never fit into our system because of environmental factors (Ekwu, in Dibbari 2011).

Other challenges as noted by Braun, Aliu, and Broritz (2006) include:

- ❖ Challenges on the part of qualified and sufficient numbers of dedicated business education teachers needed to teach the content of the business education curriculum.



- ❖ Availability of instructional materials and equipment in business education especially secretarial options courses poses challenges into the evaluation of students in their particular course.
- ❖ Financial challenge: Intensive capital is needed for the procurement of required materials and services. Implementation had failed on several occasions despite the well-planned curriculum, since there has been an insufficient fund.
- ❖ Quality and Quantity of Business Education Teachers – it is significant to note that the teaching of business education in the higher institution is devoid of adequate and functional facilities and instructional materials such as model offices, classroom, textbooks, typewriters, shorthand laboratories, ICT facilities most especially computers, and where they exist. The epileptic nature of the power sector usually makes it existence of little or no significance to the business education teacher.

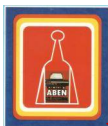
Conclusion

Evaluation is a systematic collection of evidence to determine whether in fact certain changes are taking place in the learners, as well as to determine the amount or degree of changes in individual students. It may be concluded that Business Education has faced a lots of challenges so far but with the use of appropriate evaluation devices such as observational techniques, assignments, continuous assessment and projects will go a long way in promoting the growth of Business education.

Recommendations

The problems militating against evaluation and assessment in business education are clear pointers to the objectives of educational evaluation. To be able to carry out effective and successfully tasks in evaluating business education, it is pertinent for any would-be evaluator to start evaluating right from the decision making stage of a programme, until the programme is completed. Based on this fact, the following recommendations are submitted:

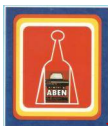
- ❖ There is need for Business education teachers to be trained and retrained in all aspect of the educational domains.
- ❖ The school administrators must ensure that class size be reduced to a reasonable size to enhance effective assessment in the three domains. That is new strategies and techniques of evaluation should be developed i.e. rather than base our judgment on evaluation of outcomes of a programme alone, it must include evaluation of antecedents, transactions and unplanned outcomes. Interest must be heightened in observational technique, specification of objectives (behavioural, affective, cognitive) and so on.
- ❖ There should be emphasis on the shift from examination to continuous assessment to curb the alarming situation of examination in business classes.



- ❖ The evaluator of business education courses need to discover the areas of strength and weakness of learners so as to plan meaningfully for their career.
- ❖ All evaluators/supervisor must be ready to tell the truth at all times i.e. be able to tell the story as it really is, provide empirical information with the facts got, not minding what the reaction of the policy makers will be.
- ❖ There is need for business education teachers to move from content-centered to competency-based for effective evaluation to take place;
- ❖ Teachers must not only based instructional objectives on explicit but also on implicit method.
- ❖ The schools authority should based admission of students on carrying capacity this will assist in the proper dissemination of instruction.

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