



## STRATEGIES FOR OVERCOMING THE CHALLENGES OF EVALUATION IN BUSINESS EDUCATION PROGRAMME

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### **Abstract**

*This paper x-rayed the strategies that can be adopted to overcome the challenges of evaluation in Business education programme. This paper explained that proper evaluation is very germane if business educators are to remain relevant in the 21<sup>st</sup> century global workforce. Evaluation in business education should be comprehensive and holistic. The challenges to effective evaluation in business education were also highlighted. The paper identified various strategies to overcome these challenges. Some of them are: - Ensuring that the goals of business education are based on an in-depth study of business and industry requirements, thorough scrutiny of the quality of student intake and rigorous screening of the teachers to ensure their suitability to effectively and successfully implement the business education curriculum.*

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### **Introduction**

The business education programme is dynamic in nature and its relevance for successful living, job creation and effective participation and contribution to the growth of the Nigerian economy at large cannot be overemphasized. Nevertheless for any educational programme to be implemented successfully it requires adequate evaluation. According to Nwachukwu (2015) evaluation is the process of ascertaining or making value judgements based on available information on any aspect of an educational programme.

Furthermore evaluation can be perceived as the process of investigating the strength and weakness of the curriculum process and implementation at each stage to enable the curriculum planners take valid decisions whether to retain, modify or terminate an existing educational programme. (Umoru & Oluwalola, 2015). Similarly Aliyu (2013) described evaluation as the provision of information for the sake of facilitating decision making at various stages of the curriculum. In addition evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives (Amesi, Akpomi & Okwuanso, 2014). Evaluation is



the process of making value judgment about the worth of a thing. Evaluation includes obtaining information through assessment for use in judging the worth of a programme production, procedure, performance or objective in education. It is defined as a systematic process of data collection for making a valid decision about an individual, programme, material or methods (Ugodulunwa, 2014). These definitions imply that evaluation is the appraisal of the worth or value of any construct, object or action with the purpose of making appropriate decisions based on such appraisal

### **Purpose of Evaluation**

The major purposes of evaluation are as follows:

- To generate information that will foster improvement of a programme or project
- To provide information that will facilitate effective decision making
- To provide adequate and effective feedback on students achievement not only in the cognitive domain, but also the affective and psychomotor domains.
- To ascertain the effects of the teacher's method of teaching on the performance in the learners.
- To provide feedback from school administrators to the policy makers curriculum planners and other stakeholders on the success of an educational programme or curriculum.
- To enable students, teachers, administrators and parents find out the degree to which educational goals have been achieved.

### **Meaning of Business Education**

Business education is education for business (vocational education) and education about business (consumer education). Udo (2015) described business education as an aspect of vocational and technical education which is designed to help learners acquire competencies in accounting, business management, banking and finance administration, marketing, bookkeeping, office technology, information and communication technology, business law, economics for business, business web page design, desktop publishing, shorthand, word processing among others. It is the type of education that is concerned with the acquisition of skills and knowledge for employment and sustainable livelihood (Olupayimo, 2018). Udo (2015) added that business education is a comprehensive activity-based education that is concerned with the acquisition of practical skills, understating, attitudes, work habits and competencies that are requisite to success in a chosen business occupation.



### **Goals of Business Education**

Ekpeyong et al (2012) identified the following as the generally acceptable goals of business education:

- Develop individuals who will be properly equipped with the pre-requisite knowledge and skills for productive work life.
- Develop a pool for competent and reliable technical manpower, capable of being mobilized in times of national economic emergency.
- Develop individuals who will be capable of meeting the modern business and technological challenges.
- Develop in the youths the right attitudes and skills towards work.
- Equip the youths with the requisite knowledge and skills for paid or self-employment.
- Prepare the youths for meeting community, state and national economic aspirations.
- Enable the youths to choose and perfect on those areas of business education for which they have interests and aptitudes.
- Equip the learners to develop skills for making rational economic decisions in various areas of business
- Enable the learners to relate their expertise to the needs of their communicative and
- Produce 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.

### **Nexus between Business Education and Evaluation**

It is noteworthy that the 21<sup>st</sup> century skills are every relevant to life and employment in contemporary times. To this end the business education programme should be constantly evaluated so that the programme can successfully respond to the challenges of the 21<sup>st</sup> century and emerging global issues. For business education to remain relevant in the global workforce the evaluation should be all-encompassing. All aspects of the business education programmes should be evaluated periodically among these are the programme itself, the instructional materials, the equipment, the physical facilities and the layout of the business education department in terms of the student to be accommodated for the programme (Aransiola, 2000). In addition the scope of the evaluation should cover the school authority, administrative staff and even the parents and guardians of the learners as well as external agencies (Nwachukwu, 2015).



### **Challenges of Evaluation in Business Education**

Orheruata and Mania (2015) identified the following as challenges of evaluation in business education programme

1. Inconsistency in students assessment across institutions and classes
2. Marking and grading practices lack pedagogical significance
3. What to teach, how to teach, where to teach and when to teach
4. Inadequacy of functional evaluation devices
5. Ineffective planning
6. Selection of appropriate evaluation model for business education programme
7. Subjective judgment of the methodology of the evaluation process

In addition Shuaibu, Ameh and Barinem (2016) highlighted the following challenges of evaluation in business education:

1. Large class size or overpopulated classes
2. Non-uniformity of standard
3. Wrong placement of students in business education programme
4. Irregular supply of electricity
5. Dearth of qualified and dedicated business educators
6. Financial challenge
7. Inadequacy of equipment and infrastructure
8. Incessant strike actions leading to regular closure of tertiary institutions
9. Inadequacy or low level of research
10. Deficiency in the curriculum context
11. Poor public impression and apathy to business education.

### **Strategies for Overcoming the Challenges of Evaluation in Business Education**

Nwachukwu (2015) enunciated the following strategies:

1. Evaluators should find out if the aims and objectives of the business education programme were based on an in-depth study of business and industry requirements
2. Efforts should be made to examine the adequacy of the course groupings for coverage and sequence and to ensure that the programme is capable of making students perform adequately in the world of work after school
3. Pragmatic steps should be taken to evaluate the major items of furniture and equipment necessary for the operation and success of the programme



4. There should be thorough scrutiny of the quality of students being admitted into the programme vis-à-vis the entry qualifications and aptitude and acumen.
5. The teachers should be screened in order to ascertain their suitability to successfully and effectively implement the business education curriculum.
6. Evaluation should cover the activities of the Heads of institutions, Deans of Faculties/schools, Heads of Departments and other administrative staff attached to the business education programme to find out their decisions on the following:
  - Maximum use of teaching specialities
  - Distribution of work load
  - Plans to improve the programme
  - Provision of equipment
  - Incentives, motivation and reinforcement
  - Punishment to staff and students for misconduct.
  - Accreditation requirements
  - Graduate appraisal
  - Recruitment of staff and
  - The channel of communication
7. In evaluating finance as an aspect of business education there is need to determine the:
  - Financial procedure in operation
  - Sources of income
  - Details of expenditure
  - Cost-saving strategies adopted
  - Waste management and records etc (Anikene, 2010)
8. In order to tackle the menace of poor public impression and apathy to business education there is need to find out the level of interest that parents, guardians and external agencies have in the students and institutions, their contributions towards the development of the students and school as well as their feelings and suggestions for the improvement of the business education curriculum.

### **Conclusion**

Evaluation is very critical to the improvement of the business education programme. There is the need to evaluate various aspects and strata of the business education programme on a regular basis and the resulted decisions taken should be implemented to the letter.



## Recommendations

In order to overcome the challenges of evaluation in business education the aforementioned strategies should be adopted while all stakeholders in the business education programme should adopt a positive and objective disposition towards the evaluation process.

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