



UTILIZATION OF MULTIPLE MODES OF ASSESSMENT STRATEGIES IN BUSINESS TEACHER EDUCATION PROGRAMME IN COLLEGES OF EDUCATION

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Abstract

This study was necessitated by the need to shift the status quo from the traditional assessment to more student-centred assessment strategies that would ensure effective assessment of students' learning in Business teacher education programme. Two research questions guided the study. Descriptive survey research design was employed for the study. The population consist of 262 business educators from the 10 Colleges of Education in South-south, Nigeria. The entire population was studied without sampling because the size was not too large. The instrument for data collection was a structured questionnaire titled "Utilization of Multiple Assessment Strategies in Business Teacher Education Programme" (QUMASBTEP). The questionnaire was divided into two clusters; A and B. Cluster A was structured on a five-point rating scale of very highly utilized (VHU), highly utilized (HU), moderately utilized (MU), lowly utilized (LU) and very lowly utilized (VLU) for research question one. Cluster B was structured on a five-point rating scale of very high extent (VHE), high extent (HE), moderate extent (ME), low extent (LE) and very low extent (VLE). Face validity of the instrument was established using the opinion of three experts. The internal consistency of the instrument was determined using Cronbach alpha formula and reliability coefficient values of 0.77 and 0.79 were obtained for the two clusters with an overall reliability coefficient value of 0.80. Out of the 262 copies of the instruments administered, 250 copies were retrieved and were used for data analysis. Data collected was analyzed using mean scores and standard deviation. Findings of the study revealed that multiple assessment strategies are moderately utilized in Business teacher education programme in Colleges of Education in South-south Nigeria. The study concluded that the level of utilization of multiple modes of assessment strategies in business teacher education programme in Colleges of Education in South-south, Nigeria is not adequate. Based on the findings and conclusion, it was recommended among others that there should be training programmes and skill development for Business education lecturers that will encourage them to have the requisite skills, competences and exposure to be more proficient in the utilization of various multiple modes of assessment strategies in assessing their students' learning.

Keywords: *Utilization, Multiple Assessment, Strategies, Business Teacher Education and Colleges of Education*



Introduction

From the ancient societies to modern nations, one tool has proven most potent in the struggle for survival, growth and development; that tool is education. It is a tool in the promotion and sustenance of national development. The National Policy on Education (2013) states that education will continue to be highly rated in the national development plans, because education is considered the most important instrument of change as any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational resolution; it is indeed, an instrument “per excellence” for effecting national development. Education is one concept that many scholars have grappled with its conceptualization. For instance, Dewey in Iyamu (2010) described education not only as the means through which a culture is transmitted, but also as the means through which it is transformed. Alumode (2013) on his own part described education as a means by which an individual acquires the many physical and psycho-spiritual capabilities demanded by socio-cultural environment within which one is groomed to live and function. It is a process of socialization by means of which the individual is taught those norms, values, attitudes and skills that are desirable in the society.

One thing is significant in the educational process, that is, the emphasis on culture and inherent values that need to be perpetuated for the survival and continuity of the society. Educational functions are therefore defined in relation to the cultural value system of the society as a reflection of the needs and aspirations that can be promoted through the educational process (Wokocha, 2013). The modern society is faced with complex and ever changing needs and problems that cannot be resolved through mere direct shared experience as was obtainable in the primitive societies (Stanley, 2014). There is need for a more dynamic and systematic approach to knowledge and human problems. Thus, the society must as a matter of fact look up to the school system to solve its problems. Tertiary institutions is one of the levels of education in Nigeria. It is essentially made up of the Universities, Polytechnics, and Colleges of Education. This paper focused on the Colleges of education as the bedrock of teacher educational training institution in Nigeria.

College of education is one aspect of tertiary institutions in Nigeria that is designed specifically to train and prepare students for the teaching profession. Onyesom and Okolocha (2013) noted that colleges of education provide exposure and learning for prospective teachers at the level of the Nigeria Certificate of Education (NCE) in instructional methodology/pedagogy and theories of instruction and curriculum. One of the objectives of tertiary institutions (including colleges of education) is the acquisition of both physical and intellectual skills, which will enable individuals to be self-reliant and useful members of the society. One of the teacher educational programme offered in the Colleges of education is Business Education.



Business teacher education is an educational programme designed to equip young people with necessary skills and competencies that would enable them engage in skill acquisition and productive livelihoods (Ezeani, 2014). Udoh (2010) described business education as a means by which an individual develops understanding and skills to be able to enter into the business world and become self-reliant. The National Commission for Colleges of Education (NCCE, 2012) highlighted the following as the objectives of business teacher education programme in Colleges of Education to include:

1. To produce well-qualified and competent NCE graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions;
2. To produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education into the society;
3. To produce NCE business teachers who will be involved in the much desired revolution of vocational development right from the primary and secondary schools;
4. To equip students with necessary competencies so as to qualify them for a post-NCE degree programme in Business Education; and
5. To equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment.

Aliyu in Ezeani (2014) noted that the nation's new philosophy of education, which is based on transformation of the individuals into a sound and effective citizen, makes it imperative for the business education programme to reflect the new economic and social order as well as satisfy societal needs and aspirations. Thus, the success or failure of business education programme to bring about the needed social reforms in the societies is measured in relation to the extent to which the students are learning what is being taught (Sukie, 2014). Hence, the need for the assessment of student learning. Interestingly, the primary function of the teacher is to facilitate learning by various means, that is to say that the aim of all teaching activities is to bring about learning, for there is no such thing as teaching without the intention to bring about learning. Therefore, it is impossible to characterize teaching independent of learning, which as a result of new knowledge, brings about a change in character, skill or attitude. It is the change that indeed confirms the learning. It therefore means that there is need for effective assessment of students' learning in Business teacher education programme.

Assessment is *sine qua non* to teaching and learning no matter the circumstances or conditions under which the process occurs. The word assessment brings to mind



rows of students in an examination room, busily writing away, with one eye on the clock, and a stern-faced invigilator pacing up and down. It also brings to mind marks, marking and certification (Wokocha, 2013). This form of assessment is the traditional modes of assessment strategies. This assessment practice usually pushes out failures from the education system whether at school, college or university level (Alumode, 2013). It does not tell what an individual student knows holistically but seeks to compare students who are at the same level. It classifies students into success or failure. However, assessment is the systematic collection, review and use of information about educational programmes to improve student learning. Assessment thus, focuses on what students know, what they are able to do, and what values they have when they graduate from school. It is concerned with the collective impact of a programme on students' learning.

Literally, teachers are like the navigators of ships at sea. To know which way to go, they need to know where they are. Therefore, like the navigator who must keep a running record of the ship's approximate position and make frequent checks to fix its exact location, teachers must continually appraise and reappraise their position. It is against this background that Shamah and Ohlein (2012) interrogatively asked that if this assessment is not done "how would teachers know?" what direction to aim their course? Thus, the question of assessment is central to the understanding of the competencies of students undertaking business education programmes. The traditional mode of assessment which measures knowledge and skills of teacher trainees is very narrow. It tends to concentrate on one aspect of assessment and therefore inadequate for training of teachers. For example, it is limited to finding out the knowledge and skills of teacher trainees through two-three hour test or examination only. That 'once-off' exercise fails to capture the entirety of what the student knows at any given situation of learning. This assessment strategy ignores the possibility of finding out what the students know and does not adequately capture the knowledge and skills they have acquired as a result of instruction. Sukie (2014) lamented that it is this overemphasis on the traditional assessment procedures that has led to the production of graduates whom are deficient in skills and competencies in their various field of study. The emphasis on the use of traditional assessment procedures has led to institutions churning out graduates who are highly unemployable.

The inadequacies in the traditional mode of assessment calls for a shift in paradigm to make assessment of teacher trainees in business education not only more inclusive but also more authentic, democratic and learner-centred. The necessity to shift from the traditional assessment towards a multiple mode of assessment which is more inclusive, holistic and student centred is totally dictated by the desire to go beyond



the limitations of the traditional assessment and the need to address real life experiences and explore how these can help student teachers to be involved in their own assessment (Joyce, 2018). Undoubtedly, the use of multiple assessment strategies would help in producing well-grounded and competent business teacher education graduates capable of propagating the goals of business education especially at the colleges of education level. The multiples of assessment strategies includes tests, examinations, projects, anecdotal records, portfolios, demonstrations, written assignments, self- assessment, peer assessment, observation among others (Tay-Koay, 2017). All these assessment strategies can be done in both formative and summative ways to assess business teacher education trainees in a more holistic manner. This paradigm shift from the 'One-off' assessment to multiple assessment strategies could make the more authentic, fairer, humane, democratic and inclusive. A few of these multiple modes of assessment strategies are briefly discussed below:

Portfolio is a collection of a student's work, which provides a representation of his/her achievement. Portfolio includes evidence of the student's work, which the student has compiled, for evaluation or assessment. The portfolio collection will tell a story about the student's progress over time, or about the students' achievements in one or more learning areas (Stanley, 2014). Projects in a teacher training programme is a student teacher's own initiative and activity designed to give the student a practical training in specific skills in any project that relates to teaching and learning. The teacher trainee can be guided to undertake a learning project of their own interest such as how to deal with a disruptive learner in class (Iyamu, 2010). The teacher trainee could also undertake a project on how to utilize a particular instructional strategy or facilities in instructional delivery.

Anecdotal records according to Joyce (2018) relates to interesting unpublished short accounts about a scholar's academic activities. Anecdotal records allow students teachers either to bring to the learning situation their life, academic and non-academic achievements such as classroom experiences from work-integrated work, sports, music, athletics, indigenous songs and dance and even sad moments.

It is obvious that the success of Colleges of Education in South-south Nigeria in producing business education graduates with requisite knowledge, skills and competencies to effectively propagate the objectives of Business teacher education programme depends on the effective utilization of multiple assessment strategies by the lecturers. It is against this background that this study on the paradigm shift in the utilization of multiple assessment strategies in business teacher education programme in colleges of education in in South-south Nigeria was undertaken.



Statement of the Problem

Business teacher education programme at the colleges of education is aimed at producing well-qualified and competent NCE graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions. To effectively ascertain the extent the objectives of the programme is being achieved in the Colleges of Education requires a more holistic assessment of students' learning. Sukie (2014) observed that one of the challenges facing teacher education programme is the continuous use of the traditional assessment procedures by the teachers. The use of these traditional assessment procedures have been the contributory factor to poor performance of student teachers trainees.

The problem of this study, therefore, is that the level utilization of multiple assessment strategies in Business teacher education programme in Colleges of Education in South-south, Nigeria is not clearly known. If the status is not determined through an empirical study such as this, relevant stakeholders may not take objective measures to ensure that the graduates are empowered to effectively propagate the objectives of Business education programme upon graduation.

Research Questions

The following research questions guided the study:

1. What is the level of utilization of multiple assessment strategies in Business teacher education programme in Colleges of Education in in South-south, Nigeria?
2. To what extent are assessment feedback provided in Business teacher education programme in Colleges of Education in in South-south, Nigeria?

Method

The study adopted the descriptive survey research design. The population for the study consists of 262 business educators from 10 Colleges of Education (3 federal and 7 state) in South-south, Nigeria. There was no sampling in this study since the population size was manageable. The instrument used for data collection was a structured questionnaire titled "Utilization of Multiple Assessment Strategies in Business Teacher Education Programme" (QUMASBTEP). The questionnaire was divided into two clusters; A and B. Cluster A was structured on a five-point rating scale of very highly utilized (VHU), highly utilized (HU), moderately utilized (MU), lowly utilized (LU) and very lowly utilized (VLU) for research question one. Cluster B was structured on a five-point rating scale of very high extent (VHE), high extent (HE), moderate extent (ME), low extent (LE) and very low extent (VLE). Face validity of the instrument was established using the opinion of three experts. To



establish the internal consistency of the instrument, the Cronbach Alpha formula was used to analyze the data using the Statistical Package for Social Sciences (SPSS) version 21 and obtain reliability coefficient values of 0.77 and 0.79 for the two clusters with an overall reliability coefficient value of 0.80. Out of the 262 copies of the instruments administered on the respondents, a total of 250 copies (representing 95percent) were retrieved and used for data analysis.

Data collected was analyzed using descriptive statistics such as mean scores and standard deviation to answer the research questions and to determine the closeness of the respondents' means. In order to determine the level of utilization of multiple assessment strategies in Business teacher education programme for research question one, a decision rule based on mean ratings between 4.50-5.00 were regarded as very highly utilized, items with mean ratings of 3.50-4.49 were considered as highly utilized and items with 2.50-3.49 were regarded as moderately utilized. Furthermore, items with mean ratings of 1.50-2.49 and 1.00-1.49 were considered as lowly utilized and very lowly utilized respectively. For research question two, items with mean ratings between 4.50-5.00 were regarded as very high extent, items with mean ratings of 3.50-4.49 were regarded as high extent and items with 2.50-3.49 mean ratings were considered as moderate extent. Also, items with mean ratings of 1.50-2.49 and 1.00-1.49 were considered as low extent and very low extent respectively.

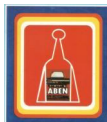
Results

Research 1

What is the level of utilization of multiple assessment strategies in Business teacher education programme in Colleges of Education in in South-south, Nigeria?

Table 1: Respondents' mean ratings on the level of utilization of multiple assessment strategies in Business teacher education programme in Colleges of Education in South-South, Nigeria. (N = 250)

S/N	Items on Utilization of Multiple Assessment Strategies	Mean	SD	Remark
1	Portfolios	2.25	0.75	Lowly Utilized
2	Problem-based project works	2.56	0.70	Moderately Utilized
3	Anecdotal records	2.20	0.72	lowly Utilized
4	Observation	3.42	0.65	Moderately Utilized
5	Practical works	2.45	0.60	Moderately Utilized
6	Tests	3.67	0.60	Highly Utilized
7	Examinations	4.65	0.40	Very Highly Utilized
8	Assignments	4.20	0.45	Highly Utilized
9	Classwork	3.55	0.60	Highly Utilized
10	Oral Presentations	3.20	0.55	Moderately Utilized
	Cluster Mean	3.22		



Data in Table 1 shows that the cluster mean is 3.22 which indicates that multiple assessment strategies are moderately utilized in Business teacher education programme in Colleges of Education in South-South, Nigeria. The standard deviations for all the items are within the same range showing that the respondents were not wide apart in their ratings.

Research Question 2

To what extent are assessment feedback provided in Business teacher education programme in Colleges of Education in South-south, Nigeria?

Table 2: Respondents' mean ratings on the extent assessment feedback are provided in Business teacher education programme in Colleges of Education in South-South, Nigeria. (N = 250)

S/N	Items on Provision of Assessment Feedback	Mean	SD	Remark
1	Helping students to realize specific errors in their solutions or answers	3.35	0.70	Moderate extent
2	Providing feedback to students by explaining why an answer is correct or wrong	2.25	0.54	Low extent
3	Providing feedback to students by focusing on their errors and misconceptions	3.45	0.46	Moderate extent
4	Discussing with students the correct answers or solutions to problems	2.40	0.40	Moderate extent
5	Informing the students the criteria in which their work will be assessed	3.47	0.45	Moderate extent
Cluster Mean		2.98		Moderate extent

Data in Table 2 shows that the cluster mean is 2.98 which indicates that assessment feedback are provided in Business teacher education programme in Colleges of Education in South-South, Nigeria to a moderate extent. The standard deviations for all the items are within the same range showing that the respondents were not wide apart in their ratings.

Discussion of Findings

The findings of the study in research question one revealed that multiple modes of assessment strategies are moderately utilized in Business teacher education programme in Colleges of Education in South-South, Nigeria. The finding is in consonance with Tay-Koay and June (2017) who reported that multiple modes of assessment techniques were utilized for the teaching in distance education to a moderate level. Supporting the above findings, Joyce (2018) revealed that the mostly used forms of assessment are examinations, tests and quizzes, which tilted towards traditional assessment procedures. Undoubtedly, these commonly used assessment



procedures do not effectively assess students' learning in all ramifications. Hence, to achieve the goals of Business teacher education programme in Colleges of Education, there is need for Business education lecturers in these institutions to effectively utilize various assessment strategies.

The findings of the study in research question two revealed that assessment feedback are provided in Business teacher education programme in Colleges of Education in South-South, Nigeria to a moderate extent. This finding is in agreement with Duckett and Tatarakowski (2012) who reported that teachers are not doing well in terms of communicating with students the criteria in which they will assess their students. In the same vein, Ndalichuka (2014) also lamented that one of the challenges militating against teacher education programme is that the students are not adequately provided feedback on their assessment performance. It is important to state that feedback from the use of multiple assessment strategies should be maximized so as to enhance the teaching-learning process in the training of Business education teachers.

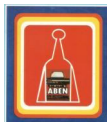
Conclusion

Based on the findings of this study, it was concluded that the level of utilization of multiple assessment strategies in Business teacher education programme in Colleges of Education in South-South, Nigeria is not adequate for enabling the lecturers understand students' strengths and weaknesses and effectively plan and evaluate their instructions. This study has also made it clear that the traditional modes of assessment are inadequate for Business teacher education training programmes in Colleges of Education in South-south, Nigeria. The study concludes that for assessment to be more inclusive and holistic, Colleges of Education offering Business teacher education programmes need to apply multiple modes of assessment strategies.

Recommendations

The following recommendations were made by the researchers based on the findings of the study:

1. There should be training programmes and skill development for business education lecturers that will encourage them to have the requisite skills, competences and exposure to enable them to be more proficient in the utilization of various multiple modes of assessment strategies in assessing their students' learning achievements.



2. Business education lecturers in colleges of education should endeavor to provide regular feedback to their students as regards their achievements in various assessment procedures.

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