

---

# ASSESSMENT OF THE EXTENT OF BUSINESS EDUCATION STUDENTS' PERSONAL QUALITIES BY BUSINESS EDUCATION LECTURERS IN PUBLIC UNIVERSITIES IN SOUTH-SOUTH NIGERIA

By

**OEDEDE, Jeremiah Omamuzo, PhD**  
**Department of Office Technology and Management**  
**Delta State Polytechnic,**  
**Ogwashi-Uku, Nigeria**  
**ogwashijerry@gmail.com**

## Abstract

*The study was carried out to determine the assessment of the extent of business education students' personal qualities by business education lecturers in public universities in South-South Nigeria. Two research questions were formulated and two null hypotheses tested at 0.05 level of significance guided the study. A descriptive survey design was adopted for the study. The population of the study consisted of One hundred and Fifty Six (156) business education lecturers in public universities in South-South Nigeria. The entire population was used because of its manageable size. A structured questionnaire constructed by the researcher was used for the collection of data. One expert from the Department of Guidance and Counselling and another expert from the Department of Business Education both of Ignatius Ajuru University of Education, Port-Harcourt, Rivers State, validated the instrument. Internal consistency using Cronbach alpha method was used to obtain a reliability coefficient of 0.89 to establish the reliability of the instrument. Mean and standard deviation were used to answer the research questions while t-test statistics was used to test the hypotheses at 0.05 level of significance. It was found that majority of business education lecturers do not assess their students' personal qualities. It is recommended among others that efforts should be made by business education lecturers to increase the assessment of business education students' personal qualities to enthrone effective and efficient teaching and learning.*

**Key Words:** *Business Education Students; Personal Qualities, Business Education Lecturers, Public Universities*

## Introduction

Education is the enabler of social and economic change. It is a continuous process of shaping and modifying the behaviours of an individual for adequate adjustments in society. According to Akubue and Okolo (2018), education is a process of acculturation through which the individual is helped to sustain the development of his potentialities, and maximum activation when necessary thereby achieving self-fulfillment. The importance of education is undeniable for every single person because it is a self-enlightening process, which provides one with knowledge about the world, paves the way for a good career, helps build character, lays the foundation of a stronger nation, and is crucial to the overall development of an individual and the society at large. To the researcher, education is an indispensable part of life personally and socially.

Ezeokoli (2019), noted that teaching and learning should get a learner to become truly educated by cultivating the three 'h' namely head, heart and hand. In this context head, heart and hand represent cognitive behaviour, affective behaviour and psychomotor behaviour respectively. Akande (2020), asserted that the purpose of teaching is to educate someone, which entails over-all development in the cognitive, affective, and psychomotor domain. Development in these three domains will aid students to have quality education.

Quality education can be explained as the extent to which education accomplishes the various roles ascribed to it in the National Policy of Education. Such roles include usefulness of education for employment, relevance to the developmental needs of the recipients as individuals and the society in which the individuals live and operate as citizens. With the introduction of the Policy on Education in Nigeria (FRN, 2016), the national educational goals which were derived from the philosophy of education include:

- (a) the inculcation of national consciousness and national unity;
- (b) the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- (c) the training of the mind in the understanding of the world around; and
- (d) the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society.

The national education goals listed above cannot be achieved if the students are not taught and assessed. Teachers need to assess the students to ascertain if they have learned.

One of the functions of a school is the certification of the individual learner under its embrace (Idowu & Esere, 2019). To effectively carry out this role, assessment of one kind or the other is a prerequisite. Assessment is a means whereby the teacher obtains information about knowledge gains, behavioural changes and other aspects of the development of learners (Oguneye, 2020). It involves the deliberate effort of the teacher to measure the effect of the instructional process, as well as the overall effect of school learning on the behaviour of students. Assessment covers all aspects of school experience both within and outside the classroom. A synthesis of these definitions as reported by Ukwuije (2007) showed that educational assessment is a process of documenting, usually in measurable terms, knowledge, skills, attitudes, beliefs, practices or generally what behaviour a learner does or does not have, acquire or develop before, during, and at the end of instruction, or a course of study. It covers the cognitive, psychomotor as well as the affective aspects of learning.

Assessment of students' personal quality or affective behaviour ought to be continuous. According to Onunkwo (2020), continuous assessment is the method of evaluation in which students' achievements in the cognitive, affective and psychomotor domains from the moment they start schooling until the end of it are determined using scores obtained from various instruments and techniques such as tests, rating scales, checklists, observation, projects, interview, projective technique, peer appraisal and self report. Therefore all the domains should be assessed regularly.

Okoro (2016) defined affective domain as the learners' social development and inculcation of new attitudes, values and interest. It contains learning skills that are predominantly related to emotional process. The learning process in the affective domain include being open to experience, engaging in life, cultivating values, managing oneself, and developing oneself. There are five major subdivision in the domain namely; receiving, responding, valuing, organization and characterization (Anakweze, 2020). Assessment in the affective behaviour of students is used for diagnostic purposes, in determining the personality of individual, choice of career, record purposes and for selection. Based on the words of Popham (2021), affective assessment entails measuring students' attitudes, interests, or values. It is sometimes referred to as personality or dispositional assessment. It is conducted in an effort to discover students' usual or typical inclinations. In contrast to cognitive assessment, affective assessment does not measure the content that the learners know or the skills they are able to perform rather it measures students' disposition. Unachukwu and Onunkwo (2020), noted that Nigerian teachers predominantly evaluate learner's cognitive activities at the detriment of affective behaviours. What is often forgotten is the fact that the cognitive and affective domains go hand-in-hand; they do not function independently but should complement one another. Although increasing what students know and are able to do is primary, their content-related attitudes, values, beliefs, and dispositions - the affective domain are equally significant.

Personal qualities are personal characteristics of an individual. They are what make one different from other people. It is a dynamic or active set of characteristics possessed by a person. They make up the personality and make you the person you are. Ukwuije (2013) stated that the personal quality of a student is the unique pattern of behaviour of an individual which is made up of interests, attitudes, temperaments, thought, feelings, values, moral and interpersonal relationships. Also, Jeffrey (2017) noted that the specific personal qualities are sense of responsibility, self-esteem, sociability, self management, and integrity/honesty. The personal qualities that are in line with the affective behaviour in the students' report card are organizational ability, perseverance, sense of responsibility, honesty, and spirit of cooperation.

In spite of the provision in the National policy of education, the business education students' personal qualities are still poor. What could be the cause? Does it imply that the business education lecturers do not assess their student personal qualities? Do they use the correct techniques to assess them? Or does it mean that the results of the students' personal qualities are not used for the right purposes. It is in an effort to provide answers to these and more issues that the present study was carried out.

### **Statement of the problem**

Assessment in cognitive, affective and psychomotor objectives is emphasized in the National policy of education. Literatures have shown that assessment of students' affective behaviour is not done properly. Personal qualities of students are to be assessed to detect students'

disposition and inclination. Failure to affectively assess them will amount to students carrying over aspects of their personal quality that are bad to adulthood and society. Students' personal qualities are found to be poor and their performances in school examination are deteriorating. Result from several researches indicated that student who possess good personal qualities perform well academically. They also exhibit good character in school, home and society at large. In students' results, there are columns for affective report of the students but it seems they are either neglected or haphazardly done. Teachers cannot reliably claim good knowledge of the personality of their students yet they make comments on their result sheets. If the personal qualities of the students are not continuously and systematically assessed and documented, it will be difficult to monitor students' personality development. However, the assessment of students personal qualities by business education lecturers are in doubt as no study seems to have been done with regard to business education lecturers' assessment of students' personal qualities. This study therefore is determined to find out the assessment of students' personal qualities by business education lecturers in public universities in South-South Nigeria.

### **Purpose of the study**

The main purpose of the study is to assess the extent of business education students' personal qualities by business education lecturers in public universities in South-South Nigeria. Specifically the study sought to:

1. determine the extent of assessment of business education students' sense of responsibility by business education lecturers in public universities in South-South Nigeria;
2. determine the extent of assessment of business education students level of perseverance by business education lecturers in public universities in South-South Nigeria;

### **Research Questions**

The following research questions were raised to guide the study:

1. To what extent do business education lecturers in public universities in South-South Nigeria assess business education students' sense of responsibility?
2. To what extent do business education lecturers in public universities in South-South Nigeria assess business education students' level of perseverance?

### **Hypotheses**

The following null hypotheses were formulated to guide the study and tested at 0.05 level of significance.

- H<sub>01</sub>: There is no significant difference in the mean rating between male and female business education lecturers on assessment of business education students' sense of responsibility in public universities in South-South Nigeria.
- H<sub>02</sub>: There is no significant difference between the mean rating of male and female business education lecturers on assessment of business education students' level of perseverance in public universities in South-South Nigeria.

### **Method**

This study adopted a descriptive survey design. The population of the study consisted of 156 business education lecturers in public universities in South-South Nigeria. The entire population was used due to its manageable size. The instrument for data collection was a structured questionnaire on a 4-point Linkert Rating Scales of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE) with corresponding numerical values of 4, 3, 2, and 1 respectively. One expert from the Department of Guidance and

Counselling and another expert from the Department of Business Education both of Ignatius Ajuru University of Education, Port-Harcourt, Rivers State, Nigeria, validated the instrument. Internal consistency using Cronbach alpha method was used to obtain a reliability coefficient 0.89. Mean and standard deviation were used to answer the research questions while t-test statistics was used to test the hypotheses. It was presumed that any hypothesis with a P-value greater than 0.05 level of significance was accepted while any hypothesis with a P-value equal to or less than 0.05 level of significance was rejected.

## Results

**Table 1: Means and Standard deviation of the extent of assessment of business education students' sense of responsibility by business education lecturers in South-South Nigeria.**

S/NO	The extent of business education lecturers' assessment of business education students' sense of responsibility	Mean	Standard deviation.	Decision
1	Ability to turn in assignment on time	1.97	.79	Reject
2	Bringing of appropriate material to class	1.77	.66	Reject
3	Punctuality to class	2.97	.76	Accept
4	Acceptance of consequences of his or her behaviour	1.83	.67	Reject
5	Ability to meet their instructors before or after lessons for clarification	1.84	.65	Reject
6	Attendance to class	2.74	.90	Accept
7	Attentiveness in class	2.78	.92	Accept
8	Ability to be obedient	1.91	.76	Reject
9	Politeness in the school	1.92	.76	Reject

The data in Table 1 above showed that business education lecturers agree that the extent to which they assess students' sense of responsibility is low. This is shown by the means of the responses which are: 1.97, 1.77, 1.83, 1.84, 1.91 and 1.92. The mean responses were less than 2.5 which is cutoff mark for acceptance. This indicates that six items which are items 1, 2, 4, 5, 8 and 9 show that teachers do not assess their business education students' ability to turn in assignment on time, bringing of appropriate material to class, acceptance of consequences of his or her behaviour, ability to meet their lecturers before or after lessons for clarification, ability to be obedient and politeness in the school personal qualities. It is only items 3, 6 and 7 that show that business education lecturers assess their business education students' punctuality, attendance to class and attentiveness in class. This is because they have mean of 2.97, 2.74 and 2.78 respectively with each above 2.5. The standard deviation shows that the response did not vary much from the mean.

**Research question 2:**

**Table 2: Mean and Standard deviation of the level of assessment of the business education students' perseverance by business education lecturers in public universities in South-South Nigeria.**

S/NO	Extent of assessment of business students' level of perseverance by business education lecturers.	Mean	Standard deviation	decision
10	Persistence in class even when the student failed	1.83	.66	Rejected
11	Ability to read their book every day	1.88	.67	Rejected
12	Trusting in their capacity to solve problems	2.1	.60	Rejected
13	Ability to keep studying even when discouraged	2.0	.66	Rejected
14	Ability to work hard to catch up with their mates	1.97	.60	Rejected
15	Ability to act according to what they think to be the best choice	1.96	.65	Rejected
16	Accepting criticism as constructive, not threatening	2.0	.62	Rejected

In Table 2 above, the 7 items revealed that the extent business education lecturers assess business education students' level of perseverance is low. This is shown by the mean rating of 1.83, 1.88, 2.05, 2.04, 1.97, 1.96 and 2.0. All the 7 items show that business education lecturers' assessment of students' persistence in class even when they failed, ability to read their books every day, trusting in their capacity to solve problems, ability to keep studying even when discouraged, ability to work hard to catch up with their mates, ability to act according to what they think to be the best choice, accepting criticism as constructive, not threatening is low. The standard deviation of the business education lecturers score ranges from .60 -.67. The scores were not wide apart showing that there is great homogeneity in the responses.

**Testing of Hypotheses**

**Table 3: t-test of difference between the mean rating of male and female business education lecturers in public universities in South-South Nigeria on assessment of business students' sense of responsibility.**

Gender	N	mean	Sd.	T	df	Sig.(2-tailed)	decision
Male	80	2.16	.14	-2.50	277	.013	Reject (S)
Female	76	2.20	.11				

Result in Table 3 showed that the t-test analysis of the significant difference between the mean rating of male and female business education lecturers in public universities on assessment of business education students' sense of responsibilities. Result showed that the t- value obtained was -2.50 with degree of freedom of 277 and a significant value of 0.01. Since the significant value of 0.01 is less than 0.05 set as level of significance. The null hypothesis is not accepted. Inference drawn therefore was that, there was a significant difference between the mean ratings of male and female business education lecturers in public universities on assessment of business education students' sense of responsibility.

**Table 4:** *t-test of difference between the mean rating of male and female business education lecturers in public universities secondary school teachers on assessment of business education students' perseverance.*

Gender	N	mean	Sd.	T	df	Sig.(2-tailed)	decision
Male	80	2.20	.13	2.75	277	.006	Reject (S)
Female	76	2.16	.10				

Result in Table 4 showed the t-test analysis of the significant difference between the mean rating of male and female business education lecturers on assessment of business education students' perseverance. Result showed that the t- value obtained was 2.75 with degree of freedom of 277 and a significant value of 0.01. Since the significant value of 0.01 is less than 0.05 set as level of significance, the null hypothesis is not accepted. Inference drawn therefore was that, there was a significant difference between the mean ratings of male and female business education lecturers on assessment of business education students' perseverance.

### Discussions

The findings of the study are discussed in line with the research questions and hypotheses raised in the study.

Research question one focused on identifying the extent of assessment of students' sense of responsibility by business education lecturers. The responses as shown in table 1 indicated that it was only items 3, 6, and 7 with mean rating of 2.97, 2.74, and 2.78 that reached the benchmark. Item 1, 2, 4, 5, 8 and 9 did not reach the benchmark of 2.5. Based on this information, it implied that business education lecturers do not assess their students' ability to turn in assignment on time, bringing of appropriate material to class, acceptance of consequences of his or her behaviour, ability to meet their lecturers after lesson for clarification, ability to obey instructions and politeness in the school. This finding is in line with the views of Nkeokelonye (2015) who stated that business education students' level of responsibility should be assessed by business education lecturers to improve teaching and learning.

The second research question focused on the assessment of business education students' level of perseverance by business education lecturers. The result obtained in table two showed that the responses of business education lecturers on items ten to sixteen with mean rating of 1.83, 1.88, 2.10, 2.00, 1.97, 1.96, and 2.00 indicated that business education lecturers do not assess the level of perseverance of the business education students in public universities in South-South Nigeria. This finding is in line with the views of Unachukwu and Onunkwo (2020) who stated that students' level of perseverance should be assessed by business education lecturers to improve teaching and learning.

Hypothesis 1 ( $H_{01}$ ) tested whether there was significance difference between the mean ratings of male and female business education lecturers on assessment of business education students' sense of responsibility. The result finding from this hypothesis indicated that there was a significance difference between male and female business education lecturers assessment of business education students' sense of responsibility. This is because the sig.(2-tailed) .013 is less than 0.05. The finding supported the work of Hopf and Hatzichrstou (2019) which found that female business educators were more sensitive than their male counterparts in assessing their students.

Hypothesis 2 ( $H_{02}$ ) tested whether there was significance difference between the mean ratings of male and female business education lecturers on assessment of business education students' perseverance. The result finding from this hypothesis indicated that there was significance difference between the male and female business education lecturers' assessment of business education students' level of perseverance. This is because the sig. (2-tailed) .006 is less than 0.05. The finding supports the work of Lock (2018) which noted that due to limited exposure to rural teaching in pre-service teacher training; teachers had unrealistic expectations and were unprepared of living and working in rural areas

### **Conclusion**

On the basis of the findings of this study, the following conclusions are drawn. Male and female business education lecturers do not assess their students' sense of responsibility, and perseverance. In other words they do not assess their students' personal qualities. The findings also showed that gender influences business education lecturers' assessment of students' perseverance.

### **Recommendations**

The following recommendations were made from the implications of the findings of the result.

1. Effort should be made by male and female business education lecturers to increase the assessment of business education students' level of responsibility. Business education lecturers should attend seminars, conferences, in-service training to enhance their knowledge of the process of assessing students' personal qualities.
2. The government should motivate the business education lecturers by paying them regularly and allowing them to undertake in-service training so as to update their knowledge in affective behaviour assessment techniques.



## References

- Akande, M. O. (2020). The theory and practice of professional teaching: Ekamag Publisher.
- Akubue, F.N., & Okolo, A.N. (2018). Sociology of education. Great AP Express Publishers Ltd.
- Anakweze, M. E. (2020). Measurement and evaluation for teacher education: SNAPP Press Ltd.
- Ezeokoli, F. O. (2019). Conceptualization of teaching: A Basis for effective English language teacher preparation for post modernism in Nigeria.: University of Ibadan Press
- Federal Republic of Nigeria (FGN) (2016). National policy on education, NERDC Press
- Hopf, D., & Hatzichristou, C. (2019). Teacher gender-related influences in Greek schools. *British Journal of Educational Psychology*, 6(9) 1-18.
- Idowu, I. A. and Esere, O. (2019). Assessment in Nigeria's School: A counsellor's new point. *Edo Journal of Counselling* 2(1), 17-27.
- Jeffrey, G.M. (2017). Key affective behaviours of students as identified by a selected group of secondary school teachers. *Journal of Industrial Teacher Education*, 3 (4) 45-55.
- Lock, G. (2018). Preparing teachers for rural appointments: Lessons from Australia. *The Rural Educator*. 9(1) 10-23.
- Nkokelonye, C. U. (2015). History of education ancient and modern: University Trust Publishers.
- Ogunenye, W. (2020). Continuous assessment: Practice and prospects: Providence publishers.
- Okoro, O. M. (2016). Measurement and evaluation in education: Pacific publishers Ltd
- Onunkwo, U. (2020). Foundation of Educational Measurement and Evaluation. Cape publishers.
- Popham, W. J. (2021). Classroom assessment: What teachers need to know: MA Pearson.
- Ukwuije, R. P. I (2013). Appraisal techniques in guidance and counseling: CAPIIC publishers.
- Unachukwu, G.C & Onukwo, G.I.N (2020). Continuous assessment and certification in the Nigerian primary school: A call for reconsideration in the 21<sup>st</sup> century: *Journal of Teachers and Teaching* 1(1), 140-146.