



## **Perception of Business Education Students on the Adoption of Online Platforms for Online Assessment in Universities in Rivers State**

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### **ABSTRACT**

The focus of this study was to ascertain the perception of Business Education students on the adoption of online platforms for assessment in Business Education in Universities in Rivers State. To achieve this goal, two research questions were posed to guide the study, while two null hypotheses were also tested at 0.05 level of significance. The descriptive survey research design was adopted for the study. The study was carried out in Rivers State with a total population of 3,061 Business Education students in Universities in Rivers State. The Taro Yamane sampling method was used to determine the sample size of 399. A self-made questionnaire titled: "Online Platform Student Perception Assessment Scale (OPSPAS)" was used to collect data for study. The research instrument was designed in a five-point rating scale of VHE (5-point), HE (4-point), ME (3-point), LE (2-point) and VLE (1-point) with a total of 14 items. OPSPAS was validated. The reliability coefficient of 0.85 was determined using Cronbach's Alpha reliability methods. The research questions were answered using Mean and Standard Deviation while the null hypotheses were tested using Analysis of Variance (ANOVA). The findings of the study reveal that pess-exam and think-exam online assessment platforms were perceived by Business Education students in Universities in Rivers State as being relevant for online assessment to a High Extent. Based on the findings of the study, the researchers recommended that Lecturers should be adequately trained and retrained on the use of pess-exam online assessment platforms for the assessment of Business Education students in Rivers State Universities. The researchers also recommended that more enlightenment and awareness campaigns should be carried out among critical educational stakeholders on the positive influences and benefits of using think-exam online assessment platforms for assessment in the education enterprise. This will also help to enhance the understanding and knowledge of the students and lecturers as regards the operations and functionality of these platforms.

**Keywords:** Online platforms, Assessment, Online Assessment, Perception, Business Education

### **INTRODUCTION**

Development in information communication and technological know-how has in many ways become enablers of online teaching and learning thereby significantly increasing students' and teachers' access and utilization of the internet. Over the last few decades, there have been a extensive and well-known interest and innovation in disparate forms of internet-based education such as availability of instructional resources, online discussion forum, online testing, and online assessment, amongst others, usually geared towards supporting and harmonizing the one-on-one assessment in the educational spectrum (Anderson,

2017). These tasks however, require the awareness and active involvement of both Business Education lecturers and students of the universities. This could be sequel to the view that, both students and teachers cannot adopt diverse online assessment platforms except they are aware of these online assessment platforms (Anderson & Erlenbusch, 2017). Online assessment platforms are those interactive ICT media via which computer to computer connections are made possible anywhere in the world through the use of dedicated routers and servers which enable two or more computers connected over the internet.

Online assessment platforms are global computer networks that provide plethora of information and communication facilities which encompass interconnected networks using standardized communication protocol. For Sclater (2010), online assessment platforms are metaphors that consist of applications, infrastructures and networking. This however, implies that these online assessment platforms remain incredibly instrumental and requisite for the enhancement of online assessment as they provide the much needed avenue for an objective determination and ascertainment of students' academic worth through online assessment. Martic (2019) consciously identified some of the online assessment platforms for modern day students to include the following: eSkill, Devskiller, Interview Mocha, The Hire Talent, Mercer Mettl and Kandio. Also, other online assessment platforms that could be used to provide services for schools, colleges and universities include; Pess-Exam, Think-Exam, Quest-Base, Class-Maker, Examssoft, Disamina, Kaldin, TCExam, Virtualx, Skillsbook, Papershala and Edbase (Singh, 2019; Capterra, 2020).

Also, online assessment is seen as a procedure via which specific abilities, skills and characteristics can be evaluated through the use of certain internet platforms. These platforms helps in creating online tests which are used for evaluating, measuring and documenting the academic readiness, learning progress, skill acquisition and educational needs of the students (Boyd & Nowell, 2017). Some of the different types of online assessment include the following; e-submission, students' response system, e-quizzes, self and peer assessment, and e-marking, e-test, e-exams, etc. Online assessment is a novel approach that can be used for assessment and it pertains to the systematic process of tutoring, mentoring and evaluating the level of students' educational attainment and academic achievement via the use and adoption of relevant and distinctive contemporary online platforms (Bupo & Ohaka, 2019). Thus, it is not gainsaying the fact that online assessment accentuates reliability, validity and objectivity in assessment.

Assessment can be classified into two types: the school-based assessment which is usually carried out within the school precinct and the standardized assessment which is carried out outside of the school by other educational stakeholders. The internal assessment is carried out by the teacher of the students often in partnership with the students themselves and implemented as part of normal classroom teaching, within lessons or at the end of a teaching unit, year, level or educational cycle. The external assessment is designed and marked outside the school learning environment. It is an assessment carried out by independent bodies or individuals other than the students or instructors themselves. One of the core essence of this form of assessment is to ensure that the equations, conditions for administering, scoring procedures, and interpretation of the assessment are consistently reliable. This however, is in consonance with the online assessment elements. But amidst the imperative congruence of both elements, the perception of students on their integration, utilization and adoption has not been adequately harnessed.

Perception is a single unified awareness derived from sensory processes while stimulus is present. The word perception means the ability of someone to observe or comprehend that are not noticeable to the other person. In the same light, perception could be defined as a specific opinion, belief or idea held by some persons about another most times based on physical appearance. Apart from the components of perception developed by Alan and Garry, perception has been conceptualized in a variety of ways since its first usage. Although, online assessment could be considered inherently integral for contemporary innovative and sanitized educational process and development in Business Education programme, the perception of Business Education students regarding its adoption and utilization still remains germane.

Also, Business Education could be regarded as that programme of study that is concerned with the gaining of knowledge and skills required in the industry and the educational spectrum. It is a sub-set of general education that is centered on developing in its participants various skills, knowledge, aptitude and attitudes needed for occupational competence in the areas of education and business. It has the function of knowledge gaining and skills acquisition for professional effectiveness in the business and educational

sphere as its essential component (Ohaka & Onuoha, 2017; Ohaka & Bupo, 2019). Thus, it could be maintained that online assessment in Business Education programme will not only enthrone objectivity but it also contributes in the development of the online skills of Business Education students.

Thus, it is imperative to note the fact that these integral elements and focal points of Business Education as emphasized above are enabled and made more manifest with the advent of internet, its increased level of accessibility and the introduction of web-based learning. Web-based instruction has grown exponentially with more than a thousand universities offering course over the web in the United States alone (Ohaka, 2018). This therefore goes to justify among other things the fact that the significant and pivotal essence for the advocacy for the use and adoption of online platforms for Business Education students' assessment can contribute in providing a more convenient, objective and reliable medium for the gathering of relevant and objective feedback about their educational cum academic performance; determine the level of interest of a student about a particular academic endeavour and to enable the teachers and administrators to pass objective judgment regarding their learning process (Lynch, 2016). Be that as it may, these academic performances that are to be evaluated according to Bupo and Ohaka (2019) are meant to be predicated on the students' cognitive, affective and psychomotor domains.

Online assessment in Business Education is considered to be a potent instrument and very useful strategy in the educational sphere and if adequately harnessed and enrooted into Business Education program can help to further enhance and accelerate the pace of the teaching, learning and assessment processes in a most advantageous manner. Some of the noticeable influential factors that can speed up the adoption and utilization of online platforms for assessment of Business Education students are identified as follows; diversity in experience, ease of use or familiarity to the technology, attitude and expectation of the students towards online assessment and web-based instruction. Also, it be said that the use of online platforms for the assessment of Business Education students can promote a system of student-teacher dynamism in relation to delivery and evaluation of specific lesson contents and instructional objectives (Liverpool, Marut, Ndam & Oti, 2010).

In line with the above indications, it is affirmed that the use and possible adoption of online platforms for educational assessment in Business Education can actually set the basis for the growth of ICT in business and education (Bupo & Ohaka, 2019). In Business Education, it is argued that, the conscious and scrupulous use of online platforms for assessment has the intrinsic capacity to ginger the morale of students to put in their best before and during exam with the firm belief that they will receive a fair and objective assessment at the end of the day sequel to the use of online platforms for the evaluation process. This positive perception is closely followed by the opinion of Garrison and Anderson in Eze, Chinedu-Eze and Bello (2018) who also added that the act of assessing Business Education students via online platforms can boost their morale which will in turn, spur them into learning how to innovate and interact with disparate learning contents. Gabriel, Sushil and Zhang in Bupo and Ndinechi (2015) also emphasized that the use of online platforms for the assessment of Business Education students brings about the core benefit of arming the lecturers with randomized question to discourage cheating, encourage the immediate release of exam results after the exam and to bring about the increased possibility to examine a large number of Business Education students simultaneously.

Again, it is observed that the disparate internet platforms as used our contemporary milieu which constitutes the biggest revolution of human welfare gives both the teachers and the students a platform that guarantees the ease of doing business. It provides an array of learning opportunities. The online assessment platforms not only focus on the students' knowledge of the subject matter but also expand the students' knowledge, usage and familiarity with the computer. Even some of the students who may possess the requisite skills and competencies on how to use then are yet to be provided with the need for them to use such facilities (Bupo & Ohaka, 2019). Additionally, Bupo and Ndineche (2015) asserted that it seems online assessment is poorly utilized in our tertiary institutions as result of the fact that plethora of university students do not even have e-mail addresses, cannot operate a computer and little knowledge of online learning and assessment platforms. Also, studies have shown that not many studies have been carried to investigate the adoption, utilization and the perception of the online platforms for assessment of business education students in Rivers State (Bupo & Ohaka, 2019).

However, it is regrettable to affirm that amidst the lucrative benefits and clear cut need for the adoption and utilization of online platforms for the determination of Business Education students' academic value and performance in test or exam in the educational enterprise, online assessment may not have been accorded the much needed attention it deserves which possibly could be sequel to the lack of administrative will power to sustain the system, lack of fund to practice the system and lack of adequate knowledge by Business Education students on how to use online platforms during assessment. The utilization of online platforms for Business Education students' assessment in tertiary institutions can be influenced by the students' level of computer applicability and information communication competencies which are not being used by many Business Education students and therefore, forms the basis for the integration of electronic-learning (Gabriel, Sushil & Zhang in Bupo & Ndinechi, 2015).

### **Statement of the Problem**

Assessment is an essential mechanism or system in the educational enterprise designed with the aim of determining the students' worth and performance in relation to the extent to which particular instructional objectives have been achieved. Ideally, assessment is meant to truly pass judgment on the performance of the student and give room for improvement where necessary. But it appears that over the years, every conscious attempt made to achieve this objective seem to have proven abortive based on several unfavourable factors and this seem to have pose some major concern for most educational stakeholders. Also, students seem to travel very long distances and get stressed to write exams, lecturers are faced with lots of scripts to mark with minimal time frame and sometimes the exam scripts are being leaked due to human error and some level of inability to automatically grade students which can help to reduce the workload of the lecturers.

No doubt, these issues seem to have posed some obvious consequences for students, lecturers and the entire educational process in the following ways: students tend to most times wait for so long a time before they could see their performance in the previous exam and sometimes, they sit for another semester exam without getting to know how bad or well they have performed previously which will help to enhance their preparation for the next exam; Lecturers are to over-work themselves to mark and record scripts of large students manually which would have been better done through the use of some online assessment platforms such as: pess-exam online assessment platform, think-exam online assessment platform, quest-based online assessment platform and class-maker online assessment platform. It is against this backdrop that the researcher sought to carry out this study and contribute positively to the adoption of online platforms for assessment in Business Education in universities in Rivers State?

### **Research Questions**

The following research questions was raised to guide the study:

1. To what extent do students perceive the adoption of Pess-exam online assessment platform for online assessment in Business Education in Universities in Rivers State?
2. To what extent do students perceive the adoption of Think-Exam online assessment platform for online assessment in Business Education in Universities in Rivers State?

### **Hypotheses**

The following research hypotheses will be tested at 0.05 levels of significance:

1. There is no significant difference in the mean ratings of Business Education students in Rivers State University, Ignatius Ajuru University of Education and University of Port-Harcourt on the extent to which students perceive the adoption of Pess-exam online assessment platform for online assessment in Business Education in Universities in Rivers State.
2. There is no significant difference in the mean ratings of Business Education students in Rivers State University, Ignatius Ajuru University of Education and University of Port-Harcourt on the extent to which students perceive the adoption of Think-Exam online assessment platform for online assessment in Business Education in Universities in Rivers State.

### **METHODS**

The researcher adopted the descriptive research design for this study. The study was carried out in Rivers State which is located in Southern part of Nigeria. The target population of the study is 2,816 which encompasses the entire Business Education students in Rivers State Universities from the 2019/2020

academic session. The choice of the population is consequent upon the fact that these three universities have Information and Communication Technology Centers (ICT) and some of the school's academic and administrative activities are being carried out online. See the table below for the population breakdown:

**Table 1: The Population Distribution**

<b>S/NO.</b>	<b>NAME OF INSTITUTION</b>	<b>NO. OF STUDENTS</b>
1.	Rivers State University, Port Harcourt	803
2.	Ignatius Ajuru University of Education	1,677
3.	University of Port-Harcourt, Port-Harcourt	336
	<b>SUM TOTAL</b>	<b>2,816</b>

**Source:** Exams and Records Officers (2019).

The sample size of the study is 399. The Taro Yamane formula for sample size determination was used to arrive at the sample size. This was because the researcher considered the population not to be small and manageable. The sampling technique used is simple random sampling technique. Data for this study was garnered through the means of a self-structured questionnaire. The questionnaire was titled: "Online Platform Student's Perception Assessment Scale (OPSPAS)". It is not a standardized instrument since it was developed personally by the researcher. OPSPAS is an assessment tool developed to investigate Business Education students' perception of the adoption of online platforms for assessment in Rivers State. The logical construction method was used in writing the questionnaire items. The OPSPAS was designed in-tandem with five point rating scale of; Very High Extent (VHE: 5points), High Extent (HE: 4points), Moderate Extent (ME: 3points), Low Extent (LE: 2points) and Very Low Extent (VLE: 1point). The questionnaire was subjected to face and content validation by two experts in Business Education and one from the field of Measurement and Evaluation all from the Faculty of Education. The reliability of the instrument was determined through the split half method for a measure of its stability. Simple random sampling technique was used to draw up a sample of 20 Niger Delta University students, for the reliability test. The researchers ensured the reliability of the instrument using the pilot test technique. The application of Statistical Package for Social Science (SPSS) version 20 using Cronbach Alpha reliability method on the garnered data yielded a score of 0.85. The researcher administered 399 copies of the questionnaire to the respondents. The researcher also educated the respondents about the information in questionnaire before administering same to the respondents to ensure that proper responses were adequately provided. Out of the 399 copies of the questionnaire administered, 350 copies were completely filled and retrieved from the respondents. The questionnaire was retrieved as soon as they were correctly and completely filled. The data collected were analyzed using descriptive statistical tools such as mean and standard deviation for the research questions while the hypotheses were tested using the Analysis of Variance (ANOVA). Since the researchers were operating on a 5-point rating scale of Very High Extent (VHE: 5points), High Extent (HE: 4points), Moderate Extent (ME: 3points), Low Extent (LE: 2points) and Very Low Extent (VLE: 1points); the decision rule was as follows: any mean score of 3.50 to 4.00 was regarded as Very High Extent (VHE), 3.00 to 3.49 was regarded as High Extent (HE), 2.50 to 2.99 was regarded as Moderate Extent (ME), 2.49 to 2.00 was regarded as Low Extent (LE) and 1.99 to 1.50 was regarded as Very Low Extent (VLE). The null hypotheses were accepted if the table F-value was higher than the computed F-value, otherwise it was rejected.

**RESULTS**

**Research Question 1:** *To what extent do students perceive the adoption of pess-exam online assessment platform for online assessment in Business Education in Universities in Rivers State?*

**Table 2: Mean and Standard Deviation on the extent to which students perceive the adoption of pess-exam online assessment platform for online assessment in Business Education in Universities in Rivers State**

S/No.	ITEMS	RSU (185)			IAUOE (103)			N (350) UNIPORT (62)		
		X	SD	RMK	X	SD	RMK	$\bar{x}$	SD	RMK
1.	It creates the opportunity for me to be assessed from my own convenient location.	4.38	0.62	HE	4.14	0.87	HE	4.24	1.02	HE
2.	It creates more convenient form of assessment.	4.39	0.68	HE	4.33	0.79	HE	4.35	0.40	HE
3.	It reduces the stress of me travelling long distances to go for assessment.	4.38	0.62	HE	4.43	0.90	HE	4.39	0.66	HE
4.	It is a less stressful medium of being assessed by my lecturers.	4.35	0.56	HE	4.26	0.76	HE	4.44	0.76	HE
5.	It is a cost effective approach to testing and examining students.	4.36	0.95	HE	4.40	0.84	HE	4.45	0.31	HE
6.	It is an economically convenient medium of assessment for me considering my income level.	4.62	0.34	VHE	4.49	0.66	HE	4.48	0.24	HE
7.	It makes it easy for me to be assessed with little or no much logistical involvement.	4.47	0.39	HE	4.33	0.94	HE	4.56	0.44	VHE
<b>Grand Mean &amp; SD</b>		<b>4.42</b>		HE	<b>4.34</b>		HE	<b>4.42</b>		HE

Source: Field Survey, (2021)

The results in table 2 above showed the grand mean scores of the respondents on the extent to which students perceive the adoption of pess-exam online assessment platform for online assessment in Business Education in Universities in Rivers State with a grand mean score of 4.42, 4.34 and 4.42 respectively. The grand mean score is obviously above the decision mean of 3.00. Thus, the result shows that the perception of students of Business Education students in Universities in Rivers State on the need for the adoption of pess-exam online assessment platform for online assessment in Business Education is on a High Extent. The result also shows that Business Education students have positive perception of the adoption of pess-exam online assessment platform for assessment in Business Education.

**Research Question 2:** *To what extent do students perceive the adoption of think-exam online assessment platform for online assessment in Business Education in Universities in Rivers State?*

**Table 3: Mean and Standard Deviation on the extent to which students perceive the adoption of think-exam online assessment platform for online assessment in Business Education in Universities in Rivers State (N = 350)**

S/No	ITEMS	RSU (185)			IAUOE (103)			UNIPORT (62)		
		X	SD	RMK	X	SD	RMK	$\bar{x}$	SD	RMK
8.	It helps to reduce the rate of examination malpractice among students during exam.	4.30	1.88	HE	4.53	0.41	VHE	4.52	0.64	HE
9.	It provides a more reliable approach to being assessed by my lecturers.	4.12	0.71	HE	3.66	0.94	ME	4.47	0.73	HE
10.	It makes it easier for my lecturers to create tests for me to be objectively assessment.	4.25	0.90	HE	4.07	0.82	HE	3.40	0.79	HE
11.	It makes it possible for all students to be assessed according to their abilities.	4.31	0.58	HE	3.77	0.51	ME	4.03	0.76	HE
12.	It provides a level playing field for all the students to be assessed without any perceived prejudice.	4.25	0.77	HE	4.41	0.63	HE	4.03	0.48	HE
13.	It engenders fair play in the process of students' assessment by the examiners.	3.67	0.94	ME	4.41	0.77	HE	3.85	1.74	HE
14.	It ensures that my interest is protected and not necessarily that of the examiner being fostered.	3.94	0.99	ME	4.20	0.92	HE	3.79	1.94	ME
<b>Grand Mean &amp; SD</b>		<b>4.12</b>		<b>HE</b>	<b>4.15</b>		<b>HE</b>	<b>4.01</b>		<b>HE</b>

Source: Field Survey, (2021)

The results in table 3 above showed the grand mean scores of the respondents on the extent to which students perceive the adoption of think-exam online assessment platform for online assessment in Business Education in Universities in Rivers State with a grand mean score of 4.12, 4.15 and 4.01 respectively. The grand mean score is obviously above the decision mean of 3.00. Thus, the result shows that the perception of students of Business Education students in Universities in Rivers State on the need for the adoption of think-exam online assessment platform for online assessment in Business Education is on a High Extent. The result also shows that Business Education students have positive perception of the adoption of think-exam online assessment platform for assessment in Business Education.

**Hypothesis 1:** There is no significant difference in the mean ratings of Business Education students in Rivers State University, Ignatius Ajuru University of Education and University of Port-Harcourt on the extent to which students perceive the adoption of pess-exam online assessment platform for online assessment in Business Education in Universities in Rivers State.

**Table 4: Summary of Analysis of Variance (ANOVA) Computation Table**

Sources of Variation (SV)	Sum of Squares (SS)	Degree of Freedom (df)	Means of Squares (MS)	F-critical	F-Ratio	p. value	Decision
Between Groups	6.1	2	3.45				
Within Groups	340.0	347	0.98	19.49	3.52	0.05	Accepted $H_0$
Total	346.9	349					

Source: Research Data, 2021

From the F-distribution table, it is observed that the critical value of F with 2 and 347 degrees of freedom at 0.05 level of significance is 19.49. Thus, since the computed F-value of 3.52 is lower than critical value of F which is 19.49, the null hypothesis is accepted. This implies that there is no significant difference in the mean ratings of Business Education students in Rivers State University, Ignatius Ajuru University of Education and University of Port-Harcourt on the extent to which students perceive the adoption of pess-exam online assessment platform for online assessment in Business Education in Universities in Rivers State.

**Hypothesis 2:** There is no significant difference in the mean ratings of Business Education students in Rivers State University, Ignatius Ajuru University of Education and University of Port-Harcourt on the extent to which students perceive the adoption of think-exam online assessment platform for online assessment in Business Education in Universities in Rivers State.

**Table 5: Summary of Analysis of Variance (ANOVA) Data**

Sources of Variation (SV)	Sum of Squares (SS)	Degree of Freedom (df)	Means of Squares (MS)	F-crit	F-ratio	p. value	Decision
Between Groups	6.6	2	3.30				
Within Groups	377.4	347	0.98	19.49	3.37	0.05	Accepted $H_0$
Total	384.0	349					

Source: Research Data, 2021

From the F-distribution table, it is observed that the critical value of F with 2 and 347 degrees of freedom at 0.05 level of significance is 19.49. Thus, since the computed F-value of 3.37 is lower than critical value of F which is 19.49, the null hypothesis is accepted. This implies that there is no significant difference in the mean ratings of Business Education students in Rivers State University, Ignatius Ajuru University of Education and University of Port-Harcourt on the extent to which students perceive the adoption of think-exam online assessment platform for online assessment in Business Education in Universities in Rivers State.

## DISCUSSION

The results show the perception of Business Education students on the extent to which pess-exam can be adopted for e-assessment in Rivers State Universities. The result shows that the perception of students of Business Education students in Universities in Rivers State on the need for the adoption of pess-exam online assessment platform for online assessment in Business Education is on a High Extent. The result also shows that Business Education students have positive perception of the adoption of pess-exam online assessment platform for assessment in Business Education. The result of the null hypothesis in table 4.5 also reveals that there is no significant difference in the mean ratings of Business Education students in Rivers State University, Ignatius Ajuru University of Education and University of Port-Harcourt on the extent to which students perceive the adoption of pess-exam online assessment platform for online assessment in Business Education in Universities in Rivers State. This finding is in line with that of Singh (2019) who reported that online assessment platforms like the pess-exam platform is a useful tool for the administering of modern day examination as it makes it very convenient and seamless for students to take part in examination punctually despite their geographical location.

The results show the perception of Business Education students on the extent to which think-exam can be adopted for e-assessment in Rivers State Universities. The respondents ticked high extent to the entire questionnaire apart from item 7 which was a moderate extent. Thus, this goes to show that the perception of students of Business Education students in Universities in Rivers State on the need for the adoption of think-exam online assessment platform for online assessment in Business Education is on a High Extent. The result also shows that Business Education students have positive perception of the adoption of think-exam online assessment platform for assessment in Business Education. The result of the null hypothesis

in table 5 also reveals that there is no significant difference in the mean ratings of Business Education students in Rivers State University, Ignatius Ajuru University of Education and University of Port-Harcourt on the extent to which students perceive the adoption of think-exam online assessment platform for online assessment in Business Education in Universities in Rivers State. This finding is in consonance with that of Captera (2019) and Singh (2019) who affirmed that think-exam online assessment platform is important and useful for a successful testing of students' performance as it gives examiners the lucrative opportunity and latitude to construct exams and also prevent the students from having access to the exam questions until they are needed.

## **CONCLUSION**

Based on the findings of the study, the researchers concluded as follows: The perception of students of Business Education in Universities in Rivers State on the need for the adoption of pss-exam and think-exam online assessment platform for online assessment in Business Education is on a High Extent and Moderate Extent. It was also concluded that there is no significant difference in the mean ratings of Business Education students in Universities Rivers State on the extent to which students perceive the adoption of pss-exam online assessment platform for online assessment in Business Education in Universities in Rivers State; there is no significant difference in the mean ratings of Business Education students in Rivers State University, Ignatius Ajuru University of Education and University of Port-Harcourt on the extent to which students perceive the adoption of think-exam online assessment platform for online assessment in Business Education in Universities in Rivers State.

## **RECOMMENDATIONS**

Based on the findings made, the researchers recommended as follows:

1. Lecturers should be adequately trained and retrained on the use of pss-exam online assessment platforms for the assessment of Business Education students in Rivers State universities. This will help to overcome the technical issues that may accompany the use of the online assessment platform.
2. More enlightenment and awareness campaigns should be created among critical educational stakeholders on the positive influences and benefits of using think-exam online assessment platforms for assessment in the educational enterprise. This will also help to enhance the understanding and knowledge of the students and lecturers as regards the operations and functionality of the platform.

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