



Lecturers' Perception of Process Evaluation of Undergraduate Economics of Education Programme of two Selected Nigerian Universities

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ABSTRACT

The purpose of this study was to determine lecturers' perception of factors affecting process evaluation of undergraduate economics of education programme of two selected Nigerian Universities. The study adopted the context, input, process and product (C.I.P.P.) model of evaluation. The population of the study comprised 45 respondents drawn from Federal University, Otueke, Bayelsa State and University of Port Harcourt in Rivers State. There was no sampling because the population was of a manageable size. Two research questions and two null hypotheses guided the study. The instrument used for data collection was a self-structured questionnaire titled "Lecturers' perception of factors affecting process evaluation of economics education programmes (LPFAPEE)". The instrument contains 14 item statements relating to the procedures and process required for effective process evaluation of undergraduate economics of education programmes in Nigerian Universities. The validation of the instrument was done by the researcher's supervisor and two other experts, two from economics of Education Department of University of Port Harcourt and one from Measurement and Evaluation Department of Educational Foundations, Federal University Otueke, Bayelsa State. The reliability of the instrument was assured using Pearson's Product Moment Correlation Co-efficient (PPMCC) to determine the degree of reliability which yielded a correlation co-efficient of 0.87. Mean and standard deviation were used to answer the research questions while z-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that instructional facilities and teaching competence used for implementing the undergraduate economics of education degree programme across the selected universities meet the required minimum academic standard of the National Universities Commission. Based on the findings, it was recommended amongst others, that Universities offering undergraduate economics education degree programme and their lecturers should ensure that quality and not half-baked economics of education graduates are produced for the society; Economics of education lecturers should involve themselves in constant research so as to update their knowledge for effective teaching. This will help to upgrade their teaching competencies, instructional procedures and delivery system.

Keywords: Lecturers, Process Evaluation, Economics, Education, Programme

INTRODUCTION

Education in Nigeria is an instrument for effecting national development. The Country's educational goals have been set out in the National Policy on Education in terms of their relevance to the individual and the society (FGN, 2013). Towards this end, the Federal Government of Nigeria stipulates certain aims and

objectives in NPE which are to facilitate educational development in the Country. In fostering these aims and objectives, Economics of Education has important roles to play.

Economics of Education is an applied field of study which is often referred to as human capital development. Adam (2011) defined economics as an inquiry into the nature and courses of the wealth of nation. Alfred (2012) opined that economics is a study of mankind in ordinary business of life, earning and enjoying a living. This definition explains the issue of wealth acquisition and management (Todaro & Smith, 2011). Lipsey and Chrystal (2004) viewed economics as a social science that studies how the resources are transformed by producers into all the many goods and services that modern consumers want. For Robins (2010), economics is a social science that studies human behavior as a relationship between ends and scarce means with alternative uses. Economics of education is a branch of economics which uses economic tools to solve educational problems. It involves the systematic application of economic terms, principles, theories and laws in the process of producing and distributing educational services so that the educational system can respond effectively and efficiently to the unlimited educational wants of man (Ajayi, 2005). Gordan (2014), described undergraduate economics of education as a standard approach to simplification and summarization. The author stated further that economics is a complicated subject which must be simplified for university students to allow them a grasp of fundamentals that can then serve as a basis for more advanced study.

From the discussion so far, it is clear that economics of education is an aspect of economics studied at the higher level of education (Kemgbara, 2014). On the other hand economics is vocational training whose major purpose is to produce, distribute and consume goods and services. It is simply, education whose preparation is related to the acquisition of more theoretical knowledge and applied skills on how individuals, government, business and nation make choice on allocation of resources to satisfy their wants and needs.

The objectives of undergraduate economics of education have been variously stated. The department of economics, University of Nigeria, Nsukka (UNN, 2015) outlined the philosophies of economics of education programme as: the desire to continuously produce well-armed graduates to play positive roles towards the social and economic advancement of Nigeria, Africa and the world, to restore the dignity of man in the society and to equip the students with a board foundation in the field of social science and to ground them in the application of economic theory and the tools of economic analysis in solving human behavioral problem.

Economics of Education has many areas of attention, though there are yet to be consensus among scholars as to the extent to which it covers. Kengbara (2014), focuses on the expression of it. Also, Okoh (2015) stated that Economics of education emphasizes the determination of educational product or output and the efficiency of production technology. For Okoro (2015), economics of education focuses on determination of benefits accruable to education investment. From the foregoing, economics of education therefore is concerned with the use of numerical expression to measure resources, productivity, income and economic development (Agabi, 2012).

The above definitions of economics of education emphasized the development of individuals who will directly contribute to national development. That being so, therefore, the extent to which the undergraduate economics of education programme has been achieved needs to be evaluated.

Evaluation has been defined as a systematic process used to determine the merit or worth of as specific programme curriculum or strategy in a specific context (Guskey, 2000). Programme evaluation according to Omoru-Onuka (2001) determines the responsiveness of a programme clientele by answering some questions as to how it has been responsible for achieving its goals. According to Scriven, in Kemgbara (2017), Programme evaluation has been defined as judging th worth or merit of something or the product of the process. Evaluations of a programme can be carried out in terms of the programme's context, input, process and product. For the purpose of this study, emphasis is placed on the instructional procedure and delivery system as well as the teaching competence of Business educators. A number of evaluation models exist for use in evaluating educational programmes. Some of them are course improvement model, assessment of merit model, discrepancy model, Kentucky vocational education model and model for evaluating vocational

teacher education programme (Ubulom, 2006). Others are decision objective model by Werner (1970) and CIPP model (Shufflebem, 1971). This study adopts the process aspect of the context, input, process and product (CIPP) model of evaluation.

Process evaluation takes place at the stage a programme has been installed and its purpose is to provide feedback to persons responsible for implementing plans and procedures. This can be achieved by detecting or predicting defects in the procedural designs or its implementation during the implementation stage, providing information for programme decision and maintaining a record of the procedure as occurs. What happens at this period are installation and process stages of programme. However, an integral part of educational evaluation calls for examining the procedures or processes of instructional delivery vis-à-vis the process prescribed for use by teachers in the curriculum. If instructional delivery processes in economics of education programme are those not prescribed in the curriculum, the objectives of instructions may not be achieved. On this note, there is need for a total overhauling of undergraduate economics of education degree programmes offered at the tertiary institutions in Nigeria. The reason for this overhauling, according to Okwuanaso (2001) is to provide the basis for improvement.

However, if the processes of instruction are adequate, lecturers are adequately provided and up-to-date in knowledge, and inputs (equipment and instructional facilities) are adequate then it is possible that the aims of economics of education can be achieved. From the discussion so far, the researcher observed that a number of research studies have been done to identify different problems, which economics of education programmes has been facing. These non-evaluating studies focused on the context (programme not having implicit focus, inadequate and inappropriate curriculum specification), inputs (students inadequacy and non-functionality of instructional facilities and equipments, inadequate classrooms and lecture halls, lack of qualified lecturers as well as lack of sufficient funding), process (ineffective instructional delivery, poor teaching methods and administration) and product (performance and competency levels of economics of education graduates and skills acquired) for effective running of economics of education programme.

Despite that different studies have been carried out on the context, input, process and product components of economics of education programme, proper evaluation of the variables did not seem to have taken place. The issues presented so far are suspected to constitute the present fact about the state of undergraduate economics of education degree programme of Federal University, Otuoke and University of Port Harcourt. That being so, such an evaluation will cover adequacy of instructional facilities and equipments for running undergraduate economics of education and teaching competence academic staff use for the implementation of undergraduate degree programmes of Federal University, Otuoke and University of Port Harcourt respectively.

Statement of Problem

Though the problem of effective running of undergraduate economics of education degree programme in Nigerian Universities is alarming, the expectation is that universities are meant to provide their students with the opportunities to effectively acquire the needed skills, knowledge and attitudes in Economics of Education so that they can function effectively in the world of work. However, studies by Okoh (2015) and Okoro (2015) have shown that undergraduate economics education degree programme offered at the universities are faced with problems. The problems as claimed by the researchers are that, the process (teaching competence, instructional facilities and equipment) used for implementing undergraduate economics of education degree programmes in Nigerian Universities are inadequate.

Given that these problems are faced by the Nigerian universities, how effective is the undergraduate economics education degree programme offered in Federal University, Otuoke and University of Port Harcourt? To provide answer to this question, there is need to empirically study and ascertain this issue so as to obtain empirical data for making a value judgment. Based on this premise, there is a research based knowledge gap existing which needs to be filled empirically through this study.

Purpose of the study

The main purpose of the study was to determine lecturers' perception of factors affecting process evaluation of undergraduate economics of education degree programme of two selected Nigerian Universities. Specifically, the study sought to:

1. Determine the extent which lecturers perceive instructional facilities as process evaluation of undergraduate economics of education degree programme of Federal University, Otueke and University of Port Harcourt.
2. Determine the extent which lecturers perceive teaching competences of academic staff as a process evaluation of undergraduate economics of education degree programme of Federal University, Otueke and University of Port Harcourt.

Research Questions

The following research questions guided the study.

1. To what extent do lecturers' perceive adequacy of instructional facilities as a process evaluation of undergraduate economics of education degree programme of Federal University, Otueke and University of Port Harcourt?
2. To what extent do lecturers perceive teaching competences of academic staff as a process evaluation of undergraduate economics of education degree programme of Federal University, Otueke and University of Port Harcourt?

Hypotheses

The following hypotheses formulated were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of Federal University, Otueke (FUO) and the University of Port Harcourt (UPH) on the extent they perceive state of instructional facilities as a process evaluation of undergraduate economics of education degree programme.
2. There is no significant difference in the mean ratings of Federal University, Otueke (FUO) and the University of Port Harcourt (UPH) on the extent they perceive teaching competences of academic staff as a process evaluation of undergraduate economics of education degree programme.

RESEARCH METHODS

The study adopted the context, Input, process and product (CIPP) model of evaluation research design. The CIPP model was considered appropriate for the study because it investigates the effectiveness, efficiency and accountability of an educational programme as planned and executed for the overall good of the society. This study was conducted in Rivers and Bayelsa state Federal Universities. The population for the study comprised 15 Economics of Education lecturers from Federal University, Otueke and 30 Economics of Education Lecturers from University of Port Harcourt, aggregating to a total population of 45 respondents. There was no sampling because the population was of a manageable size. Two research questions and two null hypotheses guided the study. The research instrument used for the study was a self-structured questionnaire titled "Lecturers' perception of factors affecting process evaluation of economics education programmes (LPFAPEE)". The first section sought demographic information of the respondents while the second section contained 14 items in two clusters according to the research questions. The reliability of the instrument was assured using Pearson's Product Moment Correlation Co-efficient (PPMCC) to determine the degree of reliability which yielded a correlation co-efficient of 0.87. The instrument was structured on a 4-point rating scale as follows: High Extent (HE – 4 points), Moderate Extent (ME – 3 points), Low Extent (LE – 2 points) and Very Low Extent (VLE – 1 point) respectively. The instrument was face and content validated by the researcher's supervisors and two experts. Out of the 45 copies of the questionnaire produced and distributed by the researcher with two research assistants, one hundred percent (100%) return was recorded. The research questions were analyzed using mean and standard deviations, while the hypotheses were tested at 0.05 level of significance using z-test statistics.

PRESENTATION OF FINDINGS

Research Question 1

To what extent do lecturers’ perceive the state of instructional facilities as a factor affecting process evaluation of undergraduate economics of education degree programme of Federal University, Otueke and University of Port Harcourt?

Table 1: Respondents mean rating on the extent lecturers’ perceive the state of instructional facilities as a factor affecting process evaluation of undergraduate economics of education degree programme of FUIO and UPH

S/N	Item –Statements	FUIO = 15			UNIPORT =30		
		X	SD	RMKS	X	SD	RMKS
1	Adequacy of classroom blocks will enhance effective teaching and learning of economics of education	3.42	1.02	HE	3.78	1.03	HE
2	Adequacy of seminar rooms will enhance effective process evaluation of economics of education programme	3.67	1.00	HE	3.88	1.07	HE
3	Availability and adequacy of cybraries and other spaces used principally for delivery economics of education instruction will enhance effective process evaluation	3.47	1.11	HE	3.51	1.13	HE
4	Availability and adequacy of on-campus clinics will enhance effective process evaluation of economics of education degree programme	3.62	1.01	HE	3.87	1.02	HE
5	Adequacy of text books and pamphlets will enhance effective process evaluation of economics of education degree programme	3.66	1.09	HE	3.67	1.11	HE
6	Adequacy of study guides, manuals and graphic calculations will enhance effective process evaluation of economics of education degree programme	3.44	1.00	HE	3.53	0.98	HE
7	Adequacy of computers, tablets, multi-medias and charts will enhance effective process evaluation of economics of education degree programme	3.70	1.02	HE	3.73	1.04	HE
Aggregate X and SD		3.56	1.03	HE	3.71	1.05	HE

Source: (Field Survey, 2020)

The Data presented in Table 1 showed the mean and standard deviation of the respondents on the extent lecturers’ perceived adequacy of instructional facilities as a factor affecting process evaluation of

undergraduate economics of education programme of Federal University, Otueke and University of Port Harcourt. With the total mean and standard deviation scores of 3.56 (1.03) for FUIO and 3.71 (1.05) for UNIPORT which is greater than the criterion mean of 2.50, the respondents strongly agreed that adequacy of instructional facilities enhance effective process evaluation of undergraduate economics of education programme of Federal University, Otueke and University of Port Harcourt.

Research Question 2

To what extent do lecturers’ perceive teaching competences of academic staff as a factor affecting process evaluation of undergraduate economics of education degree programme of Federal University, Otueke and University of Port Harcourt?

Table 2: Respondents mean ratings on the extent lecturers’ perceive teaching competences of academic staff as a factor affecting process evaluation of undergraduate economics of education degree programme of Federal University, Otueke and University of Port Harcourt

S/N	Item -Statements	FUIO = 15			UNIPORT =30		
		X	SD	RMKS	X	SD	RMKS
1	Adequate use of course content will enhance effective process evaluation of economics of education programme	3.24	0.93	HE	3.87	1.23	HE
2	Lecturers’ use of adequate physical facilities will enhance effective process evaluation of economic of education programme	3.45	1.00	HE	3.68	1.18	HE
3	Adequate teaching competence of economics of education lecture will enhance effective programme of process evaluation	3.70	1.15	HE	3.93	1.21	HE
4	Adequate preparation and reading ahead before attending classes will enhance effective programme	3.53	1.04	HE	3.86	1.31	HE
5	Acquisition of adequate knowledge of economics of education course by lecturers enhancing programme	3.64	1.10	HE	3.89	1.18	HE
6	The willingness of lecturers’ for students to know what is taught enhance effective programme	3.62	1.03	HE	3.78	1.03	HE
7	The updating of knowledge through seminars by Lecturers enhancing effective programme	3.57	1.05	HE	3.88	1.07	HE
Aggregate X and SD		3.53	1.04	HE	3.84	1.07	HE

Source: (Field Survey, 2020)

The data presented in table 2 above showed the mean and standard deviation scores of the respondents on the extent lecturers’ perceive teaching competences of academic staff as a factor affecting process evaluation of undergraduate economics of education degree programme of Federal University, Otueke and

University of Port Harcourt. With mean and standard deviation scores of 3.53 (1.04), for FUIO and 3.84 (1.07) for UNIPORT which is above the criterion mean of 2.50, the respondents strongly agreed that the teaching competence of lecturers in the two selected universities is a factor that affects process evaluation of undergraduate economics of education degree programme of Federal University, Otuoke and University of Port Harcourt.

Hypotheses 1

There is no significant difference in the mean ratings of Federal University, Otuoke (FUIO) and the University of Port Harcourt (UPH) on the extent they perceive the state of instructional facilities as a factor affecting process evaluation of undergraduate economics of education degree programme.

Table 3: z-test Analysis of the mean rating of FUIO and UNIPORT lecturers on their perceived adequacy of instructional facilities as a factor affecting process evaluation of undergraduate economics of education degree programme

Respondents	N	X	SD	Df	Z-cal	Z-crit	α	Decision
FUIO	15	3.56	1.03	43	-0.91	1.96	0.05	Accepted
UNIPORT	30	3.71	1.05					

Source: Field Survey, 2020

From the z-test in table 3, the calculated value of 0.91 is less than z-critical value of 1.96 at 0.05 levels of significance and 43 degree of freedom The null hypotheses is upheld.

Hypotheses 2

There is no significant difference in the mean ratings of Federal University, Otuoke (FUIO) and the University of Port Harcourt (UPH) on the extent they perceive teaching competence of academic staff as a factor enhancing effective process evaluation of undergraduate economics of education degree programme.

Table 4: Respondents mean ratings on the extent lecturers perceive teaching competence of Academic staff as a factor enhancing effective process evaluation of undergraduate economics of education degree programme

Respondents	N	X	SD	Df	Z-cal	Z-crit	α	Decision
FUIO	15	3.53	1.04	43	-0.79	1.96	0.05	Accepted
UNIPORT	30	3.84	1.07					

Source: Field Survey, 2020

From the z-test analysis in table 4, the calculated value of -0.79 is less than the critical value of z which is 1.96 at 0.05 levels of significance and 43 degree of freedom. The null hypothesis was upheld.

DISCUSSION OF FINDINGS

The result of the analysis on the extent lecturers perceive the state of instructional facilities as a factor which enhances effective process evaluation of economics of education degree programme of FUIO and UNIPORT as shown in table 1, indicates that the respondents to a high extent agree that the state of instructional facilities enhance effective process evaluation of economics of education programme in the two selected universities.

The result of this study confirms the findings of Asuru (2008) who posited that the state of instructional facilities enhances the teaching and learning process in any educational programme. Mbese (2016), further supports the finding by stating that these materials and equipments help to add stimulus to the teaching and learning of skills and practical subjects. The test of hypotheses 1 on table 3 indicates that there was no significant difference in the mean ratings of Federal University, Otuoke (FUIO) and University of Port Harcourt (UNIPORT) lecturers on the extent they perceive adequate instructional facilities as a factor enhancing effective process evaluation of undergraduate economics of education degree programme.

Again, the result of the analysis on the extent lecturers perceive teaching competences of academic staff as a factor enhancing effective process evaluation of undergraduate economics of education degree programmes of Federal University, Otuoke (FUO) and University of Port Harcourt (UNIPORT) as shown in table 2, revealed that respondents perceive teaching competences as a factor enhancing process evaluation. This finding agrees with the submission of Gordon (2014) who posited that quality education is not possible without adequate teaching competences of education and material resources. Again, the hypothesis 2, on table 4 was upheld.

CONCLUSION

Based on the findings and discussion of the study, it was concluded that the state of instructional facilities and teaching competences of economics of education lecturers are factors enhancing effective process evaluation of undergraduate economics of education programme of two selected Nigerian Universities.

RECOMMENDATION

The following recommendations were made:

1. Universities offering undergraduate economics education degree programmes should ensure that their programmes meet Process Evaluation criteria in order to prove them effective and efficient in planning and execution.
2. Universities offering undergraduate economics education degree programme and their lecturers should ensure that quality economics of education graduates are produced by subjecting their programme to process education.
3. Economics of education lecturers should involve themselves in constant research so as to update their knowledge for effective teaching. This will help to upgrade their teaching competencies, instructional procedures and delivery system.

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