



Evaluation of Postgraduate Business Education in Nigeria: Insights from a Pilot Study on Resources, Teaching Methods, and Assessment Techniques

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ABSTRACT

The main purpose of this study was to evaluate the availability of resources, teaching methodologies, and assessment techniques in the Postgraduate Business Education Program (PBEP) at the University of Nigeria Nsukka. (UNN) through a pilot study. The research designs adopted were descriptive survey and ex post facto designs. The population of this study consisted of 14 Business education lecturers in UNN as of the 2020/2021 academic session. The total population was used for the study. The instruments for data collection were a checklist, a structured questionnaire and students' results, the questionnaire was titled "The Postgraduate Business Education Programme Evaluation Questionnaire (P-BEPEQ)". All the questionnaire items used were on a 5-point rating scale. The instruments were validated by three experts. The Reliability was determined using Cronbach's alpha reliability, and the coefficient was found to be .77 for teaching methods cluster, and .79 for evaluation techniques cluster. The method of data analysis involved descriptive statistics of mean and standard deviation, the decision rule implies that any mean score above the average score of 3.0 is accepted and below the average score of 3.0 is rejected. The study found that all the categories of resources for PBEP were available in UNN, the frequently used teaching methods include lecture method, project method, discussion method, inquiry method, seminar presentation, and problem-solving. The pilot study recommended that more strategies for resource development and maintenance for sustainability should be employed. Use of more teaching methods such as flip classroom, Computer Aided Instruction (CAI), Problem-Based Learning (PBL), Competency-Based Learning (CBL) and digital interactive learning approaches should be encouraged among lecturers. Finally, the use of Computer-Based Tests (CBT) to simplify the process and fast track the collection of result and reduce malpractice and malpractice related issues to the minimum should be strictly applied to teaching and learning in our institutions.

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INTRODUCTION

Business education resources refer to the financial, human and material resources needed in the running of the postgraduate programme. Most of the universities in the

Northern part of Nigeria are faced with issues which are militating against the smooth running of the programme. Lack of provision of financial resources was identified as an extreme encounter facing education in Nigeria (Asiyai, 2015). This is

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because the Vocational and Technology education sector is capital intensive and business education programmes which is a major component are expensive to run (Adeyanju, *et al*, 2007).

In recent times, there has been a shift of emphasis from manual to that of applying the resources provided by Information and Communication Technology (ICT). Reducing unemployment and improving skill acquisition are two benefits of effective human resource development. Humans are generally calling for the development of human resources, why because it is the gateway to globalization, eradication of poverty, sickness, terrorism and sustenance of the environment. Reducing unemployment and improving skill acquisition are two benefits of effective human resource development.

Ugwuogo, (2021) saw human resources development as the individuals with various specializations, roles and capabilities who are an integral part of the organization. Human resources development constitutes all people resident in the nation or organization who are not incapacitated beyond the possibility of contributing to the social and economic well-being of the nation or organization. Human resources development is seen as the gateway to globalization, eradication of poverty, sickness, terrorism and sustenance of the environment. There is no doubt that the accumulation of individual resources leads to national development. The physical buildings and equipment, for example, are merely supplementary resources to the institutions.

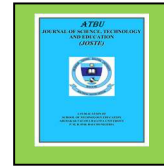
This is supported by Oremuyi and Attah (2019) who opined that human capital has always remained the most productive capital in any organization, no matter the type or size. Real teaching and learning in business education programmes depend on the teaching methods and techniques employed by the teacher. Therefore, teachers require an effective and motivated teaching method that would make students understand and also want to learn more and be interested in learning. Some of these teaching methods as briefly outlined and discussed by Owwiroro (2020) as follows: Discussion method, project method, activity

method, demonstration method, guided discovery method, inquiry method and drill and Practice.

Subsequently, evaluation techniques are seen as the techniques used in determining the success or otherwise of a particular teaching and learning process. At the postgraduate level, assessment techniques used to assess student's performance according to the National University Commission benchmark minimum academic standards (2011) are examination, term paper, oral presentations and problem-solving exercises, assignments, and group projects. Abera *et al.*, (2017) opined that the implementation of assessment techniques in most tertiary institutions is mostly poor. The institutions offering business education postgraduate programmes differ in methods of teaching and evaluation techniques. Each institution has its way of handling students in terms of teaching methods and evaluation (Edet, 2020).

Abadoo, (2018) also concurred with the fact that school amenities when delivered will aid the teaching-learning programme and consequently improve the academic performance of students. According to Charity (2018) one of the key elements in the educational system that significantly affects academic success is the facilities. The school buildings, classrooms, lodging, libraries, labs, furnishings, recreational equipment, apparatus, and other teaching supplies are among these amenities. He continued by saying that their sufficiency, relevance, and accessibility influence academic achievement. Charity went on to say that among other things, ugly school buildings and crammed classrooms lower academic achievement.

Onojaife (2020), on the other hand, discovered no appreciable distinction between secondary school pupils in facilities with and without sufficient teaching capacity. He did, however, contend that while adequate access to advanced teaching resources was not necessary for pupils to perform well in other disciplines, it was essential for them to do so in English language, mathematics, biology, and geography. It was further established that students' academic performance is more affected by instructional facilities in the social and pure sciences.



This finding is in contrast with the findings of Owwiroro (2020) whose findings revealed that schools which are equipped with facilities had good records of performance and attracted more students. Concluded that higher-performing schools do better on the West African Senior School Certificate Examination (WASCE) in terms of facilities and enrolment of younger students.

Statement of the Problem

The program at the postgraduate level is still dwindling in terms of development and growth, the rate of funding has not been as much as expected. Inadequate funding has been at the root of the inability of tertiary institutions to move along the line of advanced technology applications for instructional purposes (Terdo & Adekola, 2014). Also, the environment of business education generally has not been particularly conducive. Ugwuogo (2021) stated that most of the higher institutions that offer business education programs suffer from a shortage of qualified teachers. This harmed the success of the program at postgraduate, hence the need for the evaluation of the program. It is important to find out how these universities are meeting the NUC's approved minimum academic standards, especially concerning resources, methodology, evaluation techniques and student performance. Evaluation of postgraduate business education program should be a continuous process. The available kinds of literature to the researcher did not show any recent evaluation of the postgraduate business education program at UNN. This gap has prompted the researcher to evaluate the postgraduate business education program at UNN.

Objective of the Study

The purpose of the study is to evaluate the postgraduate Business Education program in University of Nigeria Nsukka via a pilot study. Specifically, the study seeks to:

1. Find out the availability of resources for PBEP in universities at University of Nigeria Nsuka

2. Determine the teaching methodologies employed by teachers of PBEP in University of Nigeria Nsuka.
3. Determine the assessment techniques of PBEP in universities in University of Nigeria Nsuka.

Research Questions

In line with the specific objectives, four research questions were raised to be answered:

1. What are the availability of resources for PBEP in University of Nigeria Nsuka?
2. What are the teaching methodologies used by teachers of PBEP in University of Nigeria Nsuka?
3. What are the assessment techniques of PBEP in universities in University of Nigeria Nsuka?

METHODOLOGY

The research designs adopted were a descriptive survey and ex-post facto designs. The survey design was employed when a research intends to describe a situation or events within a specific time, the ex post facto is applied under the secondary data involved. The pilot study was conducted at UNN. The population of this study involved 14 Business education lecturers in UNN as of the 2020/2021 academic session. The total population was used as the sample. The instruments for data collection were structured questionnaires, checklists, and students' Cumulative Grade Point Average (CGPA). The questionnaires were tagged "Postgraduate Business Education Evaluation Questionnaire (POBEEQ)". All the questionnaire items used 5-point rating scale, and the face and content validation of the instruments were determined by five experts in the area of Business Education and Measurement and Evaluation. The reliability of the questionnaires was determined using Cronbach's alpha reliability, and the coefficient was found to be .76 for methodologies, and .78. evaluation techniques The method of data analysis involved descriptive statics of mean and standard deviation used to answer research questions. The benchmark for decision was 3.0. This implies that any mean score above or equal



the average score of 3.0 was considered accepted while the mean score below the average score of 3.0 was considered rejected.

RESULTS

Research Question One: What is the Availability of PBEP resources in UNN?

Table 1 indicates that all the categories of resources for PBEP are available in both human and material resources (academic staff, Administrative staff, Technical Staff; Resource Centre) and material resources (physical facilities, office accommodation, classroom, gymnasium/lab, equipment and computers) in UNN based on the NUC Benchmark,

Table 1: Checklist on the availability of PBEP resources in UNN

S/N	Items	Number Recommended	Number Available (UNN)	Rem
1.	No academic staff at a. Professorial grade	20%	4	A
	b. Senior lectureship grade	30 %	3	A
	c. Lecturer grades 1, 11 and assistant lectureship grade	50%	5	A
2.	Administrative Staff		1	A
	a. Secretary	1		
	i. Chief Typist/ Computer operator	1	1	A
	ii. Clerk	1	1	A
	iii. Office Attendant	1	3	A
3.	Staffing	5	6	A
	a. Minimum full-time postgraduate academic staff on the ground in a department			
4	Teacher -Student Ratio for	1.5	1:5	A
	a. M. Tech/M.Ed.			
	b. Ph.D.	1.5	1:7	A
5.	a. Non-Academic - Academic Staff Ratio	1.5	1:5	A
	b. Non- Academic Senior- Junior Staff Ratio	2.3	2:3	A
6	Technical Staff;	1	1	A
	a. Laboratory Technologist			
	b. Laboratory Assistant	1	1	A
	c. Laboratory Attendant	1	1	A
	Resource Centre;	1	1	A
7.	a. Resource Person			
	b. Assistant Resource Person	1	1	A
	Laboratory Attendant	1	1	A
8	Physical Facilities Requirements;		1	A
	Resource Room	1		
9	Computer Room including Visual Library Facilities	1	1	A
10	Libraries	1	1	A

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S/N	Items	Number Recommended	Number Available (UNN)	Rem
11	Board/Conference Room	1	1	A
12	Laboratories	1	1	A
13	Center for Education Technology	1	1	A
14	Office Accommodation; Comfortable tables and chairs		1	A
		1 each		
15	Air-Condition Mechanism	1	1	A
16	Computer and accessories with internet connectivity	1	1	A
17	Visitors chairs	1	1	A
18	Carpeted office	1	1	A
19	Shelves	1	1	A
20	File Cabinets	1	1	A
21	Television with satellite connection	1	0	NA
22	Classroom, Gymnasium/Lab Class Rooms	1	2	A
23	Gymnasium	1	0	NA
24	Laboratories	1	1	A
25	Resource Centre	1	1	A
26	Equipment;	1 per student	1	A
	Computers	Per computer		
		1		
27	Internet and wireless facilities	1	0	NA
27	Photocopying machine	1	1	A
28	Video Camera	1	0	NA
29	Digital recorders	1	0	NA
30	Markerboard	1	1	A
31	Chalkboard	1	1	A

Source: NUC BMAS for Postgraduate Program in Education
 Key: NA: Not Available, A: Available

Research Question Two: What are the teaching methods used by Business Education Lecturers of PBEP in UNN?

Table 2 presents the analysis of teaching methodologies used by Business Education Lecturers of Postgraduate Business Education Programme in UNN, revealing that not all the available teaching methodologies were used by Business Education Lecturers in teaching the postgraduate students in the UNN. Some of

the teaching methods have a higher frequency of 20% utilization rate such as seminar presentation where 40% of the lecturers use this teaching methods while 20% of BEL use oral presentation, 20% of BEL seminar presentation, 20% of BEL problems solving and 20% of BEL inquiry method were by 10% of BEL use lecture method, 10% of BEL use project method, 10% of BEL use discussion method, and 10% of BEL use assignment method in UNN. While none of the lecturers were using group investigation questioning techniques discussion methods and

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test method in UNN. Therefore, the Business Education Lecturers used some of the teaching methods best, such as seminar presentation oral

presentation, problems solving and inquiry method.

Table 2: Teaching Methods Used by Teachers of PBEP in UNN Nigeria

S/N	Teaching Method Used	Frequency of Utilization	Percentage %
1	Lecture method	1	10% (1)
2	Project method	1	10% (1)
3	Discussion method	1	10% (1)
4	Inquiry method	2	20% (2)
5	Group investigation	0	00% (0)
6	Questioning technique	0	00% (0)
7	Oral presentation	2	20% (2)
8	Seminar presentation	4	40% (4)
9	Problem-solving	2	20% (2)
10	Assignment	1	10% (1)
11	Test	0	00% (0)

Research Question Three: What are the evaluation techniques of PBEP in UNN?

Table 3 present the mean analysis of the responses of business education lecturers on the assessment techniques used in postgraduate business education programme were item 1, 2,3, 4,5,6, 7,8 and 10 were all accepted having the mean of 3.50, 3.25, 3.85, 3.25, 3.25, 3.85, 3.10, 3.48, and 3.25 with standard deviation of .60, .44, .74, .63, .71, .98, .44, .44, and .63 respectively while item 9 was rejected having the mean value

less than 3.00, its mean value was found to be 2.85, having a standard deviation of .63. Considering their standard deviation which is very small and fall within the same range indicated that their mean responses across all the items do not vary much. Therefore, the BEL used examinations such as quizzes, assignments, and projects, thesis or dissertation and surveys and questionnaires as the highest assessment techniques of Postgraduate Business Education Programme in UNN

Table 3: Mean Responses of Business Education Lecturers on the Assessment Techniques of PBEP in UNN

S/N	Items	N	\bar{X}	SD	DEC
1.	Using examinations and assessments which involve regular examinations, quizzes, assignments, and projects are used by Business Education Lecturers (BEL) as an assessment technique in Postgraduate Business Education Programme (PBEP) to assess students' understanding of course materials, critical thinking abilities, and problem-solving skills.	14	3.50	.60	Agree
2.	Case studies which involves analyzing real-world business cases allows students to apply theoretical knowledge to practical situations, evaluate alternatives, and make informed decisions is used by BEL as an assessment technique in PBEP	14	3.25	.44	Agree
3.	Presentations and Reports is required for students to give presentations and write reports on various topics, which assess their communication skills, research abilities, and	14	3.85	.74	Agree

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S/N	Items	N	\bar{X}	SD	DEC
	ability to present complex information effectively are is used by BEL as an assessment techniques in PBEP.				
4.	Group Projects required Collaborative projects, provide opportunities for students to work in teams, develop leadership and teamwork skills, and learn from peers with diverse backgrounds and perspectives is used by BEL as an assessment techniques in PBEP.	14	3.25	.63	Agree
5.	Internships and Practicums deals with Practical work experiences in relevant industries or organizations give students hands-on exposure to real-world business environments, allowing them to apply theoretical concepts and gain valuable insights are used by BEL as an assessment techniques in PBEP.	14	3.25	.71	Agree
6.	Thesis or Dissertation involves Writing a thesis or dissertation allows students to conduct independent research on a specific topic of interest, demonstrating their ability to critically analyses literature, collect and analyses data, and contribute new knowledge to the field is used by BEL as an assessment techniques in PBEP.	14	3.85	.98	Rejected
7.	Peer Evaluation and Feedback involves students providing feedback to their peers on presentations, projects, or group work, promoting self-reflection, collaboration, and constructive criticism are used by BEL as an assessment techniques in PBEP.	14	3.10	.44	Agree
8.	Surveys and Questionnaires involves gathering feedback from students through surveys and questionnaires helps assess the effectiveness of the program, course materials, teaching methods, and overall learning experience are used by BEL as an assessment techniques in PBEP.	14	3.48	.44	Agree
9.	Capstone projects or business simulations provide opportunities for students to integrate and apply knowledge gained throughout the program to solve complex business problems or simulate real-world business scenarios is used by BEL as an assessment techniques in PBEP.	14	2.85	.74	Rejected
10	Performance reviews involve regular performance reviews with faculty advisors or mentors help monitor students' progress, identify strengths and areas for improvement, and provide personalized guidance and support is used by BEL as an assessment techniques in PBEP.	14	3.25	.63	Agree
Grand Mean			3.14	.64	Agree

FINDINGS OF THE STUDY

1. All the categories of resources for PBEP are available both human and material resources in UNN

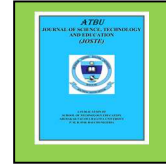
2. The Business Education Lecturers used some of the teaching methods best such as oral presentation, seminar presentation, problems solving and inquiry method

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3. Therefore the BEL use examinations such as quizzes, assignments, and projects, thesis or dissertation and surveys and questionnaires as the highest assessment techniques of Postgraduate Business Education Programme in UNN

DISCUSSION OF FINDINGS

All the categories of resources for PBEP are available both human and material resources in UNN.

Charity's (2018) paper, "An Evaluation of Equipment for the Teaching and Learning of Business Studies in Public Junior Secondary Schools in Enugu State," was supported by this investigation. The purpose of this study is to assess the business studies teaching tools used in public junior secondary schools in the Enugu North local government region. It adopts the survey design. Two research questions and one hypothesis tested at a 0.05 level of significance were used. Eighty-two principals and teachers of business studies made up the population and sample. Data were gathered using a validated questionnaire with coefficients of 0.86 and 0.90. The z-test, mean, and standard deviation were employed in the analysis.

The results demonstrated that most schools lack the business studies equipment necessary for efficient teaching and learning of the subject, or have extremely inadequate supplies. The mean assessments of the respondents about the suitability of the equipment for teaching business subjects are not significantly impacted by gender. The researcher concludes that students will acquire more theoretical knowledge than the practical skills required of them since the equipment that will be used for hands-on experience is not available. Among other things, the state government should provide funding for the provision of business studies supplies to schools, as per the results and conclusion. Some of these tools are necessary for the teaching and learning of business studies, and the Parents Teachers Association should help provide them. The study by Ubolum and Enyekit (2017), who examined the "evaluation of facilities utilized for

the implementation of business education program in tertiary institutions in Rivers State," conflicts with this one.

The study's objective was to assess the tools and resources used at River State's postsecondary educational institutions to carry out business education programs. For this study, an evaluation research design was used. 4,527 male and female business education students in their 1st and final years, from Federal College of Education, Ignatius Ajuru University of Education, and River State University of Science and Technology, Port Harcourt, make up the study's population. For the study, a sample size of 1,358 respondents was employed. The sample size utilized in the study, which is 30% of the target population of male and female business education students selected from the three tertiary institutions in River State, was determined using a stratified simple sampling procedure.

Data for the study were gathered using research instruments known as the Perceived Availability of Equipment and Facilities in Business Education Rating Scale (PAEFBERS) and the Perceived Level of Maintenance Culture of Equipment and Facilities in Business Education Rating Scale (PLMCEFBERS). Using the Cronbach Alpha technique, the trial test dependability of the PAEFBERS and PLMCEFBERS produced reliability coefficient scores of 0.76 and 0.78, respectively.

The research issues were addressed using mean scores, and the hypotheses were tested using t-test statistics. Based on the study's results and findings, it was discovered that the school plants in business education departments do not meet the program's minimum academic standards. As a result, the researchers recommended that all equipment and facilities have maintenance schedules that are carried out for specific periods and that, before making any final decisions, the planning process takes into account the functional features, adequacy, and efficiency that apply to all educational facilities.

This paper describes the work of Olumese (2016), who used a moderate evaluation technique and examined the relationship between the implementation of the secretarial education

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curriculum in South-South Nigerian education colleges and evaluation techniques. The study specifically looked into methods of evaluation and the application of secretarial education curriculum content in a few south-south Nigerian education colleges.

CONCLUSION

In conclusion, the study demonstrates that UNN has the necessary resources, employs diverse teaching methods, utilizes effective evaluation techniques, and achieves satisfactory student performance within the Practice-Based Entrepreneurship Program. These findings affirm the program's overall effectiveness in providing a conducive environment for postgraduate students to develop their entrepreneurial skills and advance academically.

RECOMMENDATIONS

Based on the findings of the study the following are the recommendations of the study

1. Although all the categories of resources for PBEP are available, UNN should employ more strategies for resource development and maintenance for sustainability.
2. The UNN PBEP should employ more teaching methods such as flip classroom, computer-aided instruction, problem-based learning, Competency-Based Learning (CBL) and digital interactive learning approach.
3. The UNN PBEP should involve the use of Computer-Based Tests (CBT) to simplify the process and fast track the collection of results and reduce malpractice and malpractice-related issues to the minimum.

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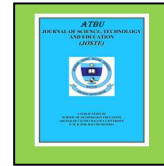
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