

Global Economic Crises and Lecturers Attitude to Online Formative Evaluation: College of Education Billiri in Perspective

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ABSTRACT The study investigated the College of education Billiri lecturers' attitude to online formative evaluation in a global economic three objectives with three corresponding null hypotheses were raised and formulated to guide the study. The research design for this study was survey research design when data collected from the sample were used to describe the entire population, the design considered appropriate because it is used to determine and report the way things are; it involves collection of numerical data to test hypotheses or answer questions about the current status of the subject of study. The population of the study comprised of all lecturers in the college with a total number of (103) from school of education, school of sciences, school of Languages, school of ECCE/PED, school of Arts and social sciences out of which seventy-five (75) are male and twenty-eight (28) are female, stratified sampling technique were used in selecting the sample of eighty (80) lecturers as subjects of study based on provision of research advisor. The instrument for data collection used has a reliability of 0.84. t-test and Analysis of Variance (Anova) was employed in testing the null hypotheses at 0.05 level of significant. The researcher observed that there was no significant difference between the attitude of lecturers towards online formative assessment within the global recession based on gender. Also, there was no significant difference in the attitude of lecturers towards online formative assessment within the global economic recession based on area of specialization (schools). Similarly, there was no significant difference in the attitude of lecturers towards online formative assessment within the global economic recession based on years of experience. Based on the findings, the researcher made recommendations that government should employ functional, quality and effective online formative assessment of learning outcomes in the college by the provision of adequate facilities, provision of power supply or solar, training of lecturers through capacity building workshop on Online assessment and by upward review of lecturers' remuneration.

KEYWORDS: Attitude, Assessment, Online Formative assessment, Global Economic Crises

I. INTRODUCTION

Assessment in Education is an integral part of instruction as it determines whether or not the instructional objectives had been achieved. Assessment refers to the process of investigating the status or standard of a learner's achievement/ attainment or the achievement of a group of learners, where group instruction prevails, with reference to expected objectives (Anikweze, 20014). Assessment as the process of using the results obtained from measurement to take relevant decisions about a programme being assessed. Encyclopaedia (2009) defines educational assessment as the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. these involved a systematic collection of evidence, making judgements and provide feedback to students, parents administrators etc, assessment plays a vital role in education as it helps to measure learning outcome to support students' development and for decision making about progress and placement. According to Black and Williams (2009) sees assessment as all activities that teachers used to help students learn and to measure and evaluates student progress. Cole (2010) explained that assessment is the attempt to determine what student know and what they still need to know using not just test and quizzes but other measures. Efebo (1999) sees educational

assessment as a procedure of assigning value to the learning achieved during end of a course of learning experience, in order to gain knowledge of students' competencies in the area of taught.

Basically Anikweze (2014) distinguished four categories of assessment depending on the purposes of, and the approaches to assessment. these are;

- a) Formative and Summative assessment
- b) Objective and subjective assessment
- c) Referencing (criterion-referenced, norm referenced)
- d) Informal and Formal

Formative assessment is an ongoing assessment, continuous process of gathering and interpreting evidence about students' learning progress during the course of instruction, its primary purpose is to inform and improve teaching and learning process by providing feedback that will guide the process and supports students understanding. Asuru (2015) noted that formative assessment is undertaking periodically while a programme or instructional process is in progress in order to ensure its overall success. It also refers to frequent, interactive assessment of students' progress and understanding of what goes on in instructional process to identify whether instructional objectives are being achieved from both teachers and student perspectives (Ogidi & Udenchukwu, 2019). Formative assessment is crucial at any level of educational system as it determine the extent to which the stated objectives been achieved during the course of instruction, in this regard, to Ogidi, and Udechukwu (2019) associated Formative assessment with the following:

- a) Learning outcomes
- b) Making goals and standards transparent to student
- c) Provides clear assessment criteria
- d) Closes the gap between what students know and desired outcomes
- e) Provide feedback that is comprehensible, actionable and relevant
- f) Provides valuable diagnostic information by generating information data.

Online formative assessment refers to the process of evaluating and providing feedback on students' learning progress during educational programme conducted through digital platforms or tools and aims to monitor students' understanding of concepts, identify areas of improvement, and guide instructional decisions, online test can be designed to assess students' understanding of specific topics and immediate feedback can be provided to students, allowing them to know their mistakes and make corrections, these will engage the students in active learning and help teacher to gauge their comprehension and application of knowledge. Ogidi and Udenchukwu, (2019) opined that online assessment refers to the use of the tools of information and communication technology in measuring the outcomes of teaching and learning, it involves all the machines and equipment invented around the 21st century for easy gathering, processing and transmission of information across the globe and for easy communication between people, this includes e- mail, google meet or google hangout, WhatsApp and any form of using internet etc. When given online assessment the teacher should make sure that the assessment aligns with the learning objectives, are clear, concise and must provide timely feedback.

Attitude as the sum total of an individual positive and negative predisposition or mental state of preparation for action or in response to a social object, event process and others. Attitude is an evaluation of a person's positive and negative predispositions towards an object, being or thing (Kpolovie, Joe and Okoto, 2014). Allen (2004) believes that lecturers with many years of experience have negative attitude towards using online formative assessment in measuring learning outcome of their students, this may be attributed to the fact that they were conservatives and accustomed to the manual method of scoring and Chiweike (2017) believe that there is a significant difference in the use of online formative assessment based on area of specialisation, qualification and years of experience. Cauley and MacMillan (2010) observed that years' experience of lecturing influence attitude of lecturers towards using online formative assessment.

Global economic crises it is a situation where there are crises in a nation's economic activities, other sectors such as education have been affected by the recession throughout the country because of its ripple effect. Study shows that in Allen (2004) most lecturers have negative attitude towards online formative assessment many reasons could be attributed to this ranges from technical issues, epileptic power supply, effect of global economic crises, lack of office space, cheating, inability to design valid instrument which may be inclined to lecturers, students or the system itself. One may be probably the lecturers' attitude towards using online formative assessment to assess their students within the global

economic crises, these lead to the present study to assessed the attitude of lecturers towards using online formative assessment amidst the global economic crises as it affects college of education Billiri Gombe state, Nigeria. The following objectives and corresponding null hypotheses were raised and guided the study:

- To identify the attitude of male and female lecturers towards the use of online assessment in College of Education Billiri.
- To find out the attitude of lecturers towards the use of online assessment within the global economic crises with regards to area of specialization (schools) in College of Education Billiri.
- Compare the attitude of lecturers towards the use of online assessment with regards to years of experience in College of Education Billiri.

II. METHODOLOGY

The research design for this study was survey research design when data collected from the sample were used to describe the entire population. This research design was considered appropriate for this study because it is a design that is used to determine and report the way things are; it involves collection of numerical data to test hypotheses or answer questions about the current status of the subject of study. (Gay; Mills; Airasian. 2009). The population of the study comprised all lecturers in the school of education, school of sciences, school of Early Childhood Care Education/Primary Education, School of Languages and school of Arts and Social Sciences with a total number of (103) Lecturers stratified sampling technique was used in selecting (80) lecturers as subjects of study. The instrument used in the collection of data was adapted from Ogidi, R.C and Udenchukwu, J (2019) titled “Attitude of Lecturers Scale (AOLS), consists of part A which requested bio data of the respondents and Part B requested for information on the lecturers’ attitude towards online formative assessment. The responses patterned along the modified Likert Scale as follows: Strongly Agree (SA) = 4, Agree (A) =3, Disagree (D)=2, and Strongly Disagree (SD) = 1. The reliability of instrument was determined using Cronbach Alpha with coefficient of 0.84 indicating the instrument was quite reliable, the researcher administered the instrument with the help of research assistant which are the school officers. Independent t- test was used in testing hypotheses and one-way Analysis of variance (ANOVA) was used in testing hypotheses at 0.05 level of significance.

Hypotheses

- There is no significant difference between the attitude of male and female lecturers towards the use of online assessment in College of Education Billiri.
- There is no significant difference in the attitude of lecturers towards the use of online assessment within the global economic crises with regards to area of specialization (schools) in College of Education Billiri.
- There is no significant difference in the attitude of lecturers towards the use of online assessment with regards to years of experience in College of Education Billiri.

III. RESULTS AND DISCUSSION

Hypothesis One

There is no significant difference between the attitude of male and female lecturers towards the use of online assessment in College of Education Billiri.

Table 1: T-test Analysis of Male and Female Lecturers towards the use of Online Formative Assessment

Group	N	Mean	S.D	S.E	df	t	sig	Decision
Male	58	51.81	7.01	.920	78	2.22	.384	Accepted
Female	22	56.05	9.01	1.91				

0.05 level of significance

Table 1 indicated the mean ratings of male and female lecturers on their attitude towards the use of online formative assessment in the global economic crises, it was observed that the summary of t-test showed that the attitude of male and female lecturers does not significantly differ. Therefore, the null

hypotheses accepted. The results of this hypothesis reveal that years of experience does not influence the attitudes of lecturers towards online formative assessment during the global economic crises in college of education Billiri.

The findings of hypothesis one presented in Table 1 shows there is no significant difference between the attitude of male and female lecturers towards online formative assessment amidst of economic crises in college of education Billiri Gombe state, This findings is in line with the findings of Coffey (2013) due to the facts that both lecturers either male or female are aware that education process and assessment is flexible and dynamic in nature they believe to adjust to any circumstances found themselves by so they are acquiring the necessary knowledge and skills for using online formative assessment in measuring learning outcomes. This is in line with the present study Lecturers have the skills but they're financial incapable to maximize the use of online formative assessment during economic crises so they preferred the traditional form of assessment

Hypothesis Two

There is no significant difference in the attitude of lecturers towards the use of online assessment within the global economic crises with regards to area of specialization (schools) in College of Education Billiri.

Table 2: Anova Analysis of Lecturers' Attitude Towards the use of Online Formative Assessment in Respect to Area of Specialization.

Source	sum of square	df	Mean square	F	Sig	Decision
Between Group	647.57	4	161.89	2.93	0.26	Accepted
Within Group	4142.39	75	55.232			
Total	4789.95	79				

0.05 level of significance

The results of this hypothesis revealed that the attitude of lecturers towards online formative assessment in the global economic crises does not differ significantly based on schools in college of education Billiri (area of specialisation). Area of specialization doesn't influence the attitude. The findings of hypothesis two presented in Table 2 indicated the attitude of lecturers towards online formative assessment doesn't significantly differ based on (schools) area of specialization. This reveals that different categories of lecturer are negatively disposed to the use of online formative assessment the findings agrees with the findings of Allen (2004) who observed that most lecturers have negative attitude towards online formative assessment, this may be due to the lack of providing various online platform that will increase awareness and using these facilities in assessment, and contradicted the findings of Chikwe (2008) that shows a difference in the attitude of lecturers towards online formative assessment based of specialisation. This contradicted the findings of the present study as area of specialization does not influence the attitudes of lecturers towards using online assessment during economic crises in C. O. E. Billiri

Hypotheses Three

There is no significant difference in the attitude of lecturers towards the use of online assessment with regards to years of experience in College of Education Billiri.

Table 3: Anova Analysis of Lecturers' Attitude Towards the use of Online Formative Assessment in Respect to Experience.

Source	Sum of square	df	Mean square	F	Sig	Decision
Between Group	395.52	2	197.76	3.465	0.36	Accepted
Within Group	4394.43	77	57.07			
Total	4789.95	79				

0.05 level of significance

The findings of hypothesis three as presented in Table 3 revealed that the attitude of lecturers towards online formative assessment does not differ based on years of experience, this due to the fact that years of experience doesn't influences lecturers' attitudes towards online formative assessment during

economic crises as, teacher with many years of experience are conservative they maintained the traditional method of assessing their student in college of education Billiri amidst of the global economic crises. This finding contradicted with Cauley and McMillan (2010) that teaching years of experience doesn't influence their attitude towards online formative assessment in the global economic crises.

IV. CONCLUSION

Conclusively online formative assessment is vital and crucial in assessing learning outcomes due to the technological advancement as it eases assessment processes and help in validity and reliability of the assessment, it should be encouraging among lecturers in colleges to the right attitude towards using it in their assessment for a valid, reliable and usable assessment. Based on the above findings, the following recommendations were made:

- a) There is need for awareness and regular workshop should be organised on using online formative assessment
- b) Adequate Information and Communication Technology (ICT) facilities should be made available, functional, accessible and utilised by the lecturers.
- c) Government should ensure that teachers' salaries and allowances are adequately paid.

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