
Ethical Re-Orientation in Educational Assessment and Research: Implication for Educational Evaluation

Vincent OBOWU-ADUTCHAY

Department of Educational Psychology, Guidance and Counselling
Ignatius Ajuru University of Education, Nigeria.
chrisbeloutreach@yahoo.com

Reginald P. I. UKWUIJE

Department of Educational Psychology, Guidance and Counselling
University of Port Harcourt, Nigeria.

Abstract

The study examined critically ethical re-orientation in educational assessment and research. It adopted descriptive survey research design. The population was made up of all lecturers in the faculty of education in the three (3) higher institutions in the state. A sample of five hundred (500) lecturers in the faculty of education which were made up of 290 males and 210 females, which were selected based on gender and location. The instrument was titled Ethical Re-orientation Development for Assessment and Research scale (ERDP). The instrument was validated by three (3) experts from the area of measurement and evaluation face and content validities were point emphasis. The reliability of the instrument was determined by the use of Cronbach alpha and it produced an index of .75 which was deemed ideal for the study. Content analysis was adopted in the analysis of research question while independent t-test was employed to test the hypotheses at 0.05 level of significance. The results revealed that in the two hypotheses showed no significance differences existed among them, based on gender and location. It was recommended that among others that periodic orientation should be carried out in areas of assessment and research.

Keywords: Ethical, Re-Orientation, Educational Assessment, Research, Implication, Educational Evaluation.

INTRODUCTION

The world of assessment and research is bartered with lots of inconsistencies, in most cases, it is difficult to accept assessment data and research outcomes without contravallation with cases where errors are dictated, the researcher is often reluctant to ameliorate such situation with a view to curbing the deficiency.

It is even worse, where financial remuneration is attached. The concept of ethics is jettisoned. What does ethics stands for? It is merely norms for conducts that distinguish between acceptable and unacceptable behaviour. Furthermore, ethics may also be meant as method, procedure or perspective for deciding how to act and for analyzing complex problems and issues. Resnik (2015) however stated that ethics simply implies norms and societal generality accepted standard of doing things for the benefit of the specific designated group

It is ethics that provides the norms that must be carried out at all times. What is worth doing must be done well, no matter the challenges. A critical look at ethics in educational

assessment and research suggest that, the conventional ethics are far from being achieved presently. The more efforts are made towards achieving these, the more lots of variables are there to frustrate such attempt. This continues unabated. Offer and Dicmson (2013) opined that education in this global age is meant to produce individuals who can articulate, have a better understanding of their values, the need for good mentoring and encouragement through assessment and research.

The caption of this project is very apt, scholars have abandoned the real ethics in assessment and research to become arm chair researchers and investigators. This practice have brought no good dividend to the educational industry. Just as we have in special education, habilitation means a systematic training process meant for persons with congenital or developmental disabilities, to acquire skills and competencies that will make them like a normal or near normal being (Ugho, 2017). A converse trend of this habilitation is rehabilitation, according to Brutting (2007) refers to any process, procedure or programme that enables a disabled person to function at a more independent and personally satisfying level. A retraining due to handicap situation. This implies that those who may have lost grip of ethical re-orientation in educational assessment and research. The rational for sticking strictly to the ethical norms in assessment and research is because, it encourages genuine and a progressive outcome, prohibits fabrication, i.e. falsifying research data outcomes, ensures honesty and reduction of errors. Ethical standards promotes good aspects of ethics which includes trust, accountability and mutual respect. Others, according to Resnik (2015) include guidelines for authorship, rules in peer review, building support for research outcomes. Funding it if only trust and confidence can be guaranteed. Others include honesty, objectivity, integrity, carefulness, openness, respect for intellectual property, confidential, responsible publication. Responsible monitoring, respect for colleagues, and nondiscrimination (Shamoo & Resnik, 2015).

The rational for outlining these factors is to enable researchers go through them and imbibe them in their daily practices so as to achieve the theme of this task. Ethical re-orientation in educational assessment and research assessment as it were. Estaji (2011) and Akinsulu (2010) avers that variety of ways of collecting information on a learners language ability or achievement. To him, assessment is undergoing a paradigm shift from psychometric to a broader model of educational assessment, from a testing and examination culture to an assessment culture. Assessment has left the old order of traditional model of assessment theory and psychometric model. The scientific revolution occurs when the old paradigm is unable to deal with an outstanding problem (Kuhn in Estaji, 2011).

In the light of the above, ethical re-orientation becomes unequivocal and imperative in ensuring reliable and authentic educational assessment and research practices. Therefore, the purpose of this study is to rediscover the ethical re-orientation in educational assessment and research.

The purpose of this study is to identify, perceived factors in assessment and research ethics which includes (i) honesty (ii) objectivity (iii) integrity (iv) carefulness (v) openness (vi) confidentiality (vii) responsible publication and (viii) responsible mentoring. Resnik (2015) is of the view that multiple measures of assessment, application of fairness, equality, avoidance of impromptu assessment, avoid cultural bias. It is sad to note that there is yet any ideal and systematic model that could transform assessors and researchers into upholding the tenets of educational assessment and researches taking ethical re-orientation into cognizance. This study unequivocally answered the following research questions and tested the following hypotheses in the process of achieving the objectives of the study.

Research Questions

- How do these concepts constitute perceived factors in ethical re-orientation in assessment and research?
- How can ethical re-orientation be established in assessment in view of the short falls?

Hypotheses

- Concepts that constitute perceived factors in ethical re-orientation does not significantly depend on gender (male/female).
- Establishment of ethical re-orientation does not significantly depend on location (urban/rural).

METHODOLOGY

Descriptive survey design model was employed. The population for the study was made up of lecturers in faculty of education, the tertiary institutions in Rivers State. Random sampling method was employed to obtain the sample size of five hundred (500). The instrument used for data collection was titled “Re-Orientation development for assessment and research scale” (RDARS). The instrument was self-developed and was validated by using three (3) experts in the area of measurement and evaluation with emphasis on the face and content validities, internal consistency of the instrument was ascertained by using Cronbach alpha statistics and it produced an index of .75, which was deemed ideal for the study. The data was collected by administering the instrument, mean and standard deviation were employed to answer the research question while t-test was used to test the hypotheses (Asuru, 2015).

RESULT

Table 1: Mean and standard deviation scores of tertiary institutions lecturers in assessment and research ethics

S/N	Description of Items	N	X̄	SD	Criterion X	Decision
1	As an ethical requirement, it is essential for an assessor and researcher to be honest in dealing with data	500	2.9	1.68	2.5	Accept
2	Objectivity in any assessment endeavor is indispensable by virtue of ethics	500	3.5	2.8	2.5	Accept
3	Undertaking assessment and research requires a wide range of confidentiality	500	3.3	1.6	2.5	Accept
4	Integrity in assessment and research is very crucial as it guarantees stability	500	3.4	1.7	2.5	Accept
5	Effective mentoring in assessment and research is an indispensable act in ethics	500	3.3	1.8	2.5	Accept
6	Openness in assessment and research is a pre-requisite in ethical consideration	500	2.8	1.7	2.3	Accept
7	Multiple measures of assessment in research is part of ethical consideration	500	3.7	2.6	2.5	Accept
8	Disrespect for intellectual properties in assessment and research constitutes part of ethics	500	2.4	0.94	2.5	Reject
9	A carefree attitude in assessment and research maybe considered a good ethics	500	2.2	1.4	2.5	Reject
10	Ethics in assessment and research does not accept fairness	500	2.3	0.8	2.5	Reject
11	As an ethical practice, assessment and research must contain some levels of equity	500	2.8	2.6	2.5	Accept
12	Ethical principles discourages impromptu assessment and research outcomes	500	3.6	2.6	2.5	Accept
13	Cultural bias cannot be avoided in assessment and research	500	2.7	2.8	2.5	Accept

Table 1 is an outlay of the respondents view towards lecturers in tertiary institutions in Re-Orientation in ethical educational assessment and research. The instrument had thirteen (13) items in all, three (3) items had their means below the criteria mark which is 2.5 the items are 8, 9 and 10 thus they were all rejected, the remaining ten (10) items were accepted because their means exceeded the criterion mark of 2.5 the numbers are 1,2,3,4,5,6,7,11,12 and 13. With these results, it implies that the respondents being those that their daily operations hinges on research and assessment that their opinions has to be taken seriously. This instrument answered research questions 1 and 2 since they are similar, and there outcome touched on the two research questions.

Table 2: T-test analysis of ethical re-orientation in educational assessment and research

Variables	N	\bar{X}	Df	Cal-val	t-val	Remark
Male	290	69.00		1.60	1.96	Not significant
Female	210	62.00	498			

From table 2 above, the results shows that ethical re-orientation in education assessment and research. From the table, male has a total number 290, with a mean of 69.00 while the female had 210 respondents and a mean of 62.00. It had a calculated value of 160 is lesser than the table value of 1.96 that means the result is not significant. This implies that there is no significant difference in the ethical re-orientation in educational assessment and research hence, the null hypothesis is accepted. The no difference might be as a result of male and female accepting most of the items as good and acceptable. The few that were rejected could not constitute any significant difference. This result is in line with the findings of Adogoji, who found out that gender does not show any different in ethical re-orientation in education assessment and research.

Ho₂: Establishment of ethical re-orientation does not significantly depend on the location (urban & rural).

Table 3: t-test analysis of location (urban & rural) of establishment of ethical re-orientation in education assessment and research

Variables	N	\bar{X}	Df	Cal-Val	t-Val	Remark
Urban	280	75		1.55	1.96	Not significant
Rural	220	68	498			

Table 2: Shows that ethical re-orientation in educational assessment and research between urban and rural dwellers. The outcome shows that the calculated value (1.55) is lesser than value of (1.96). Therefore, the null hypothesis is accepted. This implies that there is no significance difference in the views of urban and rural dwellers. The even stand recorded was as a result of the respondents seeing the contents of the instrument on similar standing. This result is in line with the findings of Ideromi (2010), who averred that residence does not make any defense when it comes to ethical examining in a particular phenomenon.

CONCLUSION

From the findings of the study, the researcher come to the conclusion that of the thirteen (13) items on instrument, ten (10) were accepted and only three (3) was rejected. When the issue of gender was considered, it was discovered that the differences that existed were

insignificant. Again, when residence was also considered it also did not produce any significance difference. In essence, gender and residence (urban and rural) results did not produce significant difference in all cases.

Implication for Educational Evaluation

Ideally, educational evaluation is about taking decisions that could be positive or negative that affects the educational sector. Educational evaluation creates a standard platform for looking at any educational challenge. For a case like this, ethical re-orientation in educational assessment and research. This type of case requires that the researcher takes a critical look at the ethical re-orientation of educational assessment and research with a view at making a clear decision that would be virile, why re-orientation? Certain things must have gone wrong in the process of time, hence, the need for re-orientation when these factors must have been identified and the new orientation property ameliorated assessment and research would come to a nice standing. That is what evaluation stands for.

Recommendation

Relying on the findings of the following, the researcher made the following recommendations:

- Periodic orientations should be carried out in areas of assessment and research;
- Handbills should be prepared where the code-of conducting assessment research would be itemized and given out free of charge;
- Head of institutions should endeavor to buy air time from-electronic media and feature the best form of carrying out assessment and researches;
- Tertiary institutions should draw up a programme where by faculties and departments should on or regular note engage its members in talk shops, conferences and happy hour;
- Emphasis should be on assessment and research; and Assessment and research resource centres should be opened in all schools/faculties of education, college of education and universities to regularly engage its academic staff in the right form of assessment and research.

REFERENCES

- Akinsulu, A. D. (2010). Teachers and students' academic performance in Nigerian secondary schools: Implication for planning. *Florida Journal of Educational Administration and Policy*, 3(2) 86-103.
- Asuru, V. A. (2015). *Measurement and evaluation in education and psychology*. Port Harcourt: Pearl Publishers .
- Estaji, E. A. (2010). Coverage of affective and affective and psychomotor objective by lesson plan of secondary school teachers in Ondo state. *Nigerian Journal of Educational Research and Evaluation*, 9(1), 101-112.
- Ideromi (2005). *Social Science research, conception methodology and analysis*. Makerere: Kampala University Press.
- Mkpea, S. G., & Obowu-Adutchay, V. (2017). Scholl-based assessment, benefit and teachers' perception in Nigerian secondary schools. *International Journal of educational and Evaluation*, 3(2), 19-29.

Obowu-Adutchay, V., Roland, S. Ogiri & S. G. Mkpae (2016). Opinion of Stakeholders on the Implementation of school based assessment in Port Harcourt: Implication for Evaluation. *Journal of the Association of Educational Researchers and evaluators of Nigeria (ASSEREN)* 1(11)171-178.