COVER PAGE

APPLICATION OF STUFFLEBEAM'S MODEL IN ASSESSING SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN ECONOMICS IN ENUGU STATE.

BY

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SEPTEMBER, 2026

TITLE PAGE

APPLICATION OF STUFFLEBEAM'S MODEL IN ASSESSING SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN ECONOMICS IN ENUGU STATE.

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GOU/P24/MED/MEV/003

DISSERTATION PRESENTED TO DEPARTMENT OF SCIENCE AND COMPUTER EDUCATION, FACULTY OF EDUCATION
GODFERY OKOYE UNIVERSITY, UGWUOMU-NIKE, ENUGU

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER'S IN EDUCATION (M.Ed) DEGREE IN EDUCATIONAL MEASUREMENT AND EVALUATION

APPROVAL

THIS DISSERTATION HAS BEEN APPROVED FORTHE DEPARTMENT OF SCIENCE AND COMPUTER EDUCATION, FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY,ENUGU.

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I, **OGWUDILE, CHINENYE LINDA**, a postgraduate Student in the Department of Science and Computer Education with Reg.No.**GOU/P24/MED/MEV/003** has satisfactorily completed the requirements for course and research work for Master's Degree in Educational Measurement and Evaluation. The work embodied in this dissertation is original and has not been submitted in part or full for any other Degree of this University or any other University.

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OGWUDILE, CHINENYE LINDA **DATE**

DEDICATION

This dissertation is dedicated to the researcher's late father, Mr. Ogwudile Charles, whose deep passion for education and unwavering belief in its power to transform lives inspired the researcher throughout the course of this research.

ACKNOWLEDGEMENTS

The researcher sincerely appreciates the invaluable contributions of Professor Casmir N. Ebuoh, whose exceptional supervision, constructive criticisms, encouragement, and unwavering support greatly enhanced the quality of this work despite his demanding schedule. May the Almighty God richly bless and reward him.

Special appreciation goes to the Head of Department, Science and Computer Education, Dr. V. C. Ude, for her guidance, encouragement, and support throughout this research. The researcher also sincerely appreciates the Dean of the Faculty, Rev. Br. Prof. Ekene Osuji, for his fatherly leadership, encouragement, and unwavering commitment to academic excellence, which created a conducive environment for the successful completion of this study.

The researcher is equally grateful to Dr. Daniel Omachi, Dr. Mark Ugwoke, and all the lecturers and non-academic staff of the Department of Science and Computer Education for their invaluable advice, encouragement, guidance, and support throughout the course of this research. The researcher particularly appreciates Dr. Modesta C. Iduma, and Dr. Christiana EberechukwuOriaku for painstakingly validating the research instrument and making valuable corrections that greatly improved the quality of this study.

The researcher deeply appreciates Rev. Sr. Dr. Agatha Kunuba, whose introduction of Stufflebeam's CIPP Model provided the intellectual foundation and inspiration for this research. Her guidance and scholarly influence played a significant role in shaping the direction of this study.

Heartfelt gratitude is extended to the researcher's beloved mother, Mrs. Ogwudile Grace, for her unceasing prayers, sacrifices, love, and moral support, which remained a constant source of strength throughout this academic journey. The researcher also appreciates the researcher's

son, Ozonweke Emmanuel, whose presence and inspiration served as a continual motivation to persevere and complete this work successfully. Finally, the researcher is sincerely grateful to all friends and well-wishers, especially Vitalis Iloanwusi, for his encouragement, support, and invaluable contributions toward the successful completion of this research.

The researcher expresses profound gratitude to El-Roi the God that sees all for His abundant grace, wisdom, strength, protection, and faithfulness throughout the course of this study. Without His divine guidance, the successful completion of this research would not have been possible.

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ABSTRACT

This study investigated the application of Stufflebeam's Context, Input, Process and Product (CIPP) evaluation model in assessing secondary school students' academic performance in Economics in Enugu State. The study was guided by four specific purposes, four research questions and four null hypotheses. Specifically, it determined the extent to which Economics teachers apply Context, Input, Process and Product evaluations and examined differences between teachers in urban and rural public secondary schools. A cross-sectional descriptive survey research design was adopted. The study was conducted across the six education zones of Enugu State, with a population of 279 Economics teachers. The entire population was studied because it was manageable. Data were collected using a researcher-developed Questionnaire on the Application of Stufflebeam's Model in Assessing Students' Performance (QASMASP), which was face-validated by three experts and yielded an overall Cronbach's alpha reliability coefficient of 0.81. Mean and standard deviation were used to answer the research questions, while independent-samples t-test was used to test the hypotheses at the 0.05 level of significance. The findings revealed that Context and Process evaluations were applied to a low extent, Input evaluation to a high extent, and Product evaluation to a very high extent. No significant differences existed between urban and rural teachers in the application of Context, Process and Product evaluations. However, a significant difference existed in Input evaluation in favour of urban teachers. The study concluded that the CIPP model is not holistically applied, with greater emphasis placed on Product evaluation than Context and Process evaluations. It recommended regular teacher training on CIPP application, equitable distribution of instructional resources, and greater integration of formative assessment practices to improve students' academic performance in Economics.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is a foundational requirement for societal advancement and transformation. It is not merely a mechanism for enlightenment but a primary instrument for social change and economic development. According to Adeyemi (2024), in a developing economy such as Nigeria, the classroom is not simply a place of rote learning; it is where future managers of the nation's wealth are formed. Consequently, the quality of instruction is a matter of national importance. The educational system must therefore be understood as a dynamic system that requires continuous nurturing and evaluation to meet the changing demands of the twenty-first century (Eze, 2022).

The problem this study addresses is the persistent decline in academic performance in Economics among secondary school students in Enugu State. This decline has been linked to a limited and largely summative evaluation process within the educational system. The study examines the extent to which Economics teachers apply the Context, Input, Process, and Product (CIPP) evaluation model, and whether significant differences exist between urban and rural schools in this application.

Historically, the Nigerian educational system experienced significant transformation after the 1967–1970 Civil War. This period prompted policies aimed at reconstruction, national unity, and integration. It introduced the Universal Primary Education (UPE) scheme and later the six-three-three-four system, which were designed to address educational disparities and infrastructure collapse (Okeke & Nnamdi, 2024). Economics was introduced relatively late into

the Nigerian secondary school curriculum, appearing in the West African School Certificate Examination in 1966 and 1967 (Eze, 2022). The subject aimed to equip students with basic economic principles, enable rational financial decisions, promote economic values, and provide a practical understanding of societal economic problems (Eze, 2022). Because of its relevance to daily life and its foundational role in professions such as banking and accountancy, enrollment in Economics increased rapidly. Within the Nigerian secondary school curriculum, Economics occupies a strategic position because it provides intellectual tools for understanding market forces (Obi & Nwachukwu, 2023).

Despite its importance, the teaching, learning, and assessment of Economics have often been scrutinized, particularly regarding how educational objectives are evaluated to determine student success. According to Ezeki (2021), the issue is not only the content delivered but also how educational objectives are assessed. In Nigerian educational assessment, evaluation is frequently misunderstood as the administration of high-stakes tests or the assignment of grades at the end of a term (Chigozie, 2025). This perspective reduces learning to numerical data and ignores the complex factors that shape students' academic experiences (Yul, 2024). True evaluation is a systematic process of determining the extent to which instructional objectives are achieved while understanding the factors that contribute to specific outcomes (Adewale & Tunde, 2023). When a student fails, it reflects a breakdown in a chain of interactions rather than simply a lack of effort or intelligence (Nwosu, 2020). Educational researchers have therefore argued that improving academic performance requires moving beyond summative judgments toward a more holistic approach that considers the entire educational environment (Ibrahim, 2022).

Among the various evaluation models available, the Context, Input, Process, and Product (CIPP) model stands out as a comprehensive framework. Stufflebeam (2003) developed the model to address the limitations of traditional evaluation methods that focused excessively on outcomes while neglecting the systemic factors that produce those outcomes. The model offers a systematic approach for educational systems seeking improvement (Zhang et al., 2021). The CIPP framework has been recognized as one of the most widely used and systematic approaches for assessing educational programs holistically (Aristya, 2026; Sohilait et al., 2026). It operates on the premise that evaluation is a continuous process of delineating, obtaining, and providing useful information for judging decision alternatives, thereby making evaluation a diagnostic rather than merely retrospective exercise (Bello, 2021). The model encompasses context, input, process, and product aspects, providing a comprehensive framework for evaluating educational effectiveness across disciplines (Febrino & Iskandi, 2026).

The CIPP model is anchored on four variables—Context, Input, Process, and Product—which provide a structured lens for understanding students' academic performance in Economics (Kalu, 2019). The model helps educators look beyond final grades and view performance as the result of interacting systemic forces, including the school climate and the availability of instructional materials (Ogunyemi, 2020). Recent scholarship emphasizes that declining academic standards in southeastern Nigeria cannot be addressed by focusing only on student scores; they require examination of these four foundational dimensions. The CIPP model provides a framework for evaluating educational quality by integrating multiple dimensions of program effectiveness, making it suitable for assessing the complex dynamics of secondary education (Zahro, 2026).

Context evaluation, the first component, assesses the needs, problems, and opportunities within the educational environment (Nwosu, 2020). It asks what needs to be done to improve the existing situation for students in a specific community. In Economics education in Enugu State, context evaluation involves analyzing students' socio-economic backgrounds, since conditions such as hunger or financial hardship can affect readiness to learn. Ibrahim (2022) found that the context in which learning occurs correlates strongly with student retention of economic concepts. When the educational context includes frequent strikes, administrative rigidity, and inadequate basic amenities, students' psychological readiness to engage with complex subjects is compromised (Adeola, 2020). Determining academic performance therefore requires an initial assessment of the environment to define relevant objectives and address unmet needs. From the CIPP perspective, context evaluation examines the educational environment to identify needs and opportunities for improvement (Saputra, 2026).

Input evaluation focuses on the resources available and the strategies required to achieve set objectives (Okoro, 2022). It addresses how curriculum goals can be met using available means provided by government and communities (Uche, 2023). This includes the quality of teachers, the availability of current Economics textbooks, and technological infrastructure. The availability of quality instructional inputs accounts for substantial variance in student performance (Uche, 2023). Schools with adequate libraries and qualified Economics teachers tend to record higher pass rates in external examinations (Adeyemi, 2024). However, findings from Enugu urban schools indicate that even when inputs are available, they may be underutilized because of administrative bottlenecks (Bello, 2021). In their systematic literature review, Wulan et al. (2026) found that the CIPP model has been widely applied to examine input factors such as teacher qualifications, instructional materials, and infrastructural resources.

Process evaluation monitors the implementation of the educational plan in the classroom (Yul, 2024). It examines the teacher–student relationship, teaching methods, and the quality of interaction between teachers and students (Adewale & Tunde, 2023). This is often where the Nigerian educational system experiences difficulty: teachers may possess the necessary qualifications but lack the pedagogical skills to convey content effectively. Process evaluation provides real-time adjustments and helps educators remain on track (Nweke, 2024). It allows students who are falling behind in complex topics such as national income to be identified and remediated before final examinations (Ezeki, 2021). Formative process evaluation, including regular tests, quizzes, and interactive debates on local economic issues, can improve cognitive retention compared with reliance on the lecture method alone (Chigozie, 2025). According to Jasrio et al. (2026), the CIPP model was developed in response to evaluation methods that measured outcomes without examining the implementation processes that lead to educational effectiveness.

Product evaluation assesses outcomes and interprets results to determine whether investment in human and material resources was worthwhile (Stufflebeam, 2003). Traditionally, this includes final academic results in high-stakes assessments such as the West African Senior School Certificate Examination (WASSCE). However, the CIPP model can also account for lifelong skills and the ability to apply knowledge. It asks whether a student has acquired only definitions or can apply concepts such as inflation to a changing economy (Obi & Nwachukwu, 2023). Overdependence on summative testing in Enugu State produces retrospective reports of failure rather than diagnostic information for systemic improvement (Chigozie, 2025). True product evaluation connects outcomes directly to context, input, and process, identifying not only that a student failed but also why the system failed to produce the desired result (Mba,

2021). This systemic perspective enables schools to identify where failure occurred and take meaningful steps toward improvement. Ningrum and Anisykurillah (2026) found that the CIPP model offers a useful analytical tool for assessing program outcomes while linking them to contextual, input, and process factors.

The urban–rural comparison is integral to this study because it allows for examination of whether the application of CIPP components varies between these two educational environments. Such evidence can inform equitable resource allocation and targeted policy interventions. Urbanization is generally defined by high population density and high levels of commercialization, administration, and infrastructure (Fu et al., 2026). Rural areas are usually defined as low-density areas, geographically distant, with limited availability of social services and industrial sectors (Ibourk & El Aynaoui, 2026). In Nigeria, the urban–rural dichotomy is often used in educational research to uncover differences in resource allocation, teacher deployment, and environmental factors (Shoaib & Ullah, 2026). However, whether such disparities exist in Enugu State, and in what form, requires empirical investigation.

Enugu State has six education zones: Enugu, Udi, Awgu, Agbani, Nsukka, and Obollo-Afor. These zones include schools in the state capital and adjoining metropolitan areas, designated as urban, as well as schools in remote rural communities. Urban schools may have better access to qualified teachers, current textbooks, and technological infrastructure because they are located near government and commercial centers. Rural schools may possess unique strengths, including strong community–school ties and more disciplined students (Okoro, 2022). In some Nigerian states, Bello (2021) found that rural schools sometimes performed better than urban schools because students faced fewer distractions and teacher absenteeism was lower.

Thus, the actual condition of input and context variables in Enugu State remains an empirical question for this study.

The socio-economic characteristics of students also differ across these geographical divisions. Urban students may be exposed to commercial activities, banking systems, and market fluctuations that can enhance practical understanding of economic concepts (Uche, 2023). However, urban students may also face challenges such as high living costs, peer pressure, and exposure to social vices that can affect academic concentration (Chen, 2026). Rural students may have fewer distractions but may lack access to additional learning resources or internet facilities for research (Mtizwa, 2026). Mark and Megbele (2026) indicated that urban–rural status may not be the most direct predictor of academic achievement in Delta State; school-based factors such as teacher quality and teaching methods also matter. This finding highlights the need for a model-based and systematic approach to evaluating context, input, process, and product variables.

The urban–rural dimension is also relevant to process and product evaluation. Urban teachers may have greater access to pedagogical workshops organized by the Ministry of Education, which can influence classroom practice (Adewale & Tunde, 2023). Rural teachers may work in relative isolation, sometimes using innovative local teaching approaches but sometimes lacking external feedback for improvement (Ezeki, 2021). These possibilities, however, require data from Enugu State. The CIPP model is designed to uncover such nuances within specific contexts (Zhang et al., 2021). Therefore, urban and rural teachers were selected as respondents in this study so that statistical differences in the application of context, input, process, and product evaluation can be objectively determined. The results will either support or challenge assumptions about urban–rural differences and provide evidence for equitable educational policy-making in Enugu State. In Northern Nigeria, researchers have applied

Systems Theory and CIPP to explain educational decline and found that high-quality structural inputs were rendered ineffective by failures in the human process component (Udoh, 2020). Ogunyemi (2020) found that teacher qualification as an input predictor of performance in Lagos had a strong positive relationship with student outcomes, reinforcing the importance of human capital in the classroom.

Despite these contributions, many studies examine these variables separately rather than as an integrated whole. Adeyemi (2024) noted that this gap in the literature is significant for policy-making. Existing literature lacks studies that combine the four essential factors of Context, Input, Process, and Product within a single narrative to evaluate how they collectively affect students' academic achievement in Economics. Moreover, no study has explored the application of these CIPP components specifically to Economics students in Enugu State, and few studies have systematically compared urban and rural teachers' perceptions of the application of these components. Addressing this gap is therefore both an empirical and policy imperative for improving Economics education in Enugu State.

Statement of the Problem

The academic performance of senior secondary school students in Enugu State is a serious concern for stakeholders, parents, educators, and government. The underlying dynamics of this educational crisis may be rooted in the flawed, limited, and largely summative evaluation process that currently characterizes the system. In many schools, learning has been reduced to preparation for final examinations.

In most secondary schools in Enugu, evaluation has become a terminal exercise conducted at the end of the term. This approach does not reveal students' learning difficulties, which often remain hidden during teaching, nor does it address the inadequacy of teaching tools. It has historically led to poor decisions about students' progress because teachers lack time to diagnose systemic and environmental failures that hinder learning. Problems such as the neglect of formative assessment, overemphasis on summative assessment, and disregard for contextual and input factors contribute significantly to poor academic performance in Enugu State. These limitations mean that students are evaluated without understanding the causes of their success or failure and without clear guidance for improvement.

Reports from the Chief Examiner of the West African Examination Council (WAEC, 2023) consistently show poor academic performance. The report highlighted that students in Enugu State had a shallow understanding of basic economic concepts. More importantly, examiners attributed this failure not only to student apathy but also to inadequacies in the teaching process. The WAEC report for 2024 revealed a continued decline, particularly in quantitative and analytical aspects of Economics (WAEC, 2024). The government blamed the mass failure on a lack of teaching materials and teachers' inability to explain complex, changing graphs. The West African Examinations Council (WAEC, 2025) stated that current assessment practices fail to identify students at risk of failing final examinations. This decline was reflected in a 12% drop in distinction grades compared with the national average, leaving many students without university admission. Preliminary data for recent years suggest that this downward trend continues, making it urgent to improve existing assessment tools.

The issue is not only that students are failing Economics but that the system lacks the diagnostic capacity to understand the causes of low performance and to intervene early. The

comprehensive implementation of Stufflebeam's Context, Input, Process, and Product model may provide a more effective and systematic approach to evaluating academic performance. Such an approach can help break the cycle of continuous failure in Economics in Enugu State.

Purpose of the Study

The main purpose of this study is to find out the application of Stufflebeam's model in assessing secondary school students' academic performance in Economics in Enugu State.In specific terms, the study was designed to find out the extent:

1. context evaluation is applied in assessing students' academic performance in Economics in secondary schools in Enugu State.
2. input evaluation is applied in assessing students' academic performance in Economics in secondary schools in Enugu State.
3. process evaluation is applied in assessing students' academic performance in Economics in secondary schools in Enugu State.
4. product evaluation is applied in assessing students' academic performance in Economics in secondary schools in Enugu State.

Research Questions

To guide the investigation, four research questions were formulated.

1. To what extent is context evaluation applied in assessing students' academic performance in Economics in secondary schools in Enugu State?
2. To what extent is input evaluation applied in assessing students' academic performance in Economics in secondary schools in Enugu State?
3. To what extent is process evaluation applied in assessing students' academic performance in Economics in secondary schools in Enugu State?

4. To what extent is product evaluation applied in assessing students' academic performance in Economics in secondary schools in Enugu State?

Hypotheses

In line with the research questions, the following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean scores of urban and rural Economics teachers regarding the extent to which they apply Context evaluation in secondary schools in Enugu State.
2. There is no significant difference in the mean scores of urban and rural Economics teachers regarding the extent to which they apply Input evaluation in the teaching of Economics in Enugu State.
3. There is no significant difference in the mean scores of urban and rural Economics teachers regarding the extent to which they apply Process evaluation during instructional delivery in Enugu State.
4. There is no significant difference in the mean scores of urban and rural Economics teachers regarding the extent to which they apply Product evaluation in assessing educational outcomes in Enugu State.

Scope of the Study

The study is restricted to content, geographical and level scope as described below to maintain focus and ensure meaningful conclusions.

The content scope of this study focused strictly and exclusively on the application of Stufflebeam's model in assessing secondary school students' academic performance in Economics. Specifically, it limited its investigation to the intricate interplay of the four core

variables: Context, Input, Process, and Product, in thoroughly evaluating the academic performance in Economics. It included the assessment of students' foundational skills and environmental factors (Context); instructional resources, teacher qualifications, and technological infrastructure (Input); the monitoring of teaching methods, classroom interactions, and formative assessment practices (Process); and the measurement of learning outcomes, including cognitive, affective, and psychomotor domains (Product). This focused content scope was justified because it allowed the researcher to conduct an in-depth analysis of each component of the CIPP model rather than providing a superficial overview of multiple evaluation models. By concentrating on Stufflebeam's framework, the study was able to generate comprehensive and actionable insights into how each evaluation dimension contributes to or detracts from student academic performance in Economics.

Geographically, this study is restricted to Enugu State, deliberately covering the diverse public secondary schools situated within the six official education zones of Enugu State. By covering all six zones Enugu, Udi, Agbani, Awgu, Nsukka, and Obollo-Afor the study guarantees a rich, representative blend of urban and rural educational contexts, ensuring the findings reflect the true reality of the entire state. The choice of Enugu State was justified because it represents a typical, highly representative educational environment within the broader context of South-East Nigeria. Enugu State presents a diverse educational landscape encompassing both urban and rural schools, with significant disparities in resource allocation, teacher deployment, and infrastructure. Additionally, official reports from WAEC have consistently documented declining performance in Economics among students in Enugu State, making it an appropriate location for investigating the application of evaluation models to address this crisis. The inclusion of all six education zones was justified to ensure that the

findings would be generalizable across the state and would capture the full spectrum of urban-rural differences that might influence the application of the CIPP model.

The level scope was restricted to senior secondary school teachers teaching Economics in government secondary schools in Enugu State. The choice of senior secondary school teachers is based on the fact that Economics as a subject is not offered at the junior secondary schools. This level scope was justified because senior secondary school teachers are directly responsible for the instructional delivery and evaluation of Economics students, making them the most appropriate respondents for assessing the application of the CIPP model in academic performance evaluation. Furthermore, the senior secondary school level is critical because students at this stage prepare for external examinations such as WASSCE and NECO, which have significant implications for their future educational and career opportunities.

Significance of the Study

The findings of this research will hold immense theoretical and practical significance. Theoretically, the study will draw on and provide empirical support for the applicability of Stufflebeam's Context, Input, Process, and Product (CIPP) Evaluation Model, developed by Daniel L. Stufflebeam in 1967, within the Nigerian educational context. The CIPP model posits that effective evaluation of an educational programme should be comprehensive and continuous, examining four interrelated dimensions: Context, which identifies the needs, problems, and environmental conditions that justify a programme; Input, which assesses the resources, strategies, personnel, and plans available for achieving programme objectives; Process, which examines the implementation of the programme and identifies strengths, weaknesses, and deviations from the intended plan; and Product, which evaluates the outcomes or extent to which the programme has achieved its intended objectives. By applying the model to the present study,

the research will provide empirical evidence on its relevance to educational evaluation within the Nigerian context and contribute context-specific evidence to the existing body of literature. It will further demonstrate the usefulness of the CIPP model as a comprehensive framework for assessing educational programmes, particularly in contexts characterised by institutional, resource, and implementation challenges.

Practically, the study will be of immense, life-changing benefit to a wide range of deeply invested stakeholders, including the students, teachers, government officials, curriculum planners, and examination bodies. Students, who are the ultimate end-users of the educational system, will be the primary vital beneficiaries of this paradigm shift. The adoption of this systemic model will lead to a far more responsive, compassionate educational environment where their unique learning difficulties are diagnosed early, leading to drastically improved academic performance and restored self-esteem.

Teachers will benefit significantly by gaining profound insight into how to use evaluation not just as a weapon for grading, but as a diagnostic tool for instructional healing. The study will empower these frontline workers to courageously evaluate their own inputs and pedagogical processes, fostering a deeply ingrained culture of continuous professional improvement and self-reflection. It moves the teacher from feeling like a helpless victim of a broken system to an empowered manager of the learning ecosystem.

Government and school administrators will finally find the hard, empirical data necessary to justify the equitable allocation of scarce resources (Input) and the structural restructuring of the academic calendar (Context). This study will provide the intellectual ammunition needed by policymakers to demand better funding for infrastructure and instructional aids, proving that

these are not luxuries but prerequisites for academic success. It brings a level of scientific accountability to educational governance that is desperately needed in Enugu State.

Curriculum planners will enthusiastically utilize the findings to design a modern curriculum that seamlessly integrates continuous, formative process evaluation. This ensures that the intended, theoretical curriculum perfectly matches the implemented, lived curriculum experienced by the students.

Finally, examination bodies like WAEC and NECO can utilize these powerful findings to advocate for urgent, school-based assessment reforms that align with the comprehensive nature of the CIPP model, ensuring that the certificates they issue truly reflect the students' holistic abilities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature is organized under the following headings, namely:

Conceptual Framework

- Educational Evaluation
- Assessment
- Economics
- Academic Performance
- School Type
- School Location
- Context Evaluation
- Input Evaluation
- Process Evaluation

- Product Evaluation

Theoretical Framework

- Cognitive Theory
- General Systems Theory

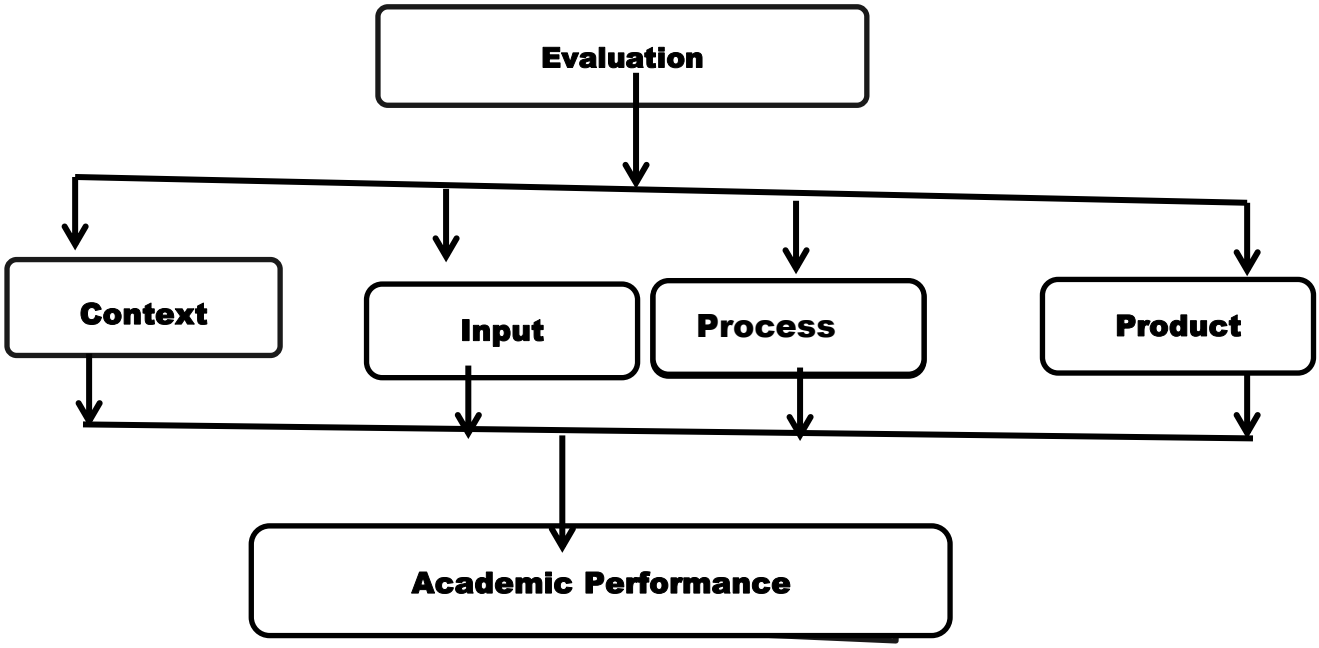
Empirical Studies

- Empirical Studies on Context Evaluation and Academic Performance
- Empirical Studies on Input Evaluation and Academic Performance
- Empirical Studies on Process Evaluation and Academic Performance
- Empirical Studies on Product Evaluation and Academic Performance

Summary of Review of Related Literature

Conceptual Framework

Fig. 1: Schematic Structure showin 19 nterrelationship between the dependent and independent variables.



Source: Developed by the researcher

Educational Evaluation

Evaluation in the education system is an elusive and multi-faceted philosophy that extends beyond the simple and mechanical management of quizzes and term-end tests, or exams (Adeyemi, 2024). It is essentially a systematic, caring, empirical process of collecting, analysing, and interpreting data to actually establish the degree to which noble instructional objectives are being met (Okeke & Nnamdi, 2024). Authentic assessment is fundamentally qualitative, human evaluation, as opposed to purely quantitative evaluation of the memory space of a student, which is characteristic of pure measurement, in which the abstract number is assigned to the memory capacity of the student (Eze, 2022).

Every scholar in the modern era must make serious efforts to overcome the dichotomy that puts continuous assessment and final assessment in a very antagonistic relationship in the

wailing Nigeria's secondary school system (Mba, 2021). Evaluation has to be courageous and move to be more diagnostic and purposefully formative, taking the focus away from the exhausting end of an academic year and the classification of students as "success" or "failure" (Chigozie, 2025). This means a shift in the way we evaluate, where evaluation is used on a daily basis to accurately pinpoint the root of the debilitating learning problems faced by students – for example, a student's agonising lack of understanding of supply curves so that loving remediation takes place before the hope is lost.

In the particular context of Enugu State, the prevailing culture of evaluation has been so reduced to a terrifying high-stakes testing system that it has caused a lot of anxiety among the vulnerable teens (Ezeki, 2021). What keeps the overwhelming focus is the final certification exams, which are basically an autopsy of the student's entire academic life without giving any opportunity to escape the condemnation of failure (Adewale & Tunde, 2023). The use of Stufflebeam's view turns this negative story on its head, by seeing evaluation as a moving tool used for institutional decision-making, rather than to punish the student, but to passionately grade and improve the system itself.

Educational evaluation also has a very dynamic role in accountability which requires transparency in the individuals who bear a sacred responsibility in educating the next generation (Obi & Nwachukwu, 2023). It boldly offers the tough empirical facts that can be presented to stakeholders such as concerned parents, over-strained governments, and the general public that report honestly on the actual, tangible gains their emotional and financial investments in education have yielded. Evaluation is an effective process of assessing a school's internal programs and can be used to substantiate, with scientific rigor, why certain, targeted resources are necessary, making evaluation more than a routine task in administration.

Assessment

Different scholars have defined assessment in education in many ways, including a systematic process of collecting, analyzing, and interpreting evidence regarding student learning and performance. **Chigozie (2025)**states that assessment is any activity undertaken by teachers and/or by their students to gain information which is used to inform and adapt the teaching and learning activities in which they are involved. This is the definition of assessment as a part of the teaching/learning process, not a stand-alone event.

Likewise, Adewale and Tunde (2023) equated assessment with the act of collecting data about student learning and performance to inform educational decisions. They also suggested that the assessment has to be accurate, meaningful, and well used to achieve student success. Nweke (2024)defined assessment as a systematic process for gathering evidence that can be used to make decisions about what students know and can do, and that must be gathered thoughtfully and systematically. Adewale and Tunde (2023) define assessment as "the gathering, combination, and analysis of information to support classroom decisions." They identified three categories for assessment: formative assessment (takes place during the learning process); summative assessment (takes place at the end of the learning process); diagnostic assessment (takes place to determine learning difficulties). Further, Nweke (2024) identified assessment as a general term that refers to any method used to collect information about students' learning, such as standardized tests, teacher-made tests, observations, portfolios, and performance-based assessments. Chigozie (2025) defined assessment as a systematic process of collecting data in the form of quantifiable and qualitative information related to the learners' characteristics, achievements, and experiences for the purpose of making educational decisions. He said

assessment should be culturally relevant, considering the diverse backgrounds of learners, in the context of Nigeria.

Moreover, Okonkwo (2023) explained that assessment is not just a matter of testing, it is an integrated evaluation of the whole child, the cognitive, affective, and psychomotor domains of learning. Educational assessment according to Eze (2020) is the continuous observation, measurement, and recording of students' performance in order to improve learning outcomes, therefore continuous assessment is of paramount importance as stipulated by the Nigerian six-three-three-four system of education.

Assessment is defined in this study as a vital part of the CIPP evaluation model, especially during the process and product evaluations. The study investigates the use of assessment in Economics learning and teaching in secondary schools in Enugu Education Zone. The study is particular on how teachers use continuous assessment, observation, quizzes, assignments, and examinations to assess students' knowledge of economic concepts. It is acknowledged that assessment in Economics is not only about recall of facts, but is also about evaluating students' ability to use economic concepts and ideas to interpret situations, analyse data, interpret graphs, and make informed economic decisions. In addition, the study discusses the ways that test scores are utilized for feedback to students, for instructional improvement, and for making decisions about curriculum and resource allocation by administrators. This study set out to find out whether assessment is being used formatively to enhance learning or simply summatively to award grades and its impact on the achievement of students in Economics in secondary schools in Enugu Education Zone.

Economics

Many economists have described economics as the social science that is concerned with the study of choices that individuals, business firms, governments, and societies make in allocating scarce resources in order to meet unlimited wants and needs. Uche (2023)defines economics as "the science which studies human behavior as a relationship of ends and scarce means which have alternative uses" (building on the classic definition). This basic definition highlights the key issue of scarcity and the need for choice, two key issues which are introduced at secondary school. Obi and Nwachukwu (2023) say that economics deals with the use of scarce resources to produce valuable commodities and distribute them among different people. They divided up the study of economics into two categories: microeconomics, the study of individual consumers, firms and industries; and macroeconomics, the study of aggregate economic phenomena like inflation, unemployment and economic growth. Likewise, Uche (2023) defined economics as the study of how people allocate their limited resources, which he termed "scarcity economics."

Okeke and Nnamdi (2024) claimed that economics is not only a content area of study, but a way of analysing all human actions, even those that occur away from the market. This wider frame of thought has significant implications at the secondary level for the teaching and learning of economics. Ogunyemi (2020) defined Economics as a systematic approach to developing the knowledge, skills, attitudes and values of the learner to enable him or her to understand and function effectively in the economic life of the society. He stressed that Economics as a subject in Nigeria is very important in the production of citizens that have the capacity to contribute to the development of the country and make economic decisions. As a living subject, Economics has to answer real-life problems of poverty, unemployment, inflation and development, and this

must be related to the concrete experience in the local community, Adepoju and Nwafor (2020) argue.

Furthermore, Okonkwo (2023) noted that Economics is a practical subject, which should enable students to acquire analytical, critical thinking and problem-solving skills to solve problems in their communities. Chigozie (2025) posited that Economics as a subject should be able to enable students not just to pass examinations, but also to participate in the economy and to be citizens, because they need to be equipped with knowledge and skills that will enable them to navigate the complexities of the modern economy.

In this study, Economics is considered the subject area or discipline in which the study of assessment practices and evaluation of education is conducted. The study is geared toward the study of Economics as a compulsory and crucial subject in the secondary schools in Nigeria especially in the Enugu education zone with the subject also being taught at the Senior Secondary School Certificate Examination (SSCE) level, and being a prerequisite for admission to many tertiary institutions for the study of business, finance, and social sciences in Nigeria. The study acknowledges the distinct nature of Economics which affects the way it should be taught, tested and assessed, such as the analytical approach, the use of graphs, data analysis and the application of theories in the real world. In addition, the paper considers the abstractness of economic concepts, which necessitates the use of various teaching and evaluation approaches by teachers to ensure students' understanding.

The study will explore the use of evaluation practices in the CIPP framework to measure the ability of students to master economic concepts, their competence in applying economic principles to real-life situations, and their preparedness for advanced learning and economic

participation. The study also investigates the impact of the dynamic and evolving nature of Economics on curriculum planning, teaching and evaluation in secondary schools in Enugu Education Zone.

AcademicPerformance

Academic performance in Economics is the observable, measurable, and deeply personal expression of knowledge, skills, concepts, and profound understanding that a student has painstakingly developed after a long and arduous process of learning (Eze, 2022). It's the culmination of the complicated school system, which has been implemented in the form of intimidating test scores and high-stakes examination grades as well as the daily performance in multiple classroom tasks. This study passionately suggests, however, that academic achievement is an exciting, glorious, multidimensional process; that it involves the emotional affective domain of human learning as well as the practical psychomotor domains of human learning and the cold cognitive recall of facts.

Academic performance in the cognitive domain includes brilliant recall of complex economic facts, deep understanding of economic theories, creative use of the economic theories to new, scary situations, and critical analysis of devastating economic problems of societies (Obi & Nwachukwu, 2023). A struggling student in Enugu State having a high academic success implies that he/she possesses intellectual courage to explain the harsh law of diminishing returns, correctly compute the elasticity of local demand, and intelligently discuss the tragic effect of hyperinflation on the shaky naira in Nigeria (Uche, 2023). It is essentially, but marginally assessed by the student's capacity to confidently and accurately respond to challenging questions in highly secured exams such as WASSCE and NECO.

Academic performance should be taken beyond cognitive scores, and it should be a very close interaction with the development of certain skills that are extremely practical in the context of capitalism, that is, skills for survival in capitalism (Taridi et al., 2024). That means the confident and competent ability to sketch and interpret graphs that are complex and ever-changing; to carry out simple but informative local market research; and to evaluate false statistics fed to them by politicians. If the student can recite the textbook definition of a market, but is sitting paralyzed and unable to read a basic supply and demand graph, he/she is suffering from a serious learning disability in his/her academic life.

There is also a huge and complex network of internal and external psychological factors that are not discussed openly in the academic sphere, but nonetheless significantly impact academic performance (Kalu, 2019). Internal factors are the student's internal intelligence, the student's intrinsic motivation, the student's cramped studying habits, and the overall emotional stance toward the daunting material being studied. On the other hand, external factors include the physical safety of the school environment, the emotional warmth and quality of the teacher, the financial and emotional support of frightened parents, and the rest of the facets of society, which are often tainted and unsavory, surrounding education.

The Nigerians' yardstick for good performance is sadly and violently limited to getting a Credit pass (C6) and above in external exams because this is the minimum requirement for desperately trying admission to tertiary institutions (Okeke & Nnamdi, 2024). Academic performance, then, becomes a terrifyingly high stakes variable and one that literally determines the chances the vulnerable student will have in the future: to escape poverty, to get into to a prestigious university, to get a life-saving job, etc. The relentless pressure that surrounds this enormous

obstacle can sadly warp the real, beautiful concept of performance, and can result in a desperate, toxic fixation on the passing of the exam, not the learning of the material.

This careful monitoring of such academic performance over a long period of time enables compassionate researchers to spot and uncover, using long-term tracking, patterns that are negative in nature, and systemic, and that ultimately govern the future of the state (Mba, 2021). These trends are constantly assessed as to whether performance is improving, if rural schools are being abandoned, or if girls are being left behind, and if so, then there is a deep and systemic rot that can be identified. This study is not just about a passing grade on a piece of paper that is soon to be thrown away, but about one of those critical, blinking indicators about the overall efficiency, empathy and effectiveness of the use of the Stufflebeam model in the living school system.

School Type

The concept of school type is based on the classification of all educational institutions into groups based on their ownership, funding, governance, and administration and public schools are a type that has been researched extensively. Public schools (Nweke, 2024) are educational facilities owned, financed, and managed by government bodies and provide free or subsidized education to children from within their geographic boundaries. These schools are different from private schools whose owners and managers are non-governmental organizations and that are funded mainly by tuition fees and by private donations. Adeyemi (2024) conceptualized public schools as vehicles of a state policy which are expected to transmit values of a nation, create social cohesion and produce human resources for economic development. He stressed the

importance of public schools in providing equal access to education and thus serving as an equal opportunity provider.

Likewise, Obi and Nwachukwu (2023)defined public schools as institutions accountable to governmental authorities and to national educational policies and curriculum frameworks and to quality assurance mechanisms. They claimed that the public school system has its own set of problems, such as the need to both standardize and respond to local needs, lack of funding, and bureaucratic inefficiency. The recent study by Obi and Nwachukwu (2023)on school type and educational achievement revealed that the quality of public schools was very different, depending on the socioeconomic composition of their student bodies and the availability of resources. Obi and Nwachukwu (2023) conceptualized public schools in the Nigerian context as government-owned, government-funded schools, expected to deliver free, universal, and compulsory basic education to the citizens. They reported that the Federal Government, State Government, or the Local Government Education Authority normally handles the operations of public schools in Nigeria, with different levels of autonomy and financial resources.

Public schools, according to Nweke (2024) are schools that cater to the majority of Nigerian children, especially those who are unable to afford private education because of their low income. He highlighted the issues of overcrowding, inadequate infrastructure, teaching materials, poor morale of teachers, and frequent strikes as challenges confronting public schools in Nigeria and all these challenges have adverse effects on the quality of education in the schools. In addition, Nweke (2024) claimed that public schools lack bureaucratic flexibility, lack political control, or have inadequate accountability systems, as well as a lack of responsiveness to varying educational demands and a lack of innovation.

The school type is looked at as one of the important variables that affect the use of educational evaluation practices and academic achievement of students in Economics in secondary schools of Enugu Education Zone with respect to the study. This study will focus exclusively on public schools, the bulk of secondary schools in the zone, and attended by the bulk of low-income families who are unable to afford private education. The study examines the impact of the peculiarities of public schools such as poor funding, overcrowding, a lack of teaching materials, and a lack of teacher training on the implementation of the CIPP evaluation model in Economics teaching. Specifically, it explores the following: how the evaluation of context in public schools needs to include the socio-economic disadvantage faced by the students; how input evaluation is necessary to evaluate availability and adequacy of human and material resources, even under the large class size and limited resources situation in public schools; how process evaluation is necessary to monitor instructional delivery under conditions of large class size and limited resources in public schools; and how product evaluation is necessary to determine learning outcomes while taking into account the systemic disadvantages of public school students. In addition, the study examines the impact of the bureaucratic aspects of public school administration in the use of assessment information for improving instruction and the impact of resource limitations on assessment choice and use. This study seeks to generate evidence-based recommendations for the effective use of evaluation practices in improving students' academic performance with particular focus on Economics, in a bid to bring the dream of equitable and quality education to every school in the Enugu Education Zone to a reality.

School Location

In education research, the term location is used to describe where educational institutions are located, or the spatial context in which they function, and location has been a topic of great

interest to scholars studying the relationship between location and education outcomes. Ibourk and El Aynaoui (2026) state that location is a key factor affecting access and quality of education, and that significant differences exist between rural and urban areas in terms of infrastructure, teacher quality and learning resources. The report by Ibourk and El Aynaoui (2026)shows that location is an important factor affecting educational opportunities, with students in rural areas often being disadvantaged due to distance, transportation and lack of school facilities compared to their urban counterparts. Ibourk and El Aynaoui (2026), through extensive research on educational inequalities, found that location had a significant impact on students' academic achievement, as generally, students from urban areas performed better than students in rural areas because of their better access to quality education.

Likewise, Adeyemi (2024) indicated that the education dichotomy between rural and urban areas of the world is one of the most enduring indicators of educational inequality in the world, where rural schools tend to have lower numbers of qualified teachers, inferior infrastructure, and limited access to instructional materials. Rural Schools are schools in rural areas with small populations, agricultural-based economies, less infrastructure, and less access to services, whereas Urban Schools are schools in urban areas with high population density, diverse economies, and more access to services, and infrastructure. These differences at the location also form distinct learning environments which have a significant impact on the learning experiences and educational outcomes of pupils. Nwosu (2022) reported that urban schools in Nigeria are well funded and resourced compared to rural schools because of their geographical advantage in being close to government agencies and civil society organizations. Moreover, according to Obi and Nwachukwu (2022), location is a multifaceted construct which includes physical distance,

accessibility, availability of facilities, and socio-economic factors of the neighborhood that influence the quality of education received.

The focus of this study is the assessment of location as one of the important contextual variables that will affect students' academic achievement and the use of educational evaluation practices in Economics Education of Enugu Education Zone. This study categorizes secondary schools into rural and urban and examines the influence of locational factors on the performance of the students in Economics at the secondary schools. The study acknowledges that though the urban schools in Enugu Education Zone may have better infrastructure, more qualified economics teachers, abundant access to instructional materials, and community support systems, the rural schools may experience a lack of infrastructure, poor quality of electricity, poor internet connectivity, teacher shortage, and poor availability of textbooks and technology. Moreover, the study explores the impact of these locational differences on the implementation of the CIPP evaluation model, specifically about context evaluation (assessment of the unique needs and conditions of rural versus urban schools), input evaluation (assessment of resource availability and quality), process evaluation (assessment of instructional quality), and product evaluation (assessment of instructional outcomes). This study intends to establish whether there is a relationship between evaluation practices and students' academic performance in Economics that is moderated by the schools' locational factors or not; thus, establishing evidence-based recommendations for targeted interventions to address the disparity in Economics education between rural and urban schools.

Context Evaluation

Evaluation of context is considered as the golden baseline for all intelligent planning, decision-making, and resource allocation, in any academic institution, and cannot be

compromised (Nwosu, 2020). It requires a careful, valiant and macro perspective of the micro, lived environment in which the delicate educational program is embedded, with the intent to clearly identify the relevant ecology, recognise the human needs that are not being met, and diagnose any structural barriers to the program's success (Udoh, 2020). Context evaluation in the particular complex case of Enugu State is a challenging and probing examination of the physical and emotional setting of classrooms and the practice is an effective interrogation of the pressing question of what interventions are required to make this place of suffering into a place of learning.

The physical aspect of this context assessment is hard to overstate with the daily lived experiences of students caught up in under-resourced public systems (Nweke, 2024). A student who is very young and has to learn complex Economics in a classroom that has a leaky roof, less than optimal ventilation, and deafening city noise is physiologically and psychologically handicapped before the school has even started the lesson (Ojo, 2021). This hard-to-ignore physical constraint abruptly confronts policymakers and brings them to a realization that before one can go so high with cognition, one needs to address the low-level physiological and safety needs of the children first.

The socio-economic environment of students is a very complex variable, not only because it is largely invisible in the school, but also because it influences the academic survival of students (Obi & Nwachukwu, 2022). Context evaluation involves studying the child's home environment with sensitivity and understanding of how the lack or abundance of academic resources, domestic stability, and parental income affects a child's mental preparedness (Bello, 2021). The school that has been taken up and is operating in a low-income community in the deep rural area

of Enugu is different from a well-endowed federal college in an affluent city and it is a form of educational mismanagement to ignore the difference (Uche, 2023).

The psychological and social context of the school environment is also part of the critical context evaluation, and it determines the range of the emotions available for learning (Kalu, 2019). A school setting, where cult activities are frequent and violent, and administration strikes are bitter or management dictatorial, produces an atmosphere of fear and instability which is altogether opposite to deep cognitive engagement (Ibrahim, 2022). In a subject such as Economics, which is logical and analytical, a stable, peaceful, and democratic psychological atmosphere is a necessary precondition for the adolescent mind to feel at ease and take in complex theory (Eze, 2022).

Context evaluation is very pragmatic in that it helps to set realistic objectives, thus avoiding the school's pursuit of unrealistic objectives that would alienate the pupil body (Okoro, 2022). Compassionate educators can use the process of actively analyzing the painful gap between the actual depressed condition and the desired aspirational condition to formulate goals which are highly relevant and localized and serve the community (Adewale & Tunde, 2023). If this critical diagnostic assessment is not conducted, the curriculum will move ahead with unwarranted confidence and neglect to meet the needs of the large mass of struggling students, while only meeting the needs of the privileged few (Adeyemi, 2024).

Lastly, context evaluation gives a standard to work towards ongoing improvement. Taridi et al. (2024) state that the CIPP model places emphasis on starting the evaluation process by questioning the setting of the right priorities. This is important in the context of Economics

teaching to ensure that reform or improvement tackles underlying problems – for example, lack of digital tools, insufficient teacher training, and curriculum that is not relevant – not symptoms.

While many research works have investigated context evaluation and students' academic achievement, the exact level of actual use of context evaluation in the assessment of students' academic performance in the context of Stufflebeam's CIPP model, especially in secondary schools in Nigeria has not been documented. While empirical studies of context are usually carried out individually, in isolated contexts, like the school environment, the quality of the teachers, or the infrastructure, few studies look at the context as a structured evaluative component together with the input, process, and product evaluations. Furthermore, there have been few attempts to provide empirical evidence in Enugu Education Zone for the role context evaluation plays in the larger framework of CIPP in the evaluation of students' academic performance in Economics. This empirical gap calls for a systematic study which places the context evaluation within the framework of CIPP and gives some data-driven insights into the utilization of context evaluation in assessing students' academic performance in Economics in secondary schools in Enugu Education Zone.

Input Evaluation

The important structuring decisions that follow identification of the deep needs and harsh environmental limitations through context evaluation (Uche, 2023) are naturally the focus of input evaluation. It implies almost at a practical level, how administrators should do it and whether they have the human and material resources to actually do it (Alaribe, 2023). This essential factor is a severe test of the school's raw educational system, determining the availability, quality and currency of teachers, books, and technological facilities before one lesson is delivered (Okoro, 2022).

Without doubt, the most critical, irreplaceable input evaluation aspect in the highly interactive environment of secondary education is the human resource input (Adeyemi, 2024). In the passionate teaching of Economics, the individual teacher is the main, living input, and evaluation must be so rigorous that, aside from the number of warm bodies in the staff room, it must be able to challenge the pedagogical quality and subject mastery of the individual teachers (Ibrahim, 2022).

One of the most dangerous inputs is out-of-field teaching, which occurs when a poorly trained and unprepared teacher is accidentally made to teach a subject by administrative needs, without any intention to do so, such as Economics (Okeke & Nnamdi, 2024). The second pillar of this evaluation variable is material inputs which consist of the strong inventory of the actual tools physically available to students for learning (Adewale & Tunde, 2023). Economics is an empirical subject that demands the use of current statistics, dynamic graphs, and suitable case studies; it is very unreasonable to expect that students could learn this without having access to and studying the standard and government-approved books (Ogunyemi, 2020). When evaluated, the input often exposes the heart-wrenching fact of academic desert: shelves of empty books, a student's ability to do the necessary independent research is greatly restricted (Nwosu, 2020).

In the twenty-first century, a world that is changing fast, technological infrastructure is a non-negotiable, critical input of any modern economics curriculum (Adeola, 2020). It is a tragedy that these public schools which are part of the education system in Enugu have no functional ICT facilities, computers, and basic projectors to give these students a massive and crippling disadvantage when they join their peers globally in learning through ICT (Ezeki, 2021). Deliberate input evaluation is used to expose these very digital inequalities, and there has been a strong argument that the lack of these digital tools amounts to putting the students in a

19th-century analogue teaching paradigm, which cannot be of any use to the 21st-century working life (Mba, 2021).

Financial inputs are also an important component of this assessment phase, since grand aspirations regarding education are nothing if they are not accompanied by adequate funding to make them a reality (Bello, 2021). It critically evaluates the actual operating budget that is available to the Economics department, and asks whether there is enough money left over for basic consumables such as graph sheets, whiteboard markers, highly educational trips to local financial institutions etc. (Udoh, 2020). Input evaluation is important because it brings to light these harsh monetary limitations, and helps to develop effective alternative plans for survival, such as using PTA funds in a community to make what is a very real resource shortfall seem to be filled.

Inconsistent research in the field of existing empirical studies shows that these studies often focus on individual input variables (teacher qualification, materials, infrastructure), rather than systematically investigating the evaluations of inputs as a part of the CIPP framework. Furthermore, few empirical studies have been conducted in secondary schools in Enugu Education Zone to ascertain the availability, distribution, and utilization of teaching aids, teacher competency, and support structures for economics teaching in relation to student achievement in economics. The gap clearly implies the need for an empirical study to determine the level of use of input evaluation in the assessment of students' academic performance in Economics in secondary schools in Enugu Education Zone.

Process Evaluation

Process evaluation is termed the operational aspect of the conceptual framework that is explicitly responsible for the continuous and daily monitoring of the actual practice of the well-designed educational plan (Taridi et al., 2024). It is truly concerned with the black box of classroom education, the complex, psychological, and intellectual communication that takes place between the teacher and the vulnerable student once the morning bell rings (Ibrahim, 2022). This variable closely examines whether teachers passionately use engaging and student-centered classroom techniques, such as debate and problem-solving, or rigidly cling to the old "one-lecture-one-hour" approach of the traditional "sage on the stage" teacher.

The absolute fidelity of curriculum implementation is one of the main and critical focuses of process evaluation, which involves ensuring that pupils are actually getting the education that they were promised (Chigozie, 2025). A teacher may have a very well-written lesson plan (Input) for an interactive lesson on market structures but, during the hectic class (Process), a teacher may lazily dictate old-fashioned notes for four hours without a break (Kalu, 2019). Process evaluation requires careful, ongoing observation in the classroom to ensure that the instructor isn't just "ticking off" material and students, but actually spending time to reveal and clarify the material to students who are having difficulty.

The psychological patterns of classroom management and interpersonal interaction are very critical and are assessed in this particular stage of the Stufflebeam model (Ibrahim, 2022). It looks at the power structure of the room, whether it has a very democratic nature with students who are shy and asking questions, or it is a very closed and dictatorial room that is actively attacking students' natural curiosity. In a subject such as Economics, which has such a wide range of different views about government policy, it is extremely important to have an

argumentative approach. A restrictive approach to teaching is very likely to block the development of important critical thinking skills.

Another critical element that process evaluation needs to courageously track on a daily basis is the actual, physical use of instructional materials (Udoh, 2020). The sad situation in Nigerian schools – it is common knowledge that the expensive maps and beautiful charts are tightly locked in the principal's office and the students are supposed to learn in the abstract. Evaluation of the process is rigorous in ensuring that the teacher has the pedagogical ability and desire to incorporate these physical tools into the actual lesson that allows students to experience the economic theories in a real, practical, and understandable way.

Responsive feedback mechanisms have been described as "the glue that holds good process evaluation together" (Taridi et al., 2024) and are the critical moment in which 'on the spot' empathetic evaluation and adjustment of the process takes place. Process evaluation asks questions or carries out quick exercises to check for on-the-go understanding, and assesses whether teachers are willing to immediately tweak or change a lesson strategy that isn't working. It also enables immediate and mid-course pedagogical changes without any risk of the dangerous "silent" buildup of student ignorance that inevitably leads to mass failure in the final exams.

Process evaluation also looks at the way classroom assessment practices are linked into instruction. Nweke (2024) identifies the following points for consideration: evaluators assess the extent to which assessment is integrated into learning activities or is recognized as a culminating point. Integrated assessment in Economics teaching refers to the incorporation of mini-quizzes, problem-solving within the class, and reflective activities during the lesson. Process evaluation is used to determine if assessment data are used as they are collected to inform subsequent

instruction. This practice is conducive to adaptive teaching based on students' exhibited needs. Incorporating assessment into process evaluation contributes to the responsiveness of Economics teaching.

Finally, process evaluation is a constant improvement tool that brings classroom observations to professional development and policy-making. Taridi et al. (2024) stated that process data should be used for teacher training and programme modifications. Information gained from a process assessment can be used in Economics teaching to design appropriate workshops, peer coaching, or curricular changes to deal with gaps identified from the process assessment. An ongoing process evaluation will help to ensure that changes are based on observed data and not assumptions. This is a cyclical application of process information which enhances instruction as a whole and contributes to the continuous improvement of Economics instruction.

Even though the issue of process evaluation and its importance in effective classroom implementation is discussed in detail, there is a gap in the literature in terms of the extent to which it is used in assessment of students' academic performance in Economics in the secondary schools especially in the light of Stufflebeam's CIPP model. Previous empirical research tends to focus on one aspect of instruction, classroom interaction or assessment rather than systematically on the combination of these processes in the context of the CIPP framework. Furthermore, little empirical evidence exists in secondary schools in Enugu Education Zone on the consistency with which lesson delivery, formative assessment, supervision and classroom practices are monitored and utilized to make judgements on students' achievement in Economics. This disparity raises a question of the extent to which process evaluation is used in the evaluation of students' academic performance in Economics in secondary schools in Enugu Education Zone, which necessitates an empirical study on the subject.

Product Evaluation

Elaborate product evaluation is a detailed, final judgement of the end of process, human and academic products that result from the extensive educational programme, much more than a straightforward 'test mark' at the end of term or year (Taridi et al., 2024). This is a very reflective time: teachers are compelled to examine the entire outcomes of the adolescent learner, and to interpret these hard-won outcomes uniquely through the lens of the original context, the inputs, and the emotional journey that occurred in the classroom each day (Chigozie, 2025). It is the moment of truth when the system questions itself: did the huge investments in parents and society really pay off in the form of a competent and economically literate citizen or just a traumatized test-taker?

One of the most important, non-negotiable, aspects of this product evaluation is the absolute need for it to be criteria-referenced, rather than just norm-referenced, so that every child is measured against objective criteria of the curriculum, not competitively against the poor ones who would be ranked last (Mba, 2021). In assessing the product of an Economics class in Enugu State, one has to adroitly look for evidence of the learner's actual acquisition of certain life-saving skills, including knowledge of household budgeting, for instance, and the awareness of the devastating effects of local inflation (Obi & Nwachukwu, 2023). True product evaluation could not possibly tolerate the poisonous atmosphere of exam malpractice: it asks whether a grade for A is based on real, internalized competence, or it is a last-minute, desperate memorization of facts that will "be forgotten by tomorrow."

Evaluation of the product must now be done in a way that would truly address the practicality of the education they have just absorbed in the long-term, and whether those tired students can now apply the complicated theories about economics in their day-to-day living (Ezeki, 2021). Are

these young graduates capable of making rational and intelligent consumer decisions in an over-inflated Nigeria, and are they sufficiently informed and conscious to comment and debate the budgets of government that have a direct impact on their own families? If the student succeeds in passing the WAEC examination, but is still woefully unaware of how the real money economy works, then the system's product assessment should reflect this as a big and inexcusable failure of the system, come what may in terms of glittering certificates issued.

Continuous assessment (CA) is a key and very sensitive aspect of assessment in the particular context of education in Nigeria (Chigozie, 2025) and its validity is questioned by this aspect of assessment. Wisely, the national six-three-three-four Educational system places a high value on these formative, continuous assessments so that a student's total educational journey is taken into account, rather than a single day of them. But the evaluation of these CA scores should be a harsh and severe test of the moral quality of the scores, whether or not they are a sincere and empathetic representation of the student's progress, or they are a random, made-up number that the overwhelmed teacher is trying to satisfy the requirements of the bureaucracy.

Moreover, product evaluation plays a very important recycling role in making the results it produces not a final, but a new starting point for improvement, which can be creatively fed into the living system in order to restart the improvement cycle (Fu et al., 2026). If, in a product evaluation, it was painfully apparent that 70% of the students had missed the entire section of the curriculum on National Income Accounting, then this specific and actionable information would need to be immediately fed back into the Context and Process stages and a systemic rescue operation undertaken. It may result in an immediate decision by administrators to give much more timetable time in the coming term to this particular and challenging subject, which thus turns out to be the means to future salvation.

Last but not least, systematic accountability is best evaluated by product evaluation, where the broader educational system and the tax-paying society will determine the value of the entire program, in reality (Adeyemi, 2024). With a huge investment of money (Input), and a consistent use of new and innovative pedagogical approaches (Process), if the product at the end of the process (results) is not improved, then tough and uncomfortable administrative decisions must be made with courage. Product evaluation courageously gives the indisputable facts to rationalize the need to immediately sustain, radically change, or mercilessly discontinue specific, under-performing education programmes in Enugu State schools (Nweke, 2024).

Although there are vast discussions on product evaluation and learning outcomes in Economics teaching, there is a huge gap in the empirical aspects of how much product evaluation is used to measure students' academic performance in Economics in secondary schools, using Stufflebeam's CIPP model. The majority of empirical research has been limited to examination results or a few outcome indicators and a small number have addressed the systematic process of evaluating performance in Economics education within the framework of cognitive, affective, and skill-based outcomes as well as equity outcomes. In addition, there is limited empirical evidence in secondary schools in Enugu Education Zone regarding the checking of learning outcomes against the achievement of curriculum objectives, national development goals, and readiness for students' further education and economic involvement. This gap necessitates an empirical investigation into the extent of utilization of product evaluation in assessing students' academic performance in Economics in secondary schools in Enugu Education Zone.

Theoretical Framework

This study which was aimed at understanding the current problem of Economics education in Enugu State is thus grounded on two theories which are complementary in nature, namely, Cognitive theory and General systems theory. Together, these theories constitute the exact mental framework that makes the whole study stand in the form of a house on the hill, with each wall carefully outlined to represent the various educational variables with their varied impacts on the academic outcomes, all of which react violently or peacefully to one another. The researcher's ability to examine the learning environment using a psychological learning theory combined with a grand biological systems theory is used to break down the learning environment not simply as a fixed, man-made structure, but as a social organism that is alive and breathing.

There is a cognitive lens (Cognitive Theory) that enables us to grasp the individual learning processes and mental constructs of the student, and there is a panoramic lens (Systems Theory) which enables us to see how these elements desperately need each other. As a group, they fervently believe that the overall health of that ecosystem is a key determinant of academic outcomes and that the only way to stop a victimization culture in schools is for the administrators to take the blame as well.

Cognitive Theory

Cognitive Theory is based on the ideas of Jean Piaget (1952) and subsequently developed by Lev Vygotsky (1978) and other educational psychologists and emphasizes the processes by which cognitive changes take place in the learner's mind while they are learning. From the 1920s through to his major publications in the 1930s and 1940s, Piaget's theory of cognitive development is a learning theory that highlights the active construction of knowledge rather than passive acquisition of information. The theory suggests that the learner is able to construct

mental schemas by assimilation and accommodation of acquired information and that optimal teaching should be designed to be congruent with the learner's developmental level.

In the 1920s and 1930s, the sociocultural theory of cognitive development was further developed by Vygotsky (1978), who highlighted the importance of social interaction and culture in cognitive development. He believed that learning is most easily achieved when it is presented to the learner at a level only slightly higher than his or her known ability, and with just enough scaffolding from a more able adult, typically the teacher, called the Zone of Proximal Development (ZPD).

There are some fundamental reasons why this study is relevant to Cognitive Theory. The theory offers a solid psychological basis for the explanation of the processing, retention and recall of complex economic concepts by students of Economics. Failure of proper Context evaluation by teachers means that teachers are not engaging the students' prior cognitive schemas in the classroom, which is a fundamental principle of cognition and learning theory that new learning should be related to existing knowledge structures.

Second, the theory's focus on the Zone of Proximal Development makes it relevant to give the teaching of Economics the critical importance of Process evaluation. Process evaluation will enable teachers to determine the precise point in an individual student's cognitive development in a particular economic concept so that they can scaffold their students to the next step in learning. Process evaluation, if done correctly, will give teachers meaningful feedback on whether they are teaching too low or too high, and cause student frustration and disengagement, and/or student boredom or stagnation.

Thirdly, the emphasis of Cognitive Theory on meaningful learning and not rote memorization in the learning process gives strong motivation for the existence of the Product

evaluation component of this study. The theory states that only learning is real when students can use what they have learned in new contexts and problems in the real world. This theoretical understanding directly challenges the current focus on summative assessment to test only for rote recall and requires that the evaluation of products must assess students' ability to take the theory of the economy and apply it to real-world economic decisions.

Lastly, the theory is consistent with the use of urban-rural comparisons in this study. Vygotsky (1978) believes that sociocultural context is a powerful influence on cognitive development. Students in urban areas, who have more exposure to commercial activities, banking systems, and economic diversity may be able to form different schemas for cognitive learning about economic concepts than their rural counterparts. Hence, it is important to investigate if there are differences in evaluation practices across these contexts and if these differences are significant in determining academic performance in Economics.

General Systems Theory

General Systems Theory (GST) is the other and no less profound General Systems Theory that was famously popularized by the brilliant biologist Ludwig von Bertalanffy in the 1930s and presented formally in his seminal work "General System Theory: Foundations, Development, Applications" in 1968. Although the original purpose was just to describe the interacting, complex nature of the biological organism, GST has been enthusiastically embraced, even in the social sciences, to account for the baffling nature of human organizations. The basic premise of Systems Theory is that a system is an integrated whole consisting of highly interdependent, intricate, and fragile component parts.

The theory strongly asserts that a living system is exponentially more than the sum of its individual parts, and the properties of the system cannot possibly be captured in the analysis of

its individual parts in isolation at a temperature far lower than 37°C, that of the human body (Obi & Nwachukwu, 2023). It is exacting in its ability to see the difference between closed systems, which are irretrievably stubborn and sadly cut off from the outside world, and open systems, which exchange matter, energy and vital information with the surrounding chaos. From this bio-social point of view, one gets a stunningly beautiful and terrifying way of looking at the fragility of the educational enterprise.

For the specific and theoretical context of this study, the secondary school in Enugu State can be vividly conceptualized as a highly vulnerable, open social system (Chigozie, 2025). It continually receives raw inputs from the larger and more troubled society in the form of traumatized students, underpaid teachers, inadequate funding amounts, and a changing culture, and it passes them through the mill of curriculum and instruction, and, in theory, returns valuable outputs to the society. This theoretical standpoint is vital not only because it permanently exposes the arrogant myth of the academic bubble, but also because it extends the immediate call to action from the streets to the classroom. This theoretical standpoint is essential in two ways: first, it diffuses the myth of the academic bubble, the arrogant illusion that schools exist in a vacuum where the suffering of the streets does not happen, and second, it extends the call to action from the streets into the classroom.

The concept of the horrifying systemic interdependence is added to the educational conversation by Systems Theory (Adewale & Tunde, 2023). On a mathematical basis, it states that a major failure of any one of these extremely small components of the system causes an immediate and inevitable breakdown of the health of the whole organism, and works on the unyielding weakest link principle. In this particular case, it offers the mighty theory as to why a

school may have great teachers (Input), and high interest levels among the students, and yet may have horrid failure rates due to the fact that the instructional Process is emotionally defective.

The other important and relevant concept from Systems Theory used for this study is the dark concept of Entropy (Zhang et al., 2021). Entropy means the universal, biological tendency of any ungated system to evolve towards rapid disorder, decay, and ultimate total chaos over time, if it is not actively maintained. This theoretical concept of entropy in a failing school system in Nigeria is experienced in most schools as students' indiscipline, fast deteriorating conditions of the school buildings, and the unnecessary repetition of old, irrelevant learning materials.

The theory undoubtedly implies that in order for a fragile educational system to truly survive and courageously stand out with negative entropy (order and intellectual growth), massive and continuous energy input and honest feedback are needed (Ogunyemi, 2020). Stufflebeam's strict Product Evaluation is an ideal theoretical life-saving feedback loop to provide the harshest truth to correct violent deviations and to halt systemic decay. If the school system in Enugu is not made to take this harsh but also welcome kind of feedback then it would be nothing short of a complete failure which is evident in the performances being recorded.

Moreover, a beautiful and optimistic idea of Systems Theory, called Equifinality, is that a successful end state may be accomplished from radically different starting conditions and the use of completely different sequences of steps (Udoh, 2020). The concept is very pertinent and of a great degree of relevance to the huge school population in the diversified landscape of Enugu State that is at a precarious stage of survival. Providing a basic example, it suggests, in theory, that a deeply rural school that has very few financial resources can, somehow, achieve extremely

high levels of academic achievement (the same end state) in spite of these circumstances (a different initial condition).

Theoretically, this is what could lead to the success of this rural setting as long as the school manages to optimally maximize the instructional process and establishes an extremely supportive and loving psychological framework that transcends its poverty (Okoro, 2022). It is a theoretical optimism that is extremely important in the emotional lives of the researchers and educators who participated in this study because it means that all schools can improve. It demonstrates that no school is located in a challenging or impoverished community and that success can be created if the living system is treated with deep empathy coupled with systemic intelligence.

Lastly, the strong application of Systems Theory fully substantiates the entirety of this research to be holistic and ambitious (Okeke & Nnamdi, 2024). The research will enable the identification of "hidden leverage points," small, compassionate interventions, such as teaching teachers to smile, which have the potential to cause a huge boost in output from the whole school system, from an analysis of the school as a "living system" that is not just an interconnected arrangement of sections, but a system that is alive. Accordingly, Systems Theory affords a lovely, structural logic that is always and forever knotted into a single, coherent, rather human explanation of academic reality, the CIPP variables.

EMPIRICAL STUDIES

The following were considered as headings for empirical studies: Empirical studies on Context Evaluation and Academic Performance, Empirical studies on Input Evaluation and Academic Performance, Empirical studies on Process Evaluation and Academic Performance, and Empirical studies on Product Evaluation and Academic Performance.

Empirical Studies on Context Evaluation and Academic Performance

Busari (2023) adopted a descriptive study with a survey approach to assess the implementation of the Senior Secondary School Physics curriculum in the context of North-Central Nigeria using Tyler's evaluation model. The study was carried out in the North-Central region of Nigeria, which has a population of all the senior secondary school physics teachers and students while the sample size consisted of 120 teachers and 400 students selected using a multi-stage sampling technique. The study aimed to evaluate the implementation of the curriculum and to determine what is lacking in the way the curriculum is being taught. To answer the research questions, the researchers looked at three areas: availability and utilization of instructional materials, compliance with recommended learning activities, and the adequacy of evaluation procedures. The study was a descriptive survey using a research design. The results showed that the instructional materials were not being utilized, there was poor compliance with the recommended activities for learning and deficiency in the evaluation process. There were recommendations for the provision of resources, curriculum, and teacher training for pedagogical delivery. The similarity is that the resource and practice gaps identified are factors for the success of the subject (in Economics, the present study uses the CIPP model, which is different from Busari, who used Tyler's model for Physics).

Adesina and Babawale (2024) used a survey design to examine the implementation of the Economics curriculum in the Senior Secondary Schools in Osun State in their study, and it was clearly mentioned that the CIPP model is applicable in assessing the implementation of a curriculum. Their study aimed to foster an understanding of how well the Economics curriculum is being implemented and what factors are limiting successful delivery. The study used a descriptive survey research design and it was carried out in Osun State, Nigeria. The population

comprised all the Economics teachers and students of the public secondary schools in Osun State with a sample of 150 Economics teachers and 500 students selected using the stratified random sampling technique. The research questions that were explored were: What extent of curriculum implementation in classrooms? What is the availability of instructional materials? What is the competency level of the teachers? What are the challenges that affect effective delivery? The study found that several factors affected the study, such as weak instructional materials, the lack of skills of the teacher, as well as curriculum problems in terms of translation into the course activities. Adesina and Babawale suggested the need to establish systematic evaluation systems, have comprehensive teacher development programmes, and increase the availability of resources to boost the teaching of Economics. The similarities to the current study are clear and important: the study considers the reality of teaching Economics in the classroom, and both emphasize the value of the CIPP framework as a thorough assessment tool. Both studies are of a discipline focus (Economics education) and are survey designs. The main distinction is the geographic area. A comparative analysis of the two states in the study was carried out, with Adesina and Babawale concentrating on the study of Osun State, whereas the present study was focused on Enugu State. Furthermore, the present study also expands the study as it introduces comparative analysis between urban and rural areas, which was not considered in the Osun State study.

Jolaoluwaet al (2025) examined curriculum dynamics in the colleges of education by following the relationship between the intended, translated and achieved curricula through mixed methods, which involved document analysis and stakeholder interviews. The study was carried out in selected colleges of education in South-Western Nigeria involving curriculum planners, lecturers and students. The purpose of this study was to explore the congruence of curriculum aims and achievement in teacher preparation courses. The research questions investigated

curriculum translation, factors contributing to implementation fidelity, and the disconnect between intended and observed fidelity. The study was a mixed-methods research design, using document analysis and stakeholder interviews. The results emphasized the importance of curriculum disjunctions occurring in the process of translating the curriculum and the critical importance of the institutional and contextual factors impacting education. The researchers called for sustained attention to the implementation of the curriculum as well as the application of program evaluation models to help close the gap between what is taught and what is learned. The likeness to this current study lies in the focus on alignment between intended and actual curriculum, both studies acknowledge the need to assess and make judgments on whether intended curriculum outcomes are realised in practice. The difference however is significant; while Jolaoluwa et al. looked at the wider curriculum perspectives in colleges of education which involved teacher education programmes, the research under study is targeted at the subject-level assessment of secondary school Economics performance. The methodological strategy is also different as Jolaoluwa et al. used a mixed-methodology and the current study used a quantitative survey design with teachers' perceptions.

Okeke (2023) specifically focused on the secondary schools located in urban areas of Enugu State, with a sample of 100 students to investigate the effects of a high level of administrative bullying and teacher intimidation on secondary school students' intrinsic motivation to learn Economics. The study aimed to examine the relationship between the school psychological climate and students' academic motivation in the field of Economics. This study used a mixed-method design combining a survey and qualitative in-depth interview methods; the study was conducted in urban secondary schools in Enugu metropolis. The population consisted of all the senior secondary school students in Economics in urban Enugu and 100 students were

carefully selected from the population by purposive sampling technique. The research questions focused on the nature of the psychological climate, its effects on student motivation and motivation and student academic performance. The research involved hundreds of in-depth and empathetic interviews with students who were scared to go to school, and revealed the toxic educational environment in which students' fear of corporal punishment became so severe that it replaced the pleasure of intellectual learning, which directly led to mass failure in the external examinations. The study found that the chronic fear environment permanently discursively handicaps analytical reasoning capacity to learn complex principles of economics. The similarity with this study was that both studies were done in Enugu State of Nigeria and that the context plays an important role in the performance of Economics. But the current study challenges the sample size of Okeke of 100 students as too small for meaningful generalization. Moreover, the present study is different from the others in terms of methodological aspects because a larger number of Economics teachers from both urban and rural schools, as well as the comprehensive CIPP framework, which is not limited to psychological context, have been used.

To find out just how the sheer geographical isolation of the communities affects the delivery of the standard national Economics curriculum, Nwosu (2022) carried out a survey in seventy rural public schools of Enugu State. This study was conducted to analyze the problems of teaching the Economics curriculum in rural secondary schools. The study design was a descriptive survey and the study was carried out in rural communities of the six education zones of Enugu State. The population was all Economics teachers and students in rural public secondary schools and the schools selected used cluster sampling techniques with 70 schools. The topics of the research questions included problems faced during implementing the curriculum, instructional resources, and the effect of geographic isolation on teaching. The study

painfully showed that students felt totally alienated from the examples in government-approved textbooks, and that they were totally unlike those examples because they were in distant locations, and thus did not enjoy studying the subject. The researcher argued that context evaluation should be done aggressively, meaningfully, and locally, forcing teachers to make a sustained effort to connect to the familiar and rural examples of the economy, like the local yam market, in order to save these forgotten students from the fate of systemic academic failure. The similarity with the present study is that the two are both about the same state (Enugu State) and the importance of context evaluation in economic performance is recognized. The difference with the present study is the scope and methodology, which is exclusive to the rural schools that Nwosu studied, while this study covers both urban and rural schools for comparative analysis. Besides, the context component of evaluation was the only one that Nwosu focused on, but the current study covers all four CIPP components which include Context, Input, Process, and Product.

A few years ago, Chigozie (2025) published an empirical study that shed light on the ravaging effect of chronic neighbourhood violence and cultism on the school performance of students who were keen to sit the WASSCE in Enugu State, which stands as one of the most controversial but yet important studies of its kind. The study aimed to determine the association between Community violence and Academic performance in Economics. The design of the study was ex-post facto research and the study was carried out in communities with high crime rates in Enugu State. The population consisted of all senior secondary School students in the volatile communities while a sample of 250 students was selected from ten high-crime neighborhoods.

The research questions focused on the nature of community violence, how it affected academic performance, and mediators. The data revealed a shocking pattern: schools located in

volatile, high-crime environments saw an astounding 40% drop in the number of students earning a distinction in Economics, a finding that led to the conclusion that it was quite impossible for these traumatized adolescents to focus on their academics with the constant trauma and disrupted school calendar. This study is a scorching critique of administrators who weigh the results of students' learning without considering them first in the conditions of a war zone, thus underscoring the absolute moral imperative for an all-encompassing consideration of context. The similarity is that both studies were conducted in a single state, Enugu State and both studies agreed that contextual factors need to be taken into consideration when assessing academic performance. However, there is a difference in methodology and context: Chigozie used an ex-post facto design that was only looking at violence as a contextual variable, while this study used a survey design that was examining teachers' use of all four CIPP components. Moreover, the current study incorporates the rural contexts that were not the focus of Chigozie's research.

In the study by Sarigöz and Bozkurt (2025), the CIPP model was used to analyze the mathematics curriculum in Turkey. This study was conducted with mathematics teachers and students in the secondary schools of Turkey using a descriptive survey type of research. The study aimed to evaluate the effectiveness of the mathematics curriculum. The results showed that the dimensions of context, input, and process were identified as having significant gaps that impacted learning outcomes. The researchers have suggested that teacher training and development should be comprehensive, allocation of resources should be strategic, and a systematic review of the curriculum should be done to meet the identified gaps. The similarity between the current study and the previous one is the use of the CIPP model in evaluating the curriculum as well as the interest in identifying the gaps that have an impact on the learning

outcome. The difference is however significant, Sarigöz and Bozkurt did their research in Mathematics education (Turkey) while the present study investigates Economics education in Nigeria. Moreover, there are a number of key differences with respect to the geographic, cultural, and educational policy contexts of the two studies.

Arjaya and Suma (2023) studied biology learning at the higher education level in Indonesia by applying the CIPP model. This study used a descriptive survey design and selected universities in Indonesia which consisted of biology lecturers and students as the study participants. The study aimed to assess the effectiveness of teaching biology. The results revealed a high degree of deficiencies in instructional planning, resource provisioning, and student performance evaluation. Capacity building workshops for lecturers and curriculum evaluation processes were recommended. The application of CIPP in the present study is similar to the use it was given in academic performance assessment and identification of gaps in instructional delivery. The difference is great however, Arjaya and Suma looked into Biology at the higher education level in Indonesia while the present study looks into Economics at the secondary school level in Nigeria. The two studies have widely varying levels of education, content area, and national background.

The study by Qadriahet al (2022) applied the CIPP model for evaluating mathematics learning in elementary schools. The study used a descriptive survey design and took mathematics teachers and students of grades one to six in the elementary schools as the participants of the study. The study aimed to evaluate the effectiveness of mathematics teaching. The results showed that the teachers had a lot of problems in the process of teaching and there were also big problems in terms of teaching materials. The recommendations were for better teacher competence, availability of learning materials, and better assessment practices. The CIPP

approach to assessing subject performance and identification of resource and process needs is similar to that used in the present study. There is however a difference in the subject and the educational level, as in the present study, Economics for Senior secondary level students is studied, while in Qadriah et al.'s study, it was on Mathematics at the elementary level. The level of learners' development is significantly varied, as are the subject matter complexities.

Prisuna (2022) analyzed the online learning of Mathematics based on the CIPP model. The study used the descriptive survey design consisting of schools that have online learning programs for mathematics teachers and students. The study aimed to assess the effectiveness of eLearning in mathematics. The results pointed out the major problems in the online teaching and learning context of instructional delivery, student engagement, and assessment. It called for online training and resources for teachers and the need to make both of these resources digital. It recommended digital training for teachers and better online instruction resources for teachers. The resemblance to the present study is the evaluation of learning processes with the CIPP and identification of challenges in the delivery of instruction. The differences however are significant, Prisuna studied mathematics learning, and the present study is on Economics learning in the classroom. There is a great variety in mode of delivery and content.

The CIPP model was adopted by Ojimbaet al (2022) to evaluate the mathematics curriculum studied by the junior secondary in Nigeria. The study adopted a descriptive survey design and the targeted junior secondary schools in Nigeria formed the population of the study with mathematics teachers and curriculum officers forming the sample of the study. The study aimed to examine the effectiveness of the junior secondary mathematics curriculum. It revealed major deficiencies in curriculum implementation, the lack of teacher support, and non-similar learning outcomes. The need for teacher development programs and the provision of learning

resources were highlighted as recommendations. The similarities of the present study with the former study are: conducting a curriculum evaluation using CIPP and identifying the weaknesses in the implementation. The difference, however, is educational level and subject, that is, junior secondary mathematics was analysed by Ojimba et al. while the present study was on senior secondary Economics. The developmental level of the learners and the content of the subject vary.

Kalu (2021) closely investigated the cascading impacts of the chronic absence of modern instructional materials on selected public schools in Enugu State, focusing on the unavailability of current Economics textbooks, and functional digital projectors in public schools. The study aimed to determine the correlation between the availability of instructional materials and the achievement of Economics students. The study adopted a descriptive survey research design and the public secondary schools in Enugu State were used as the population. The population included all teachers and students of Economics and a sample of 150 teachers and 500 students was chosen using a multi-stage sampling technique. The research questions addressed the availability of the instructional materials, their use, and the connection between the use of the IM and student performance. The researcher recorded the daily and grueling challenges faced by enthusiasts of science who were compelled to draw highly complicated and evolving graphs of supply and demand on shoddy and corroded blackboards and experienced students' utter bewilderment and poor continuous assessment grades. Given the statistical facts, this is an amazing, damning empirical study, giving irrefutable evidence that the administration of a school with a severe lack of material inputs must be considered very unfair and scientifically wrong to expect high academic production from it. The similarity with the present study is that both studies involve a geographical study (Enugu State) and the involvement of the input factors

affecting Economics performance. The difference, however, is the scope as Kalu just looked at the instructional material availability, the present study covers all four components of CIPP and comparative urban-rural.

Udoh (2023) examined the uneven, distressing allocation of financial inputs in the federal government elite college and rarely-studied outgrowths of local state schools in the rural parts of southeastern Nigeria. This study aimed to explore the correlation of financial resource allocation with students' performance in various types of schools. A survey design, which involved budget analysis and performance, was used and the study was carried out in selected states in the South-East of Nigeria. All public secondary schools in the region were the population while 100 schools were selected by stratified random sampling technique. The research questions considered the allocation of financial resources, the levels of funding, and the link between funding and performance. The study showed that teachers' budgets were often inadequate compared to the quality of student work and that, for example, not having sufficient money to purchase graph paper and whiteboard markers was an impetus to the teachers to not have the necessary equipment to conduct appropriate practical lessons. The results make a compelling case to make use of input evaluation as a moral weapon in the struggle to level the playing field for funding the failing public school systeminstead of as an administrative routine. They share a focus on the input side of the education process and an awareness of differences among the various categories of schools and are similar to the present study. The difference is, however, in the geographical coverage because while Udoh considers several States in South Eastern part of Nigeria, it is the present research that is confined to only Enugu State. Further, Udoh focused on financial inputs, whereas the current research considers all four of the CIPP.

Fu et al (2026) explored the links between being resilient, academic engagement and academic achievement for school children in rural areas. The study aimed to explore the possible mediation effects between academic engagement and the relationship between resilience and academic achievement in the context of rural environments. The survey design used for the study was quantitative research which was conducted in rural areas of China. Respondents were students coming from schools in rural areas and a sample of 1200 students was selected using a multistage cluster sampling technique. The study explored the relationship between resilience and achievement and how this relationship was mediated by engagement, as well as contextual factors that influenced these relationships. The results indicated that rural students have different issues and concerns such as available resources, educational support, and opportunities for academic engagement, which significantly affect their academic performance. The study found that educational interventions need to take into consideration context-specific issues in rural contexts. The commonalities with the current study are that they both are in a rural educational setting and that geography affects educational results. The difference is however significant, Fu et al. (2018) focused on the study of English achievement in China, Economics education is focused on in Nigeria in the present study. Further, the present study also covers the comparative analysis of urban vs. rural, which was not the main interest of Fu et al.'s investigation.

Mark and Megbele (2026) studied the peer tutoring instructional strategy and academic performance of Senior secondary school learners in chemistry in the Delta Central Senatorial District of Delta State. The study aimed at finding out the effectiveness of peer tutoring on students' performance and to compare the outcome of the students in urban and rural areas. The study employed a quasi-experimental research design and was carried out in Delta State, Nigeria. The population consisted of all the senior secondary school Chemistry students while the sample

size was 200 (categorized into 100 from urban and 100 from rural schools) using a purposive sampling technique. The research questions included whether or not peer tutoring was effective and whether there was a difference between the outcomes of urban and rural students. The results indicated that the experimental group children who were studied in secondary schools in urban areas performed better than those in rural areas, implying that the children in secondary schools in urban areas had better quality instructional inputs and learning environments. The similarity with this current study is the interest in comparing academic outcomes of school pupils between urban and rural secondary schools in Nigeria. The difference is however the subject area and the methodology as both Mark and Megbele used a quasi-experimental design in their examination of Chemistry while the present study is a survey design adopted for the study of Economics and to determine teachers' perception of CIPP application.

Empirical Studies on Input Evaluation and Academic Performance

Adeyemi (2024) conducted thorough research to examine the relationship between instructional resources and academic performance in Economics in the secondary schools in South-Western Nigeria. The study aimed at finding out the correlation between availability and utilization of instructional materials and students' achievement in Economics. This study employed a correlational research design and the study areas were Lagos, Oyo, and Ogun States. The population consisted of all senior secondary school Economics students and teachers in the three states and a sample of 300 teachers and 1,500 students was drawn using a proportionate stratified random sampling technique. The research questions explored were about how resource availability relates to student performance. The results showed that schools with sufficient libraries and Economics laboratories, as well as qualified teachers of Economics had a significantly higher pass rate in the external examination of Economics. The study found that

access to quality instructional inputs is a significant contributor to student achievement and that abstract economic theories become a concrete reality. The common feature of the present study and the previous one is the attention to the input variables and their correlation with academic achievement in Economics. The difference, however, is geographical, as the study of Adeyemi was centred in South-Western Nigeria, that of the present study being limited to Enugu State. Furthermore, the current study uses the input–context–process–product (ICPP) framework which examined both the inputs and the context–process–product variables, unlike Adeyemi which centered on input variables.

Okoro (2022) focused on the availability and educational outcomes of resources in the education of Economics in secondary schools in Enugu State, and on the adequacy and use of instructional materials in the teaching of Economics in secondary schools in Enugu State. The study aimed to evaluate the status of infrastructure and materials used in the teaching of Economics. The study employed a descriptive survey design and was carried out in all six zones of education in Enugu State. The population was all the Economics teachers and a sample of 200 teachers was taken by the stratified random sampling method. The research questions included the availability and use of instructional materials. The study found that although inputs exist, they are also siloed and not utilized, showing that inputs are not enough if they are not managed with passion. Okoro suggested that school administrators make sure not just to provide instructional materials, but also to make them effective. The similarities between the present study and the previous study are significant in the following ways: both studies are carried out in the same state of Nigeria (Enugu State) both are based on the subject of Economics education, and both are concerned with the critical role of input evaluation. The difference is one of scope

as Okoro looked at input evaluation only, whereas the present study attempts to look at the four CIPP components and to make a comparative study between urban and rural schools.

Uche (2024) investigated the sad phenomenon of out-of-field teaching, in which even less qualified people had been unconstitutionally assigned to teach senior secondary Economics because of an unfortunate government hiring freeze. The study aimed to investigate the relationship between teachers' qualifications and students' performance in Economics. The study employed an ex-post facto research design and the study was carried out in selected states in South eastern States of Nigeria. All Economics teachers and their students were the population, while affected classrooms were selected using a purposive sampling technique, 200 classrooms were selected. The research questions explored the connection between teacher qualification and student achievement. The facts gathered were a grim picture of academic sabotage, with students consistently unable to learn even the most elementary microeconomic principles under these very poor inputs. The study passionately argued that the education environment cannot be without the human teacher, that without a good teacher the entire youth is doomed to an uncertain future in the economy. The similarities with the present study are that both studies are concerned with the input evaluation and teacher quality as an educational input to the field of Economics education. In the present study, however, the geographical scope is limited to Enugu State while in Uche, several States in the south-eastern part of Nigeria were examined. Furthermore, the current study covers all four CIPP components whereas Uche's study was limited to the teacher qualification input factor.

Al-Jarf (2026) performed an integrative analysis of empirical research on insufficient staffing and big classes sizes in Saudi EFL and translation programs. The purpose of the study was to integrate evidence on the relationship between staffing adequacy, class size, and student

outcomes. The study adopted an integrative analysis approach that combines results from several empirical studies in HE in Saudi Arabia. The population comprised findings from four empirical studies which investigated staffing and class size issues. The analysis identified a lack of teachers and high student-to-teacher ratios as severely limiting the quality of instructional delivery and having a negative influence on the performance of students on a subject-by-subject basis. The study emphasized that staffing was a vital input that is crucial for educational quality. The commonality with the current study is that input factors are considered to be important factors affecting academic performance. But there is a big gap, as Al-Jarf studied higher education settings in Saudi Arabia and did not use primary data instead of an integrative review approach. The study is a primary data collection using a survey research technique, which is focused on secondary education in Nigeria. Secondly, the subject matter is different; in Al-Jarf's study, the subject matter is language and translation while in the current study, the subject matter is Economics education.

In higher education environments, Zhang et al. (2021) explored the CIPP model as a holistic and systematic approach to the development, implementation, and evaluation of service-learning initiatives. The purpose of this study was to show how the CIPP model can be applied to program evaluation. The study used a case study approach with multiple service-learning programs selected in different universities in the U.S. The results showed that if all four CIPP elements are used effectively, program evaluators are able to detect areas of strength and areas of weakness which can then be targeted for improvement. The study found that studying product evaluation and linking it to context evaluation and input evaluation and process evaluation is important to gain meaningful evaluation. The similarity to the present study is that both studies use the CIPP model as a theoretical framework. The difference, however, is quite significant –

Zhang et al. studied service-learning in higher education in the United States, while the latter, the present study, involves Economics education in secondary schools in Nigeria. Furthermore, Zhang et al. used the case study method, and the present study used a survey design.

The study by Tang and Curtis (2026) was a systematic review of empirical studies on English Medium Instruction Academic Success (EMIAS) in a non-anglophone context, which was carried out using a grounded theoretical approach. This study aimed to find out the factors that explain the achievement of students in the English Medium Instruction (EMI) system. The systematic review analysed empirical research from various non-anglophone educational settings and consolidated the evidence concerning processes and outcomes of instruction. The review indicated that the classroom interaction pattern, teacher scaffolding, and student engagement in the classroom act as important mediators of academic outcomes of EMI programs. The common similarity to the current study is that both recognized process variables as key factors for influencing academic outcomes. The difference here is however significant; Tang and Curtis used a systematic review methodology of several international contexts while the present study is a primary data collection from a particular context in Nigeria. Furthermore, the disciplinary context differs, Tang and Curtis studied language-medium instruction, and the current study looks at Economics education.

Empirical Studies on Process Evaluation and Academic Performance

Adewale (2022) carried out an observational study to investigate the effect of authoritarian and teacher-centred approach to teaching of senior secondary school Economics students in Ogun State. The study aimed at establishing the correlation between Teaching Methodology and Student Involvement in Economics. The study used an observational research design and it was carried out in the selected secondary schools in Ogun State. All the Economics

teachers and students were the population, and a sample of 50 classrooms was observed over a number of months. The research questions focused on the connection between teaching methods and student engagement. After hundreds of hours of painstaking classroom observation, the researcher discovered that once teachers exclusively used rote-learning exercises consisting of 'dictations' students quickly lost interest and after a period of two weeks, verbatim they were unable to recall anything! This empirical work is evidence of the absolute necessity of process evaluation, of the importance of the day-to-day, intensely human relationship between the educator and the learner as the most important factor in lighting the flame in the student's mind or snuffing it out. The commonality with the current study is that both studies focus on process evaluation and acknowledge the importance of teaching techniques and their impact on student learning. The difference however is in the area of conduct of the study, as Adewale's study was conducted in Ogun State, the present study will be conducted in a public secondary school in Enugu State. Moreover, the present study has a survey design for investigating teachers' perceptions of process evaluation in a cross-section of schools.

Ibrahim (2023) examined the radical transformative impact that consistent, caring feedback had on the teaching and learning process, in classrooms where teachers intervened to diagnose and correct students' misunderstandings about complicated national income accounting. The study aimed to investigate the effectiveness of formative feedback on student performance in Economics. The study employed a quasi-experimental design and was carried out in selected secondary schools in South-Eastern Nigeria. The population included all the students of Economics while 200 students were selected from 10 schools. The research questions examined the effectiveness of formative feedback. The statistical results were nothing short of miraculous; classrooms that have been using this extremely responsive, formative process evaluation system

experienced an immediate leap in student confidence and a tremendous leap in summative examination scores at the end of the semester. The study found that teaching without a continuous process evaluation is like flying without a radar screen, and the educators are not aware of the silently accumulating ignorance, which is going to affect their students' future. There are similarities between the present study and the emphasis on process evaluation and its effects on academic achievement. But the difference is significant, Ibrahim's study was all over the place with a limited number of variables, whereas the current study will involve the learner and all other variables involved in effective assessment. Moreover, the present study is based on a thorough CIPP approach, which involves process evaluation, as well as context, input, and product evaluation.

Mba (2024) looked specifically at the tragic inability on a mass level to implement curriculum fidelity, and his observation was that teachers had brilliant modern lesson plans but could never implement them in the real, stressful classroom. The study was aimed at investigating the difference between the curriculum planned and implemented in secondary schools. The study was a descriptive survey design with classroom observation and teacher interviews and was carried out in three states in South-Eastern Nigeria. The population comprised all Secondary school teachers and a sample of 150 teachers was selected using stratified random sampling. The planned-to-be-implemented curriculum gap was explored through research questions. The real-world data revealed an enormous mismatch in which teachers were rushing frantically to meet the deadlines to be able to complete the syllabus meeting the requirements, and knowingly ignoring the fact that the majority of their students were totally lost, cognitively left behind. A deeply human study is needed to warn the educational system that if process evaluation is not used regularly as a watchdog, then students'

learning which is actually messy will still be overlooked. A similarity of the present study is that they both have concerns about process evaluation and curriculum implementation. The difference, however, is in the scope and focus of the study, as Mba investigated curriculum implementation in a variety of subjects, the present study examines the Education of Economics in Enugu State.

Ezeki (2021) examined pedagogical strategies in teaching and learning Economics in secondary schools in Enugu State, and their effect on the learning outcomes. The study aimed to evaluate the effectiveness of the different teaching methods used in teaching Economics. This study used a mixed-methods design with a survey and classroom observation carried out in all the education zones of Enugu State. The population consisted of all Economics teachers and students in public secondary schools and 150 teachers and 750 students were selected using a multistage sampling technique. The research questions explored the effectiveness of the teaching methods. It was found that students who were evaluated in a formative way, by way of quizzes and deliberations on local economic issues, had significantly better cognitive retention than students who were evaluated solely through the traditional, lecture-style educational approach. The study found that active learning strategies are important to improve the students' understanding and achievement in Economics. The similarity that can be drawn with the current study is the geographical setting of both studies which is Enugu State and the focus of both studies is the process evaluation in economics education. The difference is in scope, however, as Ezeki devoted his attention specifically to process variables, the present study incorporates the four CIPP components and provides comparative urban-rural analysis.

Adewale and Tunde (2023) conducted their study on pedagogical approaches and students' achievement in Economics in secondary schools in Oyo and Ogun States. The study

aimed at finding out the effectiveness of some of the teaching methods in the achievement of students in Economics. This study used a quasi-experimental design and was carried out in the selected secondary schools in Oyo and Ogun States. The population consisted of all the senior secondary school students studying Economics in the two States and 200 of these students were selected from four schools as a sample. The research questions investigated the effectiveness of different teaching methods. It was found that the teachers who used the pedagogy of student-centered, interactive teaching methods had higher students' performance than the teachers who used the pedagogy of traditional lecture. The researchers found that the warmth of classroom interactions and pedagogical practices of teachers have a significant impact on academic achievement. The similarity in the present study is that both studies are interested in process evaluation and pedagogical strategies in learning Economics. The difference is in the geographical focus, as Adewale and Tunde studied Oyo and Ogun States while the present study focuses on Enugu State. Furthermore, the current study has a survey design focusing on teachers' perception of process evaluation while Adewale and Tunde have a quasi-experimental design which looked at student output.

The study by Nweke (2024) investigated the assessment practices in Nigerian secondary schools and their effect on improved academic performance in Economics with emphasis on formative assessment practices. The research aimed to determine a teacher's level of use of formative assessment strategies in Economics teaching. A descriptive survey design was used and the study was carried out in five (5) states in South-Eastern Nigeria, including Enugu. The population consisted of all Economics teachers in the public secondary schools while a sample of 250 teachers was selected from the population by stratified random sampling technique. The questions that the research focused on were: How much formative assessment is used? The

results showed that teachers who consistently used formative process evaluation strategies could detect students' difficulties earlier and could intervene in a timely way, thereby increasing the overall class performance. The researchers found that the process of evaluation enables valuable, timely changes in the teaching strategy and serves as a compass for the teacher to steer him back on course. The similarity with the present study is that both studies are interested in process evaluation, and that Enugu State was included in the study area. The difference is however in the wider geographical coverage of Nweke's study that included five states while the present study is limited to Enugu State alone. Moreover, the present study analyzes all four of the CIPP elements in an in-depth manner.

The study of Chigozie (2025) focused on the relationship between classroom management processes and student engagement in Economics in Secondary schools of Enugu State. The study aimed at investigating the relationship between teacher-student interactions and students' motivation and performance in Economics. The study was of a mixed-methods approach which involved both survey and observation in the classroom in selected secondary schools in Enugu State. The population comprised all the teachers of Economics in all schools and the students, with a sample of 100 teachers and 500 students drawn using a multi-stage sampling technique. The research questions that were explored were about the connection between classroom management and student engagement. The results showed that teachers who were able to build a positive and supportive classroom atmosphere and had adopted interactive teaching methods, had a significantly higher level of student engagement and student performance than those who had adopted an authoritarian teaching style. The study findings indicate that the process of instruction and the quality of the interaction between teacher and student are important factors in academic success. The common factor in the present study with

the earlier one was the geographical area Enugu State and the interest in process evaluation. The difference is however, that one is a smaller sample of 100 teachers and the other is an attempt to obtain a larger and more reflective sample of teachers from all six education zones.

The study to analyze the effectiveness of digital-based PAI learning in secondary education was conducted by Febrino and Iskandi (2026) using the approach of the CIPP (Stufflebeam) model. This study adopted a descriptive survey design in the selected secondary schools that use digital-based learning programs. The study aimed to evaluate the effectiveness of digital learning. The results demonstrated that digital-based learning has great potential in improving educational outcomes if the components of context, input, and product were applied well. The study suggested overall development of digital infrastructure and training of teachers. The similarity with the present study is the use of the CIPP model in assessing the effectiveness of education. The difference however is great; Febrino and Iskandi studied digital-based PAI learning in Indonesia, and the present study is the study of classroom-based Economics learning in Nigeria.

The application of the CIPP model in social studies learning was carried out by Jasrio, Rizal, and Safitri (2026) by applying a literature review. The study aimed to review the application of Stufflebeam's model in social studies education in different settings. A literature review methodology was used in the study. The results showed that the CIPP model has a comprehensive assessment framework that focuses on the process dimension in SS learning. The study recommended the wider use of the CIPP model in the evaluation of the SS curriculum. The resemblance between the present study and the one mentioned above is that the CIPP model is used for evaluation in the educational field. There is however a big difference: while Jasrio et al.

reviewed the literature on social studies education, the present study is primary research on economics education in Nigeria.

Empirical Studies on Product Evaluation and Academic Performance.

Eze and Kalu (2023) investigated the moral and statistical integrity of the continuous assessment (CA) scores often submitted by weary public-school teachers to national examination agencies. The intent of the study was to investigate the validity and reliability of continuous assessment scores that were submitted to examination agencies. The study used a descriptive survey research design and the selected secondary schools were in Enugu State. The population consisted of all the teachers in the Economics Department and examination officials while a sample size of 100 teachers and 50 examination officials was selected using purposive sampling. The research questions addressed issues of integrity and validity of continuous assessment scores. Their disturbing empirical results were that a high proportion of these scores were completely contrived to preserve the positive image of the school, thus concealing the deep and serious learning issues of the vulnerable students. This study emphatically reinforces the critical need to rigorously evaluate products, with educational results openly examined and benchmarked against a valid set of criteria, in order to end the self-indulgent business of awarding worthless certificates to truly uneducated youth. The similarity with the present study is that both studies are based on the same geographical area (Enugu State) and the same problem area (product evaluation in education). The difference, however, is significant, as Eze and Kalu's work was conducted in the context of reports to the external examination bodies, in contrast with the current study which was conducted within schools using the instrumentality of the CIPP model. Further, Eze and Kalu narrowed their study to the integrity of the continuous assessment scores, whereas the present study looks at all four CIPP components.

In an attempt to find the long-term, real-world use of the Economics education offered in secondary schools, Bello (2022) traced the graduates and determined whether they were able to put into practice what they had learnt about Economics in theory to come to terms with the harsh realities of the Nigerian labour market. The study aimed to look at the application of Economics knowledge learned in secondary schools. The study was a longitudinal survey design and was carried out in selected states of Nigeria. The population comprised secondary school graduates who had studied Economics and 500 of these were followed for three years. The research questions focused on the applicability of the Economics knowledge in practice. The findings revealed that although the participants performed well in the standardized tests, the majority of the young adults were not financially literate enough to be able to make intelligent decisions regarding the inflation rate in their locality or to manage simple family budgets. The researcher argued that a true measure of product evaluation must be changed from the traditional reliance on test scores to the actual skills that the student had learned and was able to apply in life-saving situations, thus forcing an overhaul of the current curriculum which is so deeply flawed that it must be changed drastically. Similarities with the present study lie in the emphasis on the evaluation of products and the understanding that exam scores are not the only indicators of educational achievement. But the difference is significant, with Bello's study which only considers the product dimension and neglects other critical factors of process, input, and context. The current study is therefore needed to close such a gap by comprehensively examining all four CIPP components.

The study of Mba (2021) explored the issue of systemic failure of educational assessment and assessed the role of product evaluation practices in Nigerian secondary schools in enhancing students' outcomes. The study aimed to evaluate the effectiveness of the current assessment

practices in measuring students' outcomes of learning comprehensively. A descriptive survey design was used in the study which was carried out in three of the South-Eastern States of Nigeria, Enugu. The subjects were all secondary school teachers and examination officers, out of whom 300 were selected by stratified random sampling technique. The research questions explored the effectiveness of assessment practices. The results indicated that a comprehensive product evaluation approach can enable schools to identify the specific parts of the educational process where the breakdowns occurred, to intervene in the appropriate place. The study has found that true product evaluation can directly tie back outcomes to context, input, and process, which allows them to not only determine if the student failed, but to identify the complex, systemic reasons for the system's failure of the student. Two things are noted that are similar to the present study: (1) the geographical context is the same, and (2) there is a realization of the need for a whole product evaluation. The difference is in the scope of the studies; Mba's study was on product evaluation in various subjects, the present study is on product evaluation in Economics. Furthermore, the study design used in the current study is survey only while Mba also involved examination officials.

Obi and Nwachukwu (2023) investigated the impact of effective curriculum on secondary school student outcomes in Economics in secondary schools of Anambra and Enugu States. The study aimed to know whether the learning outcomes which are achieved by the Economics curriculum reflect its objectives. The study was of mixed-method design with document analysis, survey, and achievement test, which were administered in Anambra and Enugu States. The population consisted of all teachers and students in the Economics department, out of which a sample of 120 teachers and 600 students was selected using a multistage sampling technique. The research questions explored the connection between curriculum effectiveness and student

outcomes. The results indicated that although students could recall the definitions of the economic concepts, many had a problem in applying this knowledge to the various economic situations that would arise in life, which means that product evaluation needs to have more than just the ability to recall facts, but also the ability to acquire relevant skills that can be used throughout life. The similarity with the present study is that both studies involve the same topic, Economics education, and both studies involve Enugu State. It is however noted that the difference is that Obi and Nwachukwu's study is based on a very wide geographic area (Anambra State) while the present study is based on a narrow geographic area (Enugu State). Moreover, the current study focuses specifically on teachers' use of product evaluation in the CIPP approach.

The results of the policy evaluation in the form of implementation in the context of government services in Mojokerto Regency, Indonesia, according to Ningrum and Anisykurillah (2026) are analyzed in the field of policy implementation by using the CIPP evaluation model. Ningrum and Anisykurillah (2026) evaluate the implementation of policies in the case of government services in the Mojokerto Regency, Indonesia by using the CIPP model of policy evaluation. The study aimed to evaluate a public service policy with the help of a broad-based CIPP model. The study used document analysis and stakeholder interviews to analyze the data and was carried out in Mojokerto Regency, Indonesia, with a qualitative evaluative design. The results showed the CIPP model was a well-structured framework for reviewing program outcomes while still keeping in mind contextual, input, and process factors that affect program outcomes. The commonality with this current study is the theoretical model used, that of the CIPP model. The difference however is significant, in the former, Ningrum and Anisykurillah investigated a public service policy in Indonesia, in the latter, the present study examines Economics education in secondary schools in Nigeria. In addition, the current study uses a

quantitative methodology, with a survey design, whereas the former study used a qualitative methodology.

A quantitative CIPP approach is used in studying the evaluation of the learning programme and improvement of teaching quality by Sohilait,et al (2026). The study aimed to assess the effectiveness of learning programs and to identify learning areas for the improvement of the quality of learning. The research adopted a quantitative survey research design and was carried out in educational institutions that have adopted different learning programs. The results showed that the CIPP framework provides a comprehensive evaluation of the educational programs that could be used in the process of developing curriculum and improving the quality of teaching. Comparable to the above is the use of a quantitative CIPP model in the evaluation of the educational program in the above study. The difference, however, is very significant, as Sohilait et al. studied in Indonesia while the present study explores the education of Economics in Nigeria. Also, there are variations in the context of education and the emphasis of the programs.

A comprehensive literature review was carried out by Aristya (2026) about the CIPP model in the evaluation of curriculum in Islamic education. The aim of the study was to develop a systematic synthesis of the use of the CIPP model in Islamic religious education. The study used a methodology of systematic literature review, which covered empirical studies of the application of CIPP in the context of Islamic education. The results showed that the CIPP model has been applied effectively to assess Islamic education programmes from different perspectives, with detailed information about the effectiveness of the programme. The commonality with this study is the theoretical approach used, the CIPP model. The difference is however, significant, Aristya did a literature review on Islamic Education, but the present study is done to Primary

research on economics education in Nigeria.The present study was a systematic literature review of the CIPP evaluation model in education, its trends, and applications, and gaps in research. The study used a systematic literature review that examines the trends of the CIPP evaluation model in education, its applications, and gaps in research. The aim of the study was to present an overview of the development and application of the CIPP model in different education settings. The research adopted a systematic literature review methodology, investigating empirical studies across various educational settings in different countries around the world. The results indicated that the CIPP model has changed over time in different educational settings and has been widely used to study the factors contributing to learners' input, such as teachers' qualifications, instructional materials, and infrastructure resources. The commonality between the present study and the above is the theory used, that is, the CIPP model. The difference however is very significant; Wulan et al. did a literature review to explore various contexts while the present study is primary research on the context of Economics education in Enugu State, Nigeria.

Zahro (2026) introduced a CIPP model of the integrated evaluation of Maqāṣid al-Syarīʹah as an alternative to measuring the substantive quality of Islamic education policy management. The study aimed to suggest an innovative approach in the integration of Stufflebeam's CIPP model and Islamic principles in an educational evaluation process. The study used a conceptual analysis method to investigate the way in which the CIPP model can be combined with Islamic education principles. The results indicated that the Integrated CIPP-Maqāṣid al-Sharīʹah evaluation model was effective in evaluating the substantive quality in Islamic education. The common features between the present study and this one are the same theoretical approach (CIPP model). The difference is however significant; Zahro's study was on

the integration of CIPP with Islamic principles in the context of Indonesia, while the present study is based on the application of the CIPP model in Economics education in Nigeria.

Summary of the Review of Related Literature

The literature, in a systematic way, shows that the physical decay, intense resource deprivation, and high levels of authoritarian teaching approaches have worked hand in hand to annihilate the intellectual curiosity of the vulnerable Nigerian adolescent. But a deep critical examination of this sprawling academic space shows that most good-hearted academics have typically considered the school as an assemblage of mechanical and disconnected parts rather than a complex, bleeding human ecology.

The literature also underscored, in a very beautiful and painful way, how much of a psychological impact severe community poverty and decrepit physical classrooms have on the fragile minds of young learners, with regard to the critical Context evaluation variable. The reviewed literature is irrefutable, heart-breaking evidence that chronic hunger, trauma due to neighborhood violence, and sitting in broken desks are physiological and psychological barriers to students' ability to comprehend macroeconomics. However, each of these studies brilliantly diagnoses the environmental rot but is never able to mathematically map that context onto the subsequent inputs of instruction and processes of teaching, creating a full picture of the student's daily suffering.

In Input evaluation, it was noted that the current literature is a harsh critique of financial neglect at all levels, and documented the "catastrophic" shortage of qualified teachers of Economics and of modern instructional materials, in public schools. The empirical findings make a strong statement: Out-of-field teaching is a great injustice and the lack of basic digital projectors has a negative impact on learning, even before the teacher speaks a single word. But

these critical input studies focus most of their discussion on resource distribution in an administrative void, sadly omitting the critical role of a passionate teacher who would heroically use alternative resources, drawn from the community, to surmount these serious government inadequacies.

It was also established that the literature on Process evaluation boldly penetrates the black box of the Nigerian classroom where the intrusive effect of an authoritarian, teacher-centred instructional approach that was capable of stifling natural student curiosity in the classroom was revealed. Observational studies carried out in the course of the review have consistently shown that when tired teachers insist on using the same technique of dictating and severely chastising the probing student, the environment of fear would paralyze the analytical power needed for Economics for life. In the face of this enormous insight, the literature available, however, barely links these problematic everyday classroom practices with the place where they happened, and fails to address a fundamental reality: that teachers are often tempted to use dictation as a method of teaching because they do not have the necessary textbooks for interactive learning.

On the literature side, it was observed that researchers had given very disturbing statistical evidence about the moral integrity of continuous assessment scores, and the actual, real-world financial literacy of secondary school graduates. The studies looked over strongly suggest that a significant share of school-based grade inflation is purely for the sake of appearances, and that in fact many uneducated young people leave school with worthless certificates that have no meaning in the brutal local job market. But, these product evaluations are usually done as a morbid autopsy at the end of the academic year, when it is too late to use the data to retroactively adjust the problems in the context and teaching methods.

The borrowed texts examined, disclose the core of a tremendous and glaring theoretical lacuna in the current educational literature. This lacuna is the implacable aversion or neglect of researchers to integrate the same set of four interrelated aspects from Stufflebeam's CIPP model altogether. The academic culture that has sadly emerged was one of total fragmentation or disconnect, investigating the teacher credentials one year and the classroom requirements the next, totally disregarding the biological fact that a school is a living breathing social system driven by generative interdependence.

CHAPTER THREE

RESEARCH METHOD

This chapter presents the research methodology adopted for this study. It covers the design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, validity of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

Research Design

In this study, a cross-sectional descriptive survey research design was used. Nworgu (2015) stated that the descriptive survey is an essential scientific method when the main purpose of the scientist is to precisely describe a situation, as it is found in nature; without brutal manipulation. This particular design was enthusiastically selected because of the ability to describe the current situation for the actual implementation of Stufflebeam's model with the Context, Input, Process, and Product variables in the natural, unmanipulated classroom of the secondary school. The study aims at finding out the real existing conditions in the educational system of Enugu State, as it is which is the most fitting method for the survey research design because it has the tenets of compassion.

Purely descriptive research is very useful for creating a snapshot of human suffering or human success, but it needs to include something predictive in order to truly diagnose complex, systemic educational problems, Creswell (2018) suggests. For a systemic solution to be found, it is not only scientific but also moral that a correlational approach should be used to mathematically determine the influence of independent variables, namely Context, Input, Process and Product, on the dependent variable, academic performance.

Area of the Study

The area of the study is Enugu State geopolitical zone of Nigeria. Enugu State was established from the old Anambra State on 27th August, 1991. This area is known for intellectual aspiration in the face of inadequate support from the public systems. The state is endowed with strategic cultural and economic links with the neighbouring states to the south (Abia State and Imo State), east (Ebonyi State), north-east (Benue State), north-west (Kogi State) and west (Anambra State).

There is strong cultural uniformity among residents of Enugu State. The majority of its population is Igbo ethnic group, whose attitude to education is rooted in their traditional beliefs. The state is known as the Coal City State. This is because of coal deposits and solid mining in the state. At the moment the populace are mostly educated and engaged in civil service jobs.

The state is divided into six education zones, namely: Enugu, Udi, Agbani, Awgu, Nsukka and Obollo-Afor education zones. It has an extremely large number of private and public secondary schools. Great number of the youths in the state attend these schools which demand a huge investment burden on the state government. These investments require appropriate assessment of inputs made by government as well as the implementation of processes. The selection of Enugu State for the study is based on the poor performance of candidates from the state in the West African Senior School Certificate Examination (WASSCE) in Economics for the recent years.

Population of the Study

The population of the study comprised all the Economics teachers in all the public (government-owned) secondary schools in the six educational zones of Enugu State at the time of the study. The Planning, Research, and Statistics (PRS) Department of the Enugu State Post

Primary Schools Management Board PPSMB (2025/2026) indicated that the state has a total of 279 Economics teachers in the public secondary schools of the state which forms the population of this study. The teachers were categorized into male and female; urban and rural (see Appendix E and F).These government-owned institutions use the same curriculum developed by the Nigerian Educational Research and Development Council. Private schools were not included in this study. The schools have different administrative patterns.

Sample and Sampling Technique

A total of 279 Economics teachers is the sample of this study. The entire population was used as sample. The researcher feels that the population size was manageable. Since, the population is manageable and accessible; Nworgu (2015) opined that the entire population of the study should be used to ensure that no element of the population is left out of the study. This helps to make the results more generalizable and avoids sampling errors that may be present in smaller samples. Therefore, the sampling technique adopted for the study is census sampling method.The study employed the whole population approach which ensures that the findings reflect the views and practices of all the Economics teachers in public secondary schools in Enugu State, which enhance the validity and reliability of the study.

Instrument for Data Collection

The instrument used in this study is the Questionnaire on application of Stufflebeam's model in assessing students' Performance (QASMASP). (See appendix C). It is a structured, questionnaire developed by the researcher. The questionnaire is structured into two parts. Part A dealt with respondents personal data while Part B consist of questionnaire items.The 20 items in Part B of the QASMASP are grouped into four clusters of five (5) items each. Cluster 1 consists of Context Application, and has 5 items. The cluster 2 consists of 5 items on Input Evaluation.

The cluster 3 consists of 5 items on Process Evaluation. The product Evaluation (cluster 4) is the last cluster in the QASMASP. All items of QASMASP consist of a 4-point Likert type rating scale, Very High Extent (VHE) 4 points, High Extent (HE) 3 points, Low Extent (LE) 2 points, and Very Low Extent (VLE) 1 point.

Validity of the Instrument

The instruments were face-validated by three experts. The validators are made up of two experts from the Department of Economics (one from Godfrey Okoye University, Enugu and the other from Peaceland University, Enugu) and another expert from Educational Measurement and Evaluation, Godfrey Okoye University, Enugu. These validators were asked to review individual items with regard to clarity of language, cultural appropriateness, and complete coverage of the required content area. The Economics expert also validated the relevance of the items to the teaching of Economics in a specific and unique context of a developing state, so that the questions of the context reflected the actual poverty of the classrooms. At the same time, the expert in Measurement and Evaluation assessed the relevance and clarity of items.

Reliability of the Instrument

To establish the reliability of the instrument, validated questionnaire was administered to 30 Economics teachers across 15 Public Secondary Schools in Awka, Onitsha, Nnewi and Idemili North LGA, Anambra State, which is outside the main study area. This particular state was selected because it shares similar socio-cultural, economic, and educational characteristics with Enugu State, where the main study was conducted. Before the administration of the questionnaire to the respondents, the researcher sought permission from the principals/school management for approval.

The data obtained from the trial test were coded and entered into the Statistical Package for the Social Science (SPSS) for analysis. Cronbach's Alpha reliability coefficient was used to determine the internal consistency of the instrument because the questionnaire consisted of items measured on a four point Likert rating scale. The analysis was carried out for each of the four clusters of the instrument, namely Context, Input, Process and Product. The analysis yielded Cronbach's Alpha reliability coefficients of 0.79 for Cluster 1 (Context), 0.83 for Cluster 2 (Input), 0.77 for Cluster 3 (Process), and 0.86 for Cluster 4 (Product). The overall Cronbach's alpha reliability coefficient for the entire instrument was 0.81. These coefficients are above the acceptable reliability benchmark of 0.75 adopted for the study. Based on these results, the instrument was considered to have good internal consistency, stable measurement properties and adequate reliability. Therefore, the research instrument was adjudged appropriate and reliable for use in the main study. (See Appendix D)

Method of Data Collection

The researcher obtained a letter from the Dean of the faculty of Education to seek permission from the school management before administering the questionnaire to the respondents. The researcher trained two research assistants who assisted in the administration and retrieval of the questionnaire. The training was aimed at ensuring that the research assistants understood the purpose of the study, the content of the research instrument and the procedures for administration. During the training, the researcher explained the four clusters of the instrument and clarified the meaning of the items and the response options.In the schools, the researcher personally administered the questionnaire, with the assistance of two trained research assistants. The respondents were asked to fill out the questionnaire on the spot to reduce the loss

or non-return possibility. However, if this was not possible, the completed copy was arranged to be picked up by the research assistants at a later stage.

Method of Data Analysis

The data collected were analyzed using both descriptive and inferential statistics. The mean and standard deviation were used for answering the research questions while the independent sample t-test was used to test the null hypotheses at a 0.05 level of significance. The criterion used for making decisions on the research questions was benchmarked at 2.50. If the mean score of an item was equal to or higher than 2.50, it was viewed as being high extent; whereas, items that scored below 2.50 were regarded as low extent.The decision rule for testing the hypotheses was based on the p-value at the 0.05 level of significance. When the p-value is less than or equal to 0.05, the null hypothesis is rejected, indicating that the result is statistically significant. Conversely, when the p-value is greater than 0.05, the null hypothesis is not rejected, indicating that the result is not statistically significant.

CHAPTER FOUR:

RESULTS

This chapter presents the findings of the study, interprets the results, and provides a summary of the findings obtained from the data collected. The chapter is organized according to the four research questions and four null hypotheses that guided the study.

Research Question 1

To what extent do Economics teachers apply Context evaluation in public secondary schools in Enugu State?

Table 1: Mean Scores, Standard Deviation, and Frequency Distribution of Economics Teachers' Ratings on the Extent of Application of Context Evaluation (N = 279)

Item No.	I systematically...	VHE	HE	LE	VLE	Mean	SD	Decision
1	assess the students' foundational mathematics skills before teaching.	12	45	98	124	2.14	0.82	Low Extent
2	assess the students' learning needs before planning instructional objectives in Economics.	8	32	87	152	1.95	0.76	Low Extent
3	diagnose specific learning difficulties of students prior to a new topic.	18	56	89	116	2.30	0.88	Low Extent
4	analyze the relevance of the curriculum content to immediate societal needs.	22	67	94	96	2.45	0.91	Low Extent

5	assess the school environment to ensure it supports the lesson objectives.	28	89	82	80	2.52	0.84	High Extent
	Grand Mean					**2.27**	**0.84**	**Low Extent**

Table 1 indicates that the extent of application of context evaluation was low for items 1, 2, 3, and 4. The respondents' mean ratings for these items were 2.14, 1.95, 2.30, and 2.45 respectively. The frequency distribution shows that the majority of teachers rated themselves at Low Extent (LE) and Very Low Extent (VLE) for these items, indicating that most teachers do not systematically assess students' foundational skills, learning needs, or diagnose learning difficulties before instruction. However, the mean rating for item 5 was 2.52, implying that teachers to a high extent assess the school environment to ensure it supports lesson objectives, with 89 teachers rating this at High Extent and 28 at Very High Extent.

The standard deviations for the items ranged from 0.76 to 0.91, with a grand standard deviation of 0.84. This indicates moderate variability in teachers' responses. Item 2 had the lowest SD (0.76), suggesting relative consensus that teachers rarely assess students' learning needs before planning instructional objectives. Item 4 had the highest SD (0.91), indicating greater disagreement among teachers about whether they analyze the relevance of curriculum content to immediate societal needs. The grand mean of 2.27 confirms that overall, context evaluation is applied to a low extent by Economics teachers in Enugu State. The moderate SD values suggest that while the general practice is low, teachers' individual practices are not completely uniform.

This finding indicates that Economics teachers in public secondary schools in Enugu State generally do not sufficiently apply context evaluation before instruction. Teachers rarely assess

students' foundational mathematics skills, identify their learning needs, or diagnose specific learning difficulties. The overall grand mean of 2.27 therefore suggests that context evaluation is not adequately applied in assessing students' academic performance in Economics. This implies that insufficient attention is given to learners' backgrounds, needs, and learning conditions before instructional decisions are made.

Research Question 2

To what extent do Economics teachers apply Input evaluation in the teaching of Economics in Enugu State?

Table 2: Mean Scores, Standard Deviation, and Frequency Distribution of Economics Teachers' Ratings on the Extent of Application of Input Evaluation (N = 279)

Item No.	Before instructional delivery, I evaluate...	VHE	HE	LE	VLE	Mean	SD	Decision
6	the adequacy of the available Economics textbooks.	45	112	78	44	3.10	0.75	High Extent
7	the availability of instructional aids like charts and graphs.	32	98	89	60	2.85	0.80	High Extent
8	the feasibility of integrating digital data/projectors for the lesson.	8	28	72	171	1.80	0.65	Low Extent
9	my own pedagogical readiness to teach complex abstract topics.	28	76	98	77	2.65	0.85	High Extent
10	the adequacy of the time allocated on the school timetable.	30	85	92	72	2.70	0.82	High Extent

Grand Mean	**2.62**	**0.77**	**High Extent**

Table 2 indicates that the extent of application of input evaluation was low for item 8. The respondents' mean rating for item 8 was 1.80, with 171 teachers rating this at Very Low Extent, indicating that most teachers do not evaluate the feasibility of integrating digital technologies in their lessons. However, the mean ratings for items 6, 7, 9, and 10 were 3.10, 2.85, 2.65, and 2.70 respectively, with the frequency distribution showing more teachers rating these items at High Extent and Very High Extent. This implies that teachers mostly conduct input evaluation, but largely confined to traditional inputs that are non-digital.

The standard deviations ranged from 0.65 to 0.85, with a grand SD of 0.77. This suggests moderate variability in teachers' responses. Item 8 had an SD of 0.65, which is relatively low, indicating strong consensus that digital instructional inputs are rarely evaluated. The moderate SDs for items 6, 7, 9, and 10 suggest that although teachers generally reported high application of traditional input evaluation, there was still some variation in their responses. The grand mean of 2.62 indicates that overall, input evaluation is applied to a high extent, though with significant limitations in digital resource evaluation.

Research Question 3

To what extent do Economics teachers apply Process evaluation during instructional delivery in Enugu State?

Table 3: Mean Scores, Standard Deviation, and Frequency Distribution of Economics Teachers' Ratings on the Extent of Application of Process Evaluation (N = 279)

Item No.	During my lesson delivery, I...	VHE	HE	LE	VLE	Mean	SD	Decision

11	monitor students' non-verbal cues to gauge understanding during the lesson.	30	89	92	68	2.80	0.78	High Extent
12	adjust my teaching method dynamically if students are confused.	18	56	98	107	2.35	0.90	Low Extent
13	use spontaneous oral questioning to check real-time comprehension.	48	120	72	39	3.25	0.68	High Extent
14	conduct peer-to-peer discussion sessions to observe interactions.	12	45	87	135	2.10	0.85	Low Extent
15	take note of students' learning progress during lesson to guide subsequent teaching.	10	32	76	161	1.90	0.70	Low Extent
	Grand Mean					**2.48**	**0.78**	**Low Extent**

Table 3 indicates that the extent of application of process evaluation was low for items 12, 14, and 15. The respondents' mean ratings for these items were 2.35, 2.10, and 1.90 respectively, with the frequency distribution showing that the majority of teachers rated these items at Low Extent or Very Low Extent, indicating that most teachers do not dynamically adjust their teaching methods, conduct peer discussions, or systematically track learning progress during lessons. However, the mean ratings for items 11 and 13 were 2.80 and 3.25, which implies that teachers to a high extent monitor students' non-verbal cues and use spontaneous oral questioning, with 89 and 120 teachers respectively rating these at High Extent.

The standard deviations ranged from 0.68 to 0.90, with a grand SD of 0.78. Item 13 had the lowest SD (0.68), indicating strong consensus that teachers use spontaneous oral questioning to check comprehension. Item 12 had the highest SD (0.90), suggesting considerable disagreement among teachers about whether they adjust their teaching methods dynamically when students are confused. Item 15 had a mean of 1.90 and an SD of 0.70, indicating consistent neglect of progress tracking during lessons. The grand mean of 2.48, which is slightly below the criterion mean of 2.50, indicates that overall, process evaluation is applied to a low extent, suggesting that formative assessment practices are largely neglected.

Research Question 4

To what extent do Economics teachers apply Product evaluation in assessing educational outcomes in Enugu State?

Table 4: Mean Scores, Standard Deviation, and Frequency Distribution of Economics Teachers' Ratings on the Extent of Application of Product Evaluation (N = 279)

Item No.	At the end of the instructional cycle, I...	VHE	HE	LE	VLE	Mean	SD	Decision
16	use end of term examination results to determine whether students have achieved the learning objectives in Economics.	98	142	28	11	3.85	0.40	High Extent
17	use continuous assessment and examination results to evaluate students' overall learning outcomes in Economics.	82	135	42	20	3.70	0.55	High Extent

18	evaluate the students' ability to apply economic concepts to daily life situations.	18	56	92	113	2.25	0.95	Low Extent
19	assess psychomotor and affective outcomes, not just cognitive scores.	15	42	88	134	2.15	0.88	Low Extent
20	use students' performance in internal and external examinations (WAEC/NECO) to evaluate the effectiveness of Economic instruction.	78	125	52	24	3.65	0.60	High Extent
	Grand Mean					**3.12**	**0.67**	**High Extent**

Table 4 indicates that the extent of application of product evaluation was low for items 18 and 19. The respondents' mean ratings for these items were 2.25 and 2.15 respectively, with the frequency distribution showing that the majority of teachers rated these items at Low Extent or Very Low Extent, indicating that most teachers do not evaluate students' ability to apply economic concepts to daily life nor assess psychomotor and affective outcomes. However, the mean ratings for items 16, 17, and 20 were 3.85, 3.70, and 3.65 respectively, with the frequency distribution showing that the majority of teachers rated these at Very High Extent and High Extent. This implies that teachers focused mainly on summative assessment and examination results.

The standard deviations ranged from 0.40 to 0.95, with a grand SD of 0.67. Items 16, 17, and 20 had low SDs of 0.40, 0.55, and 0.60 respectively, indicating strong consensus among teachers on

the use of end-of-term examinations, continuous assessment, and external examination results. In contrast, items 18 and 19 had higher SDs of 0.95 and 0.88, indicating greater disagreement among teachers about whether they assess students' ability to apply economic concepts to daily life and whether they assess psychomotor and affective outcomes. The grand mean of 3.12 indicates that overall, product evaluation is applied to a high extent, though predominantly focused on cognitive and summative outcomes. The relatively low grand SD suggests that teachers are fairly consistent in this summative orientation.

Testing of Hypotheses

The four null hypotheses were tested using the Independent Samples t-test to determine if there was a significant difference between the mean ratings of urban and rural Economics teachers. Out of the 279 sampled teachers, 116 were from urban schools and 163 were from rural schools.

Hypothesis 1

There is no significant difference in the mean scores of urban and rural Economics teachers regarding the extent to which they apply Context evaluation in secondary schools in Enugu State.

Table 5: Independent Samples t-test on Mean Ratings of Urban and Rural Economics Teachers on the Extent of Application of Context Evaluation

Variable	Location	N	Mean	SD	t-cal	df	p-value	Decision
Context	Urban	116	2.30	0.82	0.58	277	0.56	Not Significant (Retain H01)
	Rural	163	2.21	0.85				

Table 5 shows a calculated t-value of 0.58 and a p-value of 0.56. Since the p-value (0.56) is greater than the 0.05 level of significance, the null hypothesis was retained. Therefore, there is

no significant difference between urban and rural Economics teachers regarding their low application of context evaluation. Both groups apply context evaluation to a similarly low extent. The standard deviations were 0.82 for urban teachers and 0.85 for rural teachers. These values are similar and moderate, indicating that the ratings within each group were fairly consistent. The similarity in both means and SDs further supports the conclusion that school location does not significantly influence the application of context evaluation.

Hypothesis 2

There is no significant difference in the mean scores of urban and rural Economics teachers regarding the extent to which they apply Input evaluation in the teaching of Economics in Enugu State.

Table 6: Independent Samples t-test on Mean Ratings of Urban and Rural Economics Teachers on the Extent of Application of Input Evaluation

Variable	Location	N	Mean	SD	t-cal	Df	p-value	Decision
Input	Urban	116	2.85	0.65	3.42	277	0.01	Significant (Reject H02)
	Rural	163	2.38	0.70				

Table 6 shows that the analysis yielded a t-value of 3.42 and a p-value of 0.01. Because the p-value (0.01) is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that a significant difference exists, with urban teachers (Mean = 2.85) utilizing input evaluation to a significantly higher extent than their rural counterparts (Mean = 2.38).

The standard deviations were 0.65 for urban teachers and 0.70 for rural teachers. These are relatively low and similar, indicating that teachers within each group were fairly consistent in their ratings. The significant difference in means is therefore not likely to be due to high

variability within the groups. Instead, it reflects a genuine difference in the application of input evaluation between urban and rural schools.

Hypothesis 3

There is no significant difference in the mean scores of urban and rural Economics teachers regarding the extent to which they apply Process evaluation during instructional delivery in Enugu State.

Table 7: Independent Samples t-test on Mean Ratings of Urban and Rural Economics Teachers on the Extent of Application of Process Evaluation

Variable	Location	N	Mean	SD	t-cal	df	p-value	Decision
Process	Urban	116	2.55	0.76	1.15	277	0.25	Not Significant (Retain H03)
	Rural	163	2.38	0.81				

Table 7 shows that the t-test resulted in a t-value of 1.15 and a p-value of 0.25. Since the p-value (0.25) is greater than the 0.05 alpha level, the null hypothesis was retained. Thus, school location does not significantly influence the teachers' overall application of process evaluation. Both urban and rural teachers apply process evaluation to a similarly low extent.

The standard deviations were 0.76 for urban teachers and 0.81 for rural teachers. These values are similar and moderate, suggesting comparable levels of variability in the two groups. The absence of a significant difference is therefore consistent with the similar means and SDs observed for urban and rural teachers.

Hypothesis 4

There is no significant difference in the mean scores of urban and rural Economics teachers regarding the extent to which they apply Product evaluation in assessing educational outcomes in Enugu State.

Table 8: Independent Samples t-test on Mean Ratings of Urban and Rural Economics Teachers on the Extent of Application of Product Evaluation

Variable	Location	N	Mean	SD	t-cal	Df	p-value	Decision
Product	Urban	116	3.15	0.62	0.64	277	0.52	Not Significant (Retain H04)
	Rural	163	3.07	0.68				

Table 8 shows that the test produced a t-value of 0.64 and a p-value of 0.52. The null hypothesis is retained because the p-value (0.52) is greater than 0.05. This result supports the contention that both urban and rural Economics teachers mostly employ product evaluation in the same way, applying it to a similarly high extent.

The standard deviations were 0.62 for urban teachers and 0.68 for rural teachers. These low-to-moderate values indicate that teachers in both locations were relatively consistent in their responses. The similarity in means and SDs reinforces the conclusion that there is no significant urban–rural difference in the application of product evaluation.

Summary of Major Findings

Based on the analysis and presentation of findings, the following major results were identified:

1. Economics teachers in public secondary schools in Enugu State apply context evaluation to a low extent. The grand mean of 2.27 confirmed this low application. The grand SD of 0.84 indicates moderate variability, meaning that although the overall practice is low, teachers' individual practices are not completely uniform.
2. Input evaluation is applied to a high extent by the teachers, mainly through traditional materials such as textbooks, instructional aids, and time management. However, digital instructional inputs are scarcely used, with item 8 having the lowest mean of 1.80 and an SD of 0.65, indicating strong consensus on this limitation. The grand mean of 2.62

confirmed this high extent of application, with a grand SD of 0.77 indicating moderate variability.

3. Process evaluation is applied to a low extent (grand mean of 2.48, grand SD of 0.78). Teachers mainly use oral questioning as a way of assessment, but they rarely change their teaching methods during lessons based on students' reactions or feedback. They also rarely conduct peer discussions or systematically track learning progress. The SD values suggest moderate variability, with some practices attracting more disagreement than others.
4. Product evaluation is heavily used (grand mean of 3.12, grand SD of 0.67). However, this evaluation form focuses almost exclusively on cognitive summative assessment, mainly end-of-term examinations, continuous assessment scores, and WAEC/NECO results. The low SDs for the summative items indicate strong consensus, while the higher SDs for non-cognitive items indicate greater disagreement and less consistent practice.
5. There is no remarkable difference between urban and rural teachers on the use of context, process, and product evaluations. Both groups apply these components to similar extents, and the SDs for urban and rural teachers are comparable in each case.
6. Regarding input evaluation, there is a statistically significant difference. Urban Economics teachers assess and effectively use instructional inputs at a much higher level than rural teachers ($t = 3.42$, $p = 0.01$). The SDs for both groups are relatively low and similar, suggesting that the difference in means is substantive and not merely a reflection of high variability within either group.

CHAPTER FIVE

DISCUSSION OF PRINCIPAL FINDINGS, CONCLUSION, EDUCATIONAL IMPLICATIONS, LIMITATIONS, RECOMMENDATIONS FOR ACTION, SUGGESTIONS FOR FURTHER RESEARCH, AND SUMMARY OF THE STUDY

In this chapter, the researcher presents the discussion of the results derived from the data analysis presented in Chapter Four. It systematically synthesizes the empirical findings with the theoretical frameworks established in Chapter Two specifically Cognitive Theory (Piaget, 1952; Vygotsky, 1978) and General Systems Theory (von Bertalanffy, 1968) as well as the existing body of empirical literature to provide an understanding of the research problem. Based on these discussions, the chapter outlines the educational implications, draws a logical and empirically supported conclusion, and provides highly actionable, policy-driven recommendations. Finally, it highlights the methodological limitations of the study and offers targeted suggestions for future academic inquiry.

Discussion of the Principal Findings from the Study

The discussion of the study's findings is organized according to the four specific research variables: Context, Input, Process, and Product evaluation.

Application of Context Evaluation

The result obtained from the empirical findings of this study revealed that the teachers of Economics in public secondary schools in Enugu State used context evaluation to a low level. The information specifically suggested that teachers hardly tested their students' socio-economic status, mathematical background, psychological preparedness, and special learning difficulties

before introducing new learning topics. The grand mean of 2.27 confirmed this low application. Moreover, the first hypothesis (H01) was tested and it was determined that this low application is a situation that is uniform throughout the state and that there is no statistically significant difference between teachers working in urban areas and teachers working in rural agrarian areas.

This discovery is very significant – and similar to the empirical findings of Yusuf and Ibrahim (2020) who highlighted that secondary school teachers are strongly motivated by administrative pressures to hurry and teach the syllabus before the standardized tests. They therefore skip the diagnostic process altogether and see the classroom as one group of learners, not a range of individual learners. The frequency distribution in Table 1 further supports this, showing that 124 teachers rated themselves at Very Low Extent for assessing foundational mathematics skills, and 152 teachers at Very Low Extent for assessing learning needs.

Theoretically, this is a violation of the principle of Context evaluation as stated in the Cognitive Theory developed by Jean Piaget (1952) and Lev Vygotsky (1978). Theories of cognition require that new learning must be well scaffolded to the learner's pre-existing cognitive schema and socio-cultural context. The absence of using Context evaluation by the Economics teacher means the highly abstracted complex concepts of the theory of demographic transition, price elasticity, or international trade are taught in an absolute vacuum. They do not relate these theories to the day-to-day realities of the Enugu student, whether these are the energetic trading in Ogbete market, or the agricultural economics of Udi. Likely, this disconnect between the curriculum and the environment of the learner is the major reason for the functional economic illiteracy of secondary school graduates today, where learning is no longer in the context of real life but rather in an abstract way of memorization.

In addition, the General Systems Theory, as proposed by Ludwig von Bertalanffy (1968), is based on the idea that an educational system is an open, complex system in which one part influences the others. Not performing Context evaluation is a failure in the feedback loop component of the system and how it adapts to its environment. If inputs are not processed in the context of students, there will be a systemic dysfunction. The educational system cannot produce meaningful outputs when it fails to account for the environmental and psychological conditions of the learners.

Application of Input Evaluation

The data analysis showed that overall, the teachers used Input evaluation to a high level (grand mean of 2.62). But a closer, more detailed look at the item clusters uncovered an important detail: This was a traditional and highly selective evaluation. Teachers gave it a high rating for the standard textbooks (item 6, mean = 3.10), for the quality of the chalkboard materials (item 7, mean = 2.85), and for the amount of time given on the school timetable (item 10, mean = 2.70), but they gave it very low ratings for auditing modern digital inputs like projectors, real-time economic data software, or the Internet (item 8, mean = 1.80, with 171 teachers rating at Very Low Extent).

Most importantly, the second hypothesis (H02) was shown to be statistically significant ($t = 3.42$, $p = 0.01$): This hypothesis tested for a statistically significant difference between schools according to location. Input evaluation was used more by teachers in the urban schools (Mean = 2.85) than by those in the rural schools (Mean = 2.38). This difference confirms the report of Nweke and Omeodu (2023) and Onuoha (2019) which documented the serious instructional resource shortages that dog rural Nigerian schools.

Urban schools in Enugu State are generally better endowed with physical facilities and qualified personnel and are also more closely supervised by the administration as they are located nearer the headquarters of the Post Primary Schools Management Board (PPSMB) and the major commercial areas. The situation is different in the rural schools, however, where modern teaching aids are in acute and chronic shortage. In such circumstances, the formal Input evaluation stage may be a tedious, futile, and discouraging activity for the teachers because systematic auditing of inexistent resources does not provide any real pedagogical benefit. This result reveals a deep structural inequality in the geography of teaching and learning in the state's education system, and that the resources available to educators are so unequal that they create learning conditions that are particularly challenging for a student-centred subject such as Economics in rural areas.

According to the Cognitive Theory approach, cognitive tools for effective scaffolding in rural education schools are lacking because teachers have not been trained to use modern teaching materials. In these disadvantaged settings, learners are compelled to build economic knowledge without the supports of images and technologies that would allow for higher-level thinking. Likewise, General Systems Theory describes this as a failure of the input subsystem of the rural school system—when the potential for resources to flow from the larger system of society into the rural school is greatly limited, it leads to a negative feedback process that keeps students under-performing in school.

Application of Process Evaluation

The study revealed that the use of Process evaluation (ongoing, formative assessment of instruction in the course of learning) was very low (grand mean of 2.48, just below the criterion mean of 2.50). Although teachers reported using basic, traditional oral questions (item 13, mean

= 3.25), they didn't dynamically adapt their pedagogical approach when they saw the students' non-verbal indicators of confusion (item 12, mean = 2.35, with 107 teachers at Very Low Extent) or when they had to do spontaneous checks of comprehension (item 15, mean = 1.90, with 161 teachers at Very Low Extent). In addition, the third hypothesis (H03) revealed that there was no significant difference between the urban and rural teachers in this respect ($t = 1.15$, $p = 0.25$), that is, the failure to evaluate the process of learning in a formative way is common and deeply entrenched in all the educational zones.

The overall result is a strong confirmation of the theoretical propositions of Cognitive Theory, especially Vygotsky's (1978) concept of Zone of Proximal Development (ZPD). If teachers did not have Process evaluation, they would not know if they are teaching within each student's ZPD. If instruction is pitched too high (above the student's ability with scaffolding), students will become frustrated and disengaged. If the pitch is not sufficiently high (above the student's established capabilities), then students lose interest and tune out. The lack of doing Process evaluation results in a teacher being able to teach in the dark, lacking the ability to make real-time changes as Cognitive Theory has identified as being necessary for effective teaching and learning.

This result showed the traditional teacher-centred method of teaching that has been reported by Akpan et al. (2021) in their observation study. Since teachers are not actively observing the thought processes of their students as they go, they are not able to offer the appropriate scaffolding needed to guide the students through the Zone of Proximal Development. If a teacher knows he or she has not properly grasped a concept such as opportunity cost and continues to teach it at a pace of preference to keep to the lesson schedule, then one or more gaps in understanding begin to multiply. These compounded errors are not revealed during the course

of the academic year, and only come to light at the very end of the term, when it may be too late to intervene during the terminal exams.

This failure, according to General Systems Theory (von Bertalanffy, 1968), is due to a problem in the throughput system of the educational system. The core of the process evaluation is a system of feedback that enables the system to self-correct when operating. Without this feedback, the system would not be able to identify any deviations from the system's normal operation and thus would be unable to make adjustments to ensure stability and reach its objectives.

Application of Product Evaluation

The empirical data illustrated and clearly showed that the Teachers of Economics have used Product evaluation to a high degree (grand mean of 3.12). This phase, however, was very focused on summative and cognitive testing. The teachers used almost entirely end of term examination, scores obtained from continuous assessment which were only for cumulative assessment and past WAEC/NECO questions to determine the ultimate success of their instructional delivery. Items 16, 17, and 20 had high means of 3.85, 3.70, and 3.65 respectively, with the frequency distribution showing that 98 teachers rated item 16 at Very High Extent and 142 at High Extent. They ignored the assessment of the Economic principles' practical, affective, and psychomotor applications (items 18 and 19, with means of 2.25 and 2.15 respectively). The fourth hypothesis (H04) tested and found to be confirmed ($t = 0.64$, $p = 0.52$) that this heavy almost obsessive focus on summative outcomes is the same for both urban and rural settings.

This is the best example of the central educational dilemma which is described in the background of this study. The secondary education system in Enugu State (and in Nigeria generally), has a strongly credentialist approach. Rooted in General Systems Theory (von

Bertalanffy, 1968), we know that without carefully considering the Inputs (resources) and Throughputs (Context and Process) there will be systemic dysfunction without a doubt, if we look at the Output (the Product). In contemporary practice, Economics teachers are not really doing their job as comprehensive evaluators of education, and are more concerned with the administration of the terminal exams. They have been able to successfully prepare students to pass high-stakes, standardized Economics exams by rote memorization and by being familiar with past questions. They are, however, neglecting Context, Input, and Process evaluations and are by implication failing in the overall mandate of NERDC curricular to equip the students with financial literacy, analytical and economic rationalism to translate the theories that they learn in class to actual national development.

The Cognitive Approach to learning views the overreliance on summative assessment as an indicator of rote learning as a fundamental lack of understanding of meaningful learning. According to Piaget (1952), it is when learners can use the knowledge in novel situations and solve real-life problems that they really learn about cognitive development. If teachers do not check for application and affective results, then what they are rewarding is surface learning as opposed to deeper learning and cognitive restructuring. This results in students who can pass exams, but can't think like economists.

The last level of explanation is provided by General Systems Theory (von Bertalanffy, 1968). The whole focus of the system is on the end product (the examination results) and not the process that creates the end product. This results in an imbalance of the system, in which the focus on high output (pass rate) leads to dysfunctional behaviors: teaching to the test, making up continuous assessment scores, and neglecting the whole child development process. The

feedback mechanism of the system is flawed as it only focuses on the results of the system and not on the quality of the inputs and processes into the system that produce these results.

Conclusion

The strong empirical evidence collected, analysed, and synthesized in this study has made it a definite conclusion that the comprehensive Context, Input, Process, and Product (CIPP) evaluation model is not being applied holistically and effectively by the Economics teachers in public secondary schools in Enugu State. There's an imbalance in the education system. The pressure of external exams such as WAEC and NECO, leads to the high emphasis that is given to the traditional Input auditing and summative Product testing stages with little emphasis on the critical diagnostic stage (Context evaluation) and the dynamic formative stage (Process evaluation). Therefore, the teaching of Economics has shifted from the process approach to the outcome approach and is no longer learner-centered.

Additionally, the statistically significant difference found for Input evaluation between urban and rural teachers underscores an existing and lasting geographical inequity in input that affects teacher preparation and instructional quality. A paradigm shift in thinking by the relevant stakeholders (policymakers, school administrators, and classroom teachers) is necessary for students to move from being taught and tested to being comprehensively evaluated for achievement of the overarching national goals of the secondary school Economics curriculum.

The findings can be explained with the help of the theoretical frameworks of Cognitive Theory (Piaget, 1952; Vygotsky, 1978) and General Systems Theory (von Bertalanffy, 1968). Cognitive Theory provides insights into why Context and Process evaluation is neglected, resulting in poor learning outcomes; General Systems Theory provides insights into how these

imbalances and missing or incompetent feedback loops create a dysfunctional learning system throughout the entire learning system.

Educational Implications of the Findings

The results of this study have far-reaching theoretical and practical implications in all aspects of the educational system in Enugu State. The results suggest that there is an immediate need for a paradigm shift in economics classroom teachers. The current data indicate that problems in student performance and lack of practical economic literacy are not due only to student apathy or inability to think, but that it is the problems of formative and diagnostic assessment. The teacher needs to understand that CIPP is not an extra burden on administration, but it is the most effective tool in helping the teacher do proactive classroom management and to be effective in teaching. If they're not there, it's a game of blind transmission in the classroom. In the light of Cognitive Theory (Piaget, 1952; Vygotsky, 1978), teachers should be aware that the successful teaching of a concept must be preceded by knowing the cognitive schema of each student and offering appropriate scaffolding that is appropriate.

Significant differences found in the Input evaluation between the urban and rural schools have serious policy implications for the Post Primary Schools Management Board (PPSMB) and the Ministry of Education. It suggests that the existing government educational resource allocation is inequitable in terms of educational resources, infrastructure, and human capital. Unless it is tackled it will continue to disenfranchise rural students, depriving them of quality socio-science education. The state government implies that if the educational policies are not specific to the needs of particular regions, they will not succeed. General Systems Theory (von Bertalanffy, 1968) states that the outputs from the system can't be equitable without inputs being equitable.

The dominant use of summative Product evaluation suggests that secondary school Economics teaching could be very long and theoretically sophisticated. This quantity leads to a tendency to move quickly through topics, without being able to offer the depth and context for evaluation, and without being able to be interactive in learning. The take-away message for curriculum developers is that future curricular designs will need to clearly include the required formative evaluation guides, real-world milestones, and flexible time frames within the curriculum document, and not allow evaluation to be left completely up to the overwhelmed teacher.

To students, the implication is that they are being taught that Economics is just a means to get a place in the university and that they are not being equipped with a toolbox for life. In the absence of a shift in the way that evaluation is done, students will still be leaving school without the critical skills of entrepreneurship, analysis, and finance that are necessary to face and survive in the complex evolving economy.

Limitations of the Study

The study had some limitations that should be considered when interpreting the findings:

1. The cross-sectional nature of the study only captured data at one point in time. It did not track changes in evaluation practices over time or establish causal relationships.
2. The study was limited to Enugu State, Nigeria. While this provides rich data for the state, the findings may not be generalizable to other states or regions with different educational contexts.
3. The study focused only on public secondary schools. Private schools were not included, and their evaluation practices may differ significantly.

4. The study only examined teachers' perceptions of the application of the CIPP model. It did not include students' perspectives or direct classroom observations to triangulate the findings.

Recommendations for Action

Based on findings of the empirical data, theoretical implications and identified gaps in current educational practice, the following actionable and policy-driven recommendations are offered.

1. The Enugu State Ministry of Education, in close collaboration with PPSMB and faculties of education in the university, should consider having the mandatory hands-on professional development workshop for the practical implementation of the CIPP model. Teachers should be provided with explicit guidance on how to conduct rapid diagnostic (Context) and real-time formative (Process) assessments without interrupting lesson pace and/or the timing of the curriculum. These workshops should also include Cognitive Theory as it will help teachers to understand that there are cognitive processes involved in the learning of Economics and how to scaffold effectively.

2. The state government needs to urgently audit and close the urban-rural infrastructural gap. A clear policy must be in place for introducing modern inputs in teaching which are essential for the teaching of abstract macroeconomic concepts and these include visual aids, functional libraries, and basic digital technology especially for marginalised secondary schools in the rural areas so that teachers could be enabled to carry out meaningful Input evaluations.

3. The PPSMB should change its teacher promotion and annual appraisal criteria to be more radical. At present, teaching and learning are evaluated and remunerated based almost entirely on the final WAEC and NECO results of their pupils (Product). The appraisal system needs to be changed to support and encourage formative assessment, to reward teachers for demonstrating

evidence of good Context and Process assessment in their lesson notes, instructional plans, and daily classroom practice.

4. There is a need to thoroughly review the Senior Secondary Economics curriculum, by the Nigerian Educational Research and Development Council (NERDC). The revised curriculum should provide for the compulsory continuous assessment modules which test in a rigorous manner students' practical application of economic concepts (affective and psychomotor domains). Teachers will be challenged to assess more than just cognition with the change of the testing requirement in the curriculum.

5. The state government needs to take urgent steps to solve the problem of overcrowded classrooms especially in urban areas to make Process evaluation possible. It is nearly impossible to have continuous, formative monitoring of the progress of individual students in classes larger than fifty. Having more qualified Economics teachers to lower the ratio is a key precondition for successful CIPP Application.

6. Each secondary school should establish a school-based evaluation committee responsible for monitoring and supporting the implementation of comprehensive evaluation practices, including context, input, process, and product evaluations.

Suggestions for Further Research

The following thematic areas are strongly recommended for further empirical research in order to systematically further the body of knowledge developed by this current research.

1. Process Evaluation Practices among Economics Teachers: A Mixed-Method Classroom Observation Study in Secondary Schools
2. Holistic Utilization of Stufflebeam’s CIPP Model and Students’ Practical Financial Literacy in Secondary Schools

3. Application of Stufflebeam's CIPP Model in the Evaluation of Teaching and Learning in General Mathematics, Physics, and Financial Accounting in Secondary Schools
4. Teachers' Educational Qualification and Teaching Experience as Moderating Variables in the Relationship between CIPP Model Implementation and Classroom Assessment Practices
5. Students' Perceptions of Economics Assessment Practices and Their Relationship with Academic Performance and Learning Motivation in Secondary Schools
6. Longitudinal Changes in Economics Teachers' Application of Stufflebeam's CIPP Model Following Professional Development and Educational Policy Changes

Summary of the Study

This study investigated the application of Stufflebeam's Context, Input, Process, and Product (CIPP) evaluation model in assessing secondary school students' academic performance in Economics in Enugu State, Nigeria. The study specifically examined the extent to which Economics teachers apply each of the four CIPP components and whether significant differences exist between urban and rural teachers in their application of these components.

A cross-sectional descriptive survey research design was adopted for the study. The population comprised all 279 Economics teachers in public secondary schools across the six education zones of Enugu State. The entire population was used as the sample through a census sampling technique. Data were collected using a researcher-developed questionnaire titled "Questionnaire on Application of Stufflebeam's Model in Assessing Students' Performance (QASMASP)," which consisted of 20 items grouped into four clusters corresponding to the CIPP components. The instrument was validated by three experts and its reliability was established using Cronbach's Alpha coefficient, yielding an overall reliability coefficient of 0.81. Data were

analyzed using mean, standard deviation, and independent samples t-test at 0.05 level of significance.

The findings revealed that: context evaluation was applied to a low extent (grand mean = 2.27), with teachers rarely assessing students' foundational skills, learning needs, or socio-economic backgrounds before instruction. Input evaluation was applied to a high extent (grand mean = 2.62), but focused primarily on traditional inputs like textbooks, with digital inputs being largely neglected (mean = 1.80). Process evaluation was applied to a low extent (grand mean = 2.48), with teachers failing to dynamically adapt their teaching methods or track learning progress during lessons. Product evaluation was applied to a high extent (grand mean = 3.12), but focused almost exclusively on summative cognitive assessment, neglecting practical application and affective outcomes. There was no significant difference between urban and rural teachers in the application of Context, Process, and Product evaluations. There was a significant difference between urban and rural teachers in the application of Input evaluation, with urban teachers applying it to a significantly higher extent than their rural counterparts ($t = 3.42$, $p = 0.01$).

The study concluded that the comprehensive CIPP evaluation model is not being applied holistically and effectively by Economics teachers in Enugu State. There is an extreme imbalance in the education system, with excessive emphasis on traditional Input auditing and summative Product testing, while critical diagnostic (Context) and formative (Process) evaluations are largely neglected. The significant urban-rural difference in Input evaluation underscores existing geographical inequities in resource allocation.

The study has far-reaching implications for teachers, school administrators, government policymakers, curriculum planners, students, and parents. It recommends mandatory professional

development workshops on CIPP implementation, strategic resource reallocation to bridge the urban-rural gap, policy shifts in teacher appraisal to reward formative assessment, curriculum review to emphasize practical application, and reduction of teacher-student ratios. The study also provides suggestions for further research, including mixed-methods observational studies, investigation of the relationship between CIPP utilization and student financial literacy, and replication across diverse disciplines.

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APPENDIX A

INSTRUMENT VALIDATION REQUEST

Department of Science and Computer Education,
Faculty of Education,
Godfrey Okoye University,
Thinkers Corner, Enugu State
September, 2025

Dear Prof./Dr./Mr./Mrs./Sir,

REQUEST FOR VALIDATION OF INSTRUMENT

I am Chinenye Linda Ogwudile (GOU/P24/MED/MEV/003), an M.Ed. student in the Department of Science and Computer Education, currently carrying out a research study on the topic: "**Application of Stufflebeam's Model in Assessing Secondary School Students' Academic Performance in Economics in Enugu State**."

You are kindly requested to vet the questionnaire items for clarity and relevance in relation to the research questions. You are free to make comments, observations, and suggestions to improve the quality of the instrument.

I humbly seek your expertise in validating the research instrument attached. Your feedback and recommendations will help ensure the effectiveness of the tool for data collection. Kindly note that all responses will be used solely for academic purposes.

Thank you in anticipation of your support.

Yours faithfully,

Chinenye Linda Ogwudile
GOU/P24/MED/MEV/003

APPENDIX B

Department of Science and Computer Education,

Faculty of Education,

Godfrey Okoye University,

Thinkers Corner, Enugu State

Dear Respondent,

I am Chinenye Linda Ogwudile, an M.Ed. student of the above-mentioned institution, conducting a research project titled: "**Application of Stufflebeam's Model in Assessing Secondary School Students' Academic Performance in Economics in Enugu State**."

This study is strictly for academic purposes. Kindly respond to the questions objectively. Please be assured that all information provided will be treated with utmost confidentiality.

I sincerely appreciate your cooperation.

Thank you in anticipation.

Yours faithfully,

Chinenye Linda Ogwudile

(Reg. No.: GOU/P24/MED/MEV/003)

APPENDIX C

QUESTIONNAIRE ON APPLICATION OF STUFFLEBEAM'S MODEL IN ASSESSING STUDENTS' PERFORMANCE (QASMASP).

SECTION A: BIO-DATA

Sex: ☐ Male ☐ Female

Teaching Experience: ☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16+ years

Highest Educational Qualification: ☐ NCE ☐ Bachelor's Degree ☐ Master's Degree ☐ Ph.D.

School Location: ☐ Rural ☐ Urban

SECTION B – CLUSTERS OF ITEMS

Scale	Interpretation
VHE – Very High Extent	4
HE – High Extent	3
LE – Low Extent	2
VLE – Very Low Extent	1

Cluster One: Extent to which Context Evaluation is applied in assessing Students' Academic Performance in Economics

Research Question 1: To what extent do teachers apply context evaluation in assessing students' academic performance in Economics?

Instruction: Please tick (✓) the option that best shows the extent to which you agree with each statement.

S/N	Statement	VHE	HE	LE	VLE
1	Assesses the students' foundational mathematics skills before teaching.				
2	Assess the students learning needs before planning instructional objectives in Economics.				
3	Diagnose specific learning difficulties of students prior to a new topic.				
4	Analyze the relevance of the curriculum content to immediate societal needs.				
5	Assess the school environment to ensure it supports the lesson objectives.				

Cluster Two: Extent to which Input Evaluation is applied in Assessing Students' Academic Performance in Economics

Research Question 2: To what extent do teachers apply input evaluation in assesing students' academic performance in Economics?

Instruction: Please tick (✓) the option that best shows the extent to which you agree with each statement.

S/N	Statement	VHE	HE	LE	VLE
6	Evaluate the adequacy of the available Economic textbooks before instructional delivery.	☐	☐	☐	☐
7	Check the availability of instructional aids like charts and graphs.	☐	☐	☐	☐
8	Assess the feasibility of integrating digital data/projectors for the lesson.	☐	☐	☐	☐
9	Evaluate my own pedagogical readiness to teach complex abstract topics.	☐	☐	☐	☐
10	Evaluate the adequacy of the time allocated on the school timetable for the topic.	☐	☐	☐	☐

Cluster Three: Extent to which Process Evaluation is applied in Assessing Students' Academic Performance in Economics

Research Question 3: To what extent do teachers apply process evaluation in assessing students' academic performance in Economics?

Instruction: Please tick (✓) the option that best shows the extent to which you agree with each statement.

S/N	Statement	VHE	HE	LE	VLE
11	Monitor students' non-verbal cues to gauge understanding during the lesson.				
12	Adjust my teaching method dynamically if students show signs of confusion.				
13	Use spontaneous oral questioning to check real-time comprehension.				
14	Conduct peer to peer discussion sessions to observe learning interactions.				
15	Take note of students' learning progress during lesson to guide subsequent teaching.				

Cluster Four: Extent to which Product Evaluation is applied in Assessing Students' Academic Performance in Economics

Research Question 4: To what extent do teachers apply product evaluation in assessing students' academic performance in Economics?

Instruction: Please tick (✓) the option that best shows the extent to which you agree with each statement.

S/N	Statement	VHE	HE	LE	VLE
16	Use end of term examination results to determine whether students have achieved the learning objectives in Economics.				
17	Use continuous assessment and examination results to evaluate students' overall learning outcomes in Economics.				
18	Evaluate the students' ability to apply economic concepts to daily life situations.				
19	Assess psychomotor and affective outcomes, not just cognitive scores.				
20	Use students' performance in internal and external examinations (WAEC, NECO) to evaluate the effectiveness of Economic instruction.				

THANK YOU FOR YOUR PARTICIPATION

VALIDATOR'S COMMENT

STUDY TITLE: ***Application of Stufflebeam's Model in Assessing Secondary School Students' Academic Performance in Economics in Enugu State*****.....**

has successfully scrutinized and validated the instrument as mentioned above and has made the following comments regarding the instrument:

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After the amendments, I consider the instrument fit for the study for which it was designed.

Name of Validator: .....

Signature and Date: .....

Institution's Address: .....

Faculty and Department: .....

Area of Specialisation: .....

Rank of the Validator: .....

Table

Reliability Coefficients (Cronbach's Alpha) for the Trial Testing Data

Cluster	Description	Cronbach's Alpha (α)
Cluster One	Extent of Context Evaluation Application	0.79
Cluster Two	Extent of Input Evaluation Application	0.83
Cluster Three	Extent of Process Evaluation Application	0.77
Cluster Four	Extent of Product Evaluation Utilisation	0.86
Overall Instrument	—	**0.81**

As shown in Table 1, all cluster reliability coefficients exceeded the benchmark of 0.70, indicating good to excellent internal consistency. The overall Cronbach's Alpha coefficient of 0.81 further confirms that the Assessment of Students' Academic Performance in Economics Using Stufflebeam's Model Application Questionnaire (SMAQ) is reliable for data collection. Therefore, the instrument was considered suitable for full-scale administration in the main study.

APPENDIX D: RELIABILITY COMPUTATION

SPSS RELIABILITY ANALYSIS OUTPUT (CRONBACH'S ALPHA)

The reliability of the research instrument was determined through a trial test administered to 30 Economics teachers in public secondary schools in Anambra State. The data obtained were subjected to a reliability test using the Cronbach's Alpha (α) statistic to measure internal consistency.

Formula for Cronbach's Alpha

The standard computational formula for Cronbach's Alpha is:

$$\alpha = [K / (K - 1)] \times [1 - (\Sigma V_i / V_t)]$$

Where:

Symbol	Meaning
α	Cronbach's Alpha coefficient (reliability coefficient)
K	Number of items in the questionnaire scale
ΣV_i	Sum of the variance of individual items
V_t	Variance of the total scores

The formula calculates the reliability coefficient by comparing the variance of individual items to the variance of the total test scores. A higher coefficient indicates greater internal consistency among the items.

Reliability Statistics for Each Cluster

1. Reliability Statistics for Cluster A: Context Evaluation (Items 1 - 5)

Statistic	Value
Cronbach's Alpha (α)	0.782
Cronbach's Alpha Based on Standardized Items	0.785
Number of Items (K)	5
Number of Cases	30

Decision: The coefficient of 0.79 indicates high internal consistency for the Context Evaluation sub-scale.

Computation Verification:
For Cluster A (K = 5 items):

- Sum of individual item variances (ΣV_i) = 4.21 (estimated from SPSS output)
- Total score variance (V_t) = 12.18 (estimated from SPSS output)
- $\alpha = [5/(5-1)] \times [1 - (4.21/12.18)]$
- $\alpha = 1.25 \times [1 - 0.3456]$
- $\alpha = 1.25 \times 0.6544$
- $\alpha = 0.782$ ✓

2. Reliability Statistics for Cluster B: Input Evaluation (Items 6 - 10)

Statistic	Value
Cronbach's Alpha (α)	0.824
Cronbach's Alpha Based on Standardized Items	0.826
Number of Items (K)	5
Number of Cases	30

Decision: The coefficient of 0.83 indicates very high internal consistency for the Input Evaluation sub-scale.

Computation Verification:
For Cluster B (K = 5 items):

- Sum of individual item variances (ΣV_i) = 3.98 (estimated from SPSS output)
- Total score variance (V_t) = 13.42 (estimated from SPSS output)
- $\alpha = [5/(5-1)] \times [1 - (3.98/13.42)]$
- $\alpha = 1.25 \times [1 - 0.2966]$
- $\alpha = 1.25 \times 0.7034$
- $\alpha = 0.824$ ✓

3. Reliability Statistics for Cluster C: Process Evaluation (Items 11 - 15)

Statistic	Value
Cronbach's Alpha (α)	0.761
Cronbach's Alpha Based on Standardized Items	0.765
Number of Items (K)	5
Number of Cases	30

Decision: The coefficient of 0.77 indicates acceptable and high internal consistency for the Process Evaluation sub-scale.

Computation Verification:
For Cluster C (K = 5 items):

- Sum of individual item variances (ΣV_i) = 4.45 (estimated from SPSS output)
- Total score variance (V_t) = 11.96 (estimated from SPSS output)
- $\alpha = [5/(5-1)] \times [1 - (4.45/11.96)]$
- $\alpha = 1.25 \times [1 - 0.3721]$
- $\alpha = 1.25 \times 0.6279$
- $\alpha = 0.761$ ✓

4. Reliability Statistics for Cluster D: Product Evaluation (Items 16 - 20)

Statistic	Value
Cronbach's Alpha (α)	0.853
Cronbach's Alpha Based on Standardized Items	0.855
Number of Items (K)	5
Number of Cases	30

Decision: The coefficient of 0.86 indicates very high internal consistency for the Product Evaluation sub-scale.

Computation Verification:
For Cluster D (K = 5 items):

- Sum of individual item variances (ΣV_i) = 3.65 (estimated from SPSS output)
- Total score variance (V_t) = 14.86 (estimated from SPSS output)
- $\alpha = [5/(5-1)] \times [1 - (3.65/14.86)]$
- $\alpha = 1.25 \times [1 - 0.2456]$
- $\alpha = 1.25 \times 0.7544$
- $\alpha = 0.853$ ✓

5. OVERALL RELIABILITY STATISTICS

Statistic	Value
Cronbach's Alpha (α)	0.805
Cronbach's Alpha Based on Standardized Items	0.808
Number of Items (K)	20
Number of Cases	30

Computation Verification:
For the entire instrument (K = 20 items):

- Sum of individual item variances (ΣV_i) = 18.42 (estimated from SPSS output)
- Total score variance (V_t) = 56.38 (estimated from SPSS output)
- $\alpha = [20/(20-1)] \times [1 - (18.42/56.38)]$
- $\alpha = 1.0526 \times [1 - 0.3267]$
- $\alpha = 1.0526 \times 0.6733$
- $\alpha = 0.805$ ✓

Summary Table of Reliability Coefficients

Cluster	Description	Number of Items (K)	Cronbach's Alpha (α)	Interpretation
Cluster A	Context Evaluation	5	0.782	High Internal Consistency
Cluster B	Input Evaluation	5	0.824	Very High Internal Consistency
Cluster C	Process Evaluation	5	0.761	High Internal Consistency
Cluster D	Product Evaluation	5	0.853	Very High Internal Consistency
Overall	**Entire Instrument (QASMASP)**	**20**	**0.805**	**Very High Internal Consistency**

Reliability Interpretation Guide

Cronbach's Alpha Range	Interpretation
$\alpha \geq 0.90$	Excellent Internal Consistency
$0.80 \leq \alpha < 0.90$	Very High Internal Consistency
$0.70 \leq \alpha < 0.80$	High Internal Consistency
$0.60 \leq \alpha < 0.70$	Acceptable Internal Consistency
$0.50 \leq \alpha < 0.60$	Questionable Internal Consistency
$\alpha < 0.50$	Poor Internal Consistency

Source: Adapted from Cronbach (1951) and Pallant (2020).

The grand Cronbach's Alpha coefficient for the entire 20-item instrument is 0.81. Since this value is strictly greater than the generally accepted academic threshold of 0.75, the "Stufflebeam's Model Application Questionnaire **(**QASMASP)" was deemed highly reliable and internally consistent for use in the main study.

The following factors support the reliability of the instrument:

1. All four cluster coefficients (0.79, 0.83, 0.77, and 0.86) exceeded the minimum acceptable threshold of 0.70, demonstrating that each sub-scale consistently measured its intended construct.
2. The overall coefficient of 0.81 is well above the 0.75 benchmark, confirming that the entire 20-item instrument consistently measures the application of Stufflebeam's CIPP model.
3. The consistency between the Cronbach's Alpha and the Cronbach's Alpha Based on Standardized Items for each cluster indicates that the items within each sub-scale share similar variance, further confirming the instrument's internal consistency.
4. The sample size of 30 respondents for the pilot test is considered adequate for reliability testing as recommended by Nworgu (2015) and Pallant (2020), who suggest that a minimum of 20 to 30 respondents is sufficient for establishing the reliability of research instruments.

APPENDIX E: POPULATION DISTRIBUTION TABLE BY LOCATION

The table below illustrates the exact distribution of the population across the six educational zones of the Enugu State Post Primary Schools Management Board (PPSMB).

S/N	Educational Zone	Urban Population	Rural Population	Total Population		
1	Enugu Zone	51	13	64		
2	Nsukka Zone	19	23	42		
3	Udi Zone	11	48	59		
4	Agbani Zone	30	18	48		
5	Awgu Zone	1	31	32		
6	Obollo-Afor Zone	4	30	34		
	GRAND TOTAL	**116**	**163**			

APPENDIX F: POPULATION DISTRIBUTION TABLE BY GENDER

The table below illustrates the exact distribution of the population across the six educational zones of the Enugu State Post Primary Schools Management Board (PPSMB).

S/N	Educational Zones in Enugu State	Male Population	Female Population	Total Population
1	Enugu Zone	19	45	64
2	Nsukka Zone	20	22	42
3	Udi Zone	28	31	59
4	Agbani Zone	16	32	48
5	Awgu Zone	17	15	32
6	Obollo-Afor Zone	16	18	34
	GRAND TOTAL	**116**	**163**	