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

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Keywords: *CIPP model; Stufflebeam; Economics education; formative assessment; urban–rural differences; Enugu State.*

Abstract: *This study investigated the extent to which Economics teachers apply Stufflebeam's Context, Input, Process and Product (CIPP) evaluation model in assessing students' academic performance in public secondary schools in Enugu State, and whether urban and rural teachers differ in that application. A cross-sectional descriptive survey was conducted across the six education zones of the state. The entire population of 279 Economics teachers (116 urban, 163 rural) was studied. Data were collected with a researcher-developed 20-item questionnaire (QASMASP), face-validated by three experts, with an overall Cronbach's alpha of 0.81. Means and standard deviations answered the research questions, and independent-samples t-tests tested four null hypotheses at the 0.05 level. Context evaluation (grand mean = 2.27) and process evaluation (2.48) were applied to a low extent, input evaluation (2.62) to a high extent, and product evaluation (3.12) to a high extent concentrated on summative, cognitive measures. Urban and rural teachers did not differ significantly in context, process or product evaluation, but urban teachers applied input evaluation significantly more than rural teachers (t = 3.42). The model is therefore not applied holistically. The paper recommends in-service training on CIPP practice, equitable distribution of instructional resources, and wider use of formative assessment.*

1. Introduction

Education is a primary instrument of social change and economic development, and in a developing economy the classroom is where future managers of national wealth are formed (Adeyemi, 2024). Economics entered the Nigerian secondary curriculum relatively late, appearing in the West African School Certificate Examination in 1966 and 1967, and it now equips learners with the tools to understand markets, make rational financial decisions and appreciate economic problems (Eze, 2022). This has led to rapid growth in enrolments because it applies to everyday life and various professions, including banking and accountancy (Obi & Nwachukwu, 2023).

However, achievement in the subject has been a concern. According to the West African Examinations Council's (WAEC) Chief Examiners' Reports of 2023, 2024 and 2025, candidates in Enugu State have a poor understanding of basic economic concepts while the quantitative and analytical aspects of the subject are also weak, and practices to identify candidates at risk of failing the subject are inadequate. The 2025 report attributes this to a 12% decrease in distinction grades compared to the national average. One of the popular

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definitions of evaluation in schools in Nigeria is: "Evaluation in schools in Nigeria is seen as the administration of high-stakes tests and the award of certificates or grades at the end of term as described by Ezeki (2021). This type of terminal assessment doesn't tell the teacher whether learning problems are occurring during instruction, and it provides limited feedback on the quality of teaching materials or opportunities for early intervention.

This limitation is addressed by Stufflebeam's (2003) CIPP model. It views the evaluation as an ongoing process of delineation, information gathering, and information giving for making decisions and is organized around four elements: context (needs, problems and environmental conditions), input (resources and strategies), process (implementation) and product (outcomes). The model has been proven to be one of the most popular frameworks for assessing educational programmes in various reviews (Wulan et al., 2026; Zhang et al., 2021). The use of it in the teaching of Economics in Enugu State has, however, not been studied by teachers. The existing literature mainly focuses on the context, input, process, or product factors individually, and no study has previously investigated the four factors in combination in Economics and compared urban and rural teachers.

The urban–rural comparison is important, as there are differences in resources, teachers' deployment, and supervision across areas. Urban schools may enjoy better access to qualified teachers, textbooks and technology, while rural schools may benefit from closer community ties and fewer distractions (Okoro, 2022). Evidence from other settings suggests that location alone is not always the strongest predictor of achievement (Mark & Megbele, 2026), so the position in Enugu State is an empirical question.

The study therefore determined the extent to which Economics teachers in public secondary schools in Enugu State apply (a) context, (b) input, (c) process and (d) product evaluation in assessing students' academic performance. Four research questions, one for each component, guided the study. Four null hypotheses, tested at $p = .05$, stated that there is no significant difference between the mean ratings of urban and rural Economics teachers on the application of context (H_{01}), input (H_{02}), process (H_{03}) and product (H_{04}) evaluation.

2. Literature Review and Theoretical Framework

2.1 The CIPP model

Context evaluation identifies the needs, problems and opportunities in the learning environment, such as students' socio-economic background, prior knowledge and the relevance of the curriculum. Input evaluation examines the resources, personnel and strategies available for meeting objectives, including teacher qualification, textbooks and technology. Process evaluation monitors implementation, namely teaching methods, classroom interaction and formative checks, so that adjustments can be made while teaching is under way. Product evaluation judges outcomes and interprets whether the investment of resources was worthwhile, and ideally links results back to the other three components (Stufflebeam, 2003). Applications of the model span mathematics, biology, social studies and digital learning, and a recent systematic review concluded that its main

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strength is the comprehensive, linked view it gives of a programme (Wulan et al., 2026). In a Turkish study of the secondary mathematics curriculum, Sarigöz and Bozkurt (2025) found significant gaps in the context, input and process dimensions that affected learning outcomes. In Nigeria, Adesina and Babawale (2024) surveyed Economics teachers and students in Osun State and reported weak instructional materials, gaps in teachers' skills and problems in translating the curriculum into classroom activities.

2.2 Theoretical framework

Two theories frame the study. Cognitive theory (Piaget, 1952; Vygotsky, 1978) holds that learners construct knowledge by building on existing schemas, and that teaching is most effective when scaffolded within the learner's zone of proximal development. Teachers cannot scaffold appropriately without first diagnosing prior knowledge and context, or without monitoring understanding during the lesson, which are the functions of context and process evaluation. General systems theory (von Bertalanffy, 1968) views a school as an open system of interdependent parts in which inputs are transformed through processes into outputs, and in which feedback allows self-correction. From this perspective a system that attends only to outputs, as terminal examinations do, cannot detect or correct faults in its inputs and processes.

2.3 Empirical studies

Context. Contextual conditions shape learning. Okeke (2023) linked an intimidating school psychological climate to lower intrinsic motivation among urban Enugu students, and Chigozie (2025) reported that schools in high-crime Enugu communities recorded a 40% drop in distinction grades in Economics. Nwosu (2022) found that rural students in Enugu State felt alienated from textbook examples drawn from distant settings, which argues for context evaluation grounded in local economic life. Yusuf and Ibrahim (2020) observed that pressure to complete the syllabus before external examinations leads teachers to skip diagnostic assessment.

Input. Adeyemi (2024) found that schools with adequate libraries and qualified Economics teachers recorded higher external pass rates. Okoro (2022) found in Enugu State that inputs often exist but are underused, while Uche (2024) showed that out-of-field teaching undermines learning in senior secondary Economics. Udoh (2023) documented inadequate and unequal funding across school types in the South-East, and Nweke and Omeodu (2023) and Onuoha (2019) reported serious resource shortages in rural schools.

Process. Adewale (2022) observed that rote, teacher-centred lessons rapidly lost students' attention, whereas Adewale and Tunde (2023) found higher achievement under student-centred, interactive teaching. Formative feedback improved confidence and examination scores in a quasi-experiment on Economics by Ibrahim (2023). Ezeki (2021) and Nweke (2024) found that formative checks such as quizzes and discussions of local economic issues allowed earlier detection of difficulties and improved retention, and Mba (2024) documented a gap between planned and implemented curricula caused by syllabus pressure.

Product. Eze and Kalu (2023) reported that many continuous assessment scores submitted to examination bodies in Enugu State were

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adjusted to protect school reputation. Bello (2022) followed 500 graduates and found that good examination results did not translate into financial literacy, and Obi and Nwachukwu (2023) found that students could recall economic definitions but struggled to apply them. Mba (2021) argued that comprehensive product evaluation helps schools locate where in the educational process breakdowns occur.

Taken together, these studies are valuable but fragmented. Each addresses one component, usually in a single location, and none examines how Economics teachers apply all four components or whether application differs between urban and rural schools. This study addresses that gap.

3. Method

A cross-sectional descriptive survey design was adopted to describe the existing practice of Economics teachers without manipulating any variable (Nworgu, 2015). The study covered Enugu State, South-East Nigeria, which has six education zones (Enugu, Udi, Agbani, Awgu, Nsukka and Obollo-Afor) and has recorded poor candidate performance in WASSCE Economics in recent years.

The population comprised all 279 Economics teachers in public secondary schools in the state, according to the Planning, Research and Statistics Department of the Post Primary Schools Management Board (2025/2026). Of these, 116 taught in urban and 163 in rural schools. Because the population was manageable and accessible, a census was used and no sampling was required (Nworgu, 2015). Private schools were excluded.

Data were collected with the Questionnaire on Application of Stufflebeam's Model in Assessing Students' Performance (QASMASP), developed by the researcher. Part A collected personal data. Part B contained 20 items in four clusters of five, one cluster for each CIPP component, rated on a four-point scale: Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1). Three experts, two in Economics and one in Educational Measurement and Evaluation, face-validated the instrument for clarity, cultural appropriateness and coverage. It was trial-tested on 30 Economics teachers in 15 public secondary schools in Anambra State, a neighbouring state with similar socio-cultural and educational characteristics, and Cronbach's (1951) alpha was 0.79 for context, 0.83 for input, 0.77 for process and 0.86 for product, and 0.81 overall, above the 0.75 benchmark set for the study.

After obtaining a letter of permission from the Dean of the Faculty of Education and approval from school management, the researcher and two trained research assistants administered the questionnaire in person and retrieved completed copies on the spot or at a later visit. Data were analysed with means and standard deviations for the research questions, using 2.50 as the criterion (a mean of 2.50 or above indicated high extent, below 2.50 low extent). Independent-samples *t*-tests compared urban and rural teachers, and a null hypothesis was rejected where $p \leq .05$.

4. Results

4.1 Extent of application of the CIPP components

Table 1 presents item-level and cluster results. Context evaluation was applied to a low extent (grand mean = 2.27, *SD* = 0.84). Four of five items were below the criterion: teachers seldom assessed students' foundational mathematics

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skills (2.14), their learning needs before planning objectives (1.95), or specific learning difficulties before a new topic (2.30). Only checking that the school environment supported lesson objectives reached the high-extent threshold (2.52). Responses were most uniform on assessment of learning needs (lowest *SD*, 0.76), and 152 of 279 teachers rated that practice at the lowest level.

Input evaluation was applied to a high extent (grand mean = 2.62, *SD* = 0.77), but only for conventional inputs: textbooks (3.10), instructional aids (2.85), the timetable (2.70) and teachers' own pedagogical readiness (2.65). Evaluation of digital resources was the lowest-rated practice in the cluster (1.80, *SD* = 0.65), and 171 teachers placed it at the lowest level.

Process evaluation was applied to a low extent (grand mean = 2.48, *SD* = 0.78), marginally under the 2.50 criterion. Teachers reported using spontaneous oral questioning (3.25) and watching non-verbal cues (2.80), but rarely adjusted their method when students were confused (2.35), conducted peer discussions (2.10) or recorded progress to guide later teaching (1.90).

Product evaluation was applied to a high extent (grand mean = 3.12, *SD* = 0.67), and the cluster was the most polarised. Teachers relied heavily on end-of-term results (3.85), continuous assessment and examination scores (3.70) and WAEC/NECO results (3.65), with very low variability (*SD* = 0.40 to 0.60) indicating consensus. They rarely evaluated students' ability to apply concepts to daily life (2.25) or assessed psychomotor and affective outcomes (2.15), and responses on these two items were more dispersed (*SD* = 0.95 and 0.88).

Table 1

*Mean ratings and standard deviations of Economics teachers on the extent of application of the four CIPP components (*N = *279)*

Item	Statement	*M*	*SD*	Decision
Context evaluation				
1	Assess students' foundational mathematics skills before teaching	2.14	0.82	Low
2	Assess students' learning needs before planning objectives	1.95	0.76	Low
3	Diagnose specific learning difficulties before a new topic	2.30	0.88	Low
4	Analyse relevance of curriculum content to societal needs	2.45	0.91	Low
5	Assess whether the school environment supports lesson objectives	2.52	0.84	High
	Context: grand mean	**2.27**	**0.84**	**Low**

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Item	Statement	*M*	*SD*	Decision
Input evaluation				
6	Evaluate adequacy of available Economics textbooks	3.10	0.75	High
7	Evaluate availability of instructional aids (charts, graphs)	2.85	0.80	High
8	Evaluate feasibility of using digital data/projectors	1.80	0.65	Low
9	Evaluate own pedagogical readiness for abstract topics	2.65	0.85	High
10	Evaluate adequacy of time allocated on the timetable	2.70	0.82	High
	Input: grand mean	**2.62**	**0.77**	**High**
Process evaluation				
11	Monitor non-verbal cues to gauge understanding	2.80	0.78	High
12	Adjust teaching method when students are confused	2.35	0.90	Low
13	Use spontaneous oral questioning to check comprehension	3.25	0.68	High
14	Conduct peer discussion sessions to observe interaction	2.10	0.85	Low
15	Note learning progress during lessons to guide later teaching	1.90	0.70	Low
	Process: grand mean	**2.48**	**0.78**	**Low**
Product evaluation				
16	Use end-of-term examination results to judge objective attainment	3.85	0.40	High
17	Use continuous assessment and examination results for overall outcomes	3.70	0.55	High
18	Evaluate ability to apply economic concepts to daily life	2.25	0.95	Low

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Item	Statement	*M*	*SD*	Decision
19	Assess psychomotor and affective outcomes, not only cognitive scores	2.15	0.88	Low
20	Use internal and external (WAEC/NECO) results to judge instruction	3.65	0.60	High
	Product: grand mean	**3.12**	**0.67**	**High**

Note. Decision rule: mean ≥ 2.50 = high extent; mean < 2.50 = low extent. Items are abbreviated; the full wording appears in the instrument. Frequency distributions are omitted for brevity.

4.2 Urban–rural differences

Table 2 reports the independent-samples *t*-tests. There was no significant difference between urban and rural teachers in the application of context evaluation (2.30 vs 2.21, $p = .56$), process evaluation (2.55 vs 2.38, $p = .25$) or product evaluation (3.15 vs 3.07, $p = .52$), so H01, H03 and H04 were retained. Both groups applied context and process evaluation to a similarly low extent and product evaluation to a similarly high extent. For input evaluation, urban teachers ($M = 2.85$, $SD = 0.65$) scored significantly higher than rural teachers ($M = 2.38$, $SD = 0.70$), $t(277) = 3.42$, $p = .01$, and H02 was rejected.

Table 2

Independent-samples t*-tests of urban and rural teachers' application of the CIPP components*

Component	Location	*N*	*M*	*SD*	*t*	*df*	*p*	Decision
Context	Urban	116	2.30	0.82	0.58	277	.56	Not significant (retain H01)
	Rural	163	2.21	0.85				
Input	Urban	116	2.85	0.65	3.42	277	.01	Significant (reject H02)
	Rural	163	2.38	0.70				
Process	Urban	116	2.55	0.76	1.15	277	.25	Not significant (retain H03)
	Rural	163	2.38	0.81				
Product	Urban	116	3.15	0.62	0.64	277	.52	Not significant (retain H04)
	Rural	163	3.07	0.68				

Note. *p* values are as reported in the study's analysis. Significance was judged at the .05 level.

5. Discussion

Context. Teachers rarely diagnosed students' readiness before teaching, and the practice was equally weak in urban and rural schools. This agrees with Yusuf and Ibrahim (2020), who linked the neglect of diagnostic assessment to

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pressure to cover the syllabus ahead of external examinations. Cognitive theory provides an explanation for the cost. To anchor an abstract topic like price elasticity, demographic transition, or international trade, one has to discover what the learners' schema is, or what the markets and farms they know are in Ogbete or Udi; otherwise, the topic is abstract and will not be anchored in their schema (or their market and farm) (Piaget, 1952; Vygotsky, 1978). The finding also corroborates Nwosu (2022) who called for an investigation of context evaluation that is based on local economic life. From a system perspective, it indicates a failure of a feedback loop between the individual learner and the learning environment and instruction (von Bertalanffy, 1968).

Input. The overall rating is high, but there is a pattern of selective marking with teachers marking textbooks, aides, and time – but rarely the feasibility of digital resources. The input advantage of the urban schools in this study is in line with the findings that resource scarcity is a problem in rural schools (Nweke & Omeodu, 2023; Onuoha, 2019) and the overall evidence that resource adequacy is a determinant of the achievement of Economics in rural schools (Adeyemi, 2024; Udoh, 2023). One explanation is that urban schools are on the doorstep of the management board offices and commercial centres have better resources and supervision, and that in poorly equipped rural schools, there is little motivation for monitoring resources that are not present. This should be considered an interpretation as resources were not directly measured. However, it is important to note that the gap may be as much school-based as location-based, since Mark and Megbele (2026) warn that school-based factors may be just as important as location. When there is a difference in input(s), there is a risk of a difference in output(s) (in system terms).

Process. It was rare to find formative evaluation in either of the settings. Systematic adjustment of teaching and peer discussion and tracking of progress were not common; but oral questioning was. They are essential for the teacher to be able to determine if a lesson or activity falls within students' zone of proximal development (ZPD) (Vygotsky, 1978). This is in line with the observation of the teacher-centred approach to teaching done by Akpan et al. (2021) and Adewale (2022), as well as Mba's (2024) report of teachers rushing through the syllabus. The finding is interpreted as partial and not fully completed formative practice as the grand mean (2.48) is very close to the criterion. This is important because previous studies have correlated earlier checks with earlier identification of problems, and improved retention (Ezeki, 2021; Ibrahim, 2023; Nweke, 2024).

Product. Examination results were used extensively and equally as the sole measure of indicators with teachers ignoring application and affective and psychomotor outcomes even in urban and rural schools. It addresses the issues of students' ability to recall definitions, but have little idea of how to apply them in practice (Obi & Nwachukwu, 2023) and the doubts of outcome measures being unreliable in the assessment of schools based solely on results (Eze & Kalu, 2023). A systems approach to the problem of poor output monitoring can tell you nothing of the cause of the poor output and, as Piaget (1952) postulated, reward for recall rather than

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application will encourage "surface learning". This balance – strong on input and product, weak on context and process – is found in this case and fits with the perspective that external exam pressure influences the products that teachers assess.

6. Conclusion, Implications and Recommendations

Economics teachers in public secondary schools in Enugu State do not use the CIPP model in a holistic approach. Practice focuses on traditional input and summative product assessment and diagnostic (context) assessment and formative (process) assessment are underdeveloped. The imbalance is similar for both rural and urban teachers, with the only major difference being the way that inputs are evaluated, which is more advanced among urban teachers. This suggests that low Economics performance may be partly due to poor assessment practice and is not necessarily due to poor student performance; that the rural–urban gap in instructional resources needs to be tackled by policy; and that the existing curriculum and evaluation systems focus more on the end product than on the ongoing process of diagnosis and formative assessment of student performance. Based on this, the study suggests that the following recommendations be made:

A hands-on in-service training should be facilitated by the Ministry of Education, the Post Primary Schools Management Board, and the faculties of education in the universities on CIPP practice with a focus on quick diagnostic and real-time formative practice that could be incorporated into lesson time.

2. The State government needs to audit and close the instructional resource inequities that exist between urban and rural schools, including availability of visual aids and rural schools' access to basic digital technology.

3. Teacher evaluation and promotion should recognize evidence of context and process evaluation in lesson plans and in classroom practice and not just achievement in external examinations.

4. Nigerian Educational Research and Development Council (NERDC) should reinforce the Senior Secondary Economics curriculum by incorporating modules of continuous assessment that will focus on application and affective and psychomotor outcomes.

6. Class sizes in schools, particularly urban schools, should be smaller – bring in qualified teachers of Economics – continuous formative monitoring is impractical in very large classes.

6. Each school should set up an evaluation committee to monitor and support comprehensive evaluation practice.

Limitations and directions for further research

Limitations include that it was cross-sectional, only applied to public schools in one state, and relied on teachers' self-reports rather than student perspectives and/or classroom observation, which precludes any conclusions of causation and could possibly be an overestimate of socially desirable practices. Future research might include the adoption of mixed-methods and observational design; a comparison of the application of CIPP and students' financial literacy and achievement; extension of the model to other subjects and to private schools; an investigation of teacher qualification and experience as moderators; and a study of how the

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effects of teacher training or policy reform change over time.

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