

Exploring the Reliability of Self-Assessment and Peer-Assessment in Oral Presentations in Economics: A Sample of Postgraduate Students at a South African University

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ABSTRACT This paper explores the reliability of self- and peer-assessment at the University of KwaZulu-Natal, in a context of perceived negative intra-class relationships, using data collected from multiracial cohorts of postgraduate students in economics over the period 2007–2013. The analysis is done with descriptive and inferential methods in which reliability of the marks from these assessments is judged in relation to the lecturer's marks. While peer-assessment marks agree in ranking pattern with the lecturer's marks overall, self- and peer-assessment marks are biased in an undiscernible pattern in each of the racial groups making up the sample. These results imply that caution should be exercised in using these assessments for marks in contexts where there are perceived intra-class negative connections.