

Effectiveness of Teacher's Tool in Measure of Pupils' Achievement in Teaching-learning in Yobe State Nigeria

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Abstract

In school situation, teachers do not spend all their time in class talking, assuming that the pupils understand the mass of information and the complex ideas being presented to them. Therefore, good teachers stop at intervals to question the pupils and to ascertain how much they understood, a written test or examination may be given in order to evaluate how much the pupils have learnt. This research was set out to investigate teachers' tools in measure of pupils' achievement in teaching learning amongst primary school pupils in Yobe state Nigeria. A sample of 255 teachers from the 17 Local Government Areas of the state. The major instrument used for the collection of information was check-list type of questionnaire, simple percentage statistics used to analyze data. The findings of this work revealed that, teachers' tools and techniques of assessment favored Cognitive domain at the detriment of affective and psychomotor domains. Also suggestions were made.

Keywords: *Teacher's Tool, Achievement in
Teaching and Learning*

Background of the Study

Education programme is meaningless if the desirable change in affective, cognitive and psychomotor behavior are not achieved at the end of any teaching-learning process. Subject taught/learn have aims/objectives which are clearly stated in the curriculum how to do, we imagine a classroom situation without question and answer from teacher/pupils at the end of the lesson or without any form of assessment, in test, quizzes or examination? Teachers typically assess affective, cognitive and psychomotor domain of lessons.

Teachers' tool in measure of learning achievement amongst primary school pupils are expected to be complete and comprehensive covering the three area of domain-affective, cognitive and psychomotor. I page I, (1980) states that a test is set of task or question intended elicit particular type of behavior which presented under standardized condition. It is expected to yield scores that describe psychometric properties.

In this view, this means that testing is the act of exposing and individual to a particular set of question, task, assignment, e.t.c in order to obtain a score. The score thus obtain is the end-product of testing and it yields the information needed in making a decision. National policy on education (2004) section 4 sub-sections 18, states the following as the goals of primary education:

1. Inculcate permanent literacy and numeracy, and ability to communicate effectively
2. Lay a sound basis for scientific and reflective thinking
3. Give citizenship education as a basis for effective participation and contribute to the life of the society
4. Mould character and develop sound attitude and morals in the child
5. Development in the child the ability to adapt to the child's changing environment
6. Give the child opportunities for developing manipulative skills that will able the child function effectively in the society within the limit of child's capacity
7. provide the child with basic tools for further educational advancement including preparation for trade's and craft of the locality.

The teacher's assessment on pupil's is of paramount importance as it measures learning achievement and it is a tool towards realizing the above stated goals of primary education in Yobe State and Nigerian at large.

Therefore, the importance of assessment in realizing the goals are: to find out how much pupils/children know about a given topic, to test how our pupils can apply their theoretical knowledge to solve practical problems, to make the children work hard, since they have something to look forward to (it is an external motivation) and to enable the teacher to check upon the result of his/her teaching, so that he/she can improve in his/her methods, where necessary.

Objective of the Study

To provide for the establishment and attainment of the goals of primary education as stated in the national policy on education (2004) section 4 sub-sections 18, teacher's measuring tools/techniques are expected to be complete and comprehensive covering the three (3) areas of domains i.e affective, cognitive and psychomotor.

Research Questions

This research intends to provide answer to the following questions:

1. To what extent teacher's measure tools/techniques cover the pupil's three areas of personality i.e affective, cognitive, and psychomotor?
2. What is the frequency/percentage of teacher's assessment of each domain of learning?
3. What type of techniques/tool of the teachers prefers to use and what is the frequency/percentage of use of each technique/tool?

Research Hypotheses

The following hypotheses guided this research and further focused up the research question raised above.

H1 There is significance relationship among the effective, cognitive and psychomotor personalities of pupils' measurement in teacher's tools/techniques.

H2 Teacher's tools/techniques of measurement of pupils' personalities seem favoring cognitive domain at the detriment of affective and psychomotor domains.

Significance of the Study

The purpose of the study is to find out the effectiveness of teacher's tool(s) in measure of learning achievement amongst primary school pupils in Yobe state- Nigeria. The beneficiaries of the research are numerous. It is hoped that the research findings will generate the following advantage amongst others: Pupils' complete and comprehensive personality will be measured by teachers' tool in measure of learning achievement, given appropriate priority to the three areas of domains i.e affective, cognitive and psychomotor. Cause awareness and improvement among teachers, their tools in measure of learning achievement amongst pupils by realizing and recognizing equal importance to effective and psychomotor personality development of the child.

Curriculum planners would determine specific techniques, skills and materials teachers would use as tools in measure learning achievement amongst pupils covering not only cognitive, but as well as affective and psychomotor domains. Researchers of similar interest in this topic would use relevant information of these findings as related literature while conducting future researches. Test Development Research Unit (TEDRU) would be aware and to adopt class programmers' and procedures to coverage of all three domains of pupils in the class.

Literature Review

In the classroom, assessment refers to all the process products which are used to describe the nature and extent of pupils' learning. This also takes cognizance of the degree of correspondence of such learning with the objectives of instruction. A number of instrument, tools, and techniques are often used to get measurement data from various sources. These include tests, aptitude test, inventories, questionnaires, and observation schedules e.t.c. All these sources give data which are organized to show evidence of change and direction of that change (affective, cognitive or psychomotor).

A test is thus one of the assessment instruments at primary school. It is used in getting quantitative data. The measurement often includes recommendations for constructive action. It calls for evidence of effectiveness, suitability or goodness of the programme According to Oguniyi (1984), educational measurement/evaluation is carried out from time to time for the following purpose:

- i. To determine the relative effectiveness of the programme in terms of pupils'/students' behavioral output.
- ii. To make available decisions about educational planning.
- iii. To ascertain the worth of time, energy and resources invested in a programme.
- iv. To identify pupils' growth or lack of growth in acquiring desirable knowledge, skills, attitudes and social values.
- v. To help teachers determine the effectiveness of their teaching techniques and learning materials.
- vi. To provide educational administrators with adequate information about teachers' effectiveness and school need.
- vii. To acquaint parents or guardians with their children's performance.
- viii. To identify problems that might hinder or prevent the achievement of set goals.
- ix. To predict the general trend in the development of the teaching-learning process.

Research Methodology

The appropriate design for this study is survey; where by reasonable portion of the population represents the entire population of which result would be generalized. The population of the study consists of the Head teachers and classroom teachers from both public and private schools of Yobe state Nigeria. Five (5) head teachers were stratified randomly selected from each of the seventeen (17) local government Areas of the state. Thus the study used a total of (255) respondents comprising (85) Head teachers and (170) classroom teachers.

The study develops a questionnaire called check-list (tick the appropriate column by the respondents) for the study items on the questionnaire were derived based on content relevance. It consisted of two sections, "A" and "B". Section "A" sought information on respondents' bio data (gender and qualification). Section "B" sought information on which domain of learning do teacher's (respondents) favors in their

assessment practices. The questionnaire was critiqued by colleagues to enhance its validity. Some items were consequently improved. The questionnaire was administered to the selected Head teachers and teachers in their schools by the researcher. The questionnaires were given to them (respondents) and they responded promptly on the spot, there was therefore, 100% return of questionnaires. To answer the questions raised, the percentage of the respondents expressing a given response was computed i.e. total responses/total respondents by 100/1.

Result and Discussion

The result of the analysis showed that between 78.4% and 84.9% favour cognitive domain in their (teachers) assessment be it test, assignment, quiz or diagnostic questions. It is therefore, not surprising that up to 86.3% of the teachers indicated that their report of the pupils' performance with respect to the cognitive domain consumed most of their time. The details of the result are presented in appendix 1-3.

Conclusion

This research indicated that teachers' questions, efforts, time, energy e.t.c are centered mainly on the cognitive domain. The emphasis on the cognitive domain alone does not meet all the requirements or the goals of the continuous assessment in schools, that all the domains of learning should be adequately covered.

Recommendations

1. This investigation found out that an alarming high proportion of teachers' assessment of learning achievement of pupils centered on cognitive aspects to the detriment of the effective and psychomotor domains. These results into pupils paying less attention and interest to affective and psychomotor endeavour, which eventually leads to in balance personality development of the pupils, resulting to less functional, less productive and immorality amongst pupils. Therefore, it is recommended that, an important role to be played by the Test Development and Research Unit (TEDRU) in primary schools to provide adequate awareness and consciousness to teachers on how effect their tools in measure of learning achievements could be: it could be done through conducting workshops, seminars, conferences and in-service training via the planning and implementation by State Universal Basic Education Board (SUBEB).

2. Given the in balance nature of teachers' tools measure of learning achievement of pupils, as sufficiently proved by this finding, the investigator is of the opinion that, it should be of the great importance for curriculum planners to give the desired and deserved equal recognitions to areas of effective and psychomotor domains as they plan and develop curriculum for primary school education.

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Appendix 1

Table 1: Respondents by Sex

Sex	Number	%
Male	135	52.94
Female	120	47.06
Total	255	100

Source: Survey 2013

Appendix 2

Table 2:- Respondents by Qualification

Qualification	Number	%
N.C.E	135	72.9
Graduate	053	20.8
Masters	016	6.3
Ph. D	000	0
Total	255	100

Source: Survey 2013

Appendix 3

Table 3:- Domains of learning favoured by Teachers in their Assessment

Item	Affective Domain	Cognitive Domain	Psychomotor Domain	Total
1. What Domain does teachers' assignment favours most?	20(7.8%)	200(78.4%)	35(13.8%)	255(100%)
2. What Domain does teachers' quizzes item favours most?	15(5.9%)	215(84.3%)	25(9.8%)	255(100%)
3. What Domain does teachers' item favours most?	13(5.1%)	205(80.4%)	37(14.5%)	255(100%)
4. What Domain does teachers' diagnostic question favours most?	15(5.9%)	217(85.1%)	23(9.0%)	255(100%)
5. What Domain question teachers' submissive question item favours most?	15(5.9%)	219(85.9%)	21(8.2%)	255(100%)
6. What Domain does teachers' evaluative question item favours most?	15(5.9%)	216(84.7%)	24(9.4%)	255(100%)
7. What Domain does teachers' reward (material/non-material) to pupils is favoured most?	20(7.8%)	214(83.9%)	21(8.3%)	255(100%)
8. What Domain of pupils' report card carries most of teaches' time, effort and energy in preparing it?	17(6.7%)	220(86.3%)	18(7.0%)	255(100%)

Source: Survey 2013