

TEACHER'S TOOL IN MEASURE OF PUPILS' ACHIEVEMENT IN TEACHING-LEARNING-IN ACTIVITY IN YOBE STATE-NIGERIA

Alhaji Sa'ad Ibrahim & Hassan Auta Miringa

Department of Education

Yobe State University, Damaturu

Abstract

This research was set out to investigate teachers' tools in measure of pupils' achievement in teaching-learning amongst primary 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. The findings of this work revealed that, teachers' tools and techniques of assessment favoured cognitive domain most at the detriment of affective and psychomotor domains. Also suggestions were made.

Keywords: *Teaching, Learning, Measure, Tools and Pupils.*

Background of the study:

Educational programme is meaningless if the desirable change in affective, cognitive and psychomotor behavior are not achieved at the end of any teaching-learning process. Subjects taught/learnt have aims/objectives which are clearly stated in the curriculum. How 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, no test, quizzes or examination? Teachers typically assess affective, cognitive and psychomotor domains of lessons.

Teacher's tool in measure of learning achievement amongst primary school pupils are expected to be complete and comprehensive covering the three areas of domains-affective, cognitive and psychomotor. According to Ipaye (1980) a test is a set of tasks or questions intended to elicit particular types of behaviour when presented under standardized conditions. It is expected to yield scores that describe Psychometric properties. In this view, this means that testing is the act of exposing an individual to a particular set of question, task, assignment, etc 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-section 18 states the following as the goals of primary Education:-

- a. Inculcate permanent literacy and numeracy, and ability to communicate effectively,
- b. Lay a sound basis for scientific and reflective thinking.
- c. Give citizenship Education as a basis for effective participation and contribute to the life of the society.
- d. Mould the character and develop sound attitude and morals in the child.
- e. Develop in the child the ability to adapt to the child's changing environment.
- f. Give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of child's capacity.
- g. Provide the child with basic tools for further Educational advancement, including preparation for trades and craft of the locality.

The teacher's assessment on pupils is

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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 Nigeria at large. Therefore, the importance of assessment in realizing the goals are: to find out how much the 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.

In school situations, 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. (Albert O.O. 1977:84). This shows that assessment places the teacher as a person who plays a role to ensure desirable changes in pupils behaviour through affective, psychomotor and cognitive domains – teaching/ learning process. And in the other hand, teacher is assessing the effectiveness in the performance of his/her job. The purpose of the study is to find out the teacher's tool 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 advantages amongst others:-

- a) Pupils' complete and comprehensive personality will be measured by teachers' tool in measure of learning achievement, giving appropriate priority to the (3) three areas of

domains-affective, cognitive and psychomotor.

- b) Cause awareness and improvement among teachers, their tools in measure of learning achievement amongst pupils by realizing and recognizing equal importance to affective and psychomotor personality development of the child.
- c) 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 affective and psychomotor domains. Researchers of similar interest in this topic would use relevant information of this finding as related literature while conducting future researches.
- d) Test development research unit (TEDRU) would be aware and to adapt class programmes and procedures to the coverage of all the (3) three domains of pupils in the class.

Methodology

The appropriate design for this study is survey, whereby reasonable portion of the population represents the entire population of which the result would be generalized.

Population and sample

The population of the study consists of Headteachers and Classroom teachers from both public and private primary schools of Yobe state of Nigeria. Five(5) Headteachers and ten (10) classroom teachers were randomly selected from each of the (17) local Government areas of the state. Thus the study use a total of Two Hundred and Fifty Five (255) respondents comprising of eighty-five (85) Head teachers and one hundred and seventy (170)classroom teachers. The details of the respondents by sex and qualification are given in tables 1 and 2.

Table 1:- respondents by sex:

Sex	Number	%
Male	135	52.94
Female	120	47.6
Total	255	100

Source: - Survey 2013

Table 2:- Respondents by qualifications:-

Qualification	Number	%
N.C.E	186	72.9
Graduate	053	20.8
Masters	016	6.3
Ph.D	000	000

Source: - Survey 2013

Instrument

The study developed a questionnaire called checklist (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 respondent's gender and qualifications. Section "B" sought information on which domain of learning do the teachers (respondents) favours in their assessment practices. The questionnaire was critiqued by colleagues to enhance its validity. Some items were consequently improved.

Procedure of data collection:

The questionnaire was administered to the selected Headteachers and teachers in their schools by the researchers. The questionnaires were given to them (respondents) and they responded promptly on the spot, there was therefore 100% return of questionnaires.

Method of data analysis:

To answer the questions raised, the percentage of the respondents expressing a given response was computed by the total responses/total respondents multiply by 100/1.

Results and discussions:

The research questions the study address here presented and discuss are:-

- What domains of learning do teachers asses?
- What is the frequency of their (teachers) assessment of each domain of learning?
- What type of technique do the teachers prefer to use?
- What is the frequency of use of each technique?

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(84.4%)	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 item favours most?	15(5.9%)	217(85.1%)	23(9.0%)	255(100%)
5. What Doma in question teachers' submissive question item favours most?	15(5.9%)	209(82.9%)	21(8.3%)	255(100%)
6. What Domain does teacher's evaluative questions 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 on pupils' report card carries most of teachers' time, effort and energy in preparing it?	17(6.7%)	220(83.3%)	18(7.0%)	255(100%)

Source: - Survey 2013

The result of the analysis showed that between 78.4% and 84.7% favour cognitive domain in their (teachers') assessment be it 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 the above table i.e table 3.

Recommendations:

The investigators have found out that an alarming high proportion of teachers' assessment of learning achievement of pupils centered on cognitive aspects to the detriment of the affective domain. This results into pupils paying less attention and interest to affective and psychomotor endeavor, which eventually leads 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 awareness and consciousness to teachers on how to adequate their tools in measure of learning achievement 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).

Given the imbalance nature of teachers' tools measure of learning achievement of pupils, as sufficiently proved by the findings, the investigators are of the opinion that, it should be of great importance for curriculum planners to give the desired/deserved equal recognitions to affective and psychomotor areas of domains as they plan and develop curriculum for primary schools.

Conclusion:

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

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