

The Standard of Teachers' Assessment Practices in Three Domains of Learning in Nigerian Secondary Schools

Nwachukwu, Philip O.
Senior Research Officer
Nigerian Educational Research and Development Council (N.E.R.D.C) (South West Zone), 3 Jibowu Street
Yaba, Lagos
olisanwachukwu@gmail.com

Ogudo . A. Pius,
School of Business Education, Department of Accounting Education,
Federal College of Education [Technical] Asaba, P.M.B 1044.Asaba, Delta Stste
Piusogus001@yahoo.com

Abstract

Assessments of students will only be comprehensive and qualitative where all the three domains of learning are adequately tested using any form of testing techniques but the present assessment practices in most schools neglect the assessment of skills, which are normally associated with personality and characteristics of students. This study investigated quality assurance in teachers' assessment practices in cognitive, affective and psychomotor domains of learning in Nigerian secondary schools. The study was a descriptive survey research. The instrument for data collection was a questionnaire developed by the researchers. The instrument used was validated and its reliability coefficient was computed to be 0.78. The results showed that teachers are not assessing the students comprehensively in the three domains of learning rather they resort to the assessment of cognitive domain alone and paying less attention to affective and psychomotor domains. Based on the findings, the recommended that teachers should be made to be familiar with the major objectives in their subject area and to practice formulating objectives in all the domains of learning for specific topics, and there will be continuous monitoring of students learning that will provide teachers with feedback about their effectiveness that be used to enhance teaching.

Keywords: Teachers, Assessment, Standards, Domains of Learning

Introduction

Standard in education represents set goals in quality education which every student is expected to attain or cover. One relevant instrument here is Decree 16 of 1985 titled "Education National Minimum Standards and Establishment of Institutions". This degree empowered the Federal Government to set minimum standard for educational institutions. Standard in education is prescribed level of achievement expected from pre-primary schools, primary schools, secondary schools, technical colleges, Colleges of Education, polytechnics and universities.

The Context of Nigerian National Policy on Education (FRN, 1977 & 2004) states that educational assessment and evaluation will be liberalized by basing them in whole or in part on Continuous Assessment (CA) of the progress of the student. The Policy also prescribed the central guidelines that should be adopted by schools nation-wide and suggested the type of CA instruments that could be used to achieve the ideals and objectives of CA. Therefore the successful implementation of continuous assessment system requires total adherence to the prescribed guidelines as well as teachers' proper understanding of the concept and practice of continuous assessment. Thus, for continuous assessment to succeed in maintaining standard, much emphasis must be placed on the professional competence and integrity of school teachers in respect to the domains of learning.

Assessment is a powerful educational tool, it is used to monitor the quality of the school system, evaluate education policies and programmes, make important instructional and placement decisions about students, and certify students' learning achievement. Assessment of students in the classroom practice is part and parcel of every teacher's activities and that teachers who do not evaluate their own and their students' work cannot be doing their job properly. Abe (2004).

According to Knight (1998) assessment of student's learning has often been seen as a tiresome and necessity. Tiresome because of the amount of work it imposes upon learners and teachers. It also encourages cramming, superficiality and conformity and a necessity because without it, students cannot progress to the next level of learning. No wonder, Nwachukwu (2012) submitted that assessment should be seen as natural and helpful rather than threatening and sometimes disaffection from learning. The importance of assessment and evaluation in any level of educational system cannot be overemphasized. Teaching and learning are complementary activities, which are formally undertaken in a school context. Teaching describes the action of a teacher that helps students to acquire and retain knowledge, attitude and skills. Learning is associate with behavioral changes in the

cognitive, (mental process), affect (attitudes and feelings), and psychomotor (coordinating between brain and muscles) domains. Farrant (1980).

One serious defect in the system of evaluation which is now being changed, is the measurement of students' achievement which was directed mainly towards the measure of cognitive behavior such as knowledge, understanding and other thinking skills which are usually acquire after exposure to some learning experiences and subject matter knowledge. The present assessment practice neglects the assessment of skills, which are normally associated with personality and characteristics of students (nwachukwu 2012,1984). The complete assessment to maintaining standard must cover all the three domains of educational objectives - the cognitive domain, the affective and psychomotor domains and must be paramount place when the teachers are assessing students' outcomes. (Okpala, Onocha, and Oyedeki, 2006). Soloiuwe (2003) submitted that standard of teachers' assessment practices in three domains of learning in Nigerian secondary schools have reflected the positivistic-quantitative paradigm and have been developed to ensure that students are learning. Akinsola (2007) and James (2007) concluded that the implementation of Assessment in three domains poses some serious challenges and that most teachers do focus on cognitive domain without paying attention to ther domains.

Purpose of the Study

The purpose of the study is to analyze teachers' assessment practices in cognitive, affective and psychomotor domains of learning in Nigerian secondary schools. These include to:

1. Investigate whether the teachers assess secondary school students in the domains of learning.
2. Determine the frequency of the usage of the assessment instruments by secondary school teachers.

Research Questions

The following research questions were asked to guide the study:

1. How do teachers assess the secondary school students in the domains of learning?
2. What is the frequency of the usage of the assessment instruments by secondary school teachers?

Methodology

Design of the study

The population of the study consisted of 4,208 teachers in senior secondary schools in Ohimili south LGA of Delta state. This research was a descriptive survey research.

Sample and sampling procedure

The sample consisted of 1080 teachers selected randomly from 20 secondary schools. The selected schools consist of both urban and rural schools divided equally. 54 teachers were examined in each school making 1080 teachers in the LGA of the state.

Instrument

The research instrument for data collection was a 24 item questionnaire developed and validated by the researchers and two other educational evaluators. The instrument has three sections, A, B and C. Section A sought information on the personal data of the respondents. Section B required the respondents to indicate how teachers assess the secondary school students in the domains of learning. Session C required the respondents to indicate the frequency of the usage of the assessment instruments by secondary school teachers. In sections B, and C, each item had a four point rating scale of Agree (A) Strongly and Disagree (D).

Data collection and analysis

The data collected were correlated using Pearson product moment correlation coefficient. was analyzed using mean statistics tools Research question 1, Using an interval scale of 0.05 and a mean of 1.50 [i.e. 0.05 +2.50] the cutoff point was fixed at 2.55. Therefore, the decision rule for research questions is a score of 2.55 and above as accepted and below as not significant. In research II, using simple percentage was used in the analysis. A reliability coefficient of 0.78 was computed using test-retest technique.

Results

The result in Table I show that the Teachers concentrate on cognitive domain of behavior objectives in assessment of the secondary school students. The average means were above 2.50. In Affective and Psychomotor domains the average means were below 2.50. This indicated the teachers' assessment in these means the usage of theses assessment domain were not adequate. The result above indicated that the majority of the teachers do not assess the whole domains of behavior objectives but they only concentrated on the cognitive domain at the expense of other domains hence the teacher do not engage in assessing the students effectively in the three domains of learning, rather they concentrated on the cognitive alone. In ensuring standard using assessment, three domains should be considered and used

The table II below shows the results of the frequency of the usage of the assessment instruments by secondary school teachers.

Table II reveals that the assessment instruments listed for this study in the three domains of learning, 36.7% of the teachers frequently use assessment instrument to measure the cognitive domain, and 38.2% use the cognitive assessment instrument occasionally while 5.2 do not use them at all. it was further said that 14.8% of the

teachers frequently use assessment instrument to measure the affective domain, 35.4% use the affective assessment instrument occasionally while 49.8% do not use them at all. in further analysis, 14.8% of the teachers frequently use assessment instrument to measure the Psychomotor domain, 35.4% use the Psychomotor assessment instrument occasionally while 52.8% do not use them at all. The implication of this finding are that majority of the teachers frequently use the assessment instrument in the cognitive domain without serious attention to the usage of assessments for measuring affective and psychomotor domains.

Discussion of Findings

The result in Table I show that the Teachers concentrate on cognitive domain of behavior objectives in assessment of the secondary school students. The average means of I-IV were above 2.50. In Affective and Psychomotor domains the average means were below 2.50. This indicated the teachers' assessment in these means the usage of theses assessment domain were not adequate. The result above indicated that the majority of the teachers do not assess the whole domains of behavior objectives but they only concentrated on the cognitive domain at the expense of other domains hence the teacher do not engage in assessing the students effectively in the three domains of learning. In ensuring standard using assessment, three domains should be considered and used effectively. This finding is in agreement with the findings of Erinosh and Badru (2000) who said that cognitive domain is the most relevant for school subject and with which the teachers are often most comfortable to measure. It is also in agreement with the findings of Adetayi (2008) who said that teachers concentrated on the assessment of students in the cognitive domain and play less attention to the affective and the psychomotor domains. In any case, this was against the focus of bloom (1956) in his taxonomy of education objectives that was developed for cognitive, affective, and psychomotor domains. It is also against the vision of the 6-3-3-4 system of education that emphasizes the assessment of students in three domains of learning.

Table II reveals that the assessment instruments listed for this study in the three domains of learning, 36.7% of the teachers frequently use assessment instrument to measure the cognitive domain, and 38.2% use the cognitive assessment instrument occasionally while 5.2 do not use them at all. It was further said that 14.8% of the teachers frequently use assessment instrument to measure the affective domain, 35.4% use the affective assessment instrument occasionally while 49.8% do not use them at all. in further analysis, 14.8% of the teachers frequently use assessment instrument to measure the Psychomotor domain, 52.8% use the Psychomotor assessment instrument occasionally while 32.4% do not use them at all. The implication of this finding was that majority of the teachers frequently use the assessment instrument in the cognitive domain without serious attention to the usage of assessments for measuring affective and psychomotor domains. The finding of the study is the agreement with Obemeta (1984) who said that teachers do not give credence to the assessment of the affective and psychomotor domains of learning because the assessment instruments for measuring them are either occasionally or never used. This is also in agreement with Adetayo (2008) who found out that teachers assessment of secondary school students are more in the of cognitive domains than in the affective and psychomotor domains. The use of these assessment tools, which have to be valid, reliable available and variable according to Emeka (1999) will help the learner to develop his potential to the fullest and help the teachers to maintain standard by ensuring appreciate usage of assessment.

Conclusion

The researcher concluded that teachers are not assessing secondary school students comprehensively in the three domains of learning rather they resort to the assessment of domain alone, paying less attention to the assessment of the affective and psychomotor domains.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. That teachers should be remained of the need to assess the secondary school students adequately in the affective and psychomotor domains of learning as this may facilitate learning and ensure academic standard.
2. Teacher should be made to be familiar with the major objective in their subject area and to practice formulating objective in all the domains of learning for specific topics following the different classification by Bloom (1956), Krathwohl (1956) and Taba (1962).
3. Furthermore, the continuous monitoring of students learning will provide teachers with feedback about their effectiveness as teachers and the results of the assessment can be used to enhance teaching.
4. Teachers' proper assessment of secondary school students in the affective and psychomotor areas of learning may also be of immense help to guidance and counselors who may use it to guide the students in the right direction. And parents also may help them to understand their children better.

References

Abe, C. V. (2004). Towards More Authentic Assessment Practices in Schools. In O. J. Obemeta & E. A.

- Okwilagwe (Eds.) A Handbook on Evaluation Research. *Ibadan: Pen Services. Achuonye,*
- Atkinson, J. W. (1980). Motivational effects in so-called tests of ability and educational achievement. In L. J.Fyans (Ed.), *Achievement motivation: recent trends in theory and research. New York: Plenum.*
- K. A. (2007). Trends in Nigeria Educational Innovations. *PortHarcourt: Pearly Publishers.Israel,*
- P. C. (2007). Measurement and Evaluation in Nigerian Schools and College Today: The Gap Between Theory and Practice. *Journal of Teacher Perspective* 1(3) 565 – 572.
- Jessup, G. (1991). Outcomes, NVOs and the Emerging Model of Education and Training. *London: Falmer Press.*
- Knight, P. (1995). *Assessing Learners Higher Education.* London: Kogan Page.
- Maduewesi, B. U. & Ofojebe, A. E. (2006). Teacher Education: The Concept, Aims and Objectives. In E. J. Maduewesi & P. E. Eya (Eds.) *Perspective in Teacher Education*, 1 – 16
- National Council on Measurement in Education (1995). *Code of Professional Responsibilities in Education Measurement. Washington, D. C.: Author.*
- NCCE, (2009). National Commission for Colleges of Education. *Minimum Standards for NCE Teachers (4th Ed.) Department of Academic Programmes.*
- Obi, R. O. (2010). *Challenges Facing Teacher Education in Nigeria. Issues and Challenges in Nigerian Education in the 21st Century. Onitsha: West & Solomon Publishers.14*

Table I: Mean and SD of how teachers assess the secondary school students in the domains of learning.

<i>how teachers assess the secondary school students in the domains of learning.</i>			<i>Agree</i>	<i>Disagree</i>	<i>Mean</i>	<i>SD</i>
<i>COGNITIVE DOMAIN</i>						
Teachers assess students on the ability to specify facts or ideas in the forms in which they have learnt	190	50	1.79	0.41		
Teachers assess students on the ability to rephrasing or Summarizing or isolate or compare a number of events or ideas	220	20	1.92	0.56		
Teachers assess students on the ability to consider and weight all facts of a given situation (i.e accepting and rejecting facts)	180	60	1.75	0.44		
Teachers assess students on the ability to make decision, pass judgement, assess, criticize and attack and defend a view	230	10	1.96	0.18		
<i>AFFECTIVE DOMAIN</i>						
Students values, attitudes or ideas have not become characteristics of the learners such as he/she acts on them naturally	190	50	1.79	0.41		
Students do not add new ideas or values which are not Students have the ability to rephrasing or Summarizing Or have the ability to isolate or compare a number of events or ideals	220	20	1.92	0.56		
Students have the ability to consider and weight all facts of a given situation (i.e accepting and rejecting facts)	180	60	1.75	0.44		
Students have the ability to make decision, pass judgement, assess, criticize and attack and defend a view	230	10	1.96	0.18		

COGNITIVE DOMAIN

Students have the ability to specify facts or ideals in the forms in which they have learnt	190	50	1.79	0.41
Students have the ability to rephrasing or Summarizing Or have the ability to isolate or compare a number of events or ideals	220	20	1.92	0.56
Students have the ability to consider and weight all facts of a given situation (i.e accepting and rejecting facts)	180	60	1.75	0.44
Students have the ability to make decision, pass judgement, assess, criticize and attack and defend a veiv	230	10	1.96	0.18

Table II: Distribution of the frequency of the usage of the assessment instruments by secondary school teachers

<i>Assessment instrument</i>	<i>Frequently</i>	<i>No. %</i>	<i>Occasionally</i>	<i>No. %</i>	<i>Never</i>	<i>No. %</i>
<i>C.A Test</i>	680	63	350	32.0	50	4.6
<i>Essay Test</i>	680	63	340	31.0	60	5.5
<i>Peer Assessment</i>	100	9.3	650	60.20	330	30.6
<i>Field Trip/ Excursion</i>	80	7.4	400	37.0	600	55.6
<i>M.C. Question</i>	440	40.7	320	29.6	320	29.6
<i>Sub-Total Cognitive</i>	396	36.7	412	38.2	722	5.2
<i>Anecdotal record</i>	250	23.1	680	63.1	501	3.9
<i>Unstructured interview</i>	100	9.3	200	18.5	780	72.2
<i>Structured interview</i>	80	7.4	490	45.4	510	47.2
<i>Questionnaire</i>	80	7.4	100	9.3	900	83.3
<i>Observation</i>	272	25.2	420	38.9	388	35.9
<i>Socio-metric</i>	180	16.7	400	37.0	500	46.3
<i>Sub-Total Affective</i>	160	14.8	383	35.4	538	49.8
<i>Operating Equipment</i>	200	18.5	480	44.4	400	37.0
<i>Practical skill</i>	100	9.3	780	72.2	200	18.5
<i>Team Design</i>	180	16.7	480	41.7	450	41.7
<i>Sub-Total Psychomotor</i>	160	14.8	570	52.8	350	32.4

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

