

# Impact of Classroom Assessment, Management and Control on the Academic Performance of Secondary School Students in Akwa Ibom State

Dr. Nsikak-Abasi Udofia\* Akanaono A. Michael

Department of Educational Foundations, Guidance and Counselling, University of Uyo, Uyo, P.M.B. 1017,  
Akwa Ibom State, Nigeria

## Abstract

This article examines the effect of classroom assessment, management and control on the academic performance of secondary school students in Akwa Ibom State. Five hypotheses were formulated to guide the study. The population of the study comprised of four hundred senior secondary two (SS2) students in public secondary schools in Uyo Local Government Area. A structured questionnaire for senior secondary two was used in testing the hypotheses and in conjunction with the SS two promotion examinations result scores obtained from schools visited, the analysis was done using simple regression. The result showed that classroom assessment, management and control significantly affect students' performance. Many recommendations were made among them is teachers in Akwa Ibom State should adopt formative classroom assessment in every teaching process.

**Keywords:** Classroom Management; Classroom Assessment; Classroom Control; Students' Performance

## 1. Introduction

Education is an indispensable tool for industrialization and developments of every nation which is moving through assessment of individual learners in the classroom or even beyond (Ukuije, 2001). Assessment of students is very critical because effective teaching decisions are based on the ability of teachers to understand their students and to match action with accurate assessment (mc-Milan, 2008).

Assessment as it is denotes a term used frequently in education, psychology and counselling. Classroom assessment is the use of number of strategies in finding out how proficient a student is following a series of instructions or the extent a manifestation of trait expected to be brought about in determining whether a student is following a particular lesson (Olapola, 2001).

Generally, in our traditional African society, assessments were practical, but very formal till the advent of Western education (Udo and Joseph, 2005). Formal assessment in our education system was introduced with the advent of formal education (Udo, 2005).

Then assessment was done either by external bodies like Royal Society of Art (RSA), West African Examination Council (WAEC), or internal bodies like classroom teachers (Udo and Joseph, 2005).

According to Buskey (2003) assessment is used as a means to determine how well a teacher has taught a specific concept of skills. The assessment process can inform the teacher about what the students and which concept and skill have to be re-taught. In order to improve achievement, the assessment has to be an essential ingredient of the overall instructional process. This assessment subsumes test, measurement and evaluation of the cognitive, psychomotor and affective skills (Brown 1983, and Denga 1987).

Classroom assessment techniques (CAT) consist of variety of feedback and discussion methods that gauge the quality of learning process. By using the classroom as an assessment, the teacher is able to diagnose students' problems, judge academic learning and progress, provide feedback and incentives thus place a student at the appropriate level.

However, past research has shown that there are many problems associated with classroom assessment practices. These include teachers' lack of adequate base regarding the basic testing and measurement concepts (Daniel and King, 1998; Schager and Lissirz, 1987; Stiggins, 2005), limited teacher training in assessment (Stiggins and Bridgeford, 1985) and failure of teachers to employ and adhere to measurement guidelines they learned in measurement courses (Campbell and Evans, 2000).

Teachers control classroom environment by choosing how they assess their student, the frequency of these assessment and how they give students feedback. Teachers also adopt different classroom assessment practices to evaluate students' learning outcomes and they spend much time engaged in student assessment related activities. Classroom assessments play an integral part of the teaching and learning processes, is possibly the first and most important part of the teaching and learning process that includes measurement feedback, reflection and change. Its plays an important role as they are essential for generating information used for making educational decisions.

Classroom assessments also serve many purposes for teachers such as: grading, identification of students with special learning needs, students' motivation, clarification of students' achievement expectations, and monitoring instructional effectiveness (Ohlsen, 2007; Stagger, 2001).

In order to use classroom assessment for students' learning, it must be transformed in fundamental ways; first, the content and character of assessment must be significantly improved, and second, the gathering and use of assessment information and insight must become part of an on-going [learning process (Sherpard, 2000:5).

The purpose of classroom assessment therefore, is not just to generate information for decision making, but also to foster learning improvement. If properly offered on a frequent basis, it would help students to refill and deepen their understanding of what they learn. Classroom assessments are also essential for conveying expectations that can stimulate learning (Niggins, 1998). The more information we have about students, the clearer the picture we have about their achievement, learning challenges and where those challenges emanate. For this reason, there is a need to pay attention to how it is used, as failure to do this may lead to inaccurate assessment of students' achievement and may prevent students from reaching their full academic potential (Stiggen, 2001).

Assessment of students also entails the use of high – stakes assessments, as standardized national examinations. According to the American Educational Research Association; many states and school districts mandate testing programs to gather data about student's achievement over time and to hold school and students accountable.

Certain uses of achievement test result are termed "high stakes" if they carry serious consequences for students or for educators. School may judge according to the school wide average scores of their students. High school wide scores may bring public praise or financial rewards; low scores may bring public embarrassment or heavy sanctions. For individual students, high scores may bring a special diploma attesting to exceptional academic accomplishment; low scores may result in students being held back in grade or denial a high school diploma (AERA, 2000:3). These examinations are termed "high stakes" because it is through forms of assessment that educators are able to make important educational decisions, such as graduation, selection and placement of students to different higher educational fields (Reynolds, Livingstone and Wilson, 2009).

In this section, empirical research on influence of classroom assessment on students' performance would be highlighted. Such reviews are carried out as follows:

Benchman, Senk and Thompson (1997) studied the assessment and grading practices of 19 high school mathematics teachers. Their study revealed that the most frequently used assessment tools were tests and quizzes and these determined about 77% of students' grade. Twelve of the nineteen teachers used other forms of assessment, such as written projects or interviews with students. These other forms of assessment counted for about 7% of students grades. Beckman, Senk and Thompson (1997) found that test items were of low level, involved very little reasoning and were almost never open ended. They also found teachers' knowledge and beliefs as well the content and textbooks of the course, influenced the characteristics of the test items and other assessment instruments.

McMillan, Myran and Workman (2002) in their study, aimed at describing the nature of classroom assessment and grading practices, found that teachers were mostly interested in assessing students' mastery or achievement and that performance assessment was used frequently. Morgan and Watson (2002) reported that most middle and high school teachers use teachers-constructed tests to assess students' achievement. In addition, Morgan and Watson found that most teachers view classroom assessment as a requirement on their teaching job and not as a tool to improve their teaching.

The NCTM (1995) believes that assessment has the potential to enhance learning and to promote student' interest in learning. This is too general a statement considering the fact that in most schools assessment means testing and grading (Van de Wallen, 2001).

Black and William (1998) studied over 500 classroom assessment research studies that were conducted around the world between 1987 and 1987. They asked three research questions.

Does classroom assessment make a difference?

How much difference does it make?

What kinds of things make that difference?

The answer to the first question was a resounding yes. In the second question, they explained that if Britain had been doing the kind of things that make a difference rather than being middle of the pack in the international maths. Assessment (TIMMS), they would have been in the top five when you think about students in your classroom you can expect to see a 2-3 year grade equivalent increase or more. Then Black and William answered the third questions by highlighting three key assessment actions:

1. Involve students in the classroom assessment process
2. Increase descriptive, specific feedback, and
3. Decrease evaluation feedback.

Brookhart & Bronowicz (2003) conducted a research project which was a multiple case study. They interviewed 161 students in seven classrooms in four different schools looking at thirty six classroom assessments. They looked at student perceptions of classroom assessments which counted for final grades, the assignments interests and importance, students' self-efficacy for accomplishing the tasks and their goal

orientation, and the classroom assessment environment. One theme that emerged was that no matter what the assessment, students' comments referenced to their own needs and interest. There were developmental differences with grades three and five students talking about the quality of their performance and high school students referring to expectations for process (to study on own time, to come in after class).

McDonald & Bonds (2003) research investigates the impact of training high school students to self-assess on their performance in external examinations. 256 teachers were selected from a sample of ten high schools (top, middle and bottom levels of achievement) and trained to teach students to use self-assessment. A control group was selected from matched classes not receiving training. A significant difference favouring those trained in self-assessment was found overall and in each curriculum area.

Assessment serves as an important deciding factor for the future of students' learning outcomes. Educators must have a clear understanding of the assessment practices that teachers as they assess students, and the assessment challenges teachers face.

Rowntree (1989) is of the opinion that when assessing students, teachers should first identify the purpose of using assessment; especially they should establish the content of the assessment. Meaning that they should be in a position to determine the kinds of skills and abilities they intend to assess.

Curriculum developers and measurement specialists cannot expect teachers to use assessment techniques effectively without giving them proper training in the educational assessment (Ayala et al, 2008). In the induction of beginning teachers, it may be valuable to examine their assessment and grading practices to see if they are consistent with their philosophy of teaching and learning and other beliefs they have about student's assessment (McMillan and Nash, 2000).

Monitoring students' progress is accompanied through individual assessment of the students. Assessment is often thought of as the process of assigning grade to written test materials. However, assessment is the process of collecting, synthesizing and interpreting information to aid in decision making. Classroom assessment is an attempt to build an existing good practice by making feedback on students learning more systematic, more flexible and more effective.

One rational consequence of teaching and learning is assessment. Assessment is a very important factor in education. In order to assess a student's classroom success, many processes and procedures must be used to gather data (Lamlech, 2006). This data can be used to evaluate the performance of the student and determine the student grade in the classroom. The assessment of the school environment will in the order hand provide information which would reflect the school administration and diagnosing the components of specific classroom setting. The ability of a student is variable whose true value is not known to the teacher. The student does not perform at his or her best or worst all the time. Intermittent evaluation should be allowed for its evaluation. This is why a single all round examination is not good enough and hence classroom assessment imperative (Ojerinde, 2004).

The former method of assessment which was characterized by undiagnosed achievement test, in which the terminal examination was the instrument to determine success or failure of students, renders the assessment inactive. Also, classroom assessment which is one of the attributes in classroom management and control should not be based on coercion and behaviour control which is linked to retaliatory behaviour disruptions leading to conflict, punishment and substandard academic achievement.

Classroom assessment, management and control base on democratic, humanistic process is linked with greater participation, cooperation and motivation towards greater academic performance. That is why this study seeks to ascertain whether classroom assessment, management and control can improve students' academic performance in Akwa Ibom State secondary schools.

Brooknart (1997) developed a theoretical model based on a synthesis of classroom assessment literature and sought cognitive theories of learning and motivation.

Also, an assessment framework was articulated in 1930s and 1940s by Ralph Tyler (1994) who believed that assessment was an integral component of curriculum and instruction planning. Tyler developed a multistep model of curriculum and instructional design that began with consideration of what the educator expect the students to be able to know and do after teaching has occurred, He termed these end results of education, "instructional objectives", which he stated should be crafted by considering both the mental skill, such as "applies or creates" and the subject matter content that the student will develop.

Also Harlen and Deakin-Crick (2003) studying the role of tests and motivation to learn found that students who do less well on tests and evaluations of any kind tend to be less motivated and, as a result, do even less well on subsequent tests and evaluation. Based on their research, they strongly recommended that students be engaged in assessment for learning activities such as setting criteria, giving and receiving feedback, and collecting evidence of learning in order to increase achievement levels, as well as motivation to learn.

Rodriguez (2004) evaluated the relationship between assessment practices and achievement and the mediated roles of students' self-efficacy and effort. Rodriguez found that teachers' classroom assessment practices have a significant relationship to classroom programme. Classroom assessment practices include

writing assignments, data collection activities, long and short term individual projects, oral reports, worksheets, homework, journal writing, quizzes, tests, observations, students' responses in class and externally created exams that were used to give feedback, group students diagnose learning problems and plan future lessons.

Black and William (1998) summarized classroom assessment research conducted internationally over a ten year period. Their findings explain the power of classroom assessment and its role in improving learning achievements students' experience especially struggling students when assessments for learning techniques are employed.

Meisels et al.'s (2003) study examined that impact of curriculum embedded performance assessment on students' subsequent performance on the Iowa tests of Basic Skill (ITBS) students were found to far exceed demographically matched contrast groups in reading and greater gains in maths. The researchers note that obtaining continuous information about students during the learning and engaging students as active participants in the classroom assessment process, 'appears to enhance teaching and improve learning'. They go on to say, when well-constructed, normative assessment process of accountability are linked to well-designed curriculum embedded instructional assessment, children perform better on accountability exams, but they do this not because instruction been narrowed to the specific content of the test. They do better on the high stakes tests because instruction can be targeted to the skills and needs of the learning using standards based information the teacher gains from on-going assessment and shares with the learners.

The main aim of the study is to examine the effect of classroom assessment, management and control on the academic performance of secondary school students in Akwa Ibom State.

### *1.1 Research Questions*

The following research questions were raised for this study:

1. What is the effect of formative classroom assessment, management and control on the academic performance of students in Akwa Ibom State secondary schools?
2. What is the effect of summative classroom assessment, management and control on the academic performance of students in Akwa Ibom State secondary schools?
3. What is the effect of classroom assessment control on the academic performance of students in Akwa Ibom State secondary schools?
4. What is the effect classroom assessment management on the academic performance of students in Akwa Ibom State secondary schools?
5. What is the effect of classroom assessment, management and control on the academic performance of students in Akwa Ibom State secondary schools?

### *1.2 Research Hypotheses*

1. Formative classroom assessment, management and control have no significant effect on the academic performance of students in Akwa Ibom State secondary schools.
2. Summative classroom assessment, management and control have no significant effect on the academic performance of students in Akwa Ibom State secondary schools.
3. Classroom assessment control has no significant effect on the academic performance of students in Akwa Ibom State secondary schools.
4. Classroom assessment management has no significant effect on the academic performance of students in Akwa Ibom State secondary schools.
5. Classroom assessment, management and control have no significant effect on the academic performance of students in Akwa Ibom State secondary schools.

## **2. Research Method**

### *2.1 Research Design*

The study was designed to investigate the effect of classroom assessment, management and control on the academic performance of secondary school students in Akwa Ibom State. Thus the survey research design was used for this work.

### *2.2 Area of the Study*

The study was carried out in Akwa Ibom State public secondary schools. From the statistics available in Akwa Ibom State secondary education board, there are two hundred and thirty four public secondary schools in Akwa Ibom State. Eighty six are situated in Ikot Ekpene Senatorial District, eighty five in Uyo while the remaining sixty three are in Eket Senatorial District. But due to time constraint only schools in Uyo Senatorial District would be studied.

### 2.3 Population and Sampling

The population of the study made up of all senior secondary two students in the public secondary schools in Uyo local government Area. A total number of four hundred students of senior secondary two in the public schools in Uyo Local Government Area participated in the study. The respondents were randomly selected and the questionnaire administered to them while taking note of their names which was used in selecting their performance scores in the SS two external promotion examination. The items were collected at the end of the exercise.

### 2.4 Instrumentation

The instrument that used in collecting data was a structured questionnaire. The items were drawn to reflect research questions based on review of related literature. The questionnaire consisted of seven sections. Section A contain information on personal data, section B assessed research question one and the other sections also reflected questions on the remaining research questions. The questionnaire is Likert scale option where respondents make their choices based on strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). The questionnaire was presented to three research experts in the department of educational foundation, guidance and counselling who validated it after reading through. The instrument was adjudged valid and reliable for the study.

## 3. Data Presentation and Analysis

Table 1: Analysis of responses for formative classroom assessment

Variables	No of Respondents	Regression Coefficient	Calculated Value	Critical value
Formative classroom assessment	400	41.936	3.908	1.96
Students' academic performance	400			

Table one shows analysis of response for formative classroom and student's performance. Since the calculated value of 3.908 is greater than the table take value of 1.96, we reject the null hypotheses. Therefore, formative classroom assessment, management and control significantly affect student's performance.

Table 2: Analysis of responses for summative classroom assessment

Variables	No of Respondents	Regression Coefficient	Calculated Value	Critical value
Summative classroom assessment	400	31.143	2.805	1.96
Students' academic performance	400			

Table two shows the analysis of responses for summative classroom assessment and students' academic performance.  $N-2 = 400-2 = 398$  under 0.5 two tailed test = 1.96. Since the calculated value of 2.805 is greater than the table value of 1.96, we reject the null hypothesis and therefore conclude that summative classroom assessment management affects students' academic performance.

Table 3: Analysis of responses for classroom assessment control

Variables	No of Respondents	Regression Coefficient	Calculated Value	Critical value
Classroom assessment	400	25.676	3.324	1.96
Students' academic performance	400			

Table three shows the analysis of responses for classroom assessment control and students' academic performance. D.f is  $N-2 = 400-2 = 398$  under 0.5 two tailed test = 1.96. Since the calculated value of 3.324 is greater than the table value of 1.96, we reject the null hypothesis and then concluded that classroom assessment control significantly affects academic of performance of students in Akwa Ibom State secondary schools.

Table 4: Analysis of respondents for classroom assessment management

Variables	No of Respondents	Regression Coefficient	Calculated Value	Critical value
Classroom assessment	400	47.257	9.160	1.96
Students' academic performance	400			

In table four above the D.f is  $N-2 = 400 - 2 = 398$  under 0.5 two tailed test is equal to 1.96. Since the calculated value of 9.160 is greater than the table value of 1.96, the null hypothesis is rejected which mean that



poor classroom assessment management significantly affects students' academic performance in Akwa Ibom State secondary schools.

Table 5: Analysis for classroom assessment, management and control

Variables	No of Respondents	Regression Coefficient	Calculated Value	Critical value
<b>Classroom assessment</b>	400	25.274	7.218	1.96
<b>Students' academic performance</b>	400			

In table five above, the D.f is  $N - 2 = 400 - 2 = 398$  under 0.5 two tailed test is equal to 1.96. Since the calculated value of 7.218 is greater than the critical value of 1.96 the null hypothesis is rejected which confirmed classroom assessment, management and control significantly affects students' academic performance in Akwa Ibom State secondary schools.

#### 4. Discussion of Findings

The result on table 1 proved that the formative classroom significantly affects students' academic performance. This study therefore confirmed what Alonge (1986) has reported that the result of investigation into the extent to which formative classroom evaluation measured students' academic performance amounting to university undergraduates showed that formative assessment has the highest predictive strength to academic achievement. In table 2, the result proved that summative classroom assessment significant effects students' academic performance. This study therefore confirmed what Harlew (2009) postulated that unlike assessment that are formative or diagnostic, that the purpose of summative assessment is to determine the students' overall achievement in a specific area of learning at a particular time as purpose that distinguishes it from all other forms of assessment.

The study in table 3 reveals that classroom assessment control significantly affects students' academic performance in Akwa Ibom State secondary schools. The study then confirmed what McMillan, Myran and Workman (2002) got on study which they found that teachers were mostly interested in assessing or achievement and that performance assessment was used frequently.

In the result of the study as reflected in table 4 classroom assessment management significantly affects students' academic performance. This therefore means that poor classroom assessment management can resulted in students' poor academic performance. This therefore supported what Shiggins et al (2004) had in his study that students would be motivated and become confident learners when they experience progress and achievement, rather than the failure and defeat associated with poor method of classroom assessment management.

The result of the study III table 5 revealed that classroom assessment, management and control significantly affect students' academic performance. This study therefore confirmed what Genesee and Upshur (1996) founded in their studies that classroom assessment are process of collecting, analysing and interpreting information about the teaching and learning in order to make informed decisions enhance students achievement and the success of educational programmes.

#### 5. Conclusion

Based on the above findings, it could be concluded that:

1. Formative classroom assessment significantly affects students' academic performance in secondary school in Akwa Ibom State.
2. Summative classroom assessment significantly affects academic performance of students in Akwa Ibom state.
3. Good classroom assessment control contributed effectively to students' academic performance in Akwa Ibom state secondary schools.
4. Effective classroom assessment management contributes to effective students' academic performance.
5. Classroom assessment, management and control significantly affect students' academic performance in Akwa Ibom state secondary schools.

#### 6. Recommendations

The following recommendations are provided

1. Teachers in Akwa Thorn state schools should adopt formative classroom assessment in every teaching process. Formative classroom assessment is assessment for learning and therefore should be adopted by every teacher during teaching.
2. Teachers should also endeavour to carry out end of lesson assessment. End of lesson assessment is also referred to as assessment of learning as it would expose the teacher to the true position of the students with regards to the lesson given.
3. Teachers should be sent to workshop on the effective use of classroom assessment sand management.

- This would help especially, non- professional teachers on the effective use of classroom assessment.
4. Classroom assessment should be consistently carried out. Teachers should avoid fixing scores to student on the place of classroom assessment.

### References

- Ainsworth, L. & Viegut, D. (2006). *Common Formative Assessments: How to Connect Standards - based Instruction and Assessment*. Thousand Oaks, CA: Corwin Press.
- Alberta Assessment Conportium 2005. *About Classroom Assessment*. Retrieved October 28, 2005, [www.aac.ca](http://www.aac.ca).
- Angelo, T. & Cross, P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers*. San Francisco. Jersey Bass.
- ASP. E. (2000). *Assessment in Education: Where have we been? Where are we heading?* In R. Brandt (Ed). *Education in a New Era*. (pp. 123-152).
- Alexandra, VA. *Association for Supervision and Curriculum Development*.
- Black, P. & William, D. (1998). *Assessment and Classroom Learning*. *Assessment in Education: Principles, Policy and Practice*, 5 (0), 1-34.
- Guskey, T. R. & Bailey, J. M. (2000). *Developing Grading and Reporting System for Student Learning*. Thousand Oaks, CA: Corwin Press.
- Harris, Duan and Bell, Cris (1994). *Evaluating and Assessing for Learning*. (Revised edition). London New Jersey: Kogan Page/Nichols.
- Linn, R. L. & Miller, M. D. (2005). *Measurement and Assessment in Teaching* (9th Ed). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Matsumura, L. C. (2003). *Teachers' Assessment and Students work: Opening a Window on Classroom practice* (CSE) Technical Report (602). Log-Angeles. CA: University of California.
- Oosterhof, A. (2003). *Developing and using Classroom Assessment*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Rust, C. (2002). "The Impact of Assessment on Students Learning" *Active Learning in Higher Education*, No.2, 145-158.
- Shepart, L. A. (2000). *The Role of Assessment in a Learning Culture*. *Educational Research*, 29 (7), 4-14.
- Spillan, S. W. (2000). *Quality Assurance in Teachers' Assessment*. London: George Allen and Unwin Ltd.