

Psychoanalysis of Social Studies Teachers' Assessment Competence in Secondary Schools in Nasarawa State Nigeria

Chris Igomu Amuche¹ Muhammad Tukur Mu'azu²

1. Faculty of Education, Taraba State University, Jalingo, P.M.B 1167, Jalingo Taraba State, Nigeria

2. Faculty of Education, Nasarawa State University Keffi, P. M.B 1022, Keffi, Nasarawa State, Nigeria

*E-mail of correspondence author: ehcumch2000@yahoo.com

Abstract

The affective domain is the main focus of social studies as a subject. This should be reflected in the teaching and assessment of social studies. It would appear that, there is a cognitive orientation to the teaching and evaluation of the subject among social studies teachers in Junior Secondary Schools in Nasarawa State. This paper sets out to find, if social studies teachers generally assess the affective domain to an acceptable level and the proportion of teachers who meet the acceptable level of evaluation as specified by the study.

Keywords: Assessment, Social studies, Competence, Secondary school.

I. Introduction

Social studies as a subject area came into Nigeria Educational System with the United States Agency for International Development (USAID) and Ford Foundation which sponsored the Ohio project in 1956. Udoh (1989). It was introduced into the Nigerian Educational System as a partial solution to social problems and a tool for national development. According to Lawton and Dufour (1976) social studies may be seen as subject meant to develop in students a critical and balanced awareness. Nasarawa dare (1988) posits that the modern social studies programme emphasizes the promotion of how to think, over what to think. Nasarawa dare (1999) further opines that social studies in Nigeria is aimed towards social attitude formation.

The Reference Committee defined the aim of social studies education: ...as a study of people and their relationships with their social and physical environments. The knowledge, skills, and values developed in social studies help students to know and appreciate the past, to understand the present and to influence the future. Therefore, social studies in the school setting has a unique responsibility for providing students with the opportunity to acquire knowledge, skills and values to function effectively within their local and national society which is enmeshed in an

interdependent world. Kissock (1981) explains that the need for establishing social studies programmes arises when a society determines that it required formal instruction to develop a common set of understanding, skills, attitude and actions concerning human relationship among all members of the society. The various views on the nature of Social Studies portray the subject area as functional in orientation. It is expected that there would be a remarkable change in the nature of the personalities exposed to learning opportunities provided by Social Studies. In the Secondary School Studies Curriculum (NERDC, 1984), the objectives of Social Studies as a discipline at the Primary and Junior Secondary School levels which are relevant to affective learning are:

(i) To develop in students positive attitudes of togetherness, comradeship and cooperation towards a healthy nation, the inculcation of appropriate values of honesty, integrity, hard-work, fairness and justice and fair play as one's contribution to the development of the nation.

(ii) The development of the ability to think objectively and come to independent conclusion.

(iii) The creation of awareness that discipline is essential for an orderly society.

(iv) The demonstrations of flexibility and a willingness to accept necessary changes within a system.

The ultimate goal of Social Studies as a discipline is the development of socio-civic and personal behaviour. This orientation and expectations have implications for the teaching of Social Studies as a school subject. It also implicates how the subject should be evaluated. Many key social studies outcomes such as critical thinking, social responsibility, and informed decision-making are hard to define compared to outcomes from other subjects. Furthermore, some of these complex goals such as the development of responsible citizenship, may not be evident until after students have left school and engaged in tasks such as informed voting, social action, and other forms of civic participation. As a result of these varied and contested outcomes, the field of social studies has had great difficulty reaching consensus on its key concepts and purposes, including what constitutes sound assessment and evaluation.

Most curriculum implementation models stress the role of evaluation in the process of curriculum planning and development (Kissock, 1981; Saylor, 1974; Tyler, 1950; Wheeler, 1967). A comprehensive evaluation of students' performance in Social Studies based on the objectives of social Studies should be three fold, representing the cognitive affective and psychomotor domains of learning respectively. It could be said that the objectives of Social Studies lean more towards affective learning than the cognitive. This is in line with the view of Jarolimek (1981) which describes Social Studies as changing priorities from academic to socialization functions. Social Studies is expected to provide learners with adequate skills to relate effectively with their fellow human beings as well as their environment.

Literature abounds on the cognitive orientation of the teaching and evaluation of Social Studies in Nigerian schools (Novak, 1977; Okunrotifa, 1981; Iyamu, 1998). The practice in schools is that emphasis is laid on facts and information learning. Could it be that the teachers lack the needed competences to emphasize the affective orientation of Social Studies? The problem posed by this question makes it necessary to determine if social studies teacher in junior secondary schools in Nasarawa state are competent in affective evaluation and the proportion of teachers who meet the acceptable level of competence.

2. Statement of the Problem

The problem to which this study addresses itself is whether social studies teachers in Nasarawa State evaluate the affective domain to an acceptable level? What proportion of social studies teachers meet this acceptable level of competence?

2.2 Research Question:

To guide this study, the following questions were raised.

- (i) Do Social Studies teachers in junior secondary schools generally evaluate the affective domain to an acceptable level as defined by the instrument?
- (ii) What proportion of teachers of Social Studies in junior secondary school meets the criterion level of evaluation?

2.3. Hypotheses of the Study

Based on the research questions in this study, the following hypotheses were formulated for testing.

- (i) Social Studies teachers' evaluation of the affective domain will not significantly differ from the acceptable level as defined by the instrument.
- (ii) The proportion of Social Studies teachers with the acceptable level of performance in affective evaluation will not significantly differ from the population of Social Studies teachers.

2.4. Purpose of the Study

The study is sets out to determine if teachers of social studies generally evaluate the affective domain to an acceptable level. Another purpose of this study is to assess the proportion of teachers who meet the criterion level of evaluation.

2.5. Significance of the Study

There are several reasons why it is important to focus on affective evaluation competence of Social Studies teachers in junior secondary schools. The first is that change in the behaviour of students arising from learning opportunities made available cannot be determined unless it is properly assessed. Proper assessment can be ascertained only when investigators attempt to conceptualize and measure it directly. Another reason for examining competence of social studies teachers in affective evaluation is to enable educators understand some of the reasons why results do not adequately reflect changes of a student in the different domains of learning.

2.6. Scope of the Study

This study is designed to assess the extent to which teachers possessed the skill and abilities to implement affective evaluation. The study further determined the proportion of teachers that meet the criterion level of affective evaluation.

The data for this study were the Social Studies teachers' scores on the affective evaluation competency rating scale. The study is restricted to Social Studies teachers in public secondary schools in Nasarawa State of Nigeria. The geographical scope of the study covers ten local government areas in Nasarawa State.

3. Methodology

3.1 Research Design

The present study is a survey study with the ex post facto research design. The independent variable of this study was competency of social studies teachers. The independent variable is the professional skill to teach social studies at the junior secondary level

Table 1: Distribution of Teachers in selected Schools According to Education Zones of Nasarawa State

Educational Zone	Number of JSS	Number of Teachers sampled
Akwanga	23	19
Assakio	30	18
Lafia	25	19
Keffi	19	19
Nasarawa Eggon	27	18
Nasarawa	25	16
Karu	23	16
Doma	25	18
	197	143

3.2 Population of the Study

The population of the study was made up of 143 Social Studies teachers in the public junior secondary schools in Nasarawa State of Nigeria. The distribution of these teachers by schools is shown in Table 1.0.

3.2 Methodology

The sample for this study was selected from ten local government areas in the State. The number of Social Studies teachers in junior secondary schools in the local government areas, chosen for the sample of the study is also indicated. A sample of eighty-four (84) Social Studies teachers participated in the study. The sampling involved a two stage approach. The first step was the selection of ten out of twenty local government areas in the state. The ten local government areas were randomly selected. Then, virtually all the Social Studies teachers available in the schools in the chosen local government areas were involved in the study. These were shown in the last column of the table.

The construction of the instrument was based on:

(i) Jarolimek's (1977) inventory technique on devices commonly used to evaluate pupils progression (ii) Kiskoek's (1981) summary of affective domain questions and (iii) Mezeobi's (1993) model for affective evaluation in Social Studies. The instrument developed eventually contained twenty (20) items covering the five domains of affective evaluation as identified by Kiskoek (1982). The instrument was a rating scale with four levels on each item. They were very good, fair and poor. It had three sections for collection of background data on teachers.

The content validity of the instrument was ensured through the help of Social Studies experts. The validity of the instrument was also carried out by the use of blue print adapted front the work of Bloom, Hasting and Madaus (1971), on formative and summative evaluation of students' learning. The validated instrument of this study was pilot tested to determine its reliability. The instruments were administered to 30 social Studies teachers in randomly selected junior secondary schools in Nasarawa State. The teachers were not part of the sample for the main study. The data collected from single administration of instrument was subjected to computer analysis. Crombach alpha co-efficient was found to be 0.932.

Table 1.2: Blue Print Distribution of Items over the Domain.

Receiving (Attending)	Question 2,10,15
Responding	5,8,10,12
Valuing	1,6,7,9
Organization and characterization by Value (higher levels)	3,4,11,13,14,17,18,19,20

The teachers earlier selected as the simple group, were used for direct observation by the investigator or trained observers. This was in a bid to as ascertain their affective evaluation competency. The trained observers were teachers of Social Studies drawn from junior secondary schools outside the chosen sample schools for this study. They were regarded as competent because they are trained teachers of Social Studies. Three different interaction sections with the researchers were utilized to acquaint the observers with the purpose and mode of administering the test instruments. The observers were requested to observe the junior secondary class two Social Studies teachers teaching, three times and rate their affective evaluation competencies base on the traits in the rating scale. The research was carried out with the cooperation of the school principals who were intimated of the purpose of the research. The trained observers familiarized themselves with the sample subjects to keep them at ease with the observation. This, the investigator found to be a better method data than utilizing teachers from the same schools for the administration of the observation instruments as was done in the pilot test for the instrument. Finally, the observation was carried out in all the schools within a specified period (6weeks). This was to ensure that teachers were observed teaching the same topics.

3.3 Method of Data Analysis

The test instrument measuring the affective evaluation competency of Social Studies teachers took the form of Likert rating scale with measures ranging from 1-4. This served as the lowest point of the scale to the highest as shown below:- To determine the status of each teacher with reference to performance in affective evaluation, a criterion score was determined. The criterion score was obtained by the nature of the instrument. The boundary point separating “good” from “fair” for each item attracted a score of 2.5 on the rating scale. This will separate a competent performer from an incompetent performer on each item. When this runs through the twenty items of the instrument, it yields a criterion score of 2.5 multiplied by 20. this is 50 out of 80 points which is the maximum obtainable score on the instrument. The score of 50 out of 80 points translates to 62.5%, which is a credit award under any situation. Thus 50 points, becomes the acceptable level of performance as measured by this instrument. In order to test whether the overall performance of the teachers is significantly different from this acceptable level of performance, (Hypothesis I,) Z test for one sample was used. To determine the proportion of teachers that met this criterion (of performance on affective evaluation) Z test of proportion was used and the corresponding 95% confidence interval was generated.

4. Analysis and Discussion of Results

In order to determine whether Social Studies teachers in junior secondary schools generally evaluate the affective domain to an acceptable level (Research Question One), the following hypothesis was tested.

4.1 Hypothesis 1:

Social Studies teachers’ evaluation of the affective domain will not significantly differ from the acceptable level as defined by the instrument. The mean and standard deviation scores of data collected from eighty four (84) respondents were computed and subjected to Z-test for one sample. The acceptable level of performance as indicated earlier in the study was fifty points. The summary of the data is shown in Table 1.2 below.

Table 1.2: A Z Test Analysis of Significant Difference Between Sample and Population Means.

No of subjects (N)	Hypothesized mean (N)	Sample Mean (X)	Sample Standard Deviation (SD)	Z cal	Z t
84	50	52.905	11.1348	2.3921	1.96

The calculated value of Z in table 4.1 was 2.3921 which is greater than the table value of 1.96 at .05 degree of significance. The null hypothesis was therefore rejected. It was concluded that the overall performance of teachers is significantly different from the acceptable level. That is, it is higher than the acceptable level.

In line with Badmus (1993), a 20 item inventory that reflected the specific expected behaviour of teachers with respect to affective evaluation was used in this study in 84 schools. The researcher or trained observer indicated on a four point scale the degree of teachers’ compliance with the expected role behaviour. The overall mean level of teachers’ competence was 52.905. This lies within the expected competence level. The competence level of teachers was significantly higher than the theoretical mean of 62.5%. However, item analysis reveals that teachers lack competence in the following areas:-

- i. Ability to use checklist to record observation of specific behaviour of pupils.
- ii. Ability to use conferences to learn specific interests of individual pupils.
- iii. Ability to use Anecdotal records in group discussion.
- iv. Ability to use socio metric device to observe changes in social structure of the group e.g. how learners have or have not won greater acceptance by the group These four items have the individual mean scores of 2.19, 2.29, 2.08, 2.18 respectively, which fall short of the theoretical acceptable mean percentage of 62.2% for competence. These four item, represent the areas through which observation as an instrument of evaluation can be documented. This lends credence to the view that observation as a mode of evaluation is not documented formally as assessment scores. It also highlights the focus on cognitive assessment, Iyamu (1999). There is need to organize in-service workshop for teachers with respect to these prescribed implementation roles/behaviours and examine the instructional strategies used in the existing text books.

With the level of competence of teachers in affective evaluation indicated by this study, it is surprising that literature abound on the non implementation of affective evaluation. In this respect, it might necessary to take a look at a possible explanation offered by Fullan and Promfret (1977). They posit that incentive systems have been identified as one of the factors that have significant impact on degree of implementation. Lee (1999), with respect to affective learning posits that there is a need for strong institutional support if teachers are to be motivated to use cooperative learning in a systematic and sustained manner. Otote (1996) discusses the role of motivation in affective evaluation, as well as population reasons for its non-implementation. House (1974), posit

that the personal cost for teachers trying innovations is often high and there is little indication that innovations are worth the effort.

Costs include the amount of energy and time involved in learning new skills and teachers are normally expected to bear the cost at their personal expense. Since assessment of students by teachers is an individual act by each teacher, it was decided in the design of the study that the proportion of teachers of

Social Studies in junior secondary schools who met the criterion level of assessment should be determined.

In order to determine the proportion of teachers of Social Studies in junior secondary schools, who met this criterion, (Research Question Two). The following hypothesis was tested.

4.2 Hypothesis 2

The proportion of Social Studies teachers with the acceptable level of performance in affective evaluation will not significantly differ from the sample of social Studies teachers.

The number of subjects whose scores on the evaluation of the affective domain were equal or higher than fifty (50), was found to be forty-five (45). This data was analyzed using Z test of proportion. The summary of analysis is shown in table 1.3 below.

Table 1.3: A Z Test Analysis of the Proportion of Teachers who met the Acceptable Level of Performance.

Category of subject	(N)	Mean	S.D	Z Cal	Z table
Subjects with acceptable level of performance	41	65.8	6.34		
Subjects without acceptable level of performance	39	42.36	4.24	0.654	1.96
Sample size	84				

The calculated value of Z was found to be 0.65 which was less than the table value. The null hypothesis was therefore retained. It was concluded that the proportion of the population of teachers who met the acceptable level was not significantly different from 50% of the sample of Social Studies teachers. In order to determine the actual range of the population proportion of teachers with this attribute i.e. (those teachers with acceptable level of performance in affective evaluation), the 95% confidence interval was generated. This was found to be between 42.9% and 64.2% of the population of teachers. Hence, the population of Social Studies teachers capable of performing affective evaluation in Social Studies to acceptable level lies between 43% and 64%. The results of the data analysis on table 1.3 show that the null hypothesis is retained. Hence, the proportion of Social Studies teachers that met the acceptable level of performance is about 50%. This amounts to satisfying the barest minimum standard of an arithmetic average. The affective evaluation competence level of Social Studies teachers may not augur well for the implementation of Social Studies curriculum, as affective learning is the major focus of Social Studies teaching (Jarolimek, 1981). It is noteworthy that each teacher of Social Studies is expected to teach an average of three classes of about 30 students in each academic session. This amounts to teaching about a hundred pupils each year on a conservative estimate. Any defect in teaching may likely influence the students under the custody of the Social Studies teacher.

5. Conclusion

Based on the findings of this study, the following conclusions are drawn.

- i. Social Studies teachers in the junior secondary schools are generally competent in affective evaluation.
- ii. About 50% of the population of Social Studies teachers evaluates the affective domain to an acceptable level.

6. Recommendations

On the basis of the findings and conclusion of this study, the following recommendations are made:

- i. If literature supports the view that affective evaluation is not being implemented in secondary schools and this study shows that teachers are competent to implement it, then a study should be carried out to ascertain other factors that are likely to be responsible for the neglect of the evaluation of the affective domain in Social Studies teaching.
- ii. Issues like the role of motivation and incentives in affective evaluation could be looked into. Also, researchers may be interested in developing a treatment package for fostering affective evaluation competences skills in Social Studies teachers. By comparing their pretest and post test measure of affective evaluation competences, they may be able to see the effects of such treatment.
- iii. The curriculum planners and implements should place more emphasis on the affective domains of teaching social studies because social studies is a value-laden subjects.
- iv. Workshops and seminars on affective evaluation of social studies should be organized on regular basis for social studies teachers in Nasarawa State.

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