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Stakeholders' Perception on Teachers' Assessment Effectiveness in Secondary Schools in Port Harcourt Metropolis in Rivers State

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Abstract

The study sought to investigate the perception of stakeholders on teachers' assessment effectiveness in secondary schools in Port Harcourt Metropolis in Rivers State. Three research questions and one hypothesis were formulated to guide the study. The study adopted survey research design. The sample of the study consisted of 20 principles, 30 vice principals, 150 secondary school teachers and 300 students drawn through stratified sampling technique. Teachers Effectiveness Assessment Scale (TEAS) was used in collecting the data for the study. Simple percentage, mean, regression analysis and Anova were used in data analysis. The result show that stakeholders have different perception about teachers' assessment effectiveness and also that awareness and implementation of best practices in assessment, construction of assessment tools and utilization of information from assessment tools for diagnostic purposes have positive values with the criterion variable (teachers' assessment effectiveness).

Introduction

Assessment is a natural on-going important component of the teaching process. It encompasses the general process of collecting, synthesizing and interpreting information. Sajobi (1985) stated that an education system is incomplete without assessment. The National Policy on Education (2004) defines assessment as a continuous planned process of gathering information about performance of learners, measured against specific learning objectives. This indicates that the information about the performance of learners must be measured against specific learning objectives identified by the teachers.

Airasian (1991) define assessment as any method used to better understand the current knowledge that a student posses. This implies that assessment could be as simple as a teacher's subjective judgment based on a single observation of student performance, or as complex as a few hours standardized test. "Current knowledge" implies that what a student knows is always changing so that judgment can be made about student achievement through comparisons over a period of time. Assessment at any level of education aim at transforming the schools into one which creates the best conditions for learning, encourages best practices and inspires creativity and innovation.

Assessment provides essential information on learners' learning needs, monitoring of students' progress and for helping students to structure their learning (Stiggens, 2000). It serves both as a measurement and incentive device that provides signals on performance to which teachers, students and parents can respond. This shows that assessment provides on-going direction for improvement and adjustment in learning and instruction. Yarquah (2005) explains that assessment gives feedback which makes the biggest impact when it occurs during the learning process. This feedback when utilized properly informs the teacher as well as helps the learners improve their learning strategies and study habits in order to become independent, successful learner. Abe (2004) listed some other reasons often alluded for the need for students' assessment which includes:

- To provide feedback to learners so that they can learn from their mistakes.
- To enable learners to correct their mistakes and remedy their deficiencies.
- To motivate learners and focus their sense of achievement.
- To help learners to apply abstract principles to practical contents.
- To estimate students' potential to progress to other level of courses.

Assessment is highly desirable for the classroom teacher to be able to take decisions on organizing, carrying out and monitoring of activities that would aid learning such as planning and providing instruction, maintaining

order and discipline in the students, determining students' achievement and grading them. The teacher thus, has a responsibility to obtain appropriate and sufficient information about the students through assessment before making any decision about the students.

Despite the relevance or importance of assessment in the education process stakeholders perceives the effectiveness of teachers' role in assessment differently. Knight (1995) notes that assessment of students' learning has often been seen as a tiresome and harmful necessity while Joseph (1999) submits that assessment is seen as a threatening and diversion from learning. Thus, how stakeholders perceive assessment is crucial in determining teachers' effectiveness in the utilization of information from assessment for formative and diagnostic purposes.

Research Questions

The following research questions were generated for the study.

1. What is the perception of stakeholders on effectiveness of teachers on assessment?
2. What proportion of variances of teachers' effectiveness in assessment is accounted for by the linear combination of predictor variables (awareness of best practices, construction of assessment and effective utilization of the assessment tools)?
3. What is the relative contribution of awareness of best practices, construction and utilization of various assessment tools in the prediction of teachers' effectiveness in assessment?

Hypothesis

One hypothesis was generated to guide this study

$H0_1$: There is no significant difference in the perception of stakeholders on teachers' effectiveness in assessment in Port Harcourt Metropolis in Rivers State.

Research Methodology

The Survey Research Design was adopted for this study, while the stratified sampling technique was employed in selecting the principles, vice principals, teachers and students for the study.

Sample

The subjects consisted 500 respondents (20 principals, 30 vice principals, 150 teachers and 300 students) drawn from Public Secondary Schools in Port Harcourt Metropolis, Rivers State.

Instrumentation

The research instrument used for data collection for this study was "Teachers' Effectiveness Assessment Scale (TEAS)". The instrument was segmented into two parts. Part A requested for biographic information of the sample respondents, while part B requested for information on stakeholders perception on Teachers Effectiveness in Assessment.

The content and face validity of the instrument used was carried out by experts drawn from the department of Educational Psychology, Guidance and Counselling, Rivers State University of Education, Port Harcourt. The experts made necessary correction and constructive criticisms which were useful for the preparation of the final draft of the questionnaire. A pilot study was later conducted on 50 respondents (4 principals, 6, vice-principles, 15 teachers and 25 students). With respect to the reliability of the instrument, the test-retest method was employed in ascertaining the reliability of the questionnaire. The questionnaire was administered to the same respondents after a two-week interval and the reliability coefficient for the instrument was 0.89. The data collected were analyzed with the use of simple percentage and regression analysis for the research questions, while Anova was used to test the relationship between the independent and the dependent variables in the stated hypothesis. This was done at 0.05 level of significance.

Findings and Discussion

The findings of the research questions and the stated hypothesis are presented as follows:

Research Question 1

What is the perception of stakeholders on teachers' effectiveness in assessing learning outcome?

Table 1: Perception of stakeholders on teachers' effectiveness in assessing learning outcomes

Assessment effectiveness item	Designation	$\bar{X}$	SD	Criterion $\bar{X}$	Average% Agree	Average% Disagree
Assessment is a tiresome and time consuming exercise	Principals, Vice Principals, Teachers, Students	2.01 2.14 3.32 2.43	0.15 0.56 0.89 0.68	2.5 2.5 2.5 2.5	40 33 87 37	60 67 13 63
	Total	**2.48**	**0.57**	**2.5**	**48**	**52**
Teachers gives students assignments class work and test regularly	Principals, Vice Principals, Teachers, Students	2.54 2.73 3.43 3.28	0.62 0.71 0.82 0.74	2.5 2.5 2.5 2.5	70 63 85 84	30 27 15 167
	Total	**2.99**	**0.72**	**2.5**	**78**	**22**
Teacher mark and correct students' assignment and class work regularly and give students feedback	Principals, Vice Principals, Teachers, Students	2.08 2.13 3.42 2.27	0.42 0.46 0.80 0.52	2.5 2.5 2.5 2.5	35 27 78 36	65 73 22 64
	Total	**2.47**	**0.55**	**2.5**	**44**	**56**
Assignment and test are based on learned materials only	Principals, Vice Principals, Teachers, Students	1.83 2.10 2.52 1.69	0.31 0.42 0.53 0.22	2.5 2.5 2.5 2.5	25 23 81 31	75 77 19 68
	Total	**2.04**	**0.37**	**2.5**	**40**	**60**
Different tools for assignment are constructed by teachers	Principals, Vice Principals, Teachers, Students	1.79 2.08 2.43 1.95	0.28 0.39 0.50 0.32	2.5 2.5 2.5 2.5	25 20 84 33	75 80 16 67
	Total	**2.06**	**037**	**2.5**	**41**	**59**
Assessment score form part of examination scores	Principals, Vice Principals, Teachers, Students	1.94 2.17 2.63 1.85	0.31 0.45 0.56 0.30	2.5 2.5 2.5 2.5	24 35 39 21	76 65 61 79
	Total	**2.15**	**0.41**	**2.5**	**30**	**70**
Teachers use multiple sources use multiple sources of evidence in assessment	Principals, Vice Principals, Teachers, Students	2.02 2.13 2.31 1.74	0.34 0.54 0.46 0.25	2.5 2.5 2.5 2.5	20 25 27.5 18	85 75 72.5 82
	Total	**2.05**	**0.38**	**2.5**	**26.4**	**78.6**
Assessment score reflects students' academic performance	Principals, Vice Principals, Teachers, Students	2.07 2.11 2.36 2.04	0.37 0.41 0.48 0.33	2.5 2.5 2.5 2.5	26.3 29.6 32.5 24.1	73.7 70.4 67.5 75.9
	Total	**2.15**	**0.40**	**2.5**	**28.1**	**71.9**
Teachers uses information from assessment to assist students learn effectively	Principals, Vice Principals, Teachers, Students	2.28 2.34 2.39 2.24	0.32 0.49 0.52 0.31	2.5 2.5 2.5 2.5	31 34 44 30	69 66 56 70
	Total	**2.31**	**0.41**	**2.5**	34.7	65.3

Table 1 show that 48 percent of stakeholders perceive assessment to be a tiresome and time consuming exercise while 52 percent of the teachers did not perceive assessment to be tiresome and time consuming exercise. 78 percent of the stakeholders perceive that teachers are effective in giving assignments, class work and that test are regularly to students. 44 percent of stakeholders perceive that teachers are effective in correcting assessment and giving students feedback, 40 percent of stakeholders perceive that teachers based their assessment on learned

materials. 41 percent of stakeholders perceive that teachers are effective in constructing tools for assessment. Only 30 percent of stakeholders perceive that teachers are effective in ensuring that assessment scores forms part of examination scores. 26.4 percent of stakeholders perceive that teachers use multiple sources of evidence in assessment, 28.1 percent of stakeholders agreed that assessment scores reflects students' academic performance and 34.7% of stakeholders agreed that teachers uses information from assessment to assist students learn effectively. Thus, Stakeholders perception of teachers' effectiveness in assessment is low among teachers in secondary schools in Port Harcourt Metropolis.

Research Question 2

What proportion of variance of teachers' effectiveness in assessment is accounted for by the linear combination of predictor variables (awareness of best practices, construction of assessment and effective utilization of the assessment tools)?

Table 2: (a) Composite contribution of predictor variables to teachers' effectiveness in assessment

R	R Square	Adjusted R Square	Std. Error or the Estimate
0.766	0.587	0.580	3.98313

Table 2: (b) Analysis of Variances

Source of variation	Sum of square	Df	Mean Square	F	Sig
Regression	3903.175	3	1301.058	235.103	0.00*
Residual	2744.700	476	5.534		
Total	**6647.876**	**479**			

Significant at $p < 0.05$

Results in Table 2(a) show that the combinations of all the predictor variables: awareness of best practices, construction of assessment tools and effective utilization of the assessment tools have a multiple correlation of 0.766 with teachers' effectiveness in assessment. However, the combination of these variables explained 58.0 percent of the variance in teachers' effectiveness in assessment as shown by the coefficient of determination ($R^2_{adj} = 0.580$). The $F(3;479) = 235.103$ $p < 0.05$ shown in Table 2(b) reveals that there is a strong joint contribution of the predictor variables and teachers' effectiveness in assessment.

Research Question 3

What is the relative contribution of awareness of best practice, construction and utilization of various assessment tools in the prediction of teachers' effectiveness in assessment?

Table 3: Parameter Estimate

Variable	B	SEB	Beta	Rank	t-Value	
Constant	5.268	1.930			2.729	.007
Construction of assessment tools	.108	.082	.080		1.313	.191
Awareness of best practices	1.081	.094	.705		11.502	.000
Utilization of assessment tools	.010	.010	.052		1.049	.296

Table 3 reveals the relative contributions of the three predictor variables to the teachers' effective in assessment expressed as beta weights. The partial correlation coefficient of all the predictor variables (construction of assessment tools, awareness of best practices and utilization of assessment tools) have positive values with the criterion variable (teacher effectiveness in assessment). This means that the more teachers construct quality assessment tools, the more is their effectiveness in assessment. Similarly, the more teachers apply best practices in assessment, the higher the teachers' effectiveness in assessment. Lastly, when the teachers utilized the assessment tools effectively, the values of teachers' assessment effectiveness is high.

Hypothesis 1

There is no significant difference in the perception of stakeholders on teachers' effectiveness in assessment in Port Harcourt metropolis in Rivers State.

Table 4a

Sources of variation	Sum of squares	df	Means square	f	Sig
Between groups	315.018	3	105.006	8.21	3.83
Within groups	6343.571	496	12.789		
Total	6658.590	499			

Table 4a shows that there is a significant difference in the perception of principals, vice-principals, teachers and students on teachers' effectiveness in assessment in Port Harcourt. Hence the hypothesis is rejected. The direction of the significant differences is established using the scheffe (pair comparison) post hoc analysis as presented in Table 4b.

Table 4b Scheffe (pair comparison) post hoc analysis of principals, vice-principals, teachers and students on teachers' effectiveness in assessment

Designation	Subset for alpha 0.05			
	N	1	2	
Student	300	30.7159	30.7159	
Principal	20	31.4737		
Vice-principal	30			31.7943
Teachers	150			37.2500

The perception of the students and their principals about the teachers' effectiveness in assessment in Port Harcourt Metropolis is not significantly different from each other. This implies that the students and principals "gauged teachers' effectiveness in assessment in the same way. The perceptions of the students are not also significantly different from those of vice principals.

However, the perceptions of the students, principals and vice principals on teachers' effectiveness in assessment is significantly different from the perception of the teachers. The finding of this study is interesting because of the divide noticed in the findings. The principals, vice principals and students tied one side while the teachers were on the other side of the divide. One may conclude that it is likely that the perception of principals, vice principals and students are likely to be the true picture of the teachers' effectiveness because students were on the receiving end and the principals and vice principals should know their teachers well. The result of the teachers is likely to mislead people because they (the teachers) would like to paint a better picture of themselves and that explains why they had the highest score on the teachers assessment effectiveness scale. Generally, students rated the teachers' assessment effectiveness in Port Harcourt Metropolis low, followed by the principals and vice-principals, whereas the teachers rate themselves highest in their assessment effectiveness.

The study findings were at congruence with Knight (1995) and Jessup (1991) who submitted that stakeholders perceived teachers' effectiveness in assessment differently.

Conclusion and Recommendation

This study examined the perception of stakeholders on teachers' assessment effectiveness in secondary schools in Port Harcourt Metropolis, Rivers State. It found that the perception of principal, vice-principals and students were significantly different from the perception of teachers on their assessment effectiveness. Also, construction of assessment tools, awareness of best practices and effective utilization of information from the administration of the assessment tools contributes significantly to teachers' assessment effectiveness in secondary schools in the area.

The researchers gave the following recommendations:

(1) That teachers should do more in the area of implementation of best practices in assessment, construction of assessment tools and the effective use of information derived from the administration of assessment on students.
(2) Workshops and seminars should be organized for teachers in the areas of assessment identified in the study.
(3) Government should provide facilities for the storage of information generated from assessment.

(4) There should be attitudinal change among teachers in the implementation of best practices in assessment.

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