



## **Achievements of Regular Evaluation of Students Academic Activities and General Examinations Assessment among Students in Public Secondary Schools in Port Harcourt**

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### **ABSTRACT**

The study examined the Achievements of Regular Evaluation of Students Academic Activities and General Examinations Assessment among Students in Public Secondary School in Port Harcourt. Two research questions and two hypotheses guided the study. Mean, standard deviation and rank order was used to answer the research questions and z-test for independent sample was used to test the hypotheses. Findings of the study revealed the level of perceptions of teachers and principals on Regular Evaluation of Students Academic Activities in Public Secondary Schools and the General Examinations Assessment among Students in Public Secondary Schools are all accepted. It was also revealed that Regular Evaluation of Students Academic Activities is more acceptable than that of the General Examinations Assessment among Students in Public Secondary Schools. It has been recommended that Regular Evaluation of Students Academic Activities should be used to promote Junior Secondary School 1-2 and Senior Secondary School 1-2 classes to their next classes while General Examinations Assessment be used for their final year promotions.

**Keywords:** Achievements, Measures, Evaluations, perceptions, Academic Activities, Public Secondary Schools.

### **INTRODUCTION**

In evaluation Bloom (2008) stated that it is a systematic collection of evidence in deterring whether changes are taking place or not and to determine the level of changes that has occurred Evaluation in every facet of life gives the assessor an in depth knowledge of performance with an aggregate knowledge of what has happened and what is lacking and what need to be done to give the needed evidence holistically to actualize the defined goals. In the same vain Ben-Yunusa (2008) saw evaluation as the systematic attempt to gather evidence regarding changes in students behaviour that accompanies planned educational experiences. Ben-Yunusa (2008) equally opined that evaluation is the collection of information to make decision about educational programme. Tyler (2008) asserted that evaluation is an appraisal value or the estimation of worth of a process or programme. Instructional evaluation is a process of determining the extent at which instructional objectives has being achieved and it is commonly linked to examinations, test and assignment including ways students attend to them, this form of evaluation is also referred to as test and measurement or measures of evaluation (Bawa and Guga, 2013). Evaluation is viewed by scholars as the concept of ensuring that the necessary steps and measures are often taken to strengthen an organization towards actualizing the predetermined goals of institutions and individuals, it is a perceived concept of getting the best in individuals in a system. And it has enabled organizations to realize their predetermined goals within the specified time frame. It is on these views the paper wants to find out the acceptability of these measures and to see among the two measures which is more acceptable, 'the Regular Evaluation of Students Academic Activities or the General Examinations Assessment among Students in Public Secondary Schools'.

### Aim of the Study

The study is geared towards examining the Achievements of Regular Evaluation of Students Academic Activities and the General Examinations Assessment among Students in Public Secondary Schools.

### Research Questions

1. What are the perceptions of teachers and principals on the Achievements of Regular Evaluation of Students Academic Activities in Public Secondary Schools?
2. What are the perceptions of teachers and principals on the Achievements of General Examinations Assessment among Students in Public Secondary Schools?
3. What are the perceptions of teachers and principals on the Achievements of Regular Evaluation of Students Academic Activities and that of General Examinations Assessment among Students in Public Secondary Schools?

### Hypotheses

1. There is no significant difference between the mean rating on the perceptions of teachers and principals on Achievement of Regular valuation of Students Academic Activities in Public Secondary Schools.
2. There is no significant difference between the mean rating on the perceptions of teachers and principals on the Achievement of General Examinations Assessment among Students in Public Secondary Schools.
3. There is no significant difference between the mean rating of the achievements of Regular Evaluation of Students Academic Activities and that of General Examinations Assessment among Students in Public Secondary Schools.

### METHODOLOGY

A two-section structured questionnaire was used to elicit response from the targeted respondents with the first section containing a demographic data and second section containing the variables which was used to get the views of the respondents. The data collected from the field were analyzed using mean, standard deviation and rank order. And z-test was used to test the hypotheses at 0.05 level of significance.

### RESULTS AND DISCUSSIONS

**Research Question 1:** *What are the perceptions of teachers and principals on the Achievement of Regular Evaluation of Students Academic Activities in Public Secondary Schools?*

Table 1: Mean, standard deviation and rank order of the perceptions of teachers and principals on the Achievement of Regular Evaluation of Students Academic Activities in Public Secondary Schools

	What are the perceptions of teachers and principals on Achievement Regular Evaluation of Students Academic Activities in Public Secondary Schools?	Teachers (n=412)		Principals (n=33)		Mean Set	Rank Order	Decision
		Mean ( $\bar{x}_1$ )	SD	Mean ( $\bar{x}_2$ )	SD			
		1	After every topic	2.75	0.84			
2	Every Friday at the end of classes	2.64	0.87	2.69	0.88	2.67	3 <sup>rd</sup>	Agreed
3	Every two weeks	2.71	0.89	2.63	0.85	2.67	3 <sup>rd</sup>	Agreed
4	Monthly	2.83	0.92	2.84	0.95	2.84	1 <sup>st</sup>	Agreed
5	After Mid term	2.89	0.87	2.57	0.83	2.73	2 <sup>nd</sup>	Agreed
	<b>Aggregate Mean</b>	<b>2.76</b>	<b>0.88</b>	<b>2.69</b>	<b>0.88</b>	<b>2.73</b>		<b>Agreed</b>

The data in Table 1 showed that respondents agreed on the following items 4, 1, 5, 2, and 3 with mean scores of 2.84, 2.73, 2.73, 2.67, 2.67 and rank orders of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>th</sup>, 2<sup>rd</sup> and 2<sup>nd</sup> from the criterion mean of 2.5. The aggregate mean for teachers (2.76) and that of principals' (2.69) give an average mean of 2.73 and this showed that the respondents agreed on the list of items on the table I, since the calculated mean (2.73) is greater than the criterion mean of 2.5. The experience assessed include: After every topic, Every Friday at the end of classes, Every two weeks, After Midterm, After Midterm.

**Research Question 2:** *What are the perceptions of teachers and principals on the Achievement of General Examinations Assessment among Students in Public Secondary Schools?*

Table 2: Mean, standard deviation and rank order of the perceptions of teachers and principals on the Achievement of General Examinations Assessment among Students in Public Secondary Schools in Public Secondary Schools.

	What are the perceptions of teachers and principals on General Examinations Assessment among Students in Public Secondary Schools?	Teachers (n=412)		Principals (n=33)		Mean Set	Rank Order	Decision
		Mean	SD	Mean	SD			
		( $\bar{x}_1$ )		( $\bar{x}_2$ )				
6	At the end of 2017 First term course work	3.20	0.92	2.65	0.83	2.93	1 <sup>st</sup>	Agreed
7	At the end of 2017 Second term course work	2.71	0.90	2.61	0.85	2.66	3 <sup>rd</sup>	Agreed
8	At the end of 2017 third term course work	2.65	0.95	2.81	0.90	2.73	2 <sup>nd</sup>	Agreed
9	At the end of 2018 first term course work	2.75	0.93	2.70	0.89	2.73	2 <sup>nd</sup>	Agreed
10	At the end of 2018 second term course work	2.53	0.85	2.55	0.85	2.54	4 <sup>th</sup>	Agreed
	<b>Aggregate Mean</b>	<b>2.77</b>	<b>0.91</b>	<b>2.66</b>	<b>0.86</b>	<b>2.72</b>	<b>2.75</b>	<b>Agreed</b>

The data in Table 2 showed that respondents agreed on the following items 6, 8, 9, 7, and 10 with mean scores of 2.93, 2.73, 2.73, 2.66, 2.54 and rank orders of 1<sup>st</sup>, 2<sup>nd</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> from the criterion mean of 2.5. The aggregate mean for teachers ( 2.77) and that of principals (2.72) give an average mean of 2.75 and this showed that the respondents agreed on the list of items on the table 2, since the calculated mean (2.75) is greater than the criterion mean (2.5). The frequency identified are At the end of 2017 First term course work, At the end of 2017 Second term course work, At the end of 2017 third term course work, At the end of 2018 first term course work, At the end of 2018 second term course work.

**Hypothesis 3:** There is no significant difference between the mean rating on the perceptions of teachers and principals on Achievements of Regular Evaluation of Students Academic of Activities and that of General Examinations Assessment among Students in Public Secondary Schools.

**Table 3:** Mean, standard deviation and z-test scores on analysis of difference between the perceptions of teachers and principals on Achievements of Regular Evaluation of Students Academic Activities and that of General Examinations Assessment among Students in Public Secondary Schools.

Staff	N	Mean	SD	Df	z-cal	Critical Value	Decision
Teachers	415	2.76	0.88	443	1.84	±1.96	Accept H <sub>0</sub>
Principals	33	2.69	0.88				

In table 3, the mean ratings of 2.76 and 2.69 are so closely related to show no significant difference between them. Furthermore at 0.05 levels of significance and at 443 degrees of freedom, the calculated z value of 1.84 is far less than the critical value of  $\pm 1.96$ . From the analysis above since the calculated z value is far less than the table value, the researcher accepts the null hypothesis which indicates that there is no significant difference existed between the perceptions of teachers and principals on the achievements of the Regular Evaluation of Students Academic Activities in Public Secondary Schools.

**Table 4:** Mean, standard deviation and z-test scores on the analysis of difference between the achievement of the Regular Evaluation of Students Academic Activities and that of General Examinations Assessment among Students in Public Secondary Schools.

Staff	N	Mean	SD	Df	z-cal	Critical Value	Decision
Teachers	415	2.77	0.91	443	1.69	$\pm 1.96$	Accept $H_0$
Principals	33	2.72	0.86				

In table 4, the mean ratings of 2.77 and 2.72 are so closely related to show no significant difference between them. Furthermore at 0.05 levels of significance and at 443 degrees of freedom, the calculated z value of 1.69 is far less than the critical value of  $\pm 1.96$ . From the analysis above since the calculated z value was far less than the table value, thus researcher accepts the null hypothesis which indicates that no significant difference existed between the perceptions of teachers and principals on the achievement of General Examinations Assessment among Students in Public Secondary Schools.

**Hypothesis 5:** There is no significant difference between the mean rating on the achievements of Regular Evaluation of Students Academic Activities and that of General Examinations Assessment among Students in Public Secondary Schools.

**Table 5:** Mean Standard Deviation and rank order of achievements of Regular Evaluation of Students Academic Activities (REASAB) and that of General Examinations Assessment (GEA) among Students in Public Secondary Schools.

	What are the perceptions of teachers and principals on achievements on Regular Evaluation of Students Academic Activities and that of General Examinations Assessment among Students in Public Secondary Schools in Port Harcourt?	Teacher (n=412)		Principals (n=33)		Mean Set	Rank Order	Decision
		Mean ( $\bar{x}_1$ )	SD	Mean ( $\bar{x}_2$ )	SD			
11	<b>REASAB</b>	<b>2.80</b>	0.92	<b>2.66</b>	2.83	<b>2.73</b>	1 <sup>st</sup>	<b>Agreed</b>
12	<b>GEA</b>	<b>2.64</b>	0.90	<b>2.62</b>	2.85	<b>2.63</b>	2 <sup>nd</sup>	<b>Agreed</b>
	<b>Aggregate Mean</b>	<b>2.72</b>		<b>2.64</b>	<b>2.86</b>	<b>2.68</b>		<b>Agreed</b>

The data in Table 5 showed that respondents agreed on the following items 11 and 12 with mean scores of 2.73 and 2.63 and rank orders of 1<sup>st</sup> and 2<sup>nd</sup>, from the criterion mean of 2.5. The aggregate mean for teachers ( 2.68)and that of principals (2.64) give an average mean of 2.75 and this showed that the respondents agreed on the list of items on the table 5, since the calculated mean (2.68) is greater than the criterion mean (2.5) it is agreed that there is a relationship. The frequencies identified are REASAB and GEA.

**Table 6:** Mean, standard deviation and z-test scores on the analysis of achievements on Regular Evaluation of Students Academic Activities (REASAB) and that of General Examinations Assessment (GEA) among Students in Public Secondary Schools.

Achievement Scales	N	Mean	SD	Df	z-cal	Critical Value	Decision
REASAB	415	2.72	0.91	443	2.86	±1.96	Rejects H <sub>0</sub>
GEA	33	2.64	0.86				

In table 6, the mean ratings of 2.72 and 2.64 are closely related to show no significant difference between them. Furthermore at 0.05 levels of significance and at 443 degrees of freedom, the calculated z value of 2.86 is far more than the critical value of ±1.96. From the analysis above, since the calculated z value is far more than the table value, the researcher rejects the null hypothesis which indicates that there is a significant difference existed between the achievements of the Regular Evaluation of Students Academic Activities (REASAB) and that of General Examinations Assessment (GEA) among Students in Public Secondary Schools. And since REASAB was first accepted before GEA it also indicates that REASAB achieves better than GEA.

### RECOMMENDATION

It has been recommended that Regular Evaluation of Students Academic Activities should be used to promote Junior Secondary School 1-2 and Senior Secondary School 1-2 classes to their next classes while General Examinations Assessment be used for their final year promotions in our both public and private lower schools.

### CONCLUSION

The findings of the study revealed that both measures achieve the set criteria by revealing the students' academic involvements in all evaluations. But it was equally showed that Regular Evaluation of Students Academic Activities achieved better than that of the General Examinations Assessment.

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