



Factors Influencing Test, Evaluation and Assessment towards Students Academic advancement in Public Secondary Schools in Bwari Area Council, FCT

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ABSTRACT

The study investigated the factors influencing test, evaluation and assessment towards students' academic advancement in public secondary schools in Bwari Area Council FCT. A questionnaire was used to elicit response from participants though it was carried out by research assistance, the instruments reliability was ascertain through test retest method and validated by an expert in the field of measurement and evaluation. Mean scores, standard deviation and rank order was used to answer the research questions and z-test was to test the hypotheses at 0.05 level of significance. Results of the study indicate that the factors influencing test, evaluation and assessment towards students' academic advancement in public secondary schools. The study concluded by unveiling the factors influencing test, evaluation and assessment towards students' academic advancement in public secondary schools. In the same based on the findings of the study the following recommendations were harnessed that; only qualified, certified and experienced teachers should be hired to impact knowledge and evaluate the younger generation, adequate facilities and instructional materials required to making teaching and learning interesting should be provided, that good remuneration and incentives should be provided for the teachers to ensure they live healthy and wealthy to discharge their duties.

Keywords: assessment, evaluation, students, secondary schools

INTRODUCTION

Anya (2004) stated that test is divided into two categories such as formative and summative. Formative test is also known as formative feedback it is perceived as the nomenclature attached to the nudges that occur within school period. It is situation whereby a teacher asked the students to solve problems in the class among others like quiz and debates. This kind of test doesn't really judge you as a failure or success rather to guide and lay solid foundation for the students to strive hence the process doesn't create the avenue for argument it is purely practical. Anya insisted that summative test is a summary of any individual learning on daily like class test, research paper, the final examination and exhibition. School in the United States apply sub-category of summative like psychometrically validated and standard test. Psychometric literally means mind measurement the discipline of test making that is historically grounded, mathematically precise and suitable for ranking large populations, its weakness and strength works together hence both are significant in getting reliable results. Wikipedia (2018), asserted that test as an examination (informally, exam or evaluation) is an assessment that intend to measure a test taker knowledge, skills, aptitude, physical fitness, or classification in many topics like belief etc. A test can take numerous channels in administering like verbal, paper, computer, performance in certain areas that requires a test taker to demonstrate or perform a set of skills. Though strategies of administering test varies from school to school but there are some test commonly found in schools like the close and open book type of test which is operational in all the schools, to through more light on this the open test allows students to openly consult textbooks, journals, calculators and other materials during test while the closed

test allows the students to test their memories in recalling what the teachers has taught or what they've learnt during studying in various subjects. A test might be formal or informal but they are all geared towards getting the required results that will help proper planning, informal test are test administered in an informal environment like homes and social gathering while formal test are ones organize in formal setting like schools, clinics and such test are final examinations, IQ test administered by psychology in the clinics in this test there are scores and grades while the informal is verbal appreciation in most cases

Purpose of the Study

To examine Factors Influencing Test, Evaluation and Assessment as an Antidote to Students Academic advancement in Public Secondary Schools in Bwari Area Council, FCT.

Research Question

What are the factors Influencing Test, Evaluation and Assessment as an Antidote to Students Academic advancement in Public Secondary Schools in Bwari Area Council, FCT?

Hypotheses

There is no significant difference between the mean rating of the opinion of principals and teachers on the factors Influencing Test, Evaluation and Assessment towards Students Academic advancement in Public Secondary Schools in Bwari Area Council, FCT.

METHODOLOGY

The data collected from the field was analyzed using mean, standard deviation to and rank order to answer the research questions while z-test of difference for independent sample was used to test the hypotheses at 0.05 level of significance.

RESULTS AND DISCUSSIONS

Table 1: Mean, Standard Deviation and rank order of the opinion of principals and teachers the Factors Influencing Test, Evaluation and Assessment towards Students Academic advancement in Public Secondary Schools in Bwari Area Council, FCT.

	What are the factors Factors Influencing Test, Evaluation and Assessment as an Antidote to Students Academic advancement in Public Secondary Schools in Bwari Area Council, FCT?	Teachers (n=412)		Principals (n=33)		Mean Set	Rank Order	Decision
		Mean (\bar{x}_1)	SD	Mean (\bar{x}_2)	SD			
1	Lack of unqualified and inexperienced teachers.	2.84	0.89	2.66	0.86	2.75	2 nd	Agreed
2	Lack of adequate infrastructures	2.89	0.86	2.55	1.01	2.72	4 th	Agreed
3	Absence of instructional materials	2.78	0.89	2.83	0.94	2.81	1 st	Agreed
4	Lack of motivation and incentives for teachers.	2.75	0.81	2.73	0.92	2.74	3 rd	Agreed
5	Hunger and poor health	2.66	0.85	2.76	0.93	2.71	5 th	Agreed
	Aggregate Mean	2.78	0.86	2.71	0.93	2.75		Agreed

The data in Table 1 showed that respondents agreed on the following items 3, 1, 4, 2, and 5 with mean scores of 2.81, 2.75, 2.74, 2.72 and 2.71 rank orders of 1st, 2nd, 2nd, 3rd, & 4th from criterion mean of 2.5. The aggregate mean for male teachers is 2.78 and 2.71 for female teachers showed that the respondents agreed on the list of items on the table as the factors Influencing Test, Evaluation and Assessment towards Students Academic advancement in Public Secondary Schools in Bwari Area Council, FCT since it greater than the criterion mean. The achievements identified includes ; Lack of unqualified and inexperienced teachers, Lack of adequate infrastructures, Absence of instructional materials, Lack of motivation and incentives for teachers, Hunger and poor health.

Table 2: Mean, standard deviation and z-test scores on analysis of difference between the perception of teachers and principals on the factors Influencing Test, Evaluation and Assessment towards Students Academic advancement in Public Secondary Schools in Bwari Area Council, FCT

Staff	N	Mean	SD	Df	z-cal	Critical Value	Decision
Male Teachers	415	2.78	0.86	443	0.41	±1.96	Accept H ₀
Female Teachers	33	2.71	0.93				

In table 2 , the mean ratings of 2.78 and 2.71 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 0.41 was far less than the critical value of ±1.96. From the analysis above since the calculated z value was far less than the table value, thus researcher accept the null hypotheses and which indicate that no significant difference existed between the opinion of male and female teachers on the What are the factors Influencing Test, Evaluation and Assessment towards Students Academic advancement in Public Secondary Schools in Bwari Area Council, FCT

CONCLUSION AND RECOMMENDATIONS

The study concluded by unveiling the factors influencing test, evaluation and assessment towards students academic advancement in public secondary schools. In the same based on the findings of the study the following recommendations were harnessed that; only qualified, certified and experienced teachers should be hired to impact knowledge and evaluate the younger generation, adequate facilities and instructional materials required to making teaching and learning interesting should be provided, that good remuneration and incentives should be provided for the teachers to ensure they live healthy and wealthy to discharge their duties.

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