

IMPACTS OF INSTRUCTIONAL EVALUATION TECHNIQUES ON TEACHING OF UPPER BASIC SOCIAL STUDIES IN KWARA STATE

Issa Nasiru Olokooba and Alliyu Ayodele Abdulsalam

Abstract

Evaluation is often used to characterize and appraise subjects of interest and learners at different levels of education purposely to improve the effective teaching and learning of the subjects and determine the performance of the learners. This study examined the impacts of evaluation techniques on effective implementation of upper basic Social Studies curriculum in Kwara State. The specific objectives of this study were to investigate the extent of using as well as the impacts of evaluation techniques on the effective implementation of upper basic Social Studies curriculum. A descriptive survey research design was adopted for the study. The population of the study was all basic students in the state. Three Local Government Areas were selected using stratified random sampling technique based on senatorial district. Simple random sampling technique was employed to select twenty-five upper basic schools in each Local Government Area in the State. Purposive sampling technique was used to select 150 upper basic Social Studies teachers. A questionnaire was used as instrument for data collection. Three research questions were answered. Research questions one and two were answered using frequency and percentage while research question three was answered using mean ranking. The findings of the study showed that questioning, test and assignment were prevalent types of instructional evaluation techniques and frequently used. The techniques have impacts on teaching Social Studies in upper basic schools. Based on the findings, it was recommended that teachers should endeavour to use other instructional evaluation techniques to cater for individual differences among learners in the classroom.

Keywords: Evaluation techniques, Usage, level of use, Impacts, Social Studies teachers

Introduction

Education is a major tool for systematic and sustainable development of human and

material resources in many nations. It is a priority sector in every well-meaning society. Education is the process of acquiring knowledge, skills, attitudes, interests, abilities, competencies, cultural norms and values of a society by transmitting it to the incoming generations so as to enhance continuous development of the society (Ganyaupfu, 2013).

The quality of education of a nation is directly related to educational curriculum, its implementation and the quality of instruction in the classroom. These qualities are determined by teachers who are the implementers of the curriculum. Thus, the effectiveness or success of any education system depends mainly on the quantity and quality of teachers, the training, preparation and ability to present comprehensive lesson in the classroom (Ferdinand, 2007).

Evaluation techniques have relationship with teacher's competence. Teachers need to be skilled in evaluation to be excellent in their professional practice. Teaching as instructional activities requires the pedagogical skills and competence of the teacher since it goes hand in hand with evaluation (Owolabi, 2016). As the nation's attention is increasingly focused on the outcome of education, policy makers have undertaken an extensive range of reforms to improve schools ranging from setting new standards and test to redesigning schools, new curricula and new instructional strategies. One characteristic of teacher's competence is ability to evaluate teaching and learning (Hadavand, 2008).

Evaluation is a systematic process of gathering objective evidence about a program and using that evidence to make judgment about the merit or worth of the program. It is a process in which educational and training procedure is compared with its predetermined goals to find out their fulfillment. Educational evaluation has a

variety of functions and applications such as diagnosis, syllabus revision, comparison and needs analysis. Educational evaluation is regarded as an ongoing and ruled process of describing, guiding and making sure of the educational quality (Ramezan, 2012)

Seif (2008) stated that evaluation is a rule governed process for gathering and analysis of data. It is used to determine whether the educational goals are fulfilled or they are on the process of fulfillment, and to what extent. He also believes that the main goal in education is to make changes in learners' behaviour.

Most authors view evaluation as a system or a process. It was in 2004 that Rossi, Lipsy and Freed defined evaluation as a systematic determination of merit, worth and significance of something or using criteria against a set of standards. Evaluation is often used to characterize and appraise subjects of interest in wide range of human endeavor including art, sciences, crimes, justice, foundations and non-profitable organizations, government, health-care, and other human services. Evaluation is a process of determining outcomes of a programme or instruction to see whether it is satisfactory, particularly with reference to the stated objectives of the programme and expected standards of excellence. In classroom, teacher uses instructional evaluation to determine the learning outcomes of the classroom instruction. Instructional evaluation is the diagnosis of interactive teaching to ascertain to what extent it had brought about desirable changes in the learner's cognitive, affective and psychomotor behavior or accomplished predetermined educational and instructional goals. The emphasis of instructional evaluation is on the outcome of instruction (Mezieobi, Fubara & Mezieobi, 2008).

Instructional evaluation helps to assign students to occupational roles and social class, because grades are of crucial importance in determining who goes on to vocational or professional studies. It is necessary in promoting students from one class to the next

and in some situations in class streaming of students. In the absence of instructional evaluation, it would have been difficult to know who has set minimum requirement and standard for promotion to the next higher class.

With regard to generating healthy competition among students for good position, evaluation motivates them to better and higher performance. This is particularly true where school authorities reinforce students' high scholastic achievement with gifts, praises, prizes and other forms of positive reinforcement. Instructional Evaluation exposes the learning deficiencies of students in some content of Social Studies and helps teacher to re-strategise the instructional method and techniques purposely to improve learners' academic performance.

Barwinek (2011) identified test, observation, assignment, students' projects, field classes among others as evaluation techniques. Ayen (2019) discovered that series of evaluation techniques such as test, questioning, survey, assignment were used in teaching and learning of Geography. These techniques include the various forms of testing procedures, self-reporting, objective test, essay tests, observations and checklist, use of anecdotal records among others in measuring learning outcomes of instruction.

Various criteria have been identified and used for classifying evaluation into different categories. One such criterion that is commonly used in this way is goal or purpose of the evaluation process. Based on this criterion, types of evaluation that are distinguished as asserted by John (2007) and Owolabi (2016) are placement, formative, diagnostic, summative, process and product evaluation. Placement evaluation is a form of evaluation used to make decision or establish whether certain educational programmes are suitable for learners. A formative evaluation takes place during the actual development of a programme to determine the attainment of instructional objectives of the programme or subject. Diagnostic evaluation is used to discover the

learning problems of students as well as their causes and consequences. It is used to decide the entry behaviours of the learner in a particular subject like Social Studies and takes place before the commencement of the programme (Ndubuwa, 2019). Summative evaluation provides information about the programme outcomes at the end of each term, academic session or educational programmes such as lower, middle and upper basic Social Studies curriculum. Process evaluation is the processes involved in lesson plan preparation, development, selection of appropriate and suitable instructional materials, teaching methods as well as assessment of learners for effective teaching-learning in the classroom situations. Product evaluation are learning experience outcomes acquired by learners and expected of the learners by the society to display in form of knowledge, attitudes and practices after their graduation.

The importance of evaluation in educational program cannot be overemphasized. Otaru (2015) affirmed that the standard based on evaluation for extending budget and expanding in educational system showed that the use of evaluation in education leads to improvement in human and material resources and expansion in education. Owolabi (2016) highlighted goals of evaluation as assessing the impact of instructional activities; determining learners' competence before, during and after instruction; effectiveness of teaching methods; selecting appropriate resources for teaching; ensuring success for teaching and learning and success of the school system. The impacts of instructional activities that involve teacher and students' activities can only be determined via evaluation techniques. Evaluation provides a means through which the extent of teaching and learning could be attained. It is important at the every level of education because it provides useful information about learners' academic performance from a programme to another.

The basic education in Nigeria is a reform measure aimed at addressing the distortion in the primary education and inequality in

educational opportunity. It is nine-year educational programme designed for children within the age range of 0-15 years. It is compulsory for children within this age bracket. The vision of the programme is to acquire appropriate and relevant skills and values that will enable every individual contribute his/her quota to national development. The goals of basic education thus include the provision of opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limit of the child's capacity and the acquisition of the ethical, moral and civic values needed for the laying of a solid foundation for lifelong learning. In the basic education level, Social Studies was made a core subject (Federal Republic of Nigeria, 2013).

Social Studies is a discipline designed to cultivate in learners right values and attitudes such as virtues of honesty, justice, discipline, right attitude to work, courage and national consciousness. The attainment of these virtues is very crucial for effective growth and development of the recipient – the learner and the country at large. Hence, it requires a great deal of the teacher, who employs effective teaching strategies, since, it is believed that learners interest can be aroused through such, and will be ready to participate actively in the learning process. Therefore, readiness of the teachers to effectively implement Social Studies curriculum components which include evaluation as an important element in the classroom instruction will be a great benefit to learners and the society where live and participate in one social role or the others. However, the curriculum does not include evaluation techniques for its effective implementation. It only has evaluation guide which are not detailed enough for effective implementation.

The quantity and quality of the intended learning outcomes are determined through the process of subject implementation and evaluation. While implementations are the realization of an intended learning outcomes, evaluation is the process of identifying the strengths and

weaknesses of the teaching and learning activities. For effective implementation and realization of the goals of Social Studies, evaluation must involve systematic processes to see whether change has taken place in learners' behaviour. It is necessary to evaluate teaching-learning processes at beginning, during and at the end of lesson to ensure changes that may be occurring at every stage of the lesson. This shows that a teacher cannot evaluate or assess effectively the lesson with just one assessment, several and continuous instructional evaluation are required in the teaching processes (Samuel, 2014).

Investigation on teacher's preference in selecting, utilization and impact of instructional evaluation techniques provides opportunities for evaluating the quality of lesson plan, instructional objectives, subject matter, method, teaching aid, communication skills, class management, participation of learners as well as personality and comportment of Social Studies teachers in upper basic schools becomes imperative as it encourages innovation and creativity in teaching and learning. One of the major difficulties in the implementation of effective teaching is the innovation and creativity. In both situations, the evaluation exercises become more demanding and fruitful. The evaluation results are simply not used to improve the programme which will give room for innovations and creativity. This study therefore, examined prevalent types of instructional evaluation techniques, extent of using the techniques and impacts of the techniques on teaching Social Studies curriculum in upper basic schools in Kwara State.

Research Questions

The following research questions were raised to guide the study.

1. What are the prevalent types of instructional evaluation techniques for Social Studies in upper basic schools?
2. To what extent do Social Studies teachers

use instructional evaluation techniques in upper basic schools?

3. What are the impacts of instructional evaluation techniques on teaching Social Studies in upper basic schools?

Methodology

The study adopted descriptive survey design. The descriptive survey design is a scientific method which involves observing the wide range of baseline information through structured questionnaire. The population of the study was all basic students in the Kwara State. Three Local Government Areas were selected using stratified random sampling technique based on senatorial district. Simple random sampling technique was employed to select twenty-five upper basic schools in each Local Government Areas in the state. Purposive sampling technique was used to sample 2 upper basic Social Studies teachers in each selected upper basic schools in Local Government Areas. Thus, One hundred and fifty upper basic Social Studies teachers participated in the study.

The instrument for this study was questionnaire. A researcher designed questionnaire titled "Impacts of Instructional Evaluation Techniques on Effective Implementation of Upper Basic Social Studies Curriculum Questionnaire" was used for data collection. The questionnaire was divided into four sections. That is, A, B, C and D. Section A of the instrument dealt with teachers' biographical information. Section B of the instrument dealt with items related to prevalent types of evaluation techniques usage. Section C elicited the teachers' level of using evaluation techniques in teaching of Social Studies in upper basic schools. This contained items with a modified 3 Likert scaling of Frequently (FR) - 3, Sometimes (ST) - 2 and Not at All (NA) - 1. Section D contained the impacts of the evaluation techniques on the teaching of Social Studies with a weighted scaling of Strongly Agree (SA) - 4, Agree (A) - 3, Disagree (D) - 2 and Strongly Disagree (SD) - 1. The average mean of 2.5 was obtained from the weighted scaling of section D which determined prevalent types of evaluation techniques used

for implementing upper basic Social Studies curriculum. The average mean scores of items of the section was determined by adding the points of the weighted scaling and divided it by numbers of the weighted scaling. That is, $4+3+2+1=10/4=2.5$. If the mean of an item is above the average mean that indicates the high impact of evaluation technique while the mean of less than 2.5 indicates the low impact of evaluation technique of the items.

In establishing the face and content validity of the instrument, the draft copy of the instrument was shown to two lecturers in Department of Social Sciences Education, University of Ilorin to ascertain its validity. All corrections and suggestions were strictly adhered to and final copy was used for data collection. The reliability of the instrument was determined through the test-retest method. Teachers who did not participate in the study were involved.

This took place within three weeks interval of the first and second administrations of the instrument. The data collected in the two administrations were analyzed using Pearson Product Moment Correlation co-efficient formula to ascertain its reliability. The result obtained was 0.78 reliability index which was considered moderate for this study. Three research questions were raised and answered. Research questions one and two were answered using frequency and percentage while research question three was answered using mean ranking.

Results and Discussion

Research Question 1: What are the prevalent types of instructional evaluation techniques used for effective implementation of Social Studies Curriculum in upper basic schools?

Table 1: Prevalent Types of Instructional Evaluation Techniques used for Effective Teaching of Social Studies

S/N	Types of Evaluation Techniques	Used	Not Used
1	Questioning	136 (90.67%)	14 (9.33%)
2	Test	139 (92.67%)	11 (7.33%)
3	Assignment	128 (85.33%)	22 (14.67%)
4	Organization of quiz	32 (21.33%)	118 (78.67%)
5	Close observation	13 (8.67%)	137 (91.33%)
6	Personal interview	39 (26%)	111 (74%)
7	Project	56 (37.33%)	94 (62.67%)
8	Questionnaire	69 (46%)	81 (54%)
9	Checklist	11 (7.30%)	139 (92.70%)
10	Survey	14 (9.33%)	136 (90.67%)

Results in Table 1 showed that out of 10 types of instructional evaluation techniques identified in this study, items 1, 2 and 3 are prevalent types of evaluation techniques used by upper basic Social Studies teachers as their percentages are above 50%. This implies that questioning, test and assignment are prevalent instructional evaluation techniques used by upper basic Social Studies teachers in the

implementation of Social Studies curriculum. This finding is in line with finding of Ndubuwa (2019) and Ayen (2019) who discovered that series of instructional evaluation techniques were used by teachers to enhance and facilitate teaching and learning in classrooms. These techniques include questioning, assignment, essay test, objective test among others.

Research Question 2: To what extent do Social Studies teachers use instructional evaluation techniques in upper basic schools?

Table 2: Analysis of Extent of using Instructional Evaluation Techniques

S/N	Evaluation Techniques	Frequently	Sometimes	Not at all
1	Questioning	114 (76%)	26 (17.33%)	10 (6.67%)
2	Test	101 (67.33%)	47 (31.33%)	2 (1.34%)
3	Assignment	103 (68.67%)	47 (29.33%)	-
4	Organization of quiz	16 (10.67%)	22 (14.67%)	112 (74.66%)
5	Close observation	2 (1.33%)	6 (4%)	142 (94.67%)
6	Personal interview	7 (4.67%)	5 (3.33%)	138 (92%)
7	Project	10 (6.67%)	6 (4%)	134 (89.33%)
8	Questionnaire	11 (7.34%)	5 (3.33%)	134 (89.33%)
9	Checklist	18 (12%)	22 (14.67%)	110 (73.33%)
10	Survey	6 (4%)	18 (12%)	126 (84%)

Results shown on table 2 indicate that out of 10 items that showed the extent to which Social Studies teachers use evaluation techniques in upper basic schools, items 1, 2 and 3 are frequently use by the teachers as their percentages are above fifty percent. Other evaluation techniques have different percent which are lower than average percent (50%). This indicates that questioning, test and assignment were the evaluation techniques frequently used in the implementation of

Social Studies curriculum. This finding is consistent with finding of Samuel, (2014) who reported that a teacher cannot evaluate or assess effectively the lesson with just one assessment, several and continuous evaluation are required in the teaching processes.

Research Question 3: What are the impacts of instructional evaluation techniques on teaching Social Studies in upper basic schools?

Table 3: Analysis of Impacts of Instructional Evaluation Techniques on Teaching Social Studies

S/N	Impacts of Evaluation Techniques	Mean	Ranking
1	The kind of evaluation I give at the ending of my class makes my class interesting	3.37	4 th
2	The use of the evaluation technique consumed too much time	2.01	9 th
3	The use of the evaluation technique makes the teaching and learning of Economic easy	3.50	2 nd
4	The use of the evaluation technique helps to know if the lesson objectives have been attained	2.95	6 th
5	The use of the evaluation technique provides the desired outcome	2.66	8 th

6	The use of the evaluation technique makes me familiar with my students	3.56	1 st
7	The use of the evaluation technique helps to know the ability of my students	3.37	4 th
8	The use of the evaluation technique makes the students panic in the classroom	1.34	10 th
9	The use of the evaluation technique helps assess the teaching method	3.43	3 rd
10	Evaluation is a tool for students' improvement	2.95	6 th

Table 3 indicated that out of 10 items that address impacts of instructional evaluation techniques on effective teaching of Social Studies, items 6, 3, 9, 7, 4, 10, 8, which were ranked 1st, 2nd, 3rd, 4th, 6th and 8th respectively are the prevalent impacts of evaluation techniques on effective teaching of Social Studies as their means are above 2.5 benchmark. However, the least of the items were items 2 and 8 in which their mean were below the benchmark of 2.5. This implies that the prevalent instructional evaluation techniques (questioning, test and assignment) used by upper basic Social Studies teachers have impacts on teaching of the subject. This finding is inconsistent with the findings of Adunola (2011) who discovered that the use of evaluation techniques is time consuming in secondary schools and its impacts on the students' performance was not significant. The inconsistent in the findings may be as a result of location and respondents of the studies

Conclusion

The findings of this study revealed the prevalent types of instructional evaluation techniques and that were frequently used were questioning, test and assignment in teaching Social Studies. The instructional evaluation techniques (questioning, test and assignment) have impacts on teaching Social Studies. Therefore, effective and appropriate utilization of relevant instructional evaluation techniques should emphasized to ensure proper attainment of intended learning outcomes in teaching and learning processes in schools.

Recommendations

The following recommendations were made based on the findings of the study.

1. Social Studies teachers should endeavour to use other instructional evaluation techniques for effective teaching Social Studies and catering for individual differences among learners in schools.
2. The extent to which Social Studies teachers use instructional evaluation techniques should be standardised to ensure attainment of intended learning outcomes.
3. Regular seminar and workshop should be organized on instructional evaluation techniques to ensure effective uses of some of the techniques.
4. There should be feedback on any instructional evaluation techniques used by teachers for learners to improve on their weaknesses.

References

- Adunola, O. (2011). *The impact of teachers' teaching methods on the academic performance of secondary school students in Ijebu-Ode Local Area of Ogun State*. Ego Booster Books, Ogun State, Nigeria.
- Ali, A. A. & Ajibola, A. L. (2015). Issues and prospects of effective implementation of new secondary school curriculum in Nigeria. *Journal of Education and Practice*, 6 (34), 29–39.

- Ayen A. B. (2019). *Evaluation techniques in teaching Geography in secondary schools in Osun State, Nigeria*. B.Sc. (Ed.) project. Social Sciences Education Department, University of Ilorin
- Federal Republic of Nigeria (2013). *National Policy on Education (6th Edition)*. Abuja: NERDC Press.
- Ferdinand, J. B. (2007). Teachers' effectiveness and internal efficiency in Primary Education. Res. Curriculum. Study, 2 (1), 2-6.
- Ganyaupfu, E. M. (2013). Teaching methods and students' academic performance. *International Journal of Humanities and Social Science Invention*, 2 (9), 29-35.
- John O. (2007). *Element of evaluation measurement and statistical techniques in education*. Library and publications committee. University of Ilorin. Nigeria.
- Mezieobi, K., Fubara, V. & Mezieobi, S. (2008). *Social Studies in Nigeria: Teaching Method. Instructional Materials and Resources*. Owerri: Acadapeak Publishers.
- Ndubuwa A. I. (2019). *Justification on the use of evaluation techniques in government establishments and public school and uses of evaluation*. Department of Vocation Education (Technical), Building/Woodwork Option, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria. Available online from <https://academia.edu/4053384>.
- Otaru, B. M. (2015). The role of teachers' in the implementation of the revised 9- year basic education curriculum on religion and Social Studies in Nigeria. In *International Journal of Education* 1 (8), 105 – 112.
- Owolabi, H. O. (2016). Evaluation in the Practice of teaching. In A. A. Adegoke, et al (Eds.) *Introduction to teaching methodology*. Ilorin: Faculty of Education, University of Ilorin.
- Seif, A. (2008). *Measurement, Assessment and Education Evaluation*. Doran Publishing Center.
- Samuel, W. A. (2014). Problems of implementation and evaluation of Government curriculum senior secondary schools in Nigeria. *Journal of Vocational, Science and Educational Development*: 7 (1 & 2), 84-87.
- Tsavga, J. (2011). The effect of environment on the academic performance of students in Tarka Local Government Area of Benue State. Unpublished PGDE Thesis, Makurdi: Benue State University.