
Assessment of Teachers Feedback on Academic Performance of Secondary School Students in a Recessed Economy in Delta State

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ABSTRACT

Feedback is an essential component of learning in the school system. However, teachers and students express disappointment and frustration in a recessed economy in relation to the conduct of feedback process in schools. The study assesses teachers' feedback on academic performance of secondary school students in a recessed economy in Delta State. Questionnaire was used to collect data from four hundred and fifty (450) teachers in 15 public secondary schools from the three senatorial districts of Delta State. The t-test statistics was used to test the stated hypothesis at 0.05 level of significance. The result inferred that there was significance difference between male and female teachers assessment of feedback on secondary school students academic performance in a recesses economy in Delta State. However, it is recommended that: teachers should give a clear and meaningful feedback to students on time; parents/guardian should check his/her ward feedback given by the teachers and teachers should regularly promote feedback to students

Keywords: *Assessment, Feedback, Academic Performance and Recessed Economy*

INTRODUCTION

Assessment is the process of using information about student's learning on the course of instruction in order to pass judgment that would make learning more meaningful (Atkin, Black & Coffey, 2001; Black, Harrison, Lee, Marshall, William, 2003; Sheppard, 2000). Heritage, Kim, Vendlinski & Herman (2009) noted that as students assessment are important to the development of their progress in terms of cognitive affective and the psychomotor domains, the rate that an individual student's is assessed may vary along the learning progress that ultimately connect to the knowledge, concepts and skills students developed. Assessment is any act of representing information on students' academic achievement, collected through different means or practices. According to the Department of Education in England as cited in Gripps, Brown, McCallum & McAlister (1995), stated that assessment is a broad appraisal that involve many sources of evidence of students knowledge, understanding, skills and attitude or any method or procedure that involves formal or informal means of producing information about students; such as test, interview, class quiz and task using equipment by students. Torrance & Pryor (1998); Warren & Nisbet (1999), noted that assessment serves four major purposes, such that: assessment improves the teacher instruction and students learning in urban and rural schools by providing quality information for decision making; assessment makes male and female students to be accountable for their learning through the assignment of grades or scores; placing students into classes or groups based on performance; assessment held the teachers or schools accountable for doing a good work or for meeting up or not meeting up standard

(Butterfield, Williams & Marr (1999); assessment could be fundamentally irrelevant to the life and work of teachers – students or bad for teachers – students because it could be ignored even it must be used or because it could be ignored even it must be used or because it is inaccurate. Dixon (1999) stated that assessment could be rejected as a result of its effect on teacher autonomy and professionalism in terms of distraction power for the good aims or purpose of teaching – learning process in urban and rural secondary schools. This result to the level of inaccuracy in terms of standard error of measurement reviewed with any formal assessment that lead to teacher’s assessment as irrelevant. According to Spiller (2009), feedback is an essential part of learning among pupils or students in a school system. However, teachers and students always express disappointment and frustration in relation to the conduct of the feedback process. Moreso, students complain that feedback on assessment is unhelpful or unclear thereby demoralizing them in the class or when questions were answered. Nevertheless, students at a time report that they are not given guidance on how to use feedback to improve their performance. Taras (2003), noted that both the teachers and students see feedback in isolation from other aspects of teaching – learning process which consider feedback to be teacher-owned endeavor.

Hattie & Timperley (2007), studies of feedback on students learning achievement, revealed that feedback potential have a significant effect on students learning achievement in school. They noted that the improvement in student learning take place when students got feedback about a task on how to do it effectively thereby relating to the learning goals. Hattie & Timperley (2007 also found that feedback on learning achievement is low when feedback by teachers focused on praise, reward and punishment. They further, noted that feedback by the teacher is effective when it addresses achievable goals that does not carry high threats to self-esteem. Bitchener (2008), stated that teachers correction of wrong answers lead to better students’ academic performance. In achieving this, teachers use different methods in providing feedback to students. These methods include self-assessment feedback, peer feedback, teacher-students conferences feedback and teacher written feedback.

Ferris (2006) found that feedback has significant positive effects on student’s academic achievement. This showed that students who are given feedback by their teachers make good results or grade in examination or test in a classroom activities. Hyland (1990) observed that the accuracy of student’s expression of ideas, understanding of concepts improved their learning through the positive feedback by the teachers. Spiller (2009) summarized the good feedback principles and good assessment and feedback practice as follows:

- i. Good feedback principles
 - a. Teachers should promote discussion and conversation around the goals of the assessment task.
 - b. Teachers should emphasized on the instructional aspects of feedback and not only the correctional dimensions.
 - c. Teachers should remember to provide feedback forward that indicate what students need to think about in order to bring their task performance close to the goals.

- d. Teachers should specify the goals of the assessment task and use feedback to link students' performance to the specified assessment goals.
 - e. Teachers should engage the students in practical exercises and discussion in order to help them to understand the task criteria.
 - f. Teachers feedbacks comments help invite self-evaluation and future self-learning management.
 - g. Teachers should widen feedback participants' conversation by incorporating self and peer feedback among students.
2. Good assessment and feedback practice:
- a. Teachers should help by clarifying what good performance opportunities to engage actively with goals, criteria and standards before, during and after an assessment task on the students.
 - b. Teachers should encourage time and effort on challenging learning tasks by encouraging regular study in and out of class rather than surface learning.
 - c. Teachers should deliver high quality feedback information that would help students for self-assessment and self-corrections.
 - d. Teachers' feedback should ensure that positive impact on learning and development of valued qualities, skills and understanding must be taken seriously.
 - e. Teacher's feedback should encourage positive motivational beliefs and self-esteem that would enhance student's successful learning.
 - f. Teachers' feedback should provide information that can be used to inform and shape their teaching.
 - g. Teachers' feedback should support the development of learning groups by encouraging social bonding and development of learning communities.

Stakeholders in our educational system express serious concern about the poor academic performance of students at secondary school levels especially in the recent time of economic recession. Education has been in serious crises due to the fact that the sector is poorly funded. These include the shortage of material and human resources experienced in the system, inadequate qualified teachers, high turnover rate of teachers, shortage of classroom, poor remuneration of teachers and a host of other problems in the educational sector. The education sector has undergone changes within the unstable economy. The economic recession experience had impacted on the education system which played a major role in the decline of the quality of education offered (Olabanjo and Abayomi, 2010). However, parents are not able to support students effectively because of lost of jobs due to employer downsizing firms which cause great degree in performance of students as a result of low standards of living that give students a hard time and thus not able to concentrate in their studies, which affect their performance in class. This indicates the economic recession and its effects on students' academic performance.

Statement of the Problem

Teachers in secondary school spend a lot of time in giving feedback on students assessed work in the classroom but often disappointed with the result obtained. Recession is a situation when the economic output is decreasing instead of increasing. A period where

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federal, state and local government downsize their workforce, price of basic commodities rising by the minute, cost of healthcare being far from affordable, crime rate and insecurity are the only topic of, the day due to high cost of living. Education becoming so expensive beyond the reach of the modern day small family that tags its future on the little kids dressed in their school uniform hoping that one day they will finish school and get employed with a decent income to bring back home. The question is; does assessment of feedback by teachers improve secondary school student's academic performance in a recession economy in Delta State?

Research question

What extent does assessment of feedback by male and female teachers improve students' academic performance in a recession economy in Delta State?

Hypothesis

There is no significant difference between male and female teachers assessment of feedback on secondary school students academic performance in a recession economy in Delta State.

METHOD AND PROCEDURE

The design of this study is a descriptive survey. The study assesses teacher's feedback on academic performance of secondary school students in a recession economy.

Sample

The sample of the study consists of 450 teachers that were randomly selected from the three senatorial districts by mean of stratified random sampling techniques. That is 150 teachers each from the senatorial districts (Delta central, Delta North and Delta South).

Research Instrument

The instrument for the study was a questionnaire developed by the researcher and validated by measurement experts in Faculty of Education Delta State University, Abraka. The instrument was subjected for test-retest reliability which yielded a coefficient of 0.85.

Data Collection

The researcher administered the questionnaire to the teachers and 100% return rate was achieved.

Method of Data Analysis

Mean and standard deviation was to answer the research question and a mean of 2.50 was taken as the cut off mark. A mean of 2.50 and above was taken as agreed, while a mean below 2.50 was taken as disagreed and t-test statistics was used to test the null hypothesis at 0.05 level of significance

RESULTS

Research question

Does assessment of feedback by male and female teachers improve students' academic performance in a recessed economy in Delta State?

Table 1: Mean and standard deviation of Male and Female Teachers feedback on students' academic performance in a recessed economy

S/N	Statement	N=222 Male teachers			N=228 Female teachers		
		Mean	SD	Decision	Mean	SD	Decision
1	Feedback by the teacher is an essential part of learning among students.	3.89	1.15	Agree	3.40	1.25	Agree
2	Feedbacks by some teachers are unhelpful, unclear which demoralize students in class.	2.36	1.96	Disagree	2.11	1.17	Disagree
3	Students at times complain that teachers do not give them guidance on how to use feedback to improve their learning	3.70	1.26	Agree	3.51	1.14	Agree
4	Improvement in students learning takes place when students got feedback from their teachers on the task given to them.	3.68	0.92	Agree	3.94	1.02	Agree
5	Some teachers provide feedback too late to be of any use at all.	2.28	1.15	Disagree	2.36	0.70	Disagree
6	Teachers frequently comment that students are not interested in feedback comments.	2.80	0.79	Agree	2.75	1.01	Agree
7	Students do not incorporate feedback advice into subsequent tasks.	2.84	1.15	Agree	2.72	0.91	Agree

The result in table 1 revealed that items 1, 3, 4, 6, and 7 on assessment of feedback by male and female teachers had mean scores which were above the cut off mark of 2.50 that was regarded as agreed. This showed that the assessment of feedback by male and female teachers improve students' academic performance in a recessed economy in Delta State. While items 2 and 5 had mean below the cut off mark of 2.50 which was regarded as disagreed.

Hypothesis:

There is no significant difference between male and female teachers assessment of feedback on secondary school students academic performance in a recessed economy in Delta State.

Table: T-test analysis of male and female teacher’s assessment of feedback on secondary school student’s academic performance in recessed economy.

Variable	N	X	SD	DF	t-cal	Sig.(2-tailed)	Decision
Male teachers	222	57.70	7.32	448	9.226	.000	Significant (Rejected)
Female teachers	228	51.14	7.74				

The table above revealed that the t-test calculated value of 9.226 and a p – value of 0.000. Testing at an alpha level of 0.05, the p – value of 0.000 was less than the alpha level of 0.05. Therefore the null hypothesis which states that “there is no significant difference between male and female teachers assessment of feedback on secondary school students academic performance in a recessed economy in Delta State” is rejected.

DISCUSSION

The result in the table showed that there is a significant difference between male and female teachers assessment of feedback on secondary school students academic performance in a recessed economy. However, that both the teachers and students see feedback in isolation from other aspects of teaching- learning process which consider feedback to be teacher owned endeavor. This finding supports the study of the Department of Education in England as cited in Gripps, Brown, McCallum & McAlister (1995), which stated that assessment is a broad appraisal that involve many sources of evident of students’ knowledge, understanding, skill and attitude or any method or procedure that involves formal or informal means of producing information about a student such as test, interview, class quiz and task using equipment by students.

CONCLUSION AND RECOMMENDATIONS

Assessment of teacher’s feedback on academic performance of secondary school students promotes learning in our educational system. Therefore, it is recommended that:

1. Teachers should give clear and meaningful feedback to students’ time.
2. Parents/ Guardian should check his/her ward feedback given by teacher
3. Teachers should regularly provide feedback to students.

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