

**MODIFIED INSTRUCTIONAL EVALUATION AND
SOCIAL STUDIES STUDENTS' ACADEMIC
PERFORMANCE IN OGOJA EDUCATION ZONE
OF CROSS RIVER STATE, NIGERIA**

Michael Obi **ODEY** & Ipoule Ogbaji **DOMINIC**

*Department of Social Science Education,
University of Calabar, Nigeria*

Abstract

This study investigated the correlation between instructional evaluation through re-packaging and the academic achievement of Social Studies students in the Ogoja education zone of Cross River State. In order to fulfil the objective of the study, two hypotheses were created to serve as a guiding framework. The literature was examined with respect to the two identified variables of modified instructional evaluation. Both a theoretical and empirical review were conducted. The study employed an ex-post-facto research design. A sample size of 200 students was selected by the utilisation of a basic random selection approach. The instruments utilised for data collection consisted of the students' evaluation variable questionnaire (SEVQ) and the Social Studies achievement test (SSAT). The instruments underwent a rigorous evaluation process for both face and content validity, conducted by professionals from the Faculty of Education at the University of Calabar. The researcher devised a comprehensive framework, functioning as a reference tool, to facilitate the systematic examination of the gathered data. The items were evaluated using a four-point Likert scale,

which encompassed the response options of strongly agree (SA), agree (A), disagree (D), and severely disagree (SD). The statistical analysis employed the Pearson product moment correlation (PPMC) as the primary instrument. All of the hypotheses were evaluated at a significance threshold of 0.05, using 2 and 198 degrees of freedom. The findings indicate that there is a statistically significant correlation between the implementation of modified instructional evaluation and students' academic achievement in the subject of Social Studies. The study's findings suggest that teachers should incorporate diagnostic, self-evaluation, and affective evaluation methods alongside the primary or traditional manner of assessment.

Keywords: Social Studies, Instructional evaluation, Cognitive, Affective, Academic performance.

Introduction

The primary responsibility of the professional teacher involves effecting desirable behavioural changes in the learner through well planned intervention. The execution of this task presupposes the establishment of instructional objectives in terms of the expected behavioural change in the learner. Once these objectives have been established, it becomes necessary to determine on a periodic basis, how far they are been achieved (Odey, 2016). The only aspect of education that makes this possible is educational measurement, evaluation and continuous assessment (Adikwu&Igwue, 2011).

Instructional evaluation according to Mezieobi, Fubara and Mezieobi (2008), is the diagnosis of interactive teaching to ascertain to what extent it had brought about desirable changes in the learners cognitive, affective, and psychomotor behaviour to accomplished predetermined educational and instructional goal. The emphasis of instructional evaluation is on the outcome of instruction. Instructional evaluation or assessment makes it possible for the teacher and the school authorities to know to what

extent desired learning outcome have been achieved. It enable the school authorities to keep records of students overall progress.

Although there is some evaluation sophistication in today's instructional evaluation practices. Traditionally, there are two types of evaluation: formative evaluation and summative evaluation. Formative evaluation is conducted during the processing of teaching. Its purpose is to provide continuous feedback to the student and teacher. This helps in making changes in the instruction process if required. On the other hand, summative evaluation is conducted at the end of academic year. It evaluates the achievements of objectives and changes in the overall personality of a student after completion of course or session. A good evaluation focuses on the cognitive, affective, and psychomotor behaviour. Unfortunately, affective domain is hardly properly assessed by teachers.

Anwuka (2005) observes that quite often in stating objectives of lesson plans, teachers state affective objectives, but in evaluating learning outcomes, no much is done to reflect the emphasized affective objective. Given the emphasis of Social Studies on affective goals which have hitherto been neglected by teachers in the classroom, meaningful evaluation devices in Social Studies must focus, in the main, on the affective learning outcomes. The kinds of behaviour which are embedded in affective domain such as social adaptability, social co-operativeness and cohesion, willing participation in social activities, all social attitudes stand for respect for laws, elders, constituted authority and other humans. It is on this backdrop that the author examines the relationship between modified instructional evaluation and Social Studies students learning outcome in Ogoja education zone of Cross River State.

Curriculum evaluation concerns certain form of measurement or assessment in a bid to form value judgement of the curriculum or its goals and objectives, it assigns qualitative values to what is being measured in order to make meaningful judgement of the teaching-learning process. It draws attention to the weaknesses of the programme and calls for its eventual review

or modification to improve the curriculum (Uche, 2009). There are two major types of evaluation: formative evaluation and summative evaluation. In formative evaluation, the purpose is to improve curriculum at the different stages of its planning and development. The various test in the school during the year, the examinations at the end of each term and the end of year examinations which are used to promote learners from class to class constitute formative evaluation or cognitive assessment of the students' performance (Ajibade, 2011). These are conducted by internal agent, the schools themselves.

The summative evaluation is directed towards assessing the cognitive extent to which the objective of the curriculum has been achieved; it is used after the entire programme has been implemented in the entire school system. It is indeed the evaluation of the total curriculum by an external agent to assess the cognitive performance of learners, the extent of attainment of the curricular objective within the cognitive domain, and issue certificate of achievement to the completers of the programmes (Okafor, 2012). Literature has identified several instruments that can be used, and they include, among others tests, questionnaires, observations, interviews, checklist, attitude scale, assignment, diagnostic and placement tests, and paper and pencil tests, all of which until the introduction of the new national policy on education were predominantly summative evaluation, majorly focused on the cognitive domain aspect of evaluation.

According to Adikwu and Igwue (2011), the predominant kind of examination students encounter in the end-of-term or semester or end-of-course are summative assessment which are basically on the cognitive objective or perspective. According to Ukunjie (2011), summative assessment frequently employs the use of standardized exams, quizzes or assignment and subsequently provide quantitative scoring associated with a culminating grade (A, B, C, D, & F). Unfortunately the common practice of awarding summative core to students is not a "value-

neutral” process and can have a significant detrimental impact on students’ anxiety, motivation and over all academic performance (Yousef, 2011).

In general, several types of tests that test different aspects of the child’s learning (cognitive, psychomotor, and affective) are needed for a complete assessment, that is, the assessment of learning should be focused on important factors using several assessment methods or techniques to arrive at a score or judgment in respect to the learner’s ability, attitude and progress. Unfortunately, most of our schools still operate the traditional assessment practices of the last century (Odey, 2016). This practice focused mostly on the factual knowledge to the almost total neglect of the affective behaviour. Evaluation data must be valid and reliable for them to be useful to the educational system. But affective domain is hardly properly assessed by teachers in the current trend. Teachers must be made to understand how to obtain evidence or data on affective outcomes as well as how to record the obtained evidence. Students monitoring and observation should be seen as one of the critical measures of affective domain, where students’ participation in classroom activities should be handled with utmost priority. Teachers should also consider students class attendance as very important, and absenteeism should go with serious punishment that will serve as deterrent to others.

Affective domain is the much more desired of the objective achievable in government. According to Asim, (2022), it is important because, it is the only area that touches the mind and helps to train and develop the humanistic aspects of the students. According to Arinze (2012), affective evaluation enables the students to use logical rather than illogical. In schools, counsellors need information, apart from test scores from cognitive measures, for effective guidance and counsellings of their clients. Thus, the need for measurement of affective attributes needs not be overemphasized.

Paul, John, and Richard, (2011), advocated for students’ self-evaluation as an addendum to affective assessment of students,

according to these authors, this is a useful surprisingly neglected strategy evaluation of learning. Basically, it transfers the Onus of evaluation from teacher to the students. The strategy assumes that an individual's capacity to evaluate his/her failures and successes in academic life is crucial for personal survival. A comprehensive system of evaluation system of evaluation must integrate the three domains of learning to ensure all round students' growth and development. It is not just enough to evaluate based on few isolated goals such as retention of facts.

In the relevant literature, there are some intricately related factors associated with academic performance, that make the prediction of academic performance of Social Studies in Ogoja education zone of Cross River State, at best situational. What could be responsible for the decreasing level of academic performance of junior secondary school (JSS 3) student in Ogoja education zone? Could it be because of the unholistic or neglect of the affective and the self-evaluation in the measurement of students' achievement? It is based on the above questions that the researcher sought to examine the relationship between modify instructional evaluation and Social Studies students learning outcome in Ogoja education zone of Cross River State.

Objectives of the Study

The main purpose of this study was to examine the relationship between modify instructional evaluation and Social Studies students' academic performance in Ogoja education zone of Cross River State. Specifically, this study sought to;

- i. determine whether cognitive assessment of learners relates with academic performance of Social Studies students.
- ii. examine the relationship between affective assessment of learners and academic performance of Social Studies students.

Research Questions

The following questions were raised for the study.

- i. To what extent does cognitive assessment relate with academic performance of Social Studies students?
- ii. How does affective assessment relate with academic performance of Social Studies students?

Hypotheses

In line with the research questions, the following hypotheses were stated to direct the study.

- i. Cognitive assessment does not significantly relate with academic performance of Social Studies students.
- ii. There is no significant relationship between affective behaviour assessment and academic performance of Social Studies students.

Methods

The research methodology employed in this study was an ex-post facto design. According to Kerlinger (1986), the design is characterised as a systematic empirical inquiry wherein the scientist lacks direct control over independent variables due to their prior occurrences. The study sample consisted of Social Studies students enrolled in the Ogoja education zone of Cross River during the 2021/2022 academic session, with a total of 1093 participants (604 males and 488 females). A sample size of 200 students was selected using the basic random sampling technique. The data collection instrument utilised in this study was the Student's Evaluation Variable Questionnaire (SEVQ). The instruments underwent face and content validation by professionals from the Faculty of Educational Foundation at the University of Calabar, located in Calabar. The study devised a crucial tool, serving as a reference for the categorization of the data gathered for subsequent analysis. The items were assessed using a four-point Likert scale, which encompassed the response options of strongly agree (SA), agree (A), disagree (D), and severely disagree (SD). The instrument's reliability estimate was

determined using the Cronbach's alpha approach. The statistical method employed for study was the Pearson Product Moment Correlation. All of the hypotheses were evaluated using a significance level of 0.05, with a total of 2 and 198 degrees of freedom.

Results

In this section, each of the hypothesis was restated in the null form. The results of data analysis and interpretation are presented. The presentation was done hypothesis by hypothesis followed with interpretation of results obtained from the analysis of data. Each hypothesis was tested at 0.05 level of significance.

Hypothesis one: This hypothesis states that cognitive domain assessment does not significantly relate with students' academic performance in Social Studies. Pearson product moment correlation was used to analyse data collected.

Table 1: Summary of correlation analysis of the relationship between cognitive domain assessment and Social Studies students' academic performance

Variable	Mean	Std.Dev	r-cal	p-value
Cognitivedomain assessment	17.1200	1.53210		
			0.975	000
Students'academic performance	17.0600	1.59345		

Significance at 0.05, $df = 198$, critical $r = 0.138$

The result of the analysis as presented in table 1 reveals that the calculated r-value of 0.975 is higher than the critical r-value of 0.138 at 0.05 level of significance with 198 degrees of freedom. With this result, the null hypothesis which state that there is no significant relationship between cognitive domain assessment and Social Studies students' academic performance was rejected. This result indicated that, cognitive domain assessment of learners has

a significant relationship with students' academic performance in Social Studies. This indicate that Social Studiesstudents assessment should not be limited to the cognitive domain alone, because students whose affective assessment are ignored are bound to perform poorly in the all-round assessment.

Hypothesis two: There is no significant relationship between affective domain assessment and Social Studies students' academic performance. The independent variable in this hypothesis is affective domain assessment of students' while the dependent variables is academic performance in Social Studies. To test this hypothesis, students' academic performance was correlated with affective assessment using Pearson product moment correlation analysis. The result of the analysis is presented in table 2.

Table 2: Summary of correlation analysis of the relationship between cognitive domain assessment and Social Studies students' academic performance

Variable	Mean	Std. Dev	r-cal	p-value
Affectivedomain assessment	15.93	2.385		
			.709*	.000
Students'academic performance	16.33	2.501		

Significance at 0.05, $df = 198$, critical $r = 0.532$

The result in table 2 shows that the calculated r-value of .709* was found to be greater than the critical value of 0.532 when tested at 0.05 level of significance with 198 degrees of freedom. Therefore, the null hypothesis was rejected. This implies that there is a significance relationship between affective domain assessment and students' academic performances.

Discussions

The statistical research examining the correlation between cognitive evaluation and students' academic achievement indicates a positive association between these variables. This finding aligns with the research conducted by Barker (2010), who strongly advocated for the liberalisation of educational assessment, particularly continuous assessment, as a means to enhance the academic advancement of individual students. This study aligns with Ajihade's (2011) assertion that cognitive assessment serves the purpose of determining the extent to which students have gained subject matter knowledge since the commencement of the session. Consistent monitoring of children's development in school is undertaken. The school administers a range of assessments throughout the academic year, including tests at regular intervals such as terms or semesters, as well as a comprehensive end-of-year examination. These assessments serve the purpose of facilitating the promotion of students from one class or level to the next. This study concurs with the findings of Ukunje (2011) that summative evaluation primarily focuses on the cognitive domain and often utilises standardised tests, quizzes, or assignments to generate numeric scores that correspond to a cumulative grade (A, B, C, D, E, and F).

The findings of this study indicate a statistically significant correlation between students' affective appraisal and their academic achievement in the subject of Social Studies. The findings of this study align with the work of Paul, John, and Richard (2012), who argue that self-evaluation by students serves as an assessment technique. This approach implies that an individual's ability to appraise their own failures and triumphs is essential for personal resilience and academic success. This study aligns with the findings of Anwuka (2005), emphasising the importance of validity and reliability in evaluation data to ensure their usefulness within the educational system. Regrettably, our educational and instructional evaluation endeavours have predominantly prioritised cognitive aspects, thereby overlooking the promotion of students' self-education, as advocated in the

current movement towards meeting international standards. This study receives equal support from Okafor (2012) and Arinze (2012). These writers argue that the assessment of knowledge, rather than values, attitudes, and emotions, is appropriate because character is closely intertwined with knowledge. Consequently, the assessment of values, attitudes, and emotions necessitates the utilisation of distinct methodologies distinct from those employed for the cognitive domain of learning. Nevertheless, it is imperative to take into account the assessment of cognitive, psychomotor, and affective domains. At the conclusion of a lesson or academic term, it is imperative to not only solicit students' evaluation of the cognitive impact of the lesson through written examinations, but also their overall disposition towards life.

Conclusion

The findings of this study indicate that the alteration of instructional assessment significantly influences students' academic achievement in the field of Social Studies. Based on a rigorous research study that was conducted and supported by thorough analysis, the findings indicate a significant correlation between the modification of assessment frameworks for Social Studies at various educational levels and students' academic achievement. This finding suggests that the implementation of an inclusive evaluation mechanism or procedures for students would likely result in overall improved performance, as it would encompass all aspects related to teaching and learning. The implementation of this intervention is expected to yield significant and comprehensive improvements in several aspects of behaviour, encompassing moral, character, and intellectual development. However, if pupils are solely limited to cognitive evaluations, they would have deficiencies in several areas such as civic responsibility, engagement in class activities, citizenship, and the absence of statesmanship.

Recommendations

Incorporating diagnostic, self-evaluation, and affective evaluation methods within the existing primary or traditional form of assessment is recommended for teachers. Furthermore, it is imperative that students' assessments of moral character are appropriately recognised through the allocation of fair grades. In addition to traditional pen-and-paper assessments, it is suggested that alternative evaluation methods, such as interviews focusing on moral character, should be reintroduced in educational institutions.

References

- Adikwu, O. & Igwue, D. O. (2011). Test, Measurement and evaluation and their implication for scientific transformation. *African journal of sustainable professional development*, 2(3), 89-99.
- Anwuka, A. G. (2005). Re-thinking Nigerian Education: curriculum implication. In Odey, M. O. (2016). The role of assessment and research in catching-up with the trend in global education. *Africa Journal of theory and practice of educational research*, 3(2), 145-160.
- Ajibade, D. (2011). Factor affecting students' academic performance in secondary schools in ImekoAfon Local Government Area of Ogun State, Nigeria. *International Journal of research in education*, 3(5), 32-34.
- Arinze, F. O. (2012). The needed change in Social Studies evaluation for repositioning Social Studies education to meet vision 20-20 challenges in Nigeria. *Nigerian Journal of Social Studies*, 15(1), 100-113.
- Asim, A. E. (2022). Educational evaluation in context: Fact finding, fault-finding and exercise infirility. University of Calabar 109 inaugural Lecture.
- Kerlinger, F. N. (1986). *Foundation of behavioral research (3ed)*. New York: Holt Rinehart and Winston.

- Mezieobi, K. A., Fubara, V. R. & Mezieobi, S. A. (2008). Social Studies in Nigeria: teaching methods, instructional materials, and resources: Owerri: Acadapeak publishers.
- Odey, M. O. (2016). The role of assessment and research on catching-up with the trend in global education. *African Journal of Theory and Practice of Educational Research*, 3(2) 145-160.
- Okafor, V. E. (2012). The needed changes in Social Studies evaluation for repositioning Social Studies education to meet vision 20-20 challenges in Nigeria. *Nigeria Journal of Social Studies*, 15(1), 100-113.
- Paul, A. K., John, S. & Richard, T. C. (2012). Personality predicts academic performance. *Journal of research in personality*, 2(1), 10-12.
- Uche, A. (2009). *Models of curriculum evaluation: curriculum theory and practice*: Nigerian curriculum organization of Nigeria publishers.
- Ukuije, R. P. (2011). Educational assessment for quality education in Nigeria. Retrieved from online pdf downloaded on 10th November, 2018.
- Yousef, D. A. (2011). Academic performance of business students in quantitative courses. *Journal of innovative education*, 9(2), 225-267.