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Editorial Comments

The Society for Psychology in Sport and Human Behaviour has come a long way in meeting the needs regularly demanded by motivated readership as its 13th volume, 2011 of the African Journal of Cross-Cultural Psychology and Sport Facilitation (AJCPSF) can now have continuous page-numbering; effective from its last edition. The current edition is coming with a bang and has varied and interesting articles. The AJCPSF is accessible through the ajol web site online (<http://www.ajolljournal>). The Journal e-mail: crsscltrpsychlgy@yahoo.co.uk.

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Predicting Teachers' Assessment Effectiveness in Mathematics-Related Subjects Using Bandura Five-factor Self-efficacy and Demographic Factors

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Abstract

Assessment is highly fundamental to teaching-learning process, because it reveals the learning difficulty of learners among others. Past research works reported variations in assessment effectiveness of the teachers which could be as a result of influence of some teacher-based factors. This study therefore investigated the predictive strengths of Bandura five-factor self efficacy and demographic factors on teachers' Assessment Effectiveness in mathematics-related subject. The study adopted a correlational design. The sample of the study consisted of 225 Junior Secondary mathematics-related subject teachers, selected using Stratified random sampling technique from the 3 Senatorial districts in Ogun State. Teacher Self-Efficacy Scale developed by Bandura ($r=0.89$) and Teacher Assessment Effectiveness ($r=.60$) were used to collect data for the study. Descriptive statistics (frequencies and percentages), and linear multiple regression analyses were adopted for the analysis of the collected data. The results show that only test, homework/assignment, class work and observation of class participation were assessment tools commonly used by the teachers. The results also showed that, the predictor variables: Bandura five-scale teacher self efficacy and demographic factors explained the 9.9 per cent of the variance in assessment effectiveness. However, among the nine predictors, only Instructional Self Efficacy ($B=0.035$; $t=2.136$; $p<0.05$) and efficacy to enlist community involvement ($B=0.046$; $t=2.369$; $p<0.05$) were found to be significant predictors to teachers' Assessment Effectiveness. Based on the findings, it was therefore recommended that the training that would boost instructional self efficacy should be organized by the government. To improve the rapport between town and gown, by establishing community-based School Management Committee to facilitate relationship between a school and the community where it is located.

Keywords: Bandura Five-factor Self Efficacy, Demographic Factors, Assessment Effectiveness and School Management Committee

Background

Teacher's assessment strategies are cardinal to teaching-learning process, because they provide a relational prompt for students and insights into the educational process. Evaluating the teaching and learning process involves a host of activities such as creating course objectives, gathering data from a variety of sources and often assigning grades for student work. Hopefully, relevant assessment methodology should accurately inform both the teacher and students about the quality of the learning experiences. A primary aim of assessment is to provide the necessary information to improve future educational experiences. Yet, it is vital that the assessment data be accurate and relevant to effectively make informed decisions about the curriculum. It requires taking the time to ask relevant questions that help evaluate the effectiveness of the teaching strategies and curriculum plans (Huba & Freed 2000).

Schools are established to facilitate desirable changes in the behaviour of students under the guidance of teachers (Osunde, 2005). For a change in behaviour to occur, teachers are required to expose students to contents and activities using appropriate methods to attain instructional goals. The central purpose of assessment is to improve the process of learning and instruction. The following are assessment roles as stated by Osunde, (2005):

- Periodic appraisal of the level of achievement of students in the various school subjects.
- Identification or diagnosis of the difficulties individual students or the class in general is facing in the learning process.
- School administrators can on the basis of assessment data be able to pass judgment as to the degree to which the schools objectives are being achieved. This data also, would enable school administrators to identify strengths and weaknesses in the school's educational programme as well as effectiveness of instructional strategies and materials.
- Provision of data for student's progress. This could be through the cumulative record or individual results sent to parents.

Considering the centrality of assessment to educational process, Osokoya

gained from learning activities in terms of knowledge, thinking and reasoning, character development and industry (Osokoya, 1987). In other words, it takes into account the cognitive, affective and psychomotor domains of the

student's learning behaviour. One shot achievement test may seem inadequate to assess the three domains. An effective teacher is therefore expected to be skillful in the usage of different assessment tools to give proper account of learners put under their tutelage.

Saskatchewan Student Evaluation Policy (2007) and Adeleke(2010) present various assessment tools teachers can use to make them effective on job. They are:

Quizzes and Tests: This category includes those assessment techniques that are used in situations structured to allow students to demonstrate what they know. This can take any of these forms – Oral Assessment Items, Performance Test Items, Extended Open-Response Items, Short-Answer Items, Matching Items, Multiple-Choice Items, and True/False Items.

Homework/Assignment: This refers to assigned work that students are asked to complete during time that is outside of the regular class period.

Classwork: This refers to evaluative work that students are asked to complete during time that is within of the regular class period.

Observation Checklists: Observation checklists are lists of criteria a teacher determines are important to observe in students at a particular time. Beside each of the criteria, a notation is made as to whether that particular criterion was observed.

Anecdotal Records

Anecdotal records refer to written descriptions of student progress that a teacher keeps on a day- to-day basis.

Rating scales: Rating Scales have the same usage as observation checklists. The essential difference lies in what is indicated. Observation checklists record the presence or absence of a particular knowledge item, skill, or process. Rating scales record the degree to which they are found or the quality of the performance

Practical: This comprises schedule of activities for measuring defined skills expected to be acquired by the learners

Interview Schedule: This is used for non-directive and depth interviews. It does not contain a complete list of items on which information has to be elicited from a learner. It just contains only the broad topics or areas to be covered in the interview.

Questionnaire: This contains a set of questions logically related to an identified problem among students a teacher teaches. It aims at eliciting

responses from the learners on the problem.

Project: This category comprises skill-based activities to be completed by learners outside regular lesson periods.

Sociometric Scale: refers to instrument carefully prepared by the teacher to assess level of cooperation and collaboration of each learner during group activities.

Adeyemi (2009) observed that there is significant variation in the utilization of afore mentioned assessment tools by the teachers. Some of the factors that may account for such variations can be personal as well as psychological. Barnes (2000) reported the experience of eighteen pre-service string teachers who evaluated their levels of self-efficacy with the Teacher Efficacy Scale (Gusky and Passaro, 1994) three times during an academic year. The pre-service teachers were videotaped three times during regular teaching assignments at a community music program. They self-evaluated the teaching episodes by the means of a Music Teaching Observation Form (Kelly, 1984). Experienced educators also evaluated the tapes. Group and individual means indicated that ratings of teaching effectiveness by both pre-service teachers and experienced educators increased while levels of self-efficacy decreased slightly. Several specific items from the Teacher Efficacy Scale and Music Teaching Observation Form had significant changes. Changing levels in self efficacy did not have an influence on increased teaching effectiveness scores for this specific group of pre-service teachers. Barnes concluded that the ability of human beings to influence their environment is strongly linked with belief in their ability to bring about change.

Bandura (1995), the social psychologist who devised the construct of self efficacy, states, "People's level of motivation, affective states, and actions are based more on what they believe than on what is objectively the case". An individual with a high degree of self-efficacy makes judgments about his or her capacity to achieve a certain level of performance. A teacher's self efficacy may influence their commitment to utilization of different assessment tools to measure learners achievement in terms of cognitive, affective and psychomotor domains. Two dimensions of self efficacy of teachers were identified by Barnes (2000)- a belief in the power of teaching and assessing to achieve results in the classroom and personal teaching efficacy as one's belief in one's personal ability to achieve results. Teachers with high levels of self efficacy have a strong academic and peoples orientation (Dembo &

efficacy feel a personal accomplishment, have high expectations for students, feel responsibility for student learning, have strategies for achieving objectives,

a positive attitude about teaching and believe they can influence student learning (Ashton, 1984). Bandura (1993) emphatically states that teachers who perceive themselves efficacious will spend more time on student learning, support students in their goals using appropriate assessment tools and reinforce intrinsic motivation.

Teacher's characteristics such as age, gender and year of teaching are likely to have potency to influence their assessment effectiveness. Many researchers discovered that teaching effectiveness is higher among young and old teachers compared to middle-aged ones (Allensworth, Ponisciak, & Mazzeo, 2009; Guarino, Santibanez, & Daley, 2006; Johnson, Berg, & Donaldson, 2005); and among less experienced teachers compared to more experienced ones (Ingersoll, 2001; Marvel, Lyter, Peltola, Strizek, & Morton, 2006). The research linking teacher gender, to teaching effectiveness is less consistent (Allensworth, Ponisciak, & Mazzeo, 2009; Guarino, Santibanez, and Daley, 2006; Johnson, Berg, and Donaldson, 2005). Teachers with stronger qualifications as measured by their own test scores and the competitiveness of the undergraduate institution from which they received degrees are more likely to be effective in teaching (Boyd, Grossman, Ing, Lankford, & Wyckoff, 2009). On this background, therefore, is this study carried out.

Statement of Problem

Many researchers have worked on the influence of self efficacy and teacher characteristics on teaching effectiveness which includes assessment activities. None is yet to be identified that isolated assessment effectiveness of teachers and investigate how it is influenced by teacher personal characteristics and self efficacy. This study therefore investigated Mathematics-Related subject teacher Assessment Effectiveness and how it is influenced by Bandura Five-factor Self Efficacy and Personal Characteristics.

Objective of the Study

The following objectives provided direction to this study, thus:

- explore the proportion of mathematics-related subject teachers that use each of the assessment techniques.
- establish both composite and relative contributions of Bandura five-scale self efficacy and demographic factors to teacher

Research Questions

Three research questions were raised to address the above stated objectives:

1. What proportion of Mathematics-related subject teachers use various assessment techniques?
2. What is the composite contribution of Bandura Five-scale (Instructional, Disciplinary, Parental Involvement, Community Involvement and Positive School Climate) teacher self efficacy and demographic factors (Year of teaching, Highest qualification, Gender and age) to assessment effectiveness?
3. What are the relative contributions of Bandura Five-scale teacher self-efficacy and demographic factors to assessment effectiveness?

Methodology

Correlational approach of survey study was adopted to carry out the research work. Phenomena were measured without being manipulated in any way.

Sample

Stratified random sampling was adopted to select respondents from three senatorial districts of Ogun state during capacity building workshop organized on zonal bases for mathematics-related subject teachers. Three Local Government Areas (LGAs) were selected from each senatorial district and Twenty five mathematics-related subject teachers in Junior Secondary schools were selected from each LGA, making a total of seventy-five (75) in a senatorial district and a total of two hundred and twenty-five (225) from the state. The distribution of the respondents across the three senatorial district is presented in Table 1.

Instrumentation

Teacher Self-Efficacy Scale developed by Bandura and Teacher Assessment Effectiveness were the major instruments used to collect data from the sampled teachers. The scale has five sub-scales: Instructional Self Efficacy, Disciplinary Self Efficacy, Efficacy to Enlist Parental Involvement, Efficacy to Enlist Community Involvement and Efficacy to Create a Positive School Climate. The Item total correlation coefficients on the ranged between 0.30 and 0.61, which established how all the items measure the same construct (construct validity) that is the teacher self-efficacy. Cronbach Alpha reliability coefficient (r) calculated on the entire scale was 0.89, this implies that the scale posses internal consistency in measuring the construct (Self-Efficacy). Teacher Assessment Scale also has Cronbach Alpha reliability coefficient (r) of 0.60.

Table 1: Distribution of Selected mathematics-related subject teachers in Ogun State

Senatorial District	LGA	Frequency	Percent
West	Imeko Afon	25	11.1
	Yewa South	25	11.1
	Ipokia	25	11.1
Central	Abeokuta North	25	11.1
	Abeokuta South	25	11.1
	Odeda	25	11.1
East	Ijebu North	25	11.1
	Odogbolu	25	11.1
	Ijebu Ode	25	11.1
Total		225	100

Data collection

The researcher, who was a facilitator during the Mathematics-related subject teachers capacity building workshop at the three zones (Ijebu-Ode, Abeokuta and Ilaro) in Ogun State, administered the instruments personally.

Data Analysis

Descriptive and Inferential Statistics were employed to analyse the collected data. Frequencies and percentages were used to provide an answer to Research question 1 while Multiple regression was adopted to provide answers to Research Questions 2 and 3.

Result

Research Question One

What proportion of Mathematics-related subject teachers use various Assessment techniques?

Table 2 and Fig. 1 present the percentage of 225 sampled mathematics-related subject teachers that used each of the assessment techniques: Test 188(83.6%), Homework/Assignment 223 (99.1%), Class Work 209 (92.9), Observation 184 (81.8%), Anecdotal Record 69 (30.7%), Rating Scale 125 (55.6%), Interview 121 (53.8%), Questionnaire 96 (42.7%), Project 117 (52%), Sociometric 49 (21.8%). The results show that majority of the sampled teachers used assessment techniques (Test, Homework/Assignment and Classwork) to measure cognitive achievement

of the learners). Many of them used practical and observation which are techniques for measuring psycho motor domain. Not many of them used interview and Questionnaire, which are basic tools for measuring affective domain of the learners.

Table 2: Assessment Techniques Usage of Mathematics- Related Subject Teachers

Tool	Used		Not Used	
	Freq.	Percent.	Freq.	Percent
Test	188	83.6	37	16.4
Homework/Assignment	223	99.1	2	0.9
Class Work	209	92.9	16	7.1
Observation	184	81.8	41	18.2
Anecdotal Record	69	30.7	156	69.3
Rating Scale	125	55.6	100	44.4
Practical	193	85.8	32	14.2
Interview	127	56.4	98	43.6
Questionnaire	58	25.8	167	74.2
Project	117	52	108	48
Sociometric	49	21.8	176	78.2

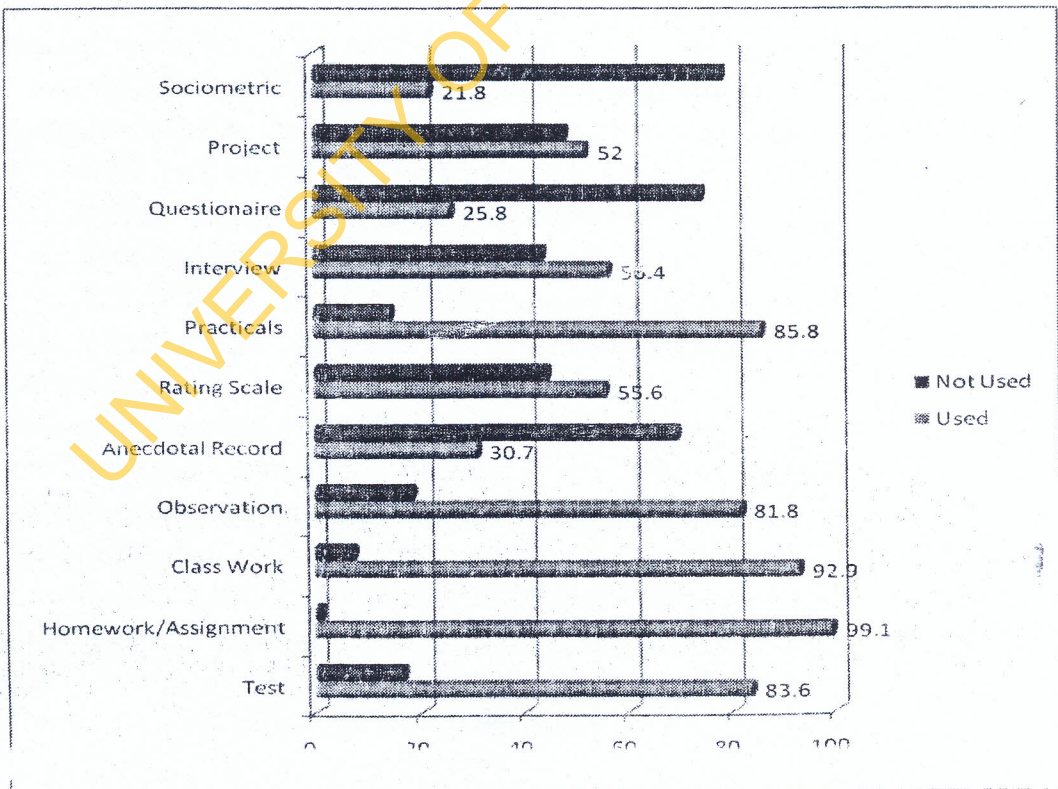


Fig. 1: Showing the Assessment Techniques Usage of Mathematics-Related Subject Teachers

Research Question Two

What is the composite contribution of Bandura Five-scale (Instructional, Disciplinary, Parental Involvement, Community Involvement and Positive School Climate) teacher self efficacy and demographic factors (Year of teaching, Highest qualification, Gender and age) to assessment effectiveness?

Table 3:Regression Summary Involving Teacher Self Efficacy, Demographic Factors and Teacher Assessment Effectiveness

R =.314 R Square = .099 Adjusted R Square = .061					
ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	84.719	9	9.413	2.614	.007(a)
Residual	774.143	215	3.601		
Total	858.862	224			

Table 3 shows that the multiple correlation coefficients (R) indicating the relationship between teacher self efficacy (Instructional, Disciplinary, Parental Involvement, Community Involvement and Positive School Climate), demographic factors (Year of teaching, Highest qualification, Gender and age) and Assessment Effectiveness is 0.31. The adjusted R square was .061, meaning that 6.1 percent variation in teacher assessment effectiveness is accounted for by teacher self efficacy. Further verification on the significance of contribution of self efficacy and demographic factors to teacher assessment effectiveness using regression ANOVA produced $F_{(9,215)}=2.614$; $p<0.05$. Meaning that there is significant composite contribution of self efficacy and demographic factors to teacher assessment effectiveness.

What are the relative predictive strength of Bandura Five-scale teacher self efficacy and demographic factors to assessment effectiveness?

Among nine independent variables investigated, only two were found to have significant predictive strength to Teacher Assessment Effectiveness. The most potent predictor of teacher assessment effectiveness was 'Efficacy to Enlist Community Involvement' with Unstandardized beta weight (B) equals 0.046; Std. Error =0.02; $t=2.37$; $p<0.05$. Next in strength was 'Instructional Self Efficacy' with Unstandardized beta weight (B) equals 0.046; Std. Error =0.02; $t=2.37$; $p<0.05$. The remaining seven self efficacy indicators and demographic factors were not significantly potent to predict Mathematics-related subject teacher assessment effectiveness.

Table 4: relative predictive strength of Bandura Five-scale teacher self efficacy and demographic factors to assessment effectiveness

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	4.208	1.045		4.026	0
Instructional Self Efficacy	0.035	0.016	0.205	2.136	0.034
Disciplinary Self Efficacy	-0.002	0.035	-0.005	-0.053	0.957
Efficacy to Enlist Parental Involvement	-0.011	0.033	-0.027	-0.316	0.752
Efficacy to Enlist Community Involvement	0.046	0.02	0.184	2.369	0.019
Efficacy to Create a Positive School Climate	-0.001	0.016	-0.006	-0.072	0.942
Year of teaching	0.027	0.022	0.094	1.216	0.225
Highest qualification	0.068	0.129	0.037	0.526	0.599
Gender	-0.308	0.265	-0.079	-1.164	0.246
Age	0.007	0.017	0.03	0.385	0.701
Dependent Variable: Assessment Effectiveness					

Dependent Variable: Assessment Effectiveness

Discussions

It was found in this study that majority of the sampled teachers used Test, Homework/Assignment and Class work to assess learners' achievement. Lesser percentage used practical and observation techniques while few used interview and Questionnaire. The finding is highly revealing. Skill acquisition which is the bedrock of entrepreneurial development seems not to be the focus of many teachers. Uses of cognitive based assessment strategies by many teachers reveal the kind of behavioural objectives set during instructional delivery. Such objectives are likely to be knowledge based which learners may not be able to fall back on at later time. Uses of only knowledge assessment strategies could also be traceable to the self efficacy of the teachers. Bandura (1995), a social psychologist, who devised the construct of self efficacy, states, "People's level of motivation, affective states, and actions are based more on what they believe than on what is objectively the case". An individual with a high degree of self-efficacy makes

Teacher self efficacy (Instructional, Disciplinary, Parental Involvement, Community Involvement and Positive School Climate) and demographic factors (Year of teaching, Highest qualification, Gender and age) were found

to have significant composite contribution to their Assessment Effectiveness. Implicit in this position is the fact that, a teacher's self efficacy may influence their commitment to utilization of different assessment tools to measure learners achievement in terms of cognitive, affective and psychomotor domains. The finding also corroborated the view of Barnes (2000) that a belief in the power of teaching and assessment to achieve results leads to effectiveness in carrying out such activities. Demographic factors when combined with self efficacy indicators contributed to the assessment effectiveness of the teachers. The finding supported the positions of researchers that age (Allensworth, Ponisciak, & Mazzeo, 2009; Guarino, Santibanez, & Daley, 2006; Johnson, Berg, & Donaldson, 2005); and Year of teaching (Ingersoll, 2001; Marvel, Lyter, Peltola, Strizek, & Morton, 2006) do influence assessment effectiveness of the teachers. Though gender influence seems to be inconsistent but the finding corroborated that of Boyd, Grossman, Ing, Lankford, & Wyckoff, (2009) that, teachers with stronger qualifications are more likely to be effective in teaching. Investigation into the potency of each of the independent variables to prediction of assessment effectiveness revealed 'Efficacy to Enlist Community Involvement' and 'Instructional Self Efficacy' as the two significant predictors of Mathematics-related subject teacher assessment effectiveness. Assessment has been discovered to be one of the major component of teaching effectiveness. The finding also revealed that, efficacy in community involvement, enhances teaching-learning process. Teachers with self efficacy directed towards instructional delivery and community involvement are likely to be effective in assessment practices.

Recommendations

Based on the findings of the study the following recommendations are made:

1. There is need for shift in educational research focus. Non-cognitive teacher variables such as instructional directed self concept should be investigated by many researchers to understand the potency such variables have in influencing effectiveness of teachers and achievement of students
2. On-the-job training on instructional directed self concept is recommended for teachers. Hence, the three tiers of government should organize training that will boost instructional directed self efficacy of the teachers, each engages.
3. Cordial relationship should exist between town and the gown. hence, community based School Management Committee (SMC), should be established by each school to facilitate community involvement in such institution.

Conclusion

The results and findings of this study have provided a unique direction to educational theories formulation. It is strongly believed that formulation of such theories, using these findings and other similar ones as bases, will take learning of important school curricular, especially mathematics and mathematics-related subjects to the next level. This is a time when Nigeria is finding solution to her educational challenges, the findings of this study, if given proper attention, has potential to give direction to Nigeria educational reformation.

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