

Pre-Primary School Teachers' Attitude towards Dynamic Assessment in Moro Local Government Area of Kwara State

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Abstract: *The study examined pre-primary school teachers' attitude towards dynamic assessment in Moro Local Government Area of Kwara State. One research question and three hypotheses were raised and formulated to guide the study. The population comprised all pre-primary school teachers. 170 teachers' participated in the study. The instrument tagged Pre- Primary School Teachers Attitude towards Dynamic Assessment Questionnaire (PSTATDAQ). Six experts validated the instrument and reliability co-efficient was determined as 0.78 with the use of test and retest method and frequency count and simple percentage was used to analyze the research question while independent sample t-test and ANOVA were used to test the null hypotheses at 0.05 level of significance. Findings revealed that Pre-Primary school teachers' in Moro Local Government area of Kwara State had positive attitudes towards dynamic assessment. Recommendation, seminars should be organized for the teachers on dynamic assessment so that it would broaden their knowledge more.*

Keywords: Pre-primary School Teachers' Attitude, dynamic Assessment

Introduction

Schools are established for the purpose of teaching and learning. This process of evaluating learners is what is commonly known as assessment. Assessment is a process which includes identifying objectives to assess, formulating a design to carry out the assessment, carrying out measurement, reporting and documenting the results of the measurement usually in measureable terms. However, Paloma and Banta (2009), defined assessment as the systematic collection, review and use of information about educational programs undertaken for the purpose of improving learning and development. Bardes and Denton (2006), defined assessment as the process which provides data/information on students learning, analyses and uses this data to confirm and improve learning (formative assessment), produce evidence that students are learning the outcomes intended (summative assessment).

Afee, Leong and Bodrova (2004) defined assessment as the process of gathering information about children from several forms of evidence, then organizing and interpreting the information. This is because results from such assessment not only provide feedbacks regarding the educational progress of students but remain the authentic yardstick for gauging the effectiveness of the teacher, the quality of instruction, and in part the functionality of any curriculum reform.

Dynamic assessment is very much in line with Valsiner's future in the making model, since it is anticipated that future performance will be different from current performance. Lidz and Gindis (2003) stress this point in the following quotation: 'traditional standardized assessment follows the child's cognitive performance to the point of 'failure' in independent functioning.

Dynamic assessment can take many forms (Grigorenko, 2009 for a detailed discussion) the defining criterion is that the learners is supported within the assessment in order to determine their full potential. In this way, instruction and assessment are blended together, providing important information to teachers to support them in devising targeted instruction to approaches. The assessor works with the learners in an interactive session to measure the individual response to a given procedure. It therefore places an emphasis on how to individuals learn, in comparison to what they have learned. Brown & Ferrara (2005), in their landmark paper, "Diagnosing zones of proximal development" note the "important educational implications" of applying the zone of proximal development in 'measuring' the learning potential of children for diagnostic purposes in general intellect and in specific areas of achievement, and for devising instruction that would be 'aimed' at the "upper bound of a child's zone" (Brown & Ferrera, (1985). Chaiklin (2003), adds that these engagements within the ZPD are to be used to "to identify the kinds of maturing psychological functions needed for transition from one age period to the next and to identify the child's current state in relation to developing these functions needed for that transition". Snow (2010), also objects to using the term 'assessment' to describe dynamic assessment. He argues that without linking assessment in some ways to measurement, the term is meaningless. In his view, 'static' is a misnomer because both static and dynamic tests are concerned with predictive validity.

Carlson and Wiedl (2000), argue that equally important for dynamic assessment is consequential validity, particularly with regard to the context of and justification for its uses, a result of pragmatic judgments combined with scientific analysis. The result between the years of experience of the teachers and their conduct of students dynamic assessment does not indicate any significant relationship, this is in line, with the findings of Ogbanna and Dakun (2003), that dynamic assessment is comprehensive development,

learning and also make use of variety of evaluation and techniques. The variable of the interest to these study are gender, teachers' experience and qualification.

Gender is a specially constructed phenomenon that is brought about as society ascribes different roles, duties, behaviours, and mannerisms to the two sexes, (Mangvwat, 2006). It is a social connotation that has sound psychological background, and it is used to refer to specific cultural patterns of behaviour that are attributed to human sexes. Gender relates to cultural attributes of both males and females (Akpochofo, 2009). Gender according to Lahey (2003) is a psychological experience of being a male or female. It has to do with personality and central components of self-concept. Unlike sex, which is concerned with, only the distinction between male and female based on biological characteristics, gender encompasses other personality attributes as roles, orientation and identity based on individual's conceptualization of self.

"Teacher qualifications" refer to the credentials, knowledge, and experiences that a teacher brings to the job. In the context of this study, it includes knowledge in mathematics, mathematics pedagogy, level of preparation, professional development, and experience in teaching. Quite related to this, is the term "Teacher practices," which refers to classroom practices that the teacher employs such as the teaching strategies and the assessment activities (Goe & Stickler, 2008). Okebukola in Ngada (2008), while remarking on teachers' quality, observed that over 80% of respondents in a survey research were of the view that teachers are carriers of weaknesses. These weaknesses include, among others, inadequate exposure to teaching practice, poor classroom management and control, shallow subject-matter and lack of professionalism.

Statement of the Problem

Teacher's knowledge and attitude towards assessment practices could be said to be important factors in the implementation of dynamic assessment in schools. This is because they are the major implementers of the curriculum at the classroom level. However, observation has shown that most pre-primary school teachers are unwilling to undertake some dynamic assessment practices such as planning: the time to assess pupils; the type of test instrument to use; the area of learning domains to assess; the use of scoring techniques; how to assess pupils overall progress based on their cognitive, affective and psychomotor domains among others. While a number of teachers are knowledgeable about the need to undertake these practices; some consider it as a laborious and uninteresting task. Consequently, some of them shy away from undertaking the various practices involved.

However, it has been observed that different researchers have previously worked on the attitude of both teacher and student toward continuous assessment in secondary schools, but none has been carried out in pre-primary school level of education regarding the attitude of primary school teachers toward dynamic assessment of primary school children in Nigeria (particularly in Moro Local Government Area of Kwara State). Hence, this justify the need to conduct this study.

Therefore, this study investigated the attitude of pre-primary school teachers toward dynamic assessment in primary schools in Moro Local Government Area, Kwara State.

Research Question

What is the attitude of pre-primary school teachers towards dynamic assessment in Moro LGA of Kwara State?

Research Hypotheses

The following null (Ho) hypotheses are generated and would be tested in this study.

Ho₁: There is no significant difference in pre-primary school teachers' attitude towards dynamic assessment of children's learning based on gender

Ho₂: There is no significant difference in pre-primary school teachers' attitude towards dynamic assessment of children's learning based on educational qualification

Ho₃: There is no significant difference in pre-primary school teachers' attitude towards dynamic assessment of children's learning based on teaching experience

Methodology

Descriptive survey research design was adopted for the study to investigate the attitude of pre -primary school teachers towards dynamic assessment. This design is a process of carrying out a study by collecting and analyzing data gathered from a sample considered to be representative of the populations. Descriptive survey method allows the researcher to pose a series of questions to willing participants. The population for this study comprised all primary schools teachers in Moro LGA of Kwara State, There are 199 private and public primary schools and 1714 teachers in both public and private primary schools in Moro Local Government Area of Kwara State, (Annual School Census; Report, Kwara State ministry of Education and Human Capital Development, 2020/2021).

170 teachers were used as sampled size, the study adopted the Krejcie and Morgan sample table. The researcher developed a questionnaire tagged Pre Primary School Teachers Attitude to Dynamic Assessment Questionnaire (PSTADAQ) which were answered by the target respondents who are teachers of primary schools. The instrument was given to six experts in the Department to help make necessary corrections before it was finally used or approved so as to give the instrument both face and content validity which test re-test method was used to test for the reliability of the instrument. The instrument was administered and re-administered within the interval of two weeks to the same set of respondents. Pearson Product Moment Correlation of Co-efficiency (PPMC) was used to determine and found to be ($r=0.78$). The instrument was administered to the primary schools teachers in the sample schools personally by the researcher and trained research assistants which lasted for four weeks and the data collected were analyzed using

descriptive statistics of frequency counts, percentage and mean for demographic data and research question while inferential statistics of t-test was used to test the hypotheses and Analysis of Variance (ANOVA)

Result

Research Question 1: What is the attitude of pre-primary school teachers towards dynamic assessment?

Table 1 Table showing the percentage and mean distribution of the attitude of pre-primary school teachers towards dynamic assessment

S/N	ITEMS	SA	A	D	SD	MEAN
1	I provide support to suit children's learning		104(61.2)	66(38.8)	-	2.61
2	I give hint on what a child cannot answer correctly	101(59.4)	32(18.8)	37(21.8)		3.37
3	I support learners in order to make teaching and learning easy		166(97.6)	4(2.4)		2.97
4	Dynamic assessment enhance learning for children to learn at their own pace	97(57.1)	36(21.2)	37(21.8)	1(0.6)	3.35
5	It is necessary for teachers to give clue to children during teaching and learning activities	30(17.6)	134(78.8)	6(3.5)		3.14
6	I feel reluctant using dynamic because it is laborious	124(72.9)	42(24.7)	4(2.4)		3.70
7	There is need to orientate the teachers about providing support for children in the classroom	26(15.3)	140(82.4)	4(2.4)		3.12
8	Giving support to children in the classroom is not necessary	124(72.9)	40(23.5)	6(3.5)		3.39
9	It is good to interpret questions to pupils when assessing them	124(72.9)	42(24.7)	4(2.4)		3.70
10	Provision of support by teacher will make learning interesting for the children in the class	43(25.3)	127(74.7)			3.25
	WEIGHTED AVERAGE					3.26

Note: The figures in parentheses are in percentages

Table 1 showed the attitudes of pre-primary school teachers towards dynamic assessment in Moro Local Government Areas of Kwara State. The following shows the attitude of pre-primary school teachers towards dynamic assessment in Moro local government areas of Kwara State as follows: they provide support to suit children's learning ($X=2.61$), they give hint on what a child cannot answer correctly ($X=3.37$), they support learners in order to make teaching and learning easy ($X=2.97$), they have the believe that dynamic assessment enhance learning for children to learn at their own pace ($X=3.35$), it is necessary for teachers to give clue to children during teaching and learning activities ($X=3.14$), they do not feel reluctant using dynamic assessment because it is laborious ($X=3.70$), there is need to orientate teachers about providing support for children in the classroom ($X=3.12$), they do not believe that giving support to children in the classroom is not necessary ($X=3.69$), it is good to interpret questions to pupils when assessing them ($X=3.70$), provision of support by teacher will make learning interesting for the children in the class ($X=3.25$), the weighted average was 3.26 which is greater than mean 2.50, this shows that pre-primary school teachers have positive attitudes towards dynamic assessment in Moro local government area of Kwara State.

Research Hypothesis one: There is no significant difference in the pre-primary school teachers' attitude towards dynamic assessment on the basis of gender

Table 2: Summary of t test analysis showing the attitude of pre- primary school teachers towards dynamic assessment on the basis of gender

Gender	N	Mean	Std. Deviation	t	df	Sig	Decision
Male	73	32.25	2.83	-1.43	168	0.19	Not Significant
Female	97	30.62	3.03				

Table 2 shows the difference in the pre-primary school teachers' attitude towards dynamic assessment on the basis of gender. ($t = -1.43$, $df = 168$, $p > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant level is greater than 0.05. This implies that gender had no significant difference in the pre-primary school teachers' attitude towards dynamic assessment.

Research Hypothesis Two: There is no significant difference on the attitude of pre-primary school teachers towards dynamic assessment on the basis of educational qualification

Table 3: Summary of ANOVA on attitude of pre-primary school teachers towards dynamic assessment on the basis of educational qualification.

	Sum of Squares	df	Mean Square	F	Sig.
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Between Groups	2.211 ^a	2	1.106	.089	.915
Within Groups	2209.033	167	12.480		
Total	2211.244	169			

Table 3 revealed the attitude of pre-primary school teachers towards dynamic assessment on the basis of educational qualification. There was no significant difference on the attitude of pre-primary school teachers towards dynamic assessment on the basis of educational qualification ($F_{(2,167)} = .089$; $P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value (0.91) is greater than 0.05.

Research Hypothesis Three: There is no significant difference on the attitude of pre-primary school teachers towards dynamic assessment on the basis of teaching experience

Table 4: Summary of ANOVA result on the attitude of pre-primary school teachers towards dynamic assessment on the basis of teaching experience

	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	75.226 ^a	2	18.807	2.189	.072
Within Groups	1504.574	197	8.598		
Total	1579.800	199			

Table 4 revealed the attitude of pre-primary school teachers towards dynamic assessment on the base year of experience. There was no significant difference on the attitude of pre-primary school teachers towards dynamic assessment on the basis of teaching experience ($F_{(2,167)} = 2.189$; $P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value (0.70) is greater than 0.05.

Summary of Major Findings

1. Pre-Primary school teachers' in Moro Local Government area of Kwara State had positive attitudes towards dynamic assessment.
2. There was no significant difference on attitudes of pre-primary school teachers towards dynamic assessment on the basis of gender.
3. There was no significant difference on attitudes of pre-primary school teachers towards dynamic assessment on the basis of teaching experience.
4. There was no significant difference on attitudes of pre-primary school teachers on the basis of educational qualification.

Discussion of the Findings

The findings of this study revealed that teachers had positive attitude towards dynamic assessment of children's learning. This figure indicates that they were interested in supporting their learners. This collaborates with the report of Maria & Jorge (2012) in Spain found out that robust evidence of the positive impact of dynamic assessment on all indices of academic outcomes considered. In addition, responses to a self-report questionnaire revealed that dynamic assessment improved students' satisfaction and was perceived by students as a procedure that promotes deeper learning.

The findings also revealed that there was no significant difference in the attitude of pre- primary school teachers towards dynamic assessment on the basis of gender. This finding is in line with (Boyle, 1987; Burstall, 1975; Ehrlich, 2001), investigating gender based differences between learners in using dynamic assessment technique and its beneficial guidance was valuable, and the results of research showed that there was no significant difference between male and female learners in using dynamic assessment procedure. The results of this study also shows that, there was no significant difference on the attitude of pre-primary school teachers towards dynamic assessment on the basis of teaching experience and educational qualification but not statistically differs. This result is consistent with the findings of Agbatogun (2010) who affirmed that teachers attitude to dynamic assessment did not vary based on academic qualification.

Conclusions

The study shed light on the attitude of teachers towards dynamic assessment in Moro Local Government Area of Kwara State. The findings of the study revealed that Pre-Primary school teachers' in Moro Local Government area of Kwara State had positive attitudes towards dynamic assessment. The findings of the study also revealed that gender, teaching experience and educational qualification all had no significant difference on the attitude of pre-primary school teachers towards dynamic assessment.

Recommendations

Based on the findings and the conclusions drawn in this study, it is recommended that seminars should be organized for the teachers on dynamic assessment so that it would broaden their knowledge more, it is recommended for the policy makers to revisit guidelines and standards of assessment so as to come out with best of international practice and it is recommended that the ministries and other concerned agencies should set workshop and other educational forum to equip both in service and pre service primary school teachers.

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