

Teachers' Assessment Proficiency As Correlates of Pupils' Academic Performance in Abuja Municipal Area Council (AMAC)

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Abstract: *To improve pupils' academic performance in the English Language. Therefore, investigated teachers' assessment proficiency correlates with pupils' academic performance in Abuja Municipal Area Council. A descriptive survey was adopted. A Teachers Assessment Proficiency Questionnaire and Academic Performance Test in English Language was used to elicit information from the respondents. The English Language teachers validated the instruments. PPMC was used to establish the reliability at a .75. Descriptive statistical analysis was used to answer research questions. While inferential statistics of Linear Regression and Analysis of Variance (ANOVA) were used to test for the research hypotheses formulated at a 0.05 level of significance. It was revealed, among others, that there was a positive relationship between teachers' assessment proficiency and pupils' academic performance in English Language ($F_{(1,149)} = 38.227, P < 0.05$). It is concluded that teachers' experiences significantly determined teachers' assessment proficiency. It is also suggested that Teachers should be encouraged to assess pupils periodically*

Keywords: Academic Performance, Assessment, Teachers Assessment, and Experience

Introduction

Academic performance is the outcome of pupils' effort in examinations. It is the behaviour exhibited or knowledge acquired by an individual that is noticeable after undergoing a programme in an institution or a school (Aina, Ogundele & Olanipekun, 2013). In the view of sign, Malik, and Singh (2016), pupils' academic performance was characterized by the overall performance in each year which culminates in a Grade Point Average (GPA). The GPA score would take into account their performance in tests, course work and examinations. Similarly, Brew, Nketiah and Koranteng (2021) perceived academic performance as the extent to which the pupils have achieved their short- or long-term educational goals. On this note, it is undoubtedly clear that pupils' academic performance in all subjects, most notably in the English Language, is unquestionably essential for their optimal development, having realized that pupils are the heart of the educational process. Teachers' assessment proficiency and obligations towards managing their classroom effectively are vital factors.

Assessment is an integral aspect of the teaching and learning process as it provides guidelines to designing lessons, implementing them, and evaluating their success (Brown & Lee, 2015). It is widely recognized as an ongoing process to understand and improve student learning. Aside from this, it is also concerned with converting expectations for results. According to Kizlik (2010), assessment is a process by which information is collected through the use of tests, interviews, questionnaires, and observations. In this sense, teachers' assessment proficiency refers to the amount of clarity in conducting the assessment. In the view of Kenni (2011), assessment is a method of evaluating Pupils that are done on a regular or predetermined basis throughout the school year. Its purpose is to determine how much knowledge Pupils have in a subject. It is consistent monitoring of Pupils' academic progress. It also entails gathering information to make a value judgment about the worth of a person, object, group, or event (Ajuonuma, 2007).

Several relevant studies have different viewpoints on the importance and implementation of continuous assessment in schools. For instance, Abejehu (2016) posited that assessment is most beneficial to Pupils because it provides them with ongoing feedback on their achievement, helps them to become more self-critical, and encourages them to attempt mastering the material as they work through a course, resulting in academic success. Furthermore, Papinczak, Young, Groves and Haynes (2015) asserted that assessment is more relevant because it allows Pupils to demonstrate their ability and development regularly so that Pupils who have studied hard but are not very good at sitting for examinations are not at a disadvantage when compared to lazy Pupils who do the bare minimum of work required to pass such examinations. Similarly, Asale (2017) indicated that assessment not only provides feedback regarding the educational progress of Pupils but remains an accurate yardstick for gaining the effectiveness of teachers, the quality of instruction, and in part, the functionality of the curriculum.

Considering this, assessment is a classroom strategy teachers use to assess the level of Pupils' understanding, skills, and knowledge at a given time. It is regarded as curriculum-based tasks that have previously been taught in the classroom. The teachers use various assessment methods to observe multiple tasks and information about what Pupils know, comprehend, and can do. Teachers who are competent in implementing assessments are perhaps proficient in achieving the assessment objectives to increase

students. Teachers' assessment proficiency plays a critical role in educational decision-making. In addition, it is a vital component of ongoing quality improvement processes at the lesson, course and curriculum level (Darling-Hammond 2006). Teachers can select from various assessment tools to determine the language proficiency and language learning needs of pupils taught in the English Language, and their ability to deliver English lessons helps Pupils improve their English to a higher level.

Adewumi and Mike (2011) conducted a study on the Teacher's assessment proficiency: A veritable tool in enhancing Pupils' performance in the English Language in public and private primary schools in Benue State. It was revealed that there was a significant difference in the Teacher's assessment proficiency and Pupils' academic performance in English Language learning in public and private primary schools in Benue State. Hussain (2010) examined the effects of Teacher's classroom assessment competence on the academic performance of pupils in the English Language, and the study included 1,636 ninth grade Pupils and 83 English teachers from Muscat public schools in Oman. The results from hierarchical linear modelling techniques showed that class contextual features, teachers' teaching experiences, and assessment practices interacted significantly with Pupils' characteristics in influencing pupils' academic performance.

The need for increased use of test results to improve educational outcomes is urgent; yet, there is little understanding in the research literature of practitioners' knowledge and skills in interpreting and using educational data (test results) to enhance classroom instruction and student learning. Bouchaib Benzehaf (2016) surveyed teachers' skills, practices, and academic performance. The study aimed to survey 40 high school teachers who work in the El Jadida region, distributed between males and females, with different years of experience, to learn about their assessment practices and identify the barriers that prevent thoughtful applications of formative assessment in classrooms. A questionnaire and an interview were used to gather information. The findings pointed to the use of various assessment strategies ranging from homework assignments to in-class written tests, but mainly for summative purposes. A significant relationship was found between teachers' assessment strategies and pupils' academic performance.

Freeman (2017) conducted a case study of teacher proficiency in English in a classroom setting. It was revealed that EFL teachers with low and intermediate Pupils did not need to deliver the instructions in full English, as tutors were expected to focus on a specific proficiency type that serves their immediate classroom needs. Le Van and Willy (2017) also explored the relationship between teachers' target language proficiency and how they use the target language in the classroom to engage learners in the learning process. The results showed that the lesson extracts show a complex relationship between teachers' general language proficiency and their ability to use their proficiency to support student learning in the L2 classroom. The article concludes that while teachers' general proficiency significantly affects how they use Language to promote learning, their classroom proficiency is at least as important as their general proficiency.

In addition, Serum (2016) assessed the effects of gender and teacher experience on students' performance in industrial security. The population used in the study included 334 students and the agreed research plan was ex-post facto. The sample size of the study was 91 undergraduate students. The data collected was analyzed using mean and ANOVA (Analysis of variance). The result revealed that the teachers' gender and experience do not significantly affect Pupils' performance in English. Similarly, Arung (2009) examined the relationship between the Teacher's academic experiences and the academic performance of pupils in the English Language. The research findings revealed a positive relationship between the Teacher's academic experiences and the student's academic performance.

In addition, Rivkin, Hanushek, and Kain (2005) investigated the relationship between the experience of science teachers and learners' academic performance in the English Language. The study found a significant relationship between teacher experience and English language learners' academic achievement. Owolabi and Adebayo (2012) investigated the effect of teacher experience on the performance of English-language Pupils. The results showed that learners taught by teachers with higher experiences scored better than those with lower experiences. The result also showed that Teacher's gender does not affect their ability to impart knowledge to the learners, much as they are skilled teachers in that field of study.

Different controversy has been raised with issues related to gender, experience and years of working experience; various research findings revealed that Teacher's gender, experience and years of working experience has a significant relationship with pupils' academic performance in English Language and some state otherwise. However, the researcher also wants to find out if teachers' gender, experience and years of working experience correlate pupils' academic performance in the English Language. The study findings will also contribute to the existing knowledge about gender, experience and years of working experience. The researcher also added his voice to the conclusions of current research into the controversy over gender, experiences and years of work experience. To know if teachers' gender, experience and years of working experience correlate with pupils' academic performance in the English Language to contribute to knowledge concerning gender, experience and years of working experience. Based on what the researcher discussed earlier in the study, the study examined teachers' assessment proficiency and classroom management ability as a correlate of pupils' academic performance in the Abuja municipal area council (AMAC).

Statement of the Problem

The role of educators in student success cannot be overstated. The progressive decline in pupils' academic performance in Abuja municipal area council (AMAC) has raised many questions as regards Nigeria's educational system, of which Teachers' assessment proficiency and obligations towards managing their classroom effectively are vital factors. However, the public's broad assertions stipulate that nonchalant attitudes and teachers' inability to control their classrooms in public and private primary schools do contribute significantly to the poor performance of Pupils in the English Language. These results from the

recently completed Common Entrance Exam 2021/2022 resulted in poor English language academic results. Therefore, teachers' assessment proficiency as correlates of pupils' academic performance in Abuja Municipal Area Council (AMAC)

Research Questions

The following were identified to guide the study:

To what extent is the teachers' assessment proficiency on academic performance of pupils in the English Language in Abuja municipal area council (AMAC)

Research Hypotheses

The following hypotheses were formulated to guide the study:

Research Hypothesis One: There is no significant relationship between teachers' assessment proficiency and pupils' academic performance in the English Language in Abuja municipal area council (AMAC).

Research Hypothesis Two: There is no significant difference in teachers' assessment proficiency on the academic performance of pupils in the English Language in Abuja municipal area council (AMAC) based on experience

Methodology

The research design adopted for the study is a descriptive survey design of correlation type. The study population comprises all primary six pupils with 2,293 in Abuja municipal area council (AMAC). In comparison, all primary five pupils in the local government become the study's target population—ten schools across the schools using a simple random sampling technique, which amounted to 200 pupils. A Teachers Assessment Proficiency Questionnaire (TAPQ) and Academic Performance Test in English Language (APTEL) were used to elicit information from the teachers and pupils for this study with the assistance of research assistants. The English Language teachers validated the instruments. Twenty-five final draft copies were trial-tested twice on the randomly selected pupils outside the sample schools within two weeks. After that, Pearson's Product Moment Correlation Coefficient was used to establish the reliability at .75. Descriptive statistical analysis was used to answer research questions. While inferential statistics of Linear Regression and Analysis of Variance (ANOVA) were used to test for the research hypothesis formulated at a 0.05 level of significance

Results

Research Question: To what extent is the teachers' assessment proficiency on academic performance of pupils in the English Language in Abuja municipal area council (AMAC)?

Table One: Summary of Frequency, count, mean and percentage showing teachers' assessment proficiency on the academic performance of pupils in the English Language in Abuja municipal area council (AMAC)

S/N	ITEMS	Sometimes	Always	Never	Mean
1	The Teacher asks pupils questions on the last topic	45(22.5)	96(48.0)	59(29.5)	1.93
2	The Teacher asks pupils questions while teaching	36(18.0)	100(50.0)	64(32.0)	1.86
3	The Teacher asks pupils to contribute to the lesson during the teaching and learning process	25(12.5)	110(55.0)	65(32.5)	1.80
4	Teachers evaluate the pupils on the content taught in class	30(15.0)	82(41.0)	88(44.0)	1.71
5	The Teacher evaluates the pupils through the collection of their work samples	30(15.0)	77(38.5)	93(46.5)	1.69
6	Teachers evaluate the pupils through the use of paper and pencil	48(24.0)	107(53.5)	45(22.5)	2.02
7	Pupils are given tests periodically	39(19.5)	57(28.5)	104(52.0)	1.68
8	The Teacher prepares the pupils for their examination through revision	45(22.5)	56(28.0)	99(49.5)	1.73
9	The Teacher exposed the pupils to the oral examination	45(22.5)	37(18.5)	118(59.0)	1.64
10	The Teacher asks the pupils to say what they understand about the subject-matter	48(24.0)	92(46.0)	60(30.0)	1.94

Decision rule: N=00-1.49, S=1.50-2.49, =2.50-3.00

Note: The figures in parentheses are in percentages

Table 1 shows the respondents' responses to the teachers' assessment of proficiency in pupils' English Language's academic performance in Abuja municipal area council (AMAC). It was indicated that the following items were sometimes influential: The Teacher asks pupils questions on the last topic (mean=1.93), the Teacher asks pupils questions while teaching (mean=1.86), Teacher asks pupils to contribute to the lesson during the teaching and learning process (mean=1.80), Teachers evaluate the pupils on the content taught in class (mean=1.71). Teacher evaluates the pupils through the collection of their work samples (mean=1.69), Teachers evaluate the pupils through the use of paper and pencil (mean=2.02), Pupils are given test periodically (mean=1.68), Teacher prepares the pupils for their examination through revision (mean=1.73), Teacher exposed the pupils to oral examination (mean=1.64), and Teacher asks the pupils to say what they understand about the subject-matter (mean=1.94). In the light of the result, it indicated that the Teacher's assessment proficiency sometimes influenced pupils' academic performance in the English Language. The weighted mean (1.8), which is the numeric indicator that the Teacher's assessment proficiency was sometimes influenced pupils' academic performance in the English Language in Abuja Municipal Area Council (AMAC)

Research Hypothesis One: There is no significant relationship between teachers' assessment proficiency and pupils' academic performance in the English Language in Abuja municipal area council (AMAC).

Table Two: Summary of Linear Regression showing the significant relationship between teachers' assessment proficiency and pupils' academic performance in the English Language in Abuja municipal area council (AMAC).

Variable	Mean	SD	n	R	R Square	Adjusted R Square	F	Sig.
Teacher Assessment	51.15	13.049	200	.176	.031	.026	6.334	.013
Academic Performance	17.98	4.693						

Table 2 shows the regression analysis of the significant relationship between teachers' assessment proficiency and pupils' academic performance in the English Language in Abuja municipal area council (AMAC). The result indicated a positive relationship between teachers' assessment proficiency and pupils' academic performance in English Language ($R = .176$). At the same time, the R-Square is .031, meaning that the independent variable (teachers' assessment proficiency) explained the 31% variation of the dependent variable (Academic performance of Pupils in English). It indicated a good fit of the regression equation. Thus, this is a reflection that teachers' assessment proficiency significantly has a relationship with the Academic Performance of Pupils in the English Language in Abuja municipal area council (AMAC) ($F_{(1,149)} = 38.227, P < 0.05$). The hypothesis is therefore rejected in light of the result since the significant value is less than 0.05. It implies that teacher assessment proficiency has a substantial relationship with the Academic Performance of Pupils in the English Language in Abuja municipal area council (AMAC).

Research Hypothesis Three: There is no significant difference in teachers' assessment proficiency on the academic performance of pupils in the English Language in Abuja municipal area council (AMAC) based on experience

Table Three: Summary of Analysis Variance (ANOVA) showing significant differences in teachers' assessment proficiency on the academic performance of pupils in the English Language in Abuja municipal area council (AMAC) based on experience

Source	Sum of Square	DF	Mean Square	F	Sigh	Decision
Between Groups	1675.267	3	558.422			
Within Groups	32210.233	196	164.338	3.398	.019	rejected
Total	33885.500	199				

The results of the analysis of variance, as presented in Table 3, revealed that the calculated value of F was 3.887 ($F_{2, 197} = 3.887$), and the observed probability value is .022, which is less than the fixed probability value of 0.05 ($P < 0.05$). This indicated that the hypothesis that there is no significant difference in teachers' assessment proficiency on the academic performance of pupils in the

English Language in Abuja municipal area council (AMAC) based on experience was rejected. This implied that there was, there is no significant difference in teachers' assessment proficiency on the academic performance of pupils in the English Language in Abuja municipal area council (AMAC) based on experience ($F_{2, 197}=3.887, p<0.05$). In the light of the result, there was a significant difference in teachers' assessment proficiency on the academic performance of pupils in the English Language in Abuja municipal area council (AMAC) based on experience.

Table Four: Summary of Bonferroni's Post Hoc pairwise Comparison of teacher years of experience

Experience	Mean Score	0-5years	6-10 yrs	11-15 yrs	16 yrs above
16 above years	56.58	*			
11-15 years	51.88		*		
6-10 years	49.56			*	
0-5years	48.70				*

Table 4 revealed that the significant difference exposed by table 3 results from the significant difference among the following experience: 16 above years., 11-15 years, 6-10 years, and 0-5years. It was indicated that teachers with 16 years above (Mean = 56.58). This implies that teachers' experiences significantly impact teachers' assessment proficiency on the academic performance of pupils in the English Language in Abuja municipal area council (AMAC).

Discussion of Findings

One of the results emanated from this study stated that there was a positive relationship between teachers' assessment proficiency and pupils' academic performance in English Language ($F_{(1,149)} = 38.227, P < 0.05$). This was in line with the submission of Adewumi and Mike (2011) conducted a study on the Teacher's assessment proficiency: A veritable tool in enhancing Pupils' performance in the English Language in public and private primary schools in Benue State. The study's result found a significant difference in the Teacher's assessment proficiency and Pupils' academic performance in the English Language in Benue State. Bouchaib Benzehaf (2016) conducted a study on exploring teachers' assessment proficiency, practices, skills and pupils' academic performance. The result of the findings revealed that there was a significant relationship was found between teachers' assessment strategies and pupils' academic performance.

Another result revealed that there is no significant difference in teachers' assessment proficiency on the academic performance of pupils in the English Language in Abuja municipal area council (AMAC) based on experience ($F_{2, 197}=3.887, p<0.05$). This was in tandem with Arung, (2009), who examined the relationship between the Teacher's academic experiences and the academic performance of pupils in the English Language. The research findings revealed a positive relationship between the Teacher's academic experiences and the student's academic performance. The findings were also supported by the submission of Rivkin, Hanushek, and Kain (2005), who investigated the relationship between the experience of science teachers and learners' academic performance in the English Language. The study found a significant relationship between teacher experience and English language learners' academic achievement

This was contrary to the submission of Serum (2016), who assessed the effects of teachers' gender and experience on Pupils' performance in industrial safety. One study's results revealed that the teachers' experience does not significantly affect Pupils' performance in the English language.

Conclusion

It was concluded based on the discussion of the findings that the Teacher's assessment proficiency determines majorly based on the Teacher's experience. In the sense that pupils taught by highly experienced teachers do better than those taught by teachers with low experience. This implies that teacher experiences have a significant relationship with pupils' academic performance, especially in the English Language

Suggestions

It was suggested that:

1. Teachers should be encouraged to assess periodically to ascertain the level of understanding of the pupils on topics taught
2. Seminars and workshops should be organized for teachers to widen their experiences on how different ways of assessing pupils with different assessment tools

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