ASSESSMENT OF CLASSROOM FEEDBACK ACTIVITIES TECHNIQUES AMONG SECONDARY SCHOOLS TEACHERS IN OSUN STATE

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Abstract
Feedback on classroom assessment is an integral part of teaching and learning. The teacher as classroom manager needs to understand the importance of feedback in enhancing learning. As such, the study investigated teachers' classroom assessment feedback activities in Osun State Secondary Schools. The study adopted the descriptive research design. The population comprised 5204 senior secondary school teachers in Osun State. A sample of 288 teachers was selected using multi-stage sampling procedure. Two Local Government Areas (LGAs) were selected from each of the three senatorial districts of the state using simple random sampling; from each of the LGAs, four secondary schools were selected to make a total of 24 schools using random sampling technique. From each school, 4 teachers were selected using stratified random sampling technique, using discipline as stratum (Science, Commercial and Arts) making a total of twelve (12) teachers. Data for the study were collected using one research instruments; Teachers' Classroom Assessment Feedback Activities Questionnaire (TCAFAQ). Data collected were analyzed using percentages and frequency. The results showed that not less than 95% of the sampled teachers engaged in the use of summative and formative classroom assessment feedback activities in giving assessment feedback to their students. The results also showed that 82.8% of the sampled teachers made use of norm-referenced classroom assessment feedback activities. The results further showed that 74 of the respondents (33.6%) claimed that "Indiscipline, Absenteeism and nonchalant attitude of students towards learning" were the major constraints to their classroom assessment feedback activities. This is followed by 25 (11.4%) and 24 (10.9%) of the teachers were of the claimed that "Teacher Professionalism" and "Non availability of Instructional Materials" were constraints to classroom assessment feedback activities respectively. The study concluded that classroom need more information on the assessment feedback activities to improve teaching and learning activities in the schools.

Keywords: Assessment, Classroom, Feedback activities, Technique, Teachers

Introduction
The activities surrounding giving feedback on classroom assessment provided by teachers is an integral part of teaching and learning. As someone who manages the class, the teacher needs to understand learners' development and the learning process which would guide in the decisions made after conducting assessment in order to enhance better performance by the learners. There is also need for teachers to identify how learners construct knowledge, acquire skills and develop habit of mind and one of the ways by which the teacher could achieve these, is through assessment of the students.

According to Hattie and Timperley (2007), feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. Feedback thus is a "consequence" of performance. Winne and Butler, (1994) provided an excellent summary in their claim that "feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies".

The importance of feedback in school activities cannot be overemphasized, but students who are at the centre of teaching and learning do not consider feedback comment necessary (Duncan, 2007). Studies have shown that the problem may not be unconnected to the fact that teachers and students see feedback in isolation from learning and learning process, and should be teachers' concerns alone (Taras, 2003). Also, researchers have found out that students do not give desired focus to remarks possibly because they such did not make any meaning to them or the essence of the feedback is not properly understood (Duncan, 2007. This is compounded when feedback is done mainly by the teacher and is often allied with students as the marking of what is correct or wrong. Many teachers may also tend to focus on the correctional rather than the instructional aspects of feedback (Hattie &Timperley, 2007).

The motivation to conduct the study stems from the role of assessment feedback activities in influencing teaching and learning. The quality of classroom assessment feedback activities can affect the quality of learning and attainment of students (Zhang & Burry-Stock, 2003). What is assessed and how assessment is done play a significant role in determining the effectiveness of teaching and learning. In view of this, it is pertinent to provide an avenue to examine classroom assessment feedback activities of secondary school teachers in Osun State.

There are four major types of assessment feedback, namely; formative feedback, summative feedback, norm-referenced feedback, and self-referenced feedback. Formative feedback represents information communicated to the learner that modifies his or her thinking for the purpose of improving teaching and learning, while summative feedback usually comes up at the end of the course of study; which can be at the end of the week or term. It covers all teaching contents that the teacher has covered within the stipulated period to reveals to the learners their academic strengths or weaknesses. Norm referenced feedback may also be attributed to performance of other pupils in the class, and self-referenced feedback could enhance performance of one person on his/her ability.

Assessment is a basic component of students' learning experience which tends to define the actual curriculum. It is however, used to monitor the quality of the school system, evaluate education policies and programmes, make important instructional and placement decisions about students and certify students' learning achievement. Hence, without sound assessment activities, we may not know if students are progressing as planned; more so, we may not be able to effectively plan for students' future learning opportunities (Diana, 2015). The primary purpose of assessment in the school is to provide information which can be used to identify students' strengths and weaknesses so as to guide improvement. However, the medium used in carrying out assessment varies; it could be more of teachers conducting assessment procedures during the learning process in order to modify teaching and learning

activities or, examining what had been done so far at the end of the week, month, term or a year. Also, assessment could come into play whenever student performance is to be compared with peer, age group, grade level or with his/her abilities to improve student attainment.

Report form NECO, 2001 revealed that most teachers in the secondary schools administered a one shot class test to their student. However, information is critical to knowing whether the school system is delivering good performance and to providing feedback for improvement in student outcomes since performance in schools is increasingly judged on the basis of effective learning outcomes. Thus, the effectiveness of feedback varies in the complex classroom environment hence, it is desirable to find out the kind and quality of feedback that enhances learning.

The way in which feedback is provided in a school should be clearly explained to pupils and parents through any available opportunity. Some parents have expectations of marking that are impossible to achieve in the time available, so schools need to explain exactly what will and will not be marked. Therefore, it is imperative to identify different opportunities which could be used in order to describe assessment and feedback strategies as seen in the Table 1:

Table 1: Assessment and feedback strategies:

Pupils	Parents and Pupils
Log Books/Planners	Handbooks
Wall displays	Parents visits
Discussions about assessment criteria	Letters
Target sheets and cards	Newsletters
Checklists	Reports
	School Web Sites

With a closer look on Table One, the strategies mentioned were more of written feedback it provides information, which helps parents to monitor and support their child's progress. Where verbal and written feedback is effective, pupils understand it as part of an on-going dialogue which helps them to improve their work. They often respond to their teacher and ask for help whenever there is an effective communication between the two parties. Teachers encourage this on-going dialogue and help to shape improvements to pupils' work by their interaction. Many teachers think of assessment as being formal tests and written marking. Much of the best feedback is verbal and develops from informal observations whilst pupils are working and we often under-rate this intervention.

As opined by Kulhavy (1977), feedback should be focused on the purpose or intention of the work, provide praise with a reason and offer one or two points for improvement. Effective feedback acts as scaffold for pupils in order that they can think through the situation for themselves and improve their understanding. There is one crucial assumption which underpins effective feedback to all learners that the learning intentions or objectives are clearly set out. All learners need to understand what they are being asked to learn and, more importantly, why?. Good feedback depends on this learning objectives and self-assessment is impossible if pupils don't know what is expected of them. It is the right of

learners to know the learning intentions or objectives expected and this clarity of understanding will lead to: working on task more quickly, perseverance, quality, dialogue focused on task, and pupils in a self-evaluative position.

The feedback provided to learners help them make connections and construct the next steps they take (Suffolk County Council, 2001). Some teachers make sure that the learning intention is written down either by the teacher or the pupils. It acts as a reference point and together with the feedback, provides a useful record of progress. More commonly, the objective is written on the board and is revisited during the lesson and in a plenary or summary at the end.In many situations it is also important to recap and show links with previous lessons. In promoting pupils' thinking skills, learning intentions need to be framed in the context of longerterm targets so that the learning objective is understood. Feedback should be in the context of and indicate progress towards the learning intentions or objectives. Effective teachers are skilled at providing this type of feedback verbally and in writing.

As far as this study is concern, feedback can be formative, summative, norm referenced and self-referenced.Formative feedbacks represent information communicated to the learner that modified his or her thinking or behavior for the purpose of improving learning. This information may address the accuracy of a response to a problem or task and may additionally touch on particular errors and misconception, legacy for formative feedback to be effective, it should permit the comparison of actual performance with some established standard of performance (Johnson& Johnson, 1993).The main aim of formative feedback is to increase students' knowledge. Skills and understanding in some content area or general skill such as problem solving. The major questions that this review addressed are what are the most powerful and efficient type of evaluative feedback and under what condition do these different feedback help a learners revise a skill or improve his or her understanding.

Summative feedback on the other hand comes up after summative assessment; it is the last form of school based evaluation. It provides feedback at the end of the week, month or term. It is a kind of feedback that summaries what had been done so far at the end of a week, month or term. It is a type of evaluative feedback that focuses on the outcome. This focus facilitates a performance orientation and students are more likely to associate their performance with ability evaluation (Ames, 1992). It attributes failure to lack of ability. For the summative feedback, one of its characteristic is the assigning of grade or marks.

Norm referenced feedback is a situation in which the performance of one person in a group is compare to the performance of other people in the group. Under norm reference evaluation, students are assessed on how their performance compare to others and this encourages outcome attribution to ability (Ames, 1992). The means of such performance goal is to outperform others. However, as student do not have control over the performance of the competitors, they have a relatively weak grasp of the means towards achieving their goals, thus weaker performance after failure the performance avoidance goal is likely to dominate as student afford social comparison that would reveal their incompetence.

Under self-reference (feedback), students are assessed on how thoroughly they have master specific skills or areas of knowledge. Students are thus more likely to adopt the learning goals to accumulate knowledge and exercise effort as the means in the learning process. Kulhavy and Stocks (1989) stated that self-reference comparison helps students to concentrate on their progress and adopt learning goals by doing so, student have relatively higher control over the means, their effort in learning than other performance as a result they may have a higher sense of performance. In a self-reference feedback those who fail would

attribute their failure to lack of effort and they will put more effort in other to succeed in the future. Those are at the upper tail will attribute their success to their ability and they will try as much as possible to succeed in any giving task in the future.

Classroom assessment (CA) refers to formative assessment conducted with the aim of enhancing both teaching and learning (Gronlund, 2003; Stiggins&Chappius, 2005; Shephard, 2000). It enables teachers to realize areas that students demonstrate mastery and those that they experience difficulties. Teachers use various methods of assessment to determine students' progress in learning and difficulties encountered (Popham, 2008).

Numerous studies have been carried out into the effectiveness of teacher feedback for improving student learning. Early researchers defined feedback narrowly as knowledge of test results, and investigated its effectiveness from a behaviourist perspective. Knowledge of results was one element in the cycle of stimulus (test item), response (student answer), outcome (correctness) and reinforcement (credit). Later research took a broader view: feedback included teachers' verbal communications intended to help students improve. Two major reviews of research into feedback and formative assessment were carried out by Crooks (1988) and Black and William (1998). Both reviews supported the view that feedback can lead to improvement, but does not always. It has to be well constructed and certain other conditions have to be satisfied. Research continues across all sectors of education, including higher education.

Teachers' classroom assessment feedback activities connote processes surrounding the decisions to be made by the teacher after a test is taken. These decisions could be in form of percentage, grade and score depending on which the teacher prefers to use; whereby comments/remarks are given based on each student's performance. It is a matter of common knowledge that whenever scripts or results are shown to students, they possibly complain about their scores while the teacher ought to explain why they missed some answers to the items used in assessing them. But in contrary to this, some teachers tend to overlook this aspect of assessment which is the cardinal component of continuous assessment aimed at enhancing student's performance in schools. It is therefore, imperative to appraise the activities surrounding the assessment feedback given by teachers in Osun State after every classroom activity because if the necessary feedback needed for better learning outcome is not provided appropriately; students may not be able to know why they are been marked right or wrong and it is tantamount to students not identifying their strengths and weaknesses so as to build upon it and readdress the factors that could hinder their academic success which will invariably assist them in choosing their subject of interest in higher school of learning, hence this study.

The specific purpose of this study is to:

➢   investigate types of assessment feedback activities used by Secondary Schools teachers in Osun State; and

➢   identify constraints classroom teachers face in assessment feedback activities techniques in Osun State.

Research Questions

In view of the above highlighted objective of this study, this research question was raised:

➢ What are the types of assessment feedback activities used by Secondary Schools teachers in Osun State?

➢ What are the constraints classroom teachers are facing in using assessment feedback activities technique?

Methodology

A descriptive survey design was adopted for the study. The population for the study comprised 5204 teachers (3147 males and 2057 females) in Osun State as provided by the Ministry of Education (2016). The sample for the study consisted of 288 teachers selected using multistage sampling procedure. Two Local Government Areas (LGAs) were selected from each of the three senatorial district of the State using random sampling technique. From each of the LGAs, four secondary schools were selected randomly to make a total of 24 schools. From each school, 12 teachers were selected using stratified sampling technique based on discipline (Science, Commercial and Arts) with four teachers selected from each discipline.

The instrument adopted was Teachers' Classroom Assessment Feedback Activities Questionnaire (TCAFAQ) Alabi, (2014) with three sections. The TCAFAQ was used to collect information on classroom assessment feedback activities of teachers. The first section of the instrument consisted of the teachers' characteristics such as sex, age, teaching experience and qualifications. The second section consisted of 9 items with response pattern of "yes" or "No", used to elicit information on the Classroom Feedback Activities in the school. The third section was an open-ended item requesting opinion of respondents on challenges faced by teachers in using assessment feedback. The TCAFAQ adopted had a reliability coefficient of $r = 0.81$. The content validity of sections A and B of the instrument were ascertained using expert judgment. Two hundred and eighty eight copies of questionnaire were administered while a total of Two hundred and seventy five was fully responded to and collected thereafter for analysis. Data collected were analyzed using frequency count, percentage and relative significant index.

Results

Research Question One: *What are the types of assessment feedback activities used by Secondary Schools teachers in Osun State?*

To answer this question, teachers' assessment feedback activities were first established through their responses to items on Section B of "Teachers Classroom Assessment Feedback Activities Questionnaire" (TCAFAQ) using percentage. The result is as presented in Table 2:

Table 2: Class Assessment Activities of Osun State Secondary School Teachers

Teacher Assessment Feedback Activities	Response				RSI	Rank
	Strongly Disagree	Disagree	Agree	Strongly Agree		
Students receive feedback in terms of the number of correct answers they obtained in the test only.	1(0.4%)	8(2.9%)	154(56.2%)	111(40.5%)	0.842	3
Students are given a list of the correct and incorrect item numbers.	0	12(4.3%)	169(61.2%)	95(34.4%)	0.825	6
I criticize students" performance when they don"t perform to my expectation.	1(0.4%)	12(4.5%)	154(57.2%)	102(37.9%)	0.831	5
Students are given a list that identified some of the incorrect item numbers and suggested strategies that could rectify them.	2(0.7%)	21(7.7%)	155(56.6%)	96(35.0%)	0.814	8
I say something positive about students" performance even when the performance is below my expectation.	0	7(2.6%)	131(48.0%)	135(49.5%)	0.865	1
I give students advice about how to improve their performance.	0	5(1.8%)	144(52.6%)	125(45.6%)	0.859	2
I describe students" performance in terms of their previous performance.	1(0.4%)	10(3.6%)	171(62.4%)	92(33.6%)	0.823	7
Students are given the percentage of accuracy.	8(2.9%)	43(15.8%)	123(45.1%)	99(36.3%)	0.786	9
Students are given feedback in terms of the number of correct answers and the percentile of ranking when compared to other students.	16(5.9%)	31(11.3%)	134(49.3%)	91(33.5%)	0.834	4

Table 2 presents the evaluative feedback procedure mostly used in teacher classroom assessment feedback activities. It can be seen that the most popularly indicated assessment feedback activities considered by the respondents was "I say something positive about students' performance even when the performance is below my expectation" with the largest RSI value of 0.865.It was revealed that 97.5% of the respondents use summative classroom assessment feedback activities, This was closely followed in terms of usage as indicated by respondents as "I give students advice about how to improve their performance" and "Students receives feedback in terms of the number of correct answers they obtained in the test only" with very high RSI values of 0.859 and 0.842 each; They were both identified by 98.2% and 96.7% respectively of the sampled teachers who engaged in the use of formative feedback in giving assessment feedback to their students. The least popular procedure considered by respondents in the evaluative feedback procedure was found to be "Students are given the percentage of accuracy" with the least RSI value of 0.786 and which was reportedly considered by only 81.4% of the of the sampled teachers who engaged in the use of norm-referenced feedback in giving assessment feedback to their students.

      Further analysis was carried out on teachers' response to the items of Section C of TCAFAQ; this was aimed at determining the types of assessment feedback that Osun State teachers engaged in giving the students classroom assessment feedback. The result is as presented in Tables 3:

Table 3: Summary of Teachers' Classroom assessment feedback activities

Teachers" Classroom assessment feedback activities	Frequency	Relative Percentage	Cumulative Percent
Summative/Formative/Norm/Self-Referenced	57	21.1	21.1
Summative/Formative/Self-Referenced	40	14.8	35.9
Summative/Formative	84	31.1	67.0
Summative/Formative/Norm-Referenced	38	14.1	81.1
Summative	51	18.9	100.0

The categories indicated above came about based on the responses given by the sampled teachers to the items used in measuring the different types of evaluative feedback identified in classroom assessment, those in agreement with the statements that relates to summative, formative, norm and self-referenced feedback were grouped as one and the same applies to all. The results as presented in Table 3 showed that 18.9% of the sampled teachers engaged the use of summative feedback only in giving classroom assessment feedback to the students. It was also shown in the Table 2 that (31.1%) of the teachers engaged the use of a combination of summative and formative evaluative feedback while 21.1% and 14.1% gave classroom assessment feedback to their students using a combination of each of summative/formative/norm-referenced/self-referenced and summative/formative/norm-referenced feedback types respectively. Furthermore, among the sampled teachers 14.8% reported that they gave classroom assessment feedback to their students using summative/formative/self-referenced.

Research Question Two: *What are the constraints classroom teachers are facing in using assessment feedback activities technique?*

To answer this question, the section C of the Teachers' Classroom Assessment Feedback Activities Questionnaire (TCAFAQ) contained free responses of the teachers on the plausible challenges they faced in classroom assessment feedback. The responses are presented in Table 4.

Table 4: Constraints faced by Classroom Teachers in Assessment Feedback Activities

Constraints	Frequency	Valid Percent	Cumulative Percent
Non conducive learning environment	19	8.6	8.6
Workload	7	3.2	11.8
Time factor	18	8.2	20.0
Over population/Overcrowded classrooms	12	5.5	25.5
Non availability of Instructional Materials	24	10.9	36.4
Indiscipline, Absenteeism and nonchalant attitude of students towards learning	74	33.6	70.0
Lack of fund for activities involving capital	1	.5	70.5
Teacher Professionalism	25	11.4	81.8
Record Keeping	1	.5	82.3
Social Media Distraction	2	.9	83.2
Inability to have access to the computer/internet	2	.9	84.1
Improper/No proper parental monitoring	11	5.0	89.1
Teachers' Welfare/Job Security	2	.9	90.0
Shyness/Low self-esteem of students	7	3.2	93.2
Slow learners/Retardness of some students	15	6.8	100.0

Table 4 showed the constraints identified by teachers that hinder classroom assessment feedbacks. It showed that 74 of the respondents (33.6%) claimed that "Indiscipline,

Absenteeism and nonchalant attitude of students towards learning" were the major constraints to their classroom assessment feedback activities. This is followed by 25 (11.4%) and 24 (10.9%) of the teachers were of the claimed that "Teacher Professionalism" and "Non availability of Instructional Materials" were constraints to classroom assessment feedback activities respectively. Other constraints identified by the teachers as observed in the Table 4 include; "Non conducive learning environment" (19.6%), "Time Factor" (8,2%), "Slow learners/Retardness of some students" (6.8%), "Over population/Overcrowded classrooms" (5.5%) respectively.

Discussion of Findings

The present research investigated classroom assessment feedback activities with alook into the summary of teachers' classroom assessment feedback activities engaged by Osun State secondary school teachers in the teaching and learning process. Through different types of classroom assessment feedback activities, teachers orient students towards different achievement goals. In the use of formative and self-referenced classroom assessment feedback activities, students are encouraged towards a learning goal that emphasizes incremental self-improvement; on the contrary, summative and norm-referenced classroom assessment feedback activities point towards a performance goal, seeing the end product and outperforming others as success. In this study, teachers in Osun State secondary schools were found to be engaging in summative/formative. This is in line with the summations by Gronlund, (2003); Stigginsand Chappius, (2005); and Shephard, (2000) in which teachers are more comfortable with to achieve desired learning outcome. This is also supported by the studies carry out by Crooks (1988) and Black and William (1998). However, the study showed that most teachers in Osun State secondary school were engaged in activities that led to a combination of two or more classroom assessment feedback activities summaries. The study also ascertained that teachers' professionalism is an important factor for quality feedback that can improve teaching and learning in the classroom settings, this is confirmed in the studies by Zhang and Burry-Stock, (2003). As noticed this study that "Indiscipline, Absenteeism and nonchalant attitude of students towards learning" and "Professionalism" and "Non availability of Instructional Materials could result into smooth use of assessment feedback activities among teachers.

Conclusion

The study concluded that, the teachers are more comfortable with the use of summative/formative assessment feedback compare to other types of assessment feedback. Also, students behavior with respect to indiscipline, absenteeism and nonchalant attitude of students towards learning and teacher professionalism" and "non-availability of instructional materials" were responsible for the inadequate use of appropriate assessment feedback.

Recommendations

Based on the results of the findings, the following recommendations are suggested:
1. Classroom teachers should be provided with necessary materials and exposed to appropriate training that will enhance their skills in appropriate use of assessment feedback.
2. The students should be encouraged to participate in school activities so that assessment feedback could be made easy to carry out.

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