

Teachers' Perception on the Use of Affective Assessment on Personality Development of Secondary School Students in Ikwuano L.G.A. of Abia State.

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Abstract

Learning is associated with behavioural changes in the cognitive, affective and psychomotor domains. To properly determine the level of learning that has taken place, an assessment is needed. This assessment should be holistic. This study therefore examined teacher's perception on the use of affective assessment on the personality development of secondary school students in Ikwuano Local Government of Abia State. Descriptive survey research design was employed for the study. The study was guided by two research questions and one hypothesis. From population of 614, 242 teachers from public schools were randomly selected for the study. Use of Affective Assessment on Personality Development of Students (UAAPDS) questionnaire was designed, validated by three experts from the College of Education and used for data collection. Reliability coefficient of 0.85 was obtained using Pearson Correlation Technique. Mean and standard deviation were used to answer the research questions while t-test statistic was used to test the hypothesis at 0.05 level of significance. The findings revealed that affective assessment influences the personality development of secondary school students in Ikwuano Local Government of Abia State to a high extent. Findings also revealed that there was no statistical significant difference between the mean responses of male and female teachers on the extent effective assessment influences personality development of secondary school students in Ikwuano Local Government of Abia State. Based on the findings, it was recommended among others that school administrators such as principals and heads of schools should monitor the extent teachers conduct affective assessment in the various schools.

Keywords: Teacher's Perception, Affective Assessment, Personality development.

Introduction

Secondary school education helps in the formation of an individual's personality and prepares the person for future life. Education plays an important role in the overall development of individuals. The development of personality of the individual is the prime goal of education. Learning is associated with behavioural changes in the cognitive, affective and psychomotor domains. To properly determine the level of learning that has taken place on an individual, an assessment is needed. This assessment will be based in a whole or in parts to ascertain the level of progress of the learner (FRN, 2014). Assessment is a tool which can be used to ascertain the level of progress a learner has reached.

Assessment is an important aspect of teaching and learning. Assessment is the process of gathering information to monitor progress and make educational, personal and future decisions. Assessment as by Abdallah (2016) is a part of the educational process whereby instructors appraise students' achievement by collecting, measuring, analysing, synthesizing and interpreting relevant data about a particular object of interest in their performance under controlled conditions in relation to curricular objectives set for their level and according to the procedures that are systematic and substantively grounded. Abdallah (2016) further said that assessment requires students' performances numerical descriptions of the extent to which they possess specific characteristics or traits measured according to specific standards, tests or criteria serving as a source of evidence of many aspects of an individual students knowledge, understanding, skills and/or abilities.

According to Edglossary (2015), assessment in education as the wide variety of methods or instruments that educators use to evaluate, measure and document the academic readiness, learning progress, skill acquisition or educational needs of students. Assessment of students

must cover every aspect of learning and should be holistic as this will help to evaluate the overall performance and growth of the learner.

Thus, assessment is a process which reveals the development of a learner in the three domains (cognitive, affective and psychomotor) of learning, during a specific time frame. Consequently, it means that the three domains of learning should be graded or at least assessed so as to reveal to everyone the level of development a learner has attained. To achieve this, the learner must be assessed holistically and not neglecting any aspect of the domain to be assessed.

Assessment of students as a classroom practice is part and parcel of every teachers activities and those teachers who do not assess their students properly cannot be said to be doing their jobs as required (Abe in Jibueze, 2019). Assessment is designed in such away that it provides feedback. This feedback is important because it will help students to understand themselves, their progress towards goals set in place and also modify their behaviour in order to meet those goals. Assessment makes students learn, that is when students are able to see how they are doing in class, they would be able to determine their next level of action. Assessments motivate students. Students' reaction to assessment is very much applicable in the area of affective assessment.

Effective assessment of the students; affective domain helps them to change the defective attitudes dictated.

Assessment equally helps teachers to evaluate themselves by seeing if their teaching has been effective or otherwise. Unfortunately, it has been found that most teachers do not assess their students holistically. When one aspect of the domain is neglected, it will definitely affect the individuals well being. Nwachukwu and Ogudu (2014) in their study stated that teachers are not comprehensively assessing students in the three domains of learning, rather they pay

attention only in assessing the cognitive domain. The cognitive domain cannot be isolated from the other domains especially the affective domain. When the affective domain is neglected it may affect the personality of the learner which will eventually lead to other psychological problems in the future. For cognitive processes to occur, the affective domain must be in place (Jibueze, 2019).

The affective domain is part of Benjamin Blooms taxonomy that is important in the evaluation of students holistic achievement. The affective domain explains learning objectives that places emphasis on a feeling tone, an emotion or a degree of acceptance or rejection. Some of the measurable items of the affective domain that can be found in the report cards of students include; punctuality, neatness, honesty, conscientiousness, determination, hard work, empathy, obedience and patience. These are very important components of personality. It is the responsibility of the teacher to ensure that the learner posses these qualities. This can only be achieved by assessing the affective domain. This type of assessment is referred to as the affective assessment.

The term affective assessment is referred to assessing the affective domain of a student in his/her report card. The purpose of report card is to pass out information about students growth in attitude, cognitive and physical skills. Affective assessment is an assessment based on the student's attitude, interest and values (Despay, 2014). In the words of Givens (2023), affective assessment focuses on characteristics such as an individual's motivation, attitude toward learning, and feelings of self-efficacy. According to Bishop (2016), affective assessment involves the measurement of the personal aspects that impacts learning, such as students perceptions, viewpoints, feelings, attitudes etc and are connected to the affective side of learning. In the view of Belamia (2023), affective assessment is a method used to evaluate

individuals' emotional, social and attitudinal aspects. He further stated that it involves measuring and analysing subjective experiences, attitudes and feelings, providing insight into one's affective states and their impact on learning, behaviour and well being. Affective assessment deals with affects which are generally referred to as emotions and feelings and is thought to encompass broader qualities that include temperament, personality, attitude and value. From the above views and definitions, there is no doubt that affective assessment is geared towards personality development.

Personality is an individual's characteristic pattern of thought, emotion and behaviour. Personality arises from within the individual and remains fairly consistent throughout an individual's life. It is a permanent trait and unique characteristics that give both consistency and individuality to a person's behaviour. Kendra (2015) defined personality as the characteristic pattern of thoughts, feelings and behaviours that make an individual unique. Behavioural theories as proposed by Skinner (1938) and Watson (1913) suggested that personality is as a result of interaction between the individual and the environment. While this may be partially correct, it shows that the school has a role to play in the personality development of the learner. Where the school did not play its part well in the personality development of a child, it may lead to defective personality which is dangerous to the family, school, community and the society in general.

When the personality of a student is not well developed, it leads to low self-esteem. Teachers are therefore encouraged to effectively assess students in the affective domain. If the assessment is effectively or adequately done, it promotes good virtues and corrects bad behaviours. It will help students to shape their lives correctly.

Glassman (2012) noted that when the personality is carried out, it reveals the strength and weakness of the students. This helps the teachers and parents/guardians to provide assistant to the students in areas of weaknesses in order to produce better personalities. This assessment will also give the student the opportunity to improve in their areas of weakness.

The major problem observed in educational assessment is the neglect in the assessment of the affective domains of the learner. It has been observed by the researchers that teachers in the area of study focuses more attention on cognitive assessment more than personality as seen in our children's and wards report cards. That area of assessment are hardly touched. Even when it is assessed you will notice that it was not done effectively. This is because some of the students who are truants are given high rating in attendance by their teachers. Those who want to assess the affective domain of their students randomly rate the areas. One of the challenges of affective assessment is levels of standard procedure or technique and accurate instrument for affective assessment. Although there are some instruments for affective assessment such as self-reporting, interviews, observation, multiple procedure, multiple services, naturalistic inquiry, standardized self-report, check list, oral questions, squeal record notes and monitoring student thinking. In all these, most teachers if not all do not give attention or consider the use of any foe effective assessment. The teachers may not have the time to develop any of this instrument to use. The government through its relevant agencies could not spend money to develop any of this instrument. Another challenge is the accuracy of measurement. The present method used in students dossier hardly give the correct teacher of the student affective.

Teachers perception of affective assessment has left much to be derived. Teachers in most cases look at affective assessment as additional work load, despite the fact that the teachers know the important of this kind of assessment. Infact the perception of teachers about affective

assessment is tending to the negative axis. The teachers often because of this perception neglect the assessment of affective domain of learning (Nwachukwu and Ogudu, 2014).

The worst part of this issue of non-effective use of affective domain is that parents and guardians who should have been concerned hardly look at that section that is concerned with the personality of their children and wards. They are only interested in the cognitive assessment. This attitude has brought about a lot of defective personality in the society.

The researchers selected to study the affective domain out of the three domains that deals with students attitude, interest and values. Observing the number of defective personality among our young ones motivated the investigation. Meanwhile, the teacher is supposed to assess the students in the three domains. They should not neglect any aspect of the domain. Teachers are supposed to pay special attention and do proper assessment on the affective domain of their students as this will help to produce students who have developed good personality.

One of the jobs of the teacher is student assessment. If teachers do not carry out their jobs properly it might affect the life of the student. For instance, a student can be a bully and yet does well academically. If no one takes interest in that aspect of his life, it will affect his personality and eventually may affect his academic performance later.

The personality development of an individual is very necessary for having an egalitarian and sustainable economy and a nation. We need individuals with great personality traits to sustain the economy. Hence, the motivation to investigate the influence of the use of personality on the personality development of secondary school students in Ikwuano L.G.A. of Abia State.

The following research questions were posed to give direction to the study:

- i. To what extent does affective assessment influence personality development of secondary schools students in Ikwuano L.G.A. of Abia State.

- ii. What are the ways of improving teachers' assessment practices.

Hypothesis

HO1: There is no significant difference between the mean responses of male and female teachers on the extent to which affective assessment influences students' personality development.

Methodology

Descriptive survey research design was used to carry out this study. This design is appropriate for the study as the researchers used questionnaire to obtain information on the influence of the use of personality on the personality of secondary school students in Ikwuano L.G.A. of Abia State. This is because it provides an effective way of collecting information from a sample study and infers the findings on a large population.

The population of the study comprised 614 teachers (113 males and 501 female) from 16 public secondary schools in Ikwuano L.G.A. of Abia State. The sample size of the study was 242 teachers using stratified proportionate simple random sampling technique in the strata of 109 male and 133 females. The sample size was determined through the use of Morgan and Krejcie table of 1970.

The instrument for collecting data was a well-structured questionnaire titled "Use of Affective Assessment on Personality Development of Students (UAAPDS) Questionnaire. The questionnaire was developed to elicit specific information for the research and structured along a modified four point scale of measurement ranging from: Very High Extent (VHE)4, High

Extent (HE) 3, Low Extent (LE) 2, and Very Low Extent (VLE) 1 for research question one and Strongly Agree (SA) 4, Agree (A) 3, Disagree (DA) 2, and Strongly Disagree (SD) 1 points for research question two respectively. The real limit of numbers: (0.05-1.49- Very Low Extent, 1.50-2.49- Low Extent, 2.50-3.49 – High Extent, 3.50-4.49- Very High Extent) guided the decisions made on the result of research question one while in research question 2 any item with mean response equal or above 2.50 was considered agreed where as those below were regarded as disagree. For face validation, copies of the initial draft were subjected for scrutiny by three experts, two from Psychology and Counselling and one from Measurement and Evaluation. Modifications from the validates were effected in the final copies of the instrument. Test-retest reliability method was used to establish the reliability after a two-week interval. Reliability coefficient of 0.85 was obtained using Pearsons Correlation Moment Technique (PCMT). The UAAPDS questionnaire has three sections viz; Section A elicited demographic data from the participants. Section B was made up of eight items on the extent the use of affective assessment influences personality development of secondary schools students while section C comprised six items on ways of improving teachers' assessment practice. The researchers administered the questionnaire on the respondents and completed questionnaires were retrieved immediately to avoid losses. The collected data were analysed using mean and standard deviation with a benchmark mean of 2.5 and above as agreed and below it as disagreed to answer the research question 2 while t-test statistic was used to test the hypothesis at 0.05 level of significance. The null hypothesis was not rejected only where the p-value is greater than the alpha level of 0.05 and was rejected where the p-value was less than the alpha of 0.05. ($p \leq 0.05$ -reject H_0 , $p > 0.05$ - not reject H_0). The result of the study was presented on tables as shown below.

Research Question One: To what extent does affective assessment influence personality development of secondary school students in Ikwuano L.G.A. of Abia State.

Table 1: Mean and Standard Deviation of Responses on Extent Affective Assessment Influence Personality Development of Secondary School Students in Ikwuano L.G.A. (N=242)

S/No	Item Statement	\bar{X}	SD	Remarks
1	Affective assessment reveals the strength of the students which in turn influences students personality development	3.45	0.50	High Extent
2.	Affective assessment reveals the weaknesses of the student which influences their personality development	3.16	0.47	High Extent
3.	Knowing students abilities through affective assessment and improving on them influences students' personality development	3.11	0.77	High extent
4.	Feedback from affective assessment motivates students to work harder and do better which influences the students personality development	3.18	0.69	High Extent
5.	Proper assessment of affective domains influences students personality development	2.98	0.85	High extent
6.	Good training and enforcement of the proper use of affective assessment by teachers will influence students personality development	3.06	0.68	High extent
7.	Affective assessment helps the students discover themselves and this influences the students' personality development	2.89	0.68	High extent
8.	Proper use of affective assessment provides a teacher/student relationship and this relationship influences the students' personality development	3.27	0.65	High extent
	Grand Mean	3.14	0.66	High extent

Table 1 shows data on the mean scores of teachers response on the use of affective assessment on the personality development of students. The table reveals that, all items have mean scores above the criterion mean of 2.50. The grand mean of 3.14 which falls within the high extent range of the real limit of numbers affirmed that respondents agreed that affective assessment

influences the personality development of secondary school students in Ikwuano Local Government Area on a high extent.

Table 2: Mean and Standard Deviation of Responses on Ways of Improving Teachers' Assessment Practices

S/No	Item Statement	\bar{X}	SD	Remarks
1.	Teachers should improve their pattern of the use of affective assessment through workshop/seminar attendance.	2.98	0.75	Agreed
2.	Affective assessment should be an ongoing process frequently carried out by teachers	3.29	0.69	Agreed
3.	Affective assessment should be student-based to allow students agree with the teachers assessment	2.74	0.83	Agreed
4.	Assessment practice that encourages students to express their views on their own assessment should be applied	2.92	1.01	Agreed
5.	One particular method of affective assessment should not be used in the assessment of students	3.36	0.71	Agreed
6.	School administrators should make it a point of duty to inspect the report cards of students especially in the area of affective domain to enforce proper assessment of students by teachers	3.21	0.84	Agreed
Grand mean		2.86	0.80	Agreed

Results of table 2 indicated that the respondents agreed that teachers' method of assessing students on the affective domain should be improved. This is shown by the grand mean scores of the items being greater 2.50.

Table 3: t-test Analysis of Male and Female Teachers' Responses on the Extent Effective Assessment Influences Personality Development of Secondary School Students in Ikwuano Local Government Area

Gender	N	\bar{X}	SD	Df	t-cal	p-value	Decision
Male	109	25.04	1.77	240	0.50	0.61**	Accepted H_0
Female	133	25.13	1.80				

** Not significant at $p > 0.05$

Data in table 3 shows a P-value of 0.61 which is greater than 0.05 alpha level at 240 degree of freedom. This shows that the hypothesis of no significant difference was accepted. Therefore, there is no significant difference between the mean responses of male and female teachers on the extent affective assessment influences personality development of secondary school student in Ikwuano L.G.A. of Abia State. The implication is that gender has no significant influence on the extent affective assessment influence personality development of students.

Discussion of Findings

The data presented in Table 1 showed the mean rating of teachers on the influence of affective assessment on the personality development of secondary school students in Ikwuano L.G.A. of Abia State. The result showed that the mean response of respondents in all the items (1-8) ranged between 2.87 and 3.45 and are within the real limit of numbers range of 2.50- 3.49. This implies high extent mean responses in all the items. The grand mean of 3.27 also fall within the high extent range of the real limit of numbers. This confirmed that respondents agreed that affective assessment influences the personality development of secondary school students in Ikwuano L.G.A. of Abia State to a high extent.

Also, data in Table 3 shows a P-value of 0.61 which is greater than 0.05 alpha level at 240 degree of freedom. This shows that the hypothesis of no significant difference between the mean responses of male and female teachers on the extent affective assessment influences personality development of secondary school students was accepted.

The findings in the study area revealed that affective assessment influences students' personality development to a high extent.

The finding is supported by the work of Glassman (2012) who noted that when assessment of the affective domain is carried out, it reveals the strength and weaknesses of the student. The

finding equally supported by the view of Sunshant (2018) who stated that personality development helps students to develop healthy relationship to a large extent if teachers continually carry out the assessment of the students diligently. The result implied that where proper affective assessment of secondary school students are carried out, the students' weaknesses in traits and behaviour could be easily spotted out and be handled on time for correction purposes. This is to ensure that they do not feel alienated. Also, students who have exhibited good personality traits and behaviours after assessment should be motivated and encouraged to sustain such personality.

Data from table 2 on ways to improve teachers' assessment practices showed that the mean responses in all the items (1-6) ranged between 2.74 and 3.36 and are all above the mean benchmark of 2.50. This showed that respondents agreed that all the items on the table as ways of improving teachers' assessment practice with item 5 stating that one particular method of affective assessment should not be used to assess students (3.36) ranking the highest. This implies that other method of assessing students' affective domain should be employed such as involving the students in the assessment process. This finding is in line with the findings of Jibueze (2019) which identified making assessments student-based as improving assessment practices of teachers.

This study is timely and of great significance to education stakeholders because it may provide them with information on the importance of carrying out affective assessment properly since it affects the personality development of students.

CONCLUSION

Assessment is a process which reveals the development of a learner in the three domains of learning during a specific time frame. Teachers are supposed to assess their students in the

affective domain and not only in the cognitive domain as this would produce students who have developed good personality traits and good behaviours. The teachers can easily assess students on the affective domain without much struggle because he/she is always with the student and should be able to dictate their behaviours. It requires patience and having interest in what the students are doing both academically and otherwise. Diligence is required to achieve proper affective assessment by teachers. If the teachers do not carry out their job effectively, it might affect the personality of the student which will be to the detriment of the society.

Affective assessment influences personality of secondary school students to a high extent and there are ways teachers can improve their assessment practices as revealed for the betterment of the society.

RECOMMENDATIONS

The following recommendations are made in line with the findings and conclusions of this study.

1. Teachers in secondary schools should be regularly exposed to workshops on the various practices involved in carrying out assessments.
2. School administrators such as principals and heads of schools should monitor the extent teachers conduct affective assessment in their various schools.
3. School administrators should liaise with the government to have uniform, measureable items on the affective domain of students.
4. Students identified to have personality challenges through affective assessment should be referred to the school counsellor early for effective adjustment.

5. Students should be allowed to be part of the assessment of their affective domain in order to expose them to their defective traits early. This will help them to submit easily to counselling and be able to correct their anomalies.
6. Educational Psychologist should develop a valid and reliable instrument for assessment of affective domain of learning.

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