

Ibadan Journal of Educational Studies

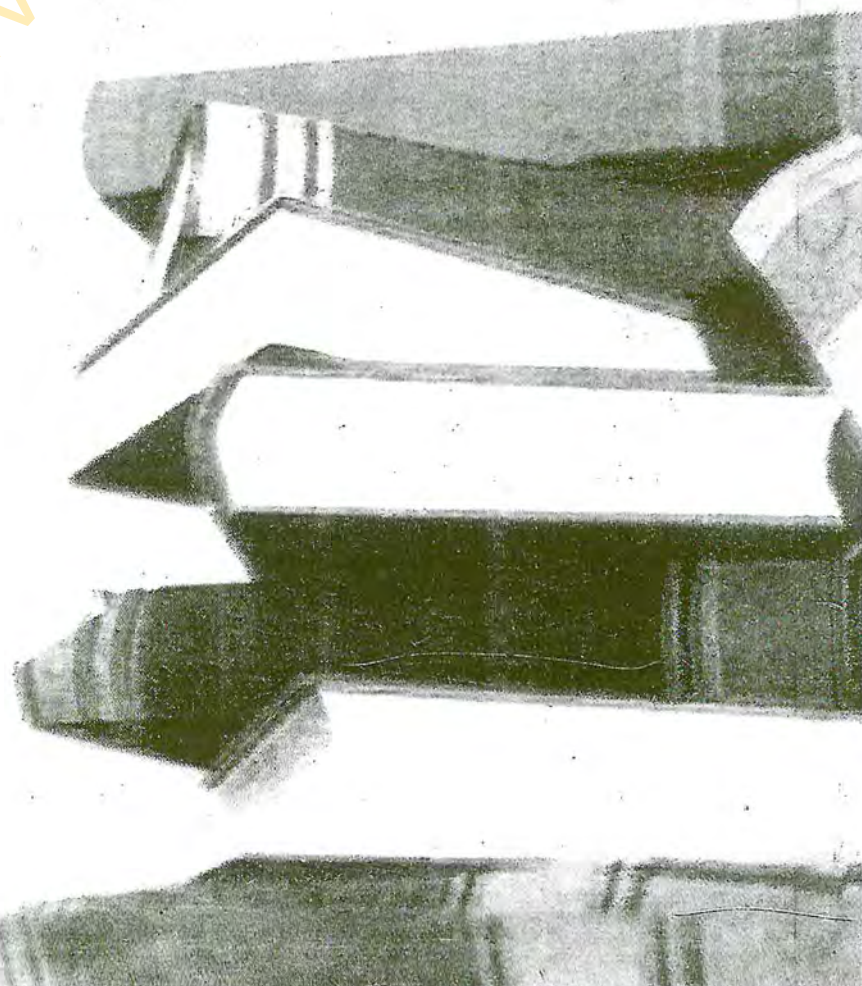
(IJES)

Vol 16, Nos. 1 & 2,

JANUARY / JUNE, 2019

ISSN: 1596-5953

IBADAN UNIVERSITY LIBRARY



IJES (2019) Vol. 16, No 1

**Ibadan Journal
of
Educational Studies
(IJES)**

**ISSN: 1596-5953
Vol. 16 No. 1, 2019**

IJES (2019) Vol. 16

Editorial Board

Chairman/Editor-In-Chief

Prof. J. K. Mojoyinola

Deputy Editor-In-Chief

Dr. D. O. Fakeye

Business Editor

Dr. J. O. Fehintola

Associate Editors

Prof. P. Abu

Prof. A. A. Sarumi

Prof. F. O. Ezeokoli

Dr. E. A. Isah

Dr. B. M. Oweghoro

Dr. K. A. Aramide

Editorial Advisers

Prof. J. A. Ademokoya

Prof. C. O. O. Kolawole

Prof. O. A. Moronkola

Prof. M. K. Akinsola

Prof. I. Nwazuoke

Prof. D. Egunyomi

Prof. R. O. Akinbote

Prof. K. I. N. Nwalo

Prof. Ike Ukeje *Kennesaw State University, Georgia, USA*

Prof. Chan Williams *University of Florida, USA*

Prof. Regis Chirese *Great Zimbabwe University, Zimbabwe*

Prof. L. O. Amusa *University of Science And Technology, Venda, South Africa*

Prof. Olivia Frimpong *University of Legon, Ghana*

Prof. Maurice Amutabi *University of Nairobi, Kenya*

Abdulfatai Adekunle Owodunni

*Department of Guidance and Counselling,
University of Ibadan, Ibadan, Nigeria*

K. P. Amore,

*Department of English, College of Humanities,
Tai Solarin University of Education,
Ijebu Ode, Ogun State, Nigeria*

O. Mabekoje

*Department of English, College of Humanities,
Tai Solarin University of Education,
Ijebu Ode, Ogun State, Nigeria*

L. J. Orisadare

*Department of General Studies, Ogun State College
of Health Technology, Ilese-Ijebu, Ogun State, Nigeria.*

Abijo J.A.

Institute of Education, University of Ibadan, Nigeria

Araromi Maxwell Olakunle

*Department of Arts and Social Sciences Education,
University of Ibadan, Ibadan, Nigeria*

Oyesola Deborah Oluwayomi

*Department of Arts and Social Sciences Education,
University of Ibadan, Ibadan, Nigeria*

Ezekiel Olusegun Babatunde

Institute of Education, University of Ibadan, Ibadan

Bukola Olayide, Ajijola

Institute of Education, University of Ibadan, Ibadan

Oláláyé Samuel Káyòdé

*Department of Religious Studies,
University of Ibadan, Ibadan, Oyo State, Nigeria*

Adekoya Julius Sunday

*Department of Religious Studies,
University of Ibadan, Ibadan, Oyo State, Nigeria*

Theresa. E. Atakpo

*Department of Educational Management and
Foundations, Delta State University, Abraka.*

Olalaye Yemisi Lydia

*Department of Social Work,
University of Ibadan, Nigeria*

Jane Roli Adebuseyi

Babcock University, Ilisan Remo, Ogun State

Adebayo Oluwole

*Department of Guidance and Counselling,
University of Ibadan, Ibadan*

Njah-Joseph C. H

*Educational Evaluation and Counselling Psychology,
Faculty of Education, University of Benin*

Adeyemi F. T.

*Educational Evaluation and Counselling Psychology,
Faculty of Education, University of Benin*

Olusegun A. Egunjobi

*Centre for Educational Media Resource Studies,
Faculty of Education, University of Ibadan, Nigeria.*

Florence O. Ajani

Kwara State University, Malete, Nigeria

Fehintola J. O.

*Department of Guidance and Counselling,
University of Ibadan, Ibadan, Nigeria*

Adetunmbi L. Akinyemi

*Department of Science and Technology Education,
Faculty of Education, University of Ibadan, Nigeria*

A. E. Oke

*Department of Science and Technology Education,
Faculty of Education, University of Ibadan, Nigeria*

Biokoro Ogharen B.

*Department of Educational Management and
Foundation, Delta State University, Abraka*

Adeyemo D. A.

*Department of Guidance and Counselling,
University of Ibadan, Nigeria*

Awosanya O. O.

*Department of Guidance and Counselling,
University of Ibadan, Nigeria*

Olúségún Peter Òkè

*Department of Religious Studies,
University of Ibadan, Ibadan*

Oyovwi Edarho Oghenevwede

*Faculty of Education,
Department of Science Education
Delta State University, Abraka,*

Ndidi Mercy Ofole

*Department of Guidance and Counselling,
Faculty of Education, University of Ibadan, Nigeria*

Adewole Abiodun A.

*Department of Social Work, Faculty of Education,
University of Ibadan,*

Famuyiwa S. A.

*Department of Human Kinetics and Health Education,
Faculty of Education, University of Ibadan, Nigeria*

Esther F. Fomsi

P. S. Esu

Chukwudeh S. Okechukwu

Department of Sociology, University of Ibadan, Ibadan

Jude Jepha Obiunu

*Department of Guidance and Counselling,
Delta State University, Abraka*

Ozuri Rachael

*Department of Guidance and Counselling,
Delta State University, Abraka*

1.	Influences of Academic Self-efficacy, Teachers' Quality and Academic Adjustment on Academic Failure among Secondary School Students in Oluyole Local Government Area of Ibadan <i>Abulfatai Adekunle Owodunni</i>	1
2.	Language Education Provisions in Nigeria's National Policy on Education: An Appraisal of Policy and Practice <i>K. P. Amore, O. Mabekoje and L. J. Orisadare</i>	10
3.	Effects of Thinking Journey Method as an Innovative Pedagogy for Enhancing Junior Secondary School Students Achievement in Yoruba Essay Writing <i>Abijo J.A.</i>	16
4.	Teachers' Awareness and Utilization of Assessment Techniques as Predictors of Students' Achievement in English Reading Comprehension in Ibadan North Local Government Area <i>Araromi, Maxwell Olakunle and Oyesola, Deborah Oluwayomi</i>	27
5.	Teacher Competence and Students' Attitude as Correlates of Students' Academic Achievement in Mathematics in Ibadan Metropolis <i>Ezekiel Olusegun Babatunde And Bukola Olayide, Ajjola</i>	34
6.	African Values of Extended Families': Past, Present and Future as Viewed by <i>Irosun Oyeke</i> in Ifa Divination System <i>Olaleye Samuel Kayode and Adekoya Julius Sunday</i>	40
7.	Developmentally Appropriate Practices in Childhood Institutions in Delta State, Nigeria <i>Theresa.E. Atakpo</i>	46
8.	Awareness and Practice of Providing Community-Based-Services on Development of Rural-Urban Projects in Nigeria <i>Olaleye, Yemisi Lydia and Jane Roli Adebunsiyi</i>	50
9.	Influence of Building Excellence Learning Style and Academic Motivation on Academic Performance of Secondary School Students in Mathematics in Delta State <i>Adebayo Oluwole</i>	57
10.	An Assessment of the Counselling Needs of Women Counsellors in Selected Educational Institutions in Benin City, Edo State <i>Njah-Joseph C. H and Adeyemi F. T.</i>	73
11.	Demographic and Psychological Factors as Determinants of School Library Media Centre Users' Satisfaction in Federal Unity Schools in North-Central Nigeria <i>Olusegun A. Egunjobi and Florence O. Ajani</i>	82
12.	Construction and Validation of Change in Attitude Scale <i>Fehintola, J. O.</i>	90
13.	The Use of Online Resources for Teaching and Learning: Teachers' Perspectives in Egbeda Local Government Area, Oyo State <i>Adetunmbi L. Akinyemi and A.E. Oke</i>	97
14.	Agenda 2030 Perspective on Gender Equality: Implication for Educational Administration in Delta State, Nigeria <i>Biokoro Ogharen, B.</i>	104
15.	The Effects of Career Management and Self-Efficacy Interventions on Career Adaptability of Unemployed Graduates in Ibadan, Oyo State, Nigeria <i>Adeyemo D. A. and Awosanya O. O.</i>	109
16.	Examining the Status of Traditional Rulers in the Pre-Post-Colonial Yoruba Society <i>Olusegun Peter Oke</i>	119
17.	Self-Monitoring Strategy and Students' Achievement in Biology in Ethiope East Local Government area, Delta State. <i>Oyovwi, Edarho Oghenevwede</i>	127
18.	Effective classroom management skills among serving teachers in Oyo state: implications for teacher preparations and professionalism in 2030 Education Sustainable Agenda <i>Ndidi Mercy Ofole</i>	132
19.	Emotional Intelligence, Work attitude, Interpersonal Relationship as correlates of Job Performance of Health Workers in Ibadan <i>Adewole Abiodun, A</i>	142
20.	Knowledge, Attitude and Hypertension at Risk Behaviour of Secondary School Teachers in Oluyole Local Government of Oyo State, Nigeria <i>Famuyiwa S. A.</i>	152
21.	Emotional Intelligence of Principals and Students Academic Performance in ICT and Mathematics in Akwa Ibom State, Nigeria <i>Esther F. Fomsi and P.S. Esu</i>	158
22.	Gender and Under-Five Mortality in Ibadan, Nigeria <i>Chukwudeh. S. Okechukwus</i>	166
23.	Peer Victimization, Parents' Socio-Economic Status and Social Phobia among Secondary School Students in Uvwie Local Government Area of Delta State <i>Jude Jephtha Ohiunu and Ozuri Rachael</i>	173

Teachers' Awareness and Utilization of Assessment Techniques as Predictors of Students' Achievement in English Reading Comprehension in Ibadan North Local Government Area

*Araromi Maxwell Olakunle and **Oyesola Deborah Oluwayomi

*Department of Arts and Social Sciences Education, University of Ibadan, Ibadan, Nigeria

Email: araromimaxwell@gmail.com

**Department of Arts and Social Sciences Education, University of Ibadan, Ibadan, Nigeria

Email: oyesola2014@gmail.com

Abstract

This study investigated teachers' awareness and utilization of assessment techniques as predictors of students' achievement in English reading comprehension in Ibadan North Local Government. Descriptive research design of correlational type was adopted. Simple random sampling technique was used to select thirty English language teachers and nine hundred and sixty students from public senior secondary schools in Ibadan North Local Government. The instruments used for data collection were: Questionnaire on English Language Teachers' Awareness of Assessment Techniques in Reading Comprehension (QEELTAARC) (0.77), English Language Teachers' Observation Scale on the Utilization of Assessment Techniques in Reading Comprehension (ELTOSUATRC) (0.75) and Reading Comprehension Achievement Test (RCAT) (0.88). Data collected were analyzed using Descriptive Statistics of Mean, Standard Deviation, Frequency Count and Percentage, Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis. Findings revealed that there were negative, non-significant relationships between English language teachers' awareness of assessment techniques, utilization of assessment techniques and students' achievement in Reading Comprehension. The composite contribution of English language teachers' awareness and utilization of assessment techniques to students' achievement in Reading Comprehension was not significant. The relative contribution of English language teachers' awareness of assessment techniques, utilization of assessment technique to students' achievement in Reading Comprehension was not significant. None of the independent variables significantly predicts students' achievement in Reading Comprehension. Based on the findings, it was recommended that various assessment techniques should be given more prominence in assessing students' achievement in Reading Comprehension.

Keywords: Teachers' Awareness, Utilization, Assessment Techniques, Reading Comprehension and Achievement.

Introduction

Reading is one of the language skills that students should learn and demonstrate competence in. Among the basic language skills of listening, speaking, reading and writing which every student has to imbibe in order to perform excellently well in any language related program, reading and writing have received the least attention in terms of teaching. Reading, which is an important skill, has not been given adequate attention in schools in the areas of provisions of reading materials, access to libraries and a place on the time-table in spite of the fact that it is a skill that students utilize to gain input from materials, symbols and other sources. (Kolawole 2005; Kolawole and Jire-A-lao 2015).

A universal agreement among educators is that the ultimate goal of reading is to comprehend text. As the National Institute of Child Health and Human Development (2000) directly pointed out, "Reading comprehension has come to be the essence of reading". Without comprehension, reading is reduced to a mechanistic and meaningless skill.

Research studies on reading comprehension have revealed that reading is a complex cognitive activity that is crucial for adequate functioning and for obtaining information in society and requires an integration of memory and meaning construction. Students need to know how to learn from reading in order to be able to enter the present literate society and have a successful communication. Klingner, et al. (2007) define reading comprehension as a multicomponent, highly complex process that involves many interaction between readers and what they bring to the text as well as variables related to the text itself. Here, the reader comprehends creatively in constructing the meaning needed from the text.

One of the reasons English Learners may experience challenges in reading is that they do not spend adequate time practicing the act of reading. Miller (2000) found that, "Students in remedial settings read roughly seventy-five percent less than their peers in regular reading classes". English language learners will not become proficient readers unless they are motivated to read at home and in

school. Miller found that if students do not establish sufficient reading habits in the earlier grades, their reading habits will begin to decrease significantly in upper grades. Comprehending text is a component that is difficult for English language learners to master because the students must first read the text, transfer the information to their first language, and then determine the meaning of the text. English language learners may have trouble when reading because they do not have English language proficiency, prior background knowledge, substantial grammar skills, and vocabulary to comprehend text. Many students can decode words but experience difficulties retelling or discussing a text because they do not understand what they are reading. When teaching these students how to comprehend text, the teacher needs to ask the students questions before they read, while they are reading, and after they have read. Some English teachers are lagging behind in their approach to teaching reading comprehension and also in the way they assess their students. The effect is poor performance among students. These teachers lack methods of imparting reading skills to students. The condition is so bad that some students find it difficult to read and understand a simple sentence. Amtheazi (2000) notes that there is an urgent need to investigate into the causes of poor reading. Researchers have done work on reading, especially how it affects the academic performance of students. Also, research has concentrated so much on how to improve the teaching of reading comprehension by using different cognitive strategies at the expense of assessing it. A cursory look at what goes on in the classroom shows that teachers only use paper and pencil tests more frequently rather than any other forms of assessment techniques that can help the students. Assessment is vital to the education process. It is an integral part of learning. Good assessment takes into account learning styles, strength and needs. The terms assessment and evaluation are often used interchangeably but in actual sense, they are two complementary phases of the same process. Assessment is the process of gathering evidence of what the child can do. Evaluation is the process that follows this collection of data, including analysis and reflection as well as decisions based on the data (ACELAC, 2014). Evaluation determines the value of programmes and acts as blueprint for judgment and improvement. The ultimate goal of evaluation is the facilitation of learning. Other immediate purposes of evaluation are: placement, diagnosis,

assessment and prediction (Fakeye, 2011). Assessment techniques are numerous for the list is in exhaustive but the researcher shall focus on some of them for the purpose of this study. Fakeye (2006), Agbesanwa (2014) listed out some of these techniques as follows: rubrics, portfolios, paper and pencil tests, performance tasks, classroom presentation, conferences, essays, exhibitions/demonstrations, interviews, learning logs, observation, questions and answers, quizzes, exit slip, tests, examinations, response, personal communication, achievement charts, rating scale, checklist, role play, anecdotal record, student self-assessment, simulation, selected responses, journals, cloze test and many others.

With the rapid technological development, the need for students who have cognitive skills such as problem solving, critical thinking, analyzing data, and presenting them orally and written format have increased (Dochy, 2001), that demand alternative forms of assessment to assess both learning process and learning outcomes. Black and William (1998) pointed that assessment should be integrated in the teaching and learning process. "Assessment is to be seen as a moment of learning, and students have to be active in their own assessment and to picture their own learning in the light of an understanding of what it means to get better".

"If educational measurement doesn't lead to better education for students, then we shouldn't be doing it ... the only reason educators ought to assess students is in order to make more defensible educational decisions regarding those students. That's really why educators should not be messing around with measurement to improve student learning" (Popham, 2008). This requires assessment techniques that focus on assessing what students know as well as what they do not know, and the use of multiple and complex assessment tools including written, oral, and demonstrations formats. Therefore, alternative assessment tools, such as rubrics, concept maps, portfolios, student Journals, self-assessments, and peer/group assessments are necessary to determine what students actually known and where they are in the learning process (Birgin, 2011).

In order to ameliorate the rate of students' failure in reading comprehension, scholars have suggested shifting focus from methods and strategies to assessment and feedback because quality of assessment could have great impact upon performance. Buhagiar (2007) argued that in order to provide every student with the best learning opportunity, traditional ways of assessment should be

replaced by alternative forms of assessment: "If we truly believe in inclusion and diversity which builds on the understanding that everyone is capable of learning and worthy of the best possible investment in his or her education, it becomes unsustainable to continue using an assessment model that has traditionally developed to focus on selection, certification and accountability" (Buhagiar, 2007).

From the foregoing, a review of empirical literature has revealed that previous studies on evaluation of attainment in English language had been largely limited to examination of assessment practices of teachers in English language class. Thus, there is a dearth of research in the areas of investigating the teachers' awareness and utilization of assessment techniques as predictors of students' achievement in English reading comprehension supplied in theoretical literature in Oyo State especially in Ibadan. It is against this backdrop that it has become necessary to conduct a research on teachers' awareness and utilization of assessment techniques as predictors of students' achievement in English reading comprehension in Ibadan North Local Government. It is against this backdrop that it has become necessary to conduct a research on teachers' awareness and utilization of assessment techniques as predictors of students' achievement in English reading comprehension in Ibadan North Local Government.

Statement of the Problem

Research findings have shown that most students in our schools have problem with reading comprehension because reading comprehension is not being assessed as expected. Researchers have concentrated so much on how to improve the teaching of reading comprehension by using different cognitive strategies at the expense of assessing it. In order to ameliorate the rate of students' failure in reading comprehension, scholars have suggested shifting focus from methods and strategies to assessment and feedback because quality of assessment could have great impact upon performance. It is against this backdrop that it has become necessary to conduct a research on teachers' awareness and utilization of assessment techniques as predictors of students' achievement in English reading comprehension in Ibadan North Local Government Area.

Research Questions

The study provided answers to the following research questions:

1. What is the relationship between English language teachers' awareness of assessment techniques, utilization of assessment techniques and students' achievement in Reading Comprehension?
2. What is the composite contribution of English language teachers' awareness and utilization of assessment techniques to students' achievement?
3. What are the relative contributions of English language teachers' awareness and utilization of assessment techniques to students' achievement in Reading Comprehension?

Design

The study adopted a descriptive research design of correlational type. Participants in this study were senior secondary school two (SSS 2) English language teachers and students in Ibadan North Local Government Area. The study covered thirty (30) English language teachers and nine hundred and sixty (960) students in public senior secondary schools in Ibadan North Local Government Area. Random sampling technique was used to select senior secondary schools in Ibadan North Local Government Area. Three instruments were used for data collection: Questionnaire on English Language Teachers' Awareness of Assessment Techniques in Reading Comprehension (QOELTAARC), English Language Teachers' Observation Scale on the Utilization of Assessment Techniques in Reading Comprehension (ELTOSUATRC) and Reading Comprehension Achievement Test (RCAT).

Questionnaire on English Language Teachers' Awareness of Assessment Technique in Reading Comprehension (QOELTAARC) was a self-designed questionnaire aimed at eliciting information on English language teachers' awareness of assessment techniques in reading comprehension. The reliability of the instrument was ascertained using Cronbach's Alpha and a reliability coefficient of 0.77 was obtained. English Language Teachers' Observation Scale on the Utilization of Assessment Technique in Reading Comprehension (ELTOSUATRC) was designed to observe English language teachers during the teaching of reading comprehension. It was a self-designed rating scale aimed at eliciting information on the various assessment techniques used by English language teachers in reading comprehension class. To ascertain the reliability, the instrument was trial tested on a separate sample of two (2) senior secondary English language teachers who were not part of the sample used in the study. Kappa was used to determine the

reliability and a reliability coefficient of 0.75 was obtained.

Reading Comprehension Achievement Test (RCAT) was adapted from New Concept English for Senior Secondary School Book. The questions were drawn parallel to the one set in external examinations. The test was based on supply response format. It was administered on students as posttest to measure students' performance after researcher's observation of the teachers various assessment techniques used in reading comprehension. The instrument was subjected to test-retest reliability on a sample of sixty two (62) senior secondary school two students. The reliability was determined using Pearson Product-Moment Correlation. The reliability coefficient of 0.65 was obtained.

1. What is the relationship between English language teachers' awareness of assessment techniques, utilization of assessment techniques and students' achievement in Reading Comprehension?
2. What is the composite contribution of English language teachers' awareness and utilization of assessment techniques to students' achievement?
3. What are the relative contributions of English language teachers' awareness and utilization of assessment techniques to students' achievement in Reading Comprehension?
1. What is the relationship between English language teachers' awareness of assessment techniques, utilization of assessment techniques and students' achievement in Reading Comprehension?
2. What is the composite contribution of English language teachers' awareness and utilization of assessment techniques to students' achievement?
3. What are the relative contributions of English language teachers' awareness and utilization of assessment techniques to students' achievement in Reading Comprehension?

Design

The study adopted a descriptive research design of correlational type. Participants in this study were senior secondary school two (SSS 2) English language teachers and students in Ibadan

North Local Government Area. The study covered thirty (30) English language teachers and nine hundred and sixty (960) students in public senior secondary schools in Ibadan North Local Government Area. Random sampling technique was used to select senior secondary schools in Ibadan North Local Government Area. Three instruments were used for data collection: Questionnaire on English Language Teachers' Awareness of Assessment Techniques in Reading Comprehension (QOELTAARC), English Language Teachers' Observation Scale on the Utilization of Assessment Techniques in Reading Comprehension (ELTOSUATRC) and Reading Comprehension Achievement Test (RCAT).

Questionnaire on English Language Teachers' Awareness of Assessment Technique in Reading Comprehension (QOELTAARC) was a self-designed questionnaire aimed at eliciting information on English language teachers' awareness of assessment techniques in reading comprehension. The reliability of the instrument was ascertained using Cronbach's Alpha and a reliability coefficient of 0.77 was obtained. English Language Teachers' Observation Scale on the Utilization of Assessment Technique in Reading Comprehension (ELTOSUATRC) was designed to observe English language teachers during the teaching of reading comprehension. It was a self-designed rating scale aimed at eliciting information on the various assessment techniques used by English language teachers in reading comprehension class. To ascertain the reliability, the instrument was trial tested on a separate sample of two (2) senior secondary English language teachers who were not part of the sample used in the study. Kappa was used to determine the reliability and a reliability coefficient of 0.75 was obtained.

Reading Comprehension Achievement Test (RCAT) was adapted from New Concept English for Senior Secondary School Book. The questions were drawn parallel to the one set in external examinations. The test was based on supply response format. It was administered on students as posttest to measure students' performance after researcher's observation of the teachers various assessment techniques used in reading comprehension. The instrument was subjected to test-retest reliability on a sample of sixty two (62) senior secondary school two students. The reliability was determined using Pearson Product-Moment Correlation. The reliability coefficient of 0.65 was obtained.

Results

Table 1: Correlation Matrix Showing the Relationship between Independent Variables and Students' Achievement in Reading Comprehension

Variables	Achievement in English Language	Awareness of assessment techniques	Utilization of assessment techniques
Achievement in Reading Comprehension	1		
Awareness of assessment techniques	-0.060 0.96	1	
Utilization of assessment techniques	-0.014 0.813	-0.220* 0.000	1
Mean	6.61	46.80	34.10
STD.D	0.973	4.629	6.133

* denotes significant at $p < 0.05$

Table 1 showed that there were negative, non-significant relationships between English language teachers' awareness of assessment techniques ($r = -0.060$; $p > 0.05$), utilization of assessment techniques ($r = -0.014$; $p > 0.05$) and students' achievement in Reading Comprehension. This implies that English language teachers' awareness and utilization of assessment techniques were not related to students' achievement in Reading Comprehension.

Table 2: Summary of Multiple Regression Analysis on Composite Contribution of Independent Variables to Students' Achievement

Sources of Variance	Sum of Squares	Df	Mean Square	F	Significant
Regression	1.254	2	.627	0.660	0.517
Residual	281.957	297	.949		
Total	283.211	299			

R = 0.067
R Square = 0.004
Adjusted R Square = -0.002
Std. Error of the Estimate = 0.97435

Table 2 revealed that the composite contribution of English language teachers' awareness and utilization of assessment techniques to students' achievement in Reading Comprehension were not significant ($F_{(2,297)} = 0.660$; $p > 0.05$). This implies that when English language teachers' awareness and utilization of assessment techniques were taken together, they did not contribute significantly to students' achievement in Reading Comprehension.

Table 3: Summary of Multiple Regression Showing Relative Contribution of Independent Variables on Students' Achievement in Reading

Model	Under standardized Coefficients		Standardized Coefficient	T	Sig.
	Beta	Std. Error	Beta (β)		
(Constant)	7.422	0.728		10.196	.000
Awareness	-.014	.012	-.067	-1.124	.262
Utilization	-.005	.009	-.028	-.479	.023

Table 3 revealed that the relative contribution of English language teachers' awareness of assessment techniques ($\beta = -0.067$; $t = -1.124$; $p > 0.05$), utilization of assessment techniques ($\beta = -0.028$; $t = -0.479$; $p > 0.05$) to students' achievement in Reading Comprehension were not significant. This implies that none of the independent variables predict students' achievement in Reading Comprehension.

Discussion

The results of the study revealed a weighted mean of 3.00 out of the maximum obtainable score of 4.00, which is higher than the standard mean of 2.50. This implies that the level of English language teachers' awareness of assessment techniques is very high. The finding of this study corroborates with the findings of Obioma (2010) which shows that a large proportion of the teachers have high awareness of assessment practices.

The result of table 3 showed that there were negative, non-significant relationships between English language teachers' awareness of assessment techniques ($r = -0.060$; $p > 0.05$), utilization of assessment techniques ($r = -0.014$; $p > 0.05$) and students' achievement in Reading Comprehension. This implies that English language teachers' awareness and utilization of assessment techniques were not related to students' achievement in Reading Comprehension. This is also against the view of (Clark et al., 2001), that teachers' awareness and utilization of assessment techniques enhance students' achievement.

The result of table 4 revealed that the composite contribution of English language teachers' awareness and utilization of assessment techniques to students' achievement in Reading Comprehension were not significant ($F_{(2,297)} = 0.660$; $p > 0.05$). This implies that when English language teachers' awareness and utilization of assessment techniques were taken together, they did not contribute significantly to students' achievement in Reading Comprehension and none of the independent variables significantly predicts students' achievement in Reading Comprehension. This result of this study is against the view of (McMillan, 2007; Popham, 2008) that the major purpose of conducting classroom assessment is to obtain information about students' progress in learning and the achievement attained.

The result of table 5 revealed that the relative contribution of English language teachers' awareness of assessment techniques ($\beta = -0.067$; $t = -1.124$; $p > 0.05$), utilization of assessment techniques ($\beta = -0.028$; $t = -0.479$; $p > 0.05$) to students' achievement in Reading Comprehension were not significant. This implies that none of the independent variables predict students' achievement in Reading Comprehension. However, since the results of the present study showed that teachers were aware of assessment techniques but did not utilize them in teaching and learning process, this makes the findings of the present study to

corroborates with the view of Goodrum et al. (2005) state that, ideally, assessment "enhances learning, provides feedback about student progress, builds self-confidence and self-esteem, and develops skills in evaluation" if properly used. This implies that if assessment techniques are not properly used, they will not predict students' achievement.

Conclusion

From the results of the study, it could be established that teachers were aware of the various assessment techniques but had poor utilization of assessment techniques which led to poor performance of students in Reading Comprehension. The findings of the study have significant implication for the students, teachers and curriculum developers. English language teachers must ensure the right attitude towards the use of assessment techniques so as to improve students' achievement. Teachers should not merely aim at teaching reading comprehension, but assess students' progress in reading comprehension using various assessment techniques.

Recommendations

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

1. Various assessment techniques should be given more prominence in assessing students' achievement in Reading Comprehension.
2. English Language teachers should be exposed to seminars, conferences and workshops on how to deploy various assessment techniques effectively in English Reading Comprehension classroom for better results.
3. Among the proposed measures to enhance utilization of classroom assessment techniques are training in classroom assessment by external experts, intensive follow-up activity after the training, and classroom observation.
4. Prompt and adequate feedback to students, parents, teachers, school authority and government on students' achievement should be encouraged.
5. Government and curriculum planners should endorse more effective assessment techniques to be adopted in schools for effective teaching and assessment of Reading Comprehension.

References

- ACELAC (Atlantic Canada English Language Art Curriculum). (2014). Assessing and evaluating students learning. Retrieved Sept.17, 2014 from www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/primary/studentaccesss.pdf.
- Agbesanwa, F.O. (2014). English language teachers' awareness and utilization of assessment strategies in selected senior secondary school in Ikenne local government of Ogun State. Unpublished Masters Project. Department of Teacher Education, University of Ibadan, Ibadan.
- Amutheazi, E. (2000). Education and the challenge of patriotism in Nigeria: A goodwill message. In Babarinde K. (Ed.) Education and the challenge of patriotism in Nigeria. A publication of Philosophy of Education Association of Nigeria.
- Barootchi, N. and Keshavarz, M. H. (2002). Assessment of achievement through portfolios and teacher-made tests. *Educational Research*, 44 (3).
- Birgin, O. (2011). Pre-service mathematics teachers' views on the use of portfolios in their education as an alternative assessment method. *Educational Research and Reviews*, 6(11), 710-721. Retrieved from <http://www.academicjournals.org>
- Buhagiar, M. A. (2007). Classroom assessment within the alternative assessment paradigm: revisiting the territory. *The Curriculum Journal*, 18(1).
- Clark, C. Chow-Hoy, T. K., Herter, R. J., Moss, P. A. (2001). Portfolios as sites of learning: Reconceptualizing the connections to motivation and engagement. *Journal of Literacy Research*, 33 (2).
- Dochy, F. (2001). A New Assessment Era: Different Needs, New Challenges. *Learning and Instruction*, 10(1).
- Dori, Y. J. (2003). From nationwide standardized testing to school-based alternative embedded assessment in Israel: Students' performance in the Matriculation 2000 project. *Journal of Research in Science Teaching*, 40 (1).
- Fakeye, D.O. (2006). Essentials of Language Testing. Resource Centre for Arts, Culture and Communication Development (Recadngo). Challenge Ibadan.
- Fakeye, D.O. (2011). Locus of control as a correlate of achievement in English as a second language in Ibadan. *The Journal of ISSN 2239-978X*.
- Goodrum, D., Hackling, M., and Rennie, L. (2001). The Status and Quality of Teaching and Learning of Science in Australian Schools. Canberra: Department of Education, Training and Youth Affairs.
- Kolawole, C.O.O. (2005). The state of reading in some selected secondary schools in South-western Nigeria. A preliminary report. *In issues in Language, Communication and Education*. Dada, A. Abimbade, A. and Kolawole, O.O. (eds) Ibadan, Counstellation Books.
- Kolawole, C.O.O. and Jire-Alao, E.O. (2015). Making Omelettes without breaking eggs: improving the comprehension skills of teachers of English as a second language in Nigeria secondary schools. *JISTE 19.1*.
- Klingner, Janette K., Sharon Vaughn and Alison Boardman. (2007). Teaching Reading Comprehension to Students with Learning Difficulties. New York: The Guilford Press.
- McMillan, J. H. (Ed.). (2007). Formative classroom assessment. New York: Teachers College Press.
- Miller, M. D., and Linn, R. L. (2000). Validation of performance-based assessments. *Applied Psychological Measurement*, 24(4).
- National Institute of Child Health and Human Development (NICHD). (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
- Obioma, G. (2010). Continuous Assessment Practices of Primary and Junior Secondary School Teachers in Nigeria, <http://www.180437-obioma.pdf> 1-7.
- Popham, W.J. (2008). Transformative Assessment. Alexandria, VA: Association for Supervision and Curriculum Development.