IMPACT OF EFFECTIVE EVALUATION OF STUDENTS ON THEIR ACADEMIC ACHIEVEMENT IN SELECTED SENIOR HIGH SCHOOLS IN ASSIN NORTH MUNICIPAL IN THE CENTRAL REGION OF GHANA

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Abstract: The general objective of the study is to critically examine the evaluation practices employed by teachers and its impact on students. The study type is a case study, undertaken within the Assin North Municipal in three senior high schools in the Central Region of Ghana. Using purposive sampling method, I selected six English teachers and 100 students for the study. The result accruing from the investigative study conducted by the researchers revealed that most of the teachers are adept and highly competent in their profession using appropriate evaluation techniques such as objective questions, group assignment, and provision of ample feedback for students and evaluation of students' understanding more than three times in a term. The study also revealed that most of the students are well informed to make English their career path, possesses basic knowledge and communicative skills. The investigative study also indicated that teachers assess students on various fronts, such as objective of the lesson, profile dimensions of the English syllabus and what WAEC often use for assessment. These approaches employed by the selected teachers had a positive impact on students so that they there was an improvement in their performance in English. Without a doubt, the study shows that students' academic performance improved due to the teachers' approach to evaluation practices as influenced by the supervisor in those selected schools. Approach to evaluation, as shown by the findings of the study, was proactive, result-oriented and didactic. However, there is room for improvement on the part of the teachers, it is recommended that teachers should strive to furnish students with feedback on time and provide ample comments on students' papers so as to facilitate understanding of core issues in the English language so as to ensure continued development of the students in communicating effectively in the king of languages – English.

Keywords*:* Effective, evaluation, achievement, impact, academic.

1. INTRODUCTION

Several educationists, researchers and scholars (Ankoma-Sey & Maina, 2016; Baffour-Awuah, 2012; Bernard & Goodyear, 2004) posit that classroom evaluation and monitoring of the teaching and learning process is essential to students' learning and achievement and helps teachers provide standardized report that tally with the subject-matter. In general terms, evaluation of instructional approaches plays a useful role in all educational institution

worldwide. According to Morrison (2010), the type of approaches or practices adopted by supervisors in evaluating teachers' mode of instruction will go a long way to influence students' academic achievement because, according to Morrison, teachers' mode of instruction is intimately connected to students' learning outcomes.

Huba and Freed (2000) and Allen (2004) broadly defined evaluation as the process of documenting, usually in measurable terms knowledge, skills, activities and beliefs. Davis, Herbst and Busick (2013) on the other hand, defined evaluation as an educational concept which comprises educational supervisors' effort in seeing that teachers approach or adopt practical means of helping students learn and to gauge students' progress. The role that evaluation plays in the sphere of education cannot be underestimated. Cowan and Cherry (2012) summarized the several roles of effective evaluation by supervisors:

i. Evaluation enables the teacher to set realistic instructional goals and objectives for the class.
ii. Evaluation helps the teacher discover the learning difficulties of the students and to provide remedial action.
iii. Evaluation aid in providing guidance and counselling in social and psychological adjustment problems that affect the pupils' performances in the classroom.
iv. Evaluation enables students to acquire certificates that are needed for employment in the world of work.

In Ghana, the traditional short examination which is summative was in use since the introduction of formal education. This form of evaluation has some disadvantages: it measures students' attainment by a one short examination. However, several influences like malpractices, illnesses and inability to follow instruction influence a student's final score. The reliability of some scores is therefore doubtful. Also, the one short traditional summative evaluation system promoted a 'bookish' type of education since it tally with what the syllabus prescribes in relation to internal and external examination.

However, it was soon realized that the one-short traditional summative evaluation was ineffective and so in 1987, the Ministry of Education of Ghana, introduced formative evaluation (continuous assessment) into the educational system. Since its introduction, formative evaluation has taken different forms and has played significant roles in ensuring quality transmission of knowledge in various subjects with improving students' academic attainment. However, some educationists (Ankoma-Sey & Maina, 2016; Anyagre, 2016) contended that if evaluation is not properly carried out it could lead to low academic performance by students. Citing the current failure of students in several courses such as Englishand English, Ankoma-Sey and Maina and Anyagre are of the opinion that inappropriate mode of evaluating students as coordinated by supervisors through the teachers is contributing to massive failure of students in core courses.

Hence, it is my desire to examine of the varied forms of formative evaluation adopted by teachers and its impact on students' academic achievement in the secondary school using selected senior high schools in the Assin North Municipal of the Central region of Ghana.

1.1 Statement of the Problem

In his study, Oduro (2008) indicated that in spite of GES efforts to improve students' academic achievement via supervisory role of evaluating students' learning in class, a large amount of work needs to be done because, according to Sithole (2010) students' are performing woefully in school which could be as a result of ineffective approaches by teachers in evaluating students. Sithole further stated that due to ineffective evaluation of students, several finish secondary school confused as to which career to pursue.

Maki (2010) asserts that the approach employed by teachers in connection with formative evaluation could either repel or attract students to the course. Effective approach to evaluation influences higher achievement in students and often arouses their interest in choosing a career path. On the other hand, improper form of evaluation done at inconsistent periods could create fear and panic among student so much so that they will only read to pass without considering the beneficial aspect of the course. It is against this backdrop that the researcher seeks to undertake this study so as to ascertain the evaluation practices employed by teachers and determine its impact on students' achievement.

1.2 Objectives of the Study

The general objective of the study is to critically examine the evaluation practices employed by teachers and its impact on students. The specific objectives are as follows:
  i.   To ascertain the types of evaluation employed by teachers in assessing their students.
  ii. To ascertain the impact of these evaluation approaches on students' achievement.

1.3 Research Questions

The study seeks to find answers to the following questions;
  i.   What types of evaluation techniques do teachers employ?
  ii. What are the impacts of evaluation on students' achievement?

1.4 Significance of the Study

This study is quite relevant academically and practically, because it will be very useful to a number of groups and individuals such as educational supervisors, researchers, teachers and students alike. The findings of the study will be especially relevant to both supervisors and teachers because it offers them ample opportunity to decipher the significance of using effective evaluation practice in evaluating students so as to achieve the lofty goals of helping students to make a career choice. The study will also help curriculum planners and stakeholders in education to formulate curriculum fostering practical and consistent evaluation of students in their various subjects. Though the study focuses on evaluation practices by teachers in Assin North Municipal, the findings and conclusions of the study will equally be relevant in other region of the country and overseas.

2. REVIEW OF RELATED LITERATURE

Evaluation is an important aspect of teaching and learning that, at the senior high schools identifies opportunities for further learning, describes student achievement, maintains standards, provides basis for the awards of a certificate (Victorian Curriculum and Assessment Authority, 2009). This is an indication that we cannot neglect evaluation in our school settings which shows that evaluaJion and instruction are the opposite of the same coin. According to Amartei (2013), evaluation is broadly defined to include all activities that teachers and students

undertake to get information that can be used diagnostically to alter teaching and learning. This is to show that there are a lot of items that comes to mind when evaluation is mentioned.

Hence, evaluation refers to the process of collecting, synthesizing and interpreting information as to facilitate decision making regarding students, curriculum and programmes and educational policies. However, Huba and Freed (2000), Allen (2004) and Davis et al. (2013) put evaluation in a context of pedagogy by properly defining educational evaluation as a process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. It can focus on the individual learner, the learning community, the institution, or educational system. In essence, three things are inevitable in evaluation and they are:

      a. measurement,

      b. test and

      c. assessment

Measurement is a procedure for assigning numbers to a specified attribute of a person in such a way that the numbers describe the degree to which the person possesses that attribute. Test on the other hand is a systematic procedure for observing and describing one or more characteristics of a student using a numerical scale while assessment is gathering information on a person, program or a process and trying to make appropriate judgement about the effectiveness of what is being evaluated.

The main objective of evaluation includes assisting in improving learning, teaching and academic advising at the individual, course, program and institutional level. Evaluation should be on-going, consistently applied, and based on the teaching and learning goals and objectives (Kwarteng, 2013). Amartei (2013) went further to group all these into five main headings which includes:

1. **instructional** management decision which helps teachers set realistic and achievable instructional goal and objectives for the class,

2. **selection** decision which makes institutions to decide that some people are accepted and while others are not,

3. **placement** which provides information and aids in grouping individual for instruction based on their individual differences,

4. **counselling and guidance** which also assist students in choosing careers and in directing them to prepare for the careers they have selected, and finally

5. **credentialing** and certificate which affords the students the opportunity to obtain certificates that are required for the world of work.

As shown in Figure 1, effective supervision of instruction will enable teachers employ evaluation in different ways. For example, the first section, by the left shows, that evaluation is for learning which often occurs when teachers use inferences regarding students' progress to inform their teachings. This suggests that teachers ought to know students' individual progress academically and especially in the chosen subject so as to plan appropriate evaluation in this regard. The figure also shows evaluation as a form of learning which represented what happens when students reflect on and monitor their progress which serves as a solid foundation for future learning goals. Finally, in relation to evaluation of learning, this refers to a situation wherein teachers use evidence of student learning to make judgements on students' achievement against goals and standards. These three purposes, FOR, AS and OF in relation to evaluation cannot be overemphasized especially in English since it involves mathematical reasoning and several concepts which must be adequately emasculated and digested academically by a student.

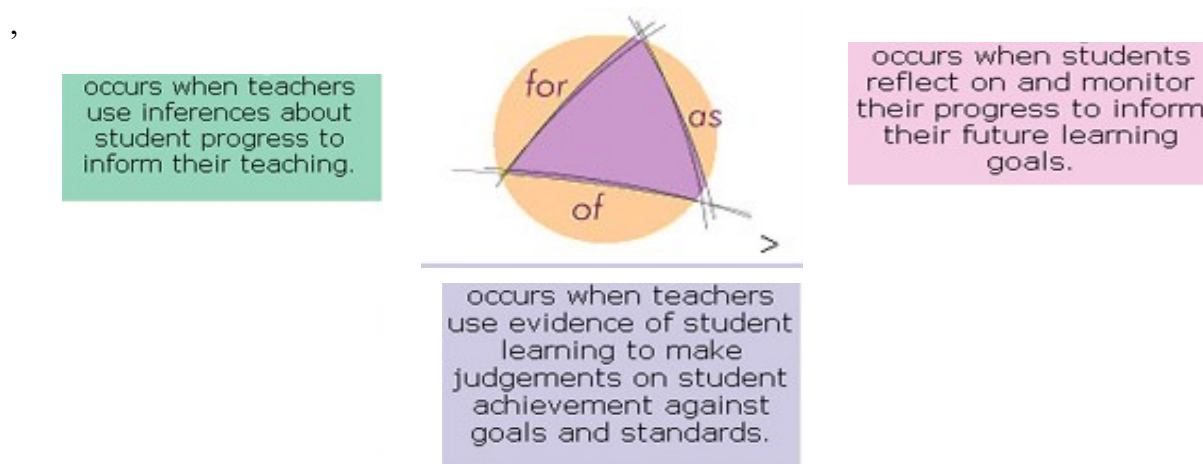Evaluation as depicted in the diagram below.

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Figure 1: Purposes of Evaluation

Source: http://www.education.vic.gov.au/school/teachers/support/Pages/advice.aspx, 2016.

2.1 Concept of practice

Essentially, evaluation can take different forms and focus especially in pedagogy these include diagnostic, summative and formative. Of the three, formative was discussed in detail. In defining formative evaluation, Owusu-Addo (2014) posits that it could be understood as the evidence obtained leading to a revision of a curriculum in terms of its effectiveness. It also provides information for improving the procedure and the materials. It is the practice of building a cumulative record of student achievement. Amartei (2013) also stated that this type of evaluation takes place in day to day experiences and involves on-going, informal observations through the term, course, semester or unit of study. Thus, it is the method of judging the worth of a program while the program activities are in the formative stage. The focus here is on the on-going process. Brookhart (2016) summarized the essence of formative evaluation as follows:
1. Focus on learning goals
2. Take stock of where current work is in relation to the goal
3. Take action to move closer to the goal.

2.2 Evaluation techniques employed by English teachers

This section enumerates some of the evaluation techniques used in the teaching and learning. These techniques are applicable and practical in achieving the central focus of senior high school subjects' curriculum, hence where necessary these techniques are adapted based on certain guidelines to suit their intended purpose, such guidelines include but not limited to, the teacher being clear about the learning target to be assessed, the technique matching the learning target and must be based on multiple indicators of performance. These are stated below:

Diagnostic: According to Ronan (2015), this type of evaluation is given at the beginning of the school year, or the beginning of a new unit of study. The essence of this technique is to attempt to quantify what students already know about a topic.

Norm-referenced tests: According to Ronan, this form of evaluation refers to tests that are designed to measure students against a national 'norm' or average in order to rank students against each other.

Criterion-referenced tests: This type of evaluation measures student's performance against a standard or specific goal. Unit and chapter tests could be referred to as criterion-referenced assessment.

Interview: This is the means of generating data from respondents through dialogue. Interview represents a direct attempt to obtain reliable and valid measures of characteristics, behaviours, feelings and attitudes in the form of verbal responses from respondents (Kuranchie 2014). This type of techniques is particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain response to questionnaires which may require further investigation (McNamara, 1999).

Questionnaire: This is also simply a tool for collecting and recording information about a particular issue of interest. However, Kuranchie, 2014 defines questionnaire as a collection of statements and questions on a paper to elicit answers to a research questions or test hypotheses. The list of questions or statements relates the rationale of the study and intends to elicit responses from the subjects, hence a veritable means of assessing their knowledge on the topic.

Formative: This evaluation is given throughout the learning process. The focus of formative evaluation is to determine how students are progressing through a certain learning goal.

Paper and Pencil Test: Paper-and-pencil instruments refer to a general group of evaluation tools in which candidates read questions and respond in writing. This includes tests, such as knowledge and ability tests, and inventories, such as personality and interest inventories. Due to the fact that many candidates can be assessed at the same time with a paper and pencil test, such tests are an efficient method of evaluation. In paper-pencil evaluations, students provide written responses to written items. Typically, paper-pencil evaluations include questions to answer, topics to address through paragraph responses, problems to solve, and others. Such tests can be helpful as measures of students' knowledge of language forms and their listening and reading comprehension ability (http://www.nclrc.org/essentials/assessing/traditional.htm, 2004).

In her study, Ronan (2015) explicated further on evaluation modes to include multiple choice questions, summative and others.

2.3 Impact of Evaluation on Students Learning

Unequivocally, the ducational sector has benefited and are presently benefiting from all the forms of assessment. For example, in order to achieve its primary objective, several research findings has shown that formative evaluation is usually interactive focused which often leads to significant learning gains (Herman, Osmundson, Ayala, Schneider, & Timms., 2006, March, 2007). Reviews of research on formative evaluation processes support the use of questioning, observation, and self-assessment. Similarly, Stecker et al. (2005) showed that research has demonstrated positive effects on student achievement with the use of curriculum based measurement (CBM). Frequent monitoring of student progress to a determined goal and

performance level results in higher achievement for students, particularly when teachers use the data collected to inform their instructional practices (Stecker, Fuchs, & Fuch, 2005).

Formative evaluation can be most directly used at the individual student level because it measures how a particular student is progressing in the instructional program and identifies where support may be needed. The focus on individual students provides immediate feedback on their progress within the curriculum. Formative evaluation may also be evaluated at the classroom level to inform teaching practices because it reveals how many students may be experiencing difficulty. If several students are having difficulty, then perhaps a more general change in instruction is needed. CBM in particular serves in these dual roles, but other types of formative evaluation such as portfolios and journals can be used in a similar way.

A primary use of evaluation data is in planning curricula. For example, if a school's performance on a state evaluation indicates high percentages of students who do not meet standards in writing, then the school could collect more information on its writing curricula, student writing performance (through portfolios or other classroom work), and professional development needs for its teachers. After collecting such information, the school may then review and adopt new writing curricula as well as provide professional development to its teachers in order to support stronger student achievement in writing. On-going evaluation of the writing program would be conducted through the use of formative and summative assessment. In this manner, when summative and formative assessments are aligned, they can inform the instructional process and support both the daily instructional practices of teachers as well as the longer-term planning of curricula and instruction.

Johnson & Jenkins stated that evaluation entails a collection of procedures that inform the learning process. Formative and summative evaluation entails integrated components of the larger process of assessment, instruction, and curriculum. However, an ample research base suggests that practitioners have difficulty implementing formative assessments (Marsh, 2007) and responding to data collected through summative assessments (Popham, 1999). When formative assessments are used in conjunction with summative assessment, the potential exists to improve outcomes for all students (Stiggins, 2002), both those meeting a minimum performance standard and all other students across the spectrum. Evaluation can only serve this purpose, however, when teachers are supported to implement and respond to the procedures through corresponding adjustments in their instruction (Herman et al., 2006; Marsh, 2007).

The expressions of Hallam, Kiston, Peffers, Robertson, Stobart (2008), testify glowingly to the beneficial outcome of evaluation especially formative and summative:

> *A major outcome...was the change in classroom practices which increased the active engagement of pupils, who were encouraged to take ownership of their learning rather than being the passive recipients of the delivery of curriculum.*

As shown in the quotation above, effective evaluation exerts much impact on students' achievement if supervisors and teachers approached it in a balanced way.

3. METHODOLOGY

The study type is a case study. A case study as cited in (Bell, 1999), is an umbrella term for a family of research methods having in common the decision to focus on inquiry around an instance. This study type is chosen because it gives the researcher an opportunity to study a

particular problem in detail within a given period of time. This will therefore, help me to get a general understanding of the topic at hand. It is thus undertaken within the Assin North Municipal in the Central Region of Ghana. The three senior high schools in the Municipal selected for the study will facilitate my efforts in gathering relevant data for the study.

Population in this study means a group of individuals that the researcher generalises his findings to. According to Seidu (2006) population is the totality of phenomenon of interest to the researcher. The work will target only English teachers and students in the selected senior high schools. Using purposive sampling method, I selected six English teachers and 100 students for the study. I employed purposive sampling because, selection is by choice; the sample chosen is thought to be typical of the universe with regard to the characteristics under investigation (Sarantakos, 2005). Tongco (2007) also stated that the purposive sampling technique (also known as judgmental sampling) refers to the deliberate choice of a participant due to the qualities the informant possesses. It is a non-random technique that does not need underlying theories or a set number of informants, hence the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard 2002, Lewis & Shepherd, 2006).

Set of questionnaire were employed for data collection. The questions were clear and unambiguous and also easy for respondents to understand and to respond accurately. The questionnaire consisted of four different sections: section A, B, C, and D. Section A elicited information on the biographic background of respondents such as gender, age, etc. Section B entails evaluation strategies adopted by teachers. The last section C provided information on the impact of evaluation on students' achievement.

The analyses of data procured were performed through Statistical Package for the Social Sciences (SPSS) version 17 and appropriate inferences were made in connection with the study. The study also employed several descriptive statistics such as frequencies, percentages, and tables so as to highlight and underscore the relevance of the study with the ultimate goal of achieving the objectives and essence of the study.

4. RESULT AND DISCUSSION

A sample of one hundred (100) students responded to the questionnaires. Also, a sample of six (6) teachers was used for the study. The views of the respondents are presented in the section that follows.

4.1 Analyses of Teachers' Demographic Data

Table 1 below shows the gender distribution of the respondents involved in the study. Gender is an important social, cultural and psychological construct, which describes the expected attitudes and behaviours a society associates with sex.

The first item in Table 1 indicated that 4 (66.7%) of the respondents were males whilst 2 (33.3%) was a female. The reason for the male dominance over the females could be due to the fact that the number of females working in the formal sector in Ghana is less than the number of males as indicated by the Ghana Statistical Service (2000) cited in Mends (2007). For instance many women are kept as housewives, and also a number of females have not had formal education.

Table 1: Teachers' Personal/Demographic Data

S/N	Item	Option		
		Gender	Frequency	Percentage%
1.	Gender	Male	4	66.7
		Female	2	33.3
	Total		**6**	**100.0**
2.	Age	25 – 30 years	3	50
		30 – 40	2	33.3
		40 and above	1	16.7
	Total		**6**	**100.0**
3.	**Status**	Professional	5	83.3
		Non-professional	1	16.7
	Total		**6**	**100.0**
4.	**Years of teaching**	Below 5 years	2	33.3
		5 years and above	4	66.7
	Total		**6**	**100**

n=6   (Source: Fieldwork, 2017)

This may be due to the number of males attending formal schools in Ghana which is more than the females as a result of societal stereotype that women are only meant to be in the Kitchen and cannot do things very well like men (Alhassan, 2011; Amoateng, 2013). Item 2 in Table 2 revealed that out of the 100 respondents drawn among the sample.

From item 2 in Table 1, statistic shows that majority of the respondents 3 (50%) are between the ages of 25 and 30 years, 2 (33.3%) are within the ages of 30 and 40 years of age. It was also seen that few 1 (16.7%) of the teachers was 40 years and above. This means considering the statutory retirement age for public and private institution workers in Ghana, many of the respondents are still very young and are having very long and fruitful years of service ahead of them, hence, they can contribute tremendously to national development via the education of its youth.

Item 3 in Table 1, revealed that majority of the respondents, 3 (50%) are professionals, while a fraction of the respondents 1 (16.7%) is not a professional. From the statistics in this section of the table, it can be implied that the selected schools are equipped with qualified teachers who are legally and educationally qualified to handle classroom instruction.

Item 4 in Table 1, revealed that majority 4 (66.7%) of the respondents have had 5 years and above" as working experience in the teaching field. However, the remaining individual (2) had 'below 5 years' of age. This means most of the respondents not only qualified to teach but they have also accumulated a lot of years of fruitful service which can buoy them in the teaching profession. students, 26 (26%) were between 16 to 17 years of age, while majority 68 (68%) of the respondents are between 18 to 19 years of age. The remaining few 6 (6%) of the respondents were 20 years and above. These computations implied that the respondents possessed the required characteristic needed for the study especially in relation to the ability to comprehend information provided in the questionnaire.

Essentially, Table 1 revealed that there are more male teachers (66.7%) than female (33.3%), also several (50%) of the teachers are between 25 to 30 years of age. Table 1 also revealed that majority of the respondents (83.3%) are professionals and most (66.7%) have had '5 years and above' working experience in the teaching profession.

4.2 Analyses of Students' Demographic Data

Findings from Table 2 vividly portray students' demographic data. Item 1 revealed that 60 male students representing 60% of the respondents and 40 female students representing 40% of the respondents, made responses to the study. This means the male students are more than the female students. Ghana Statistical Service (2000) provides insight into the reason the male may be more than the female.

Table 2: Students' Personal/Demographic Data

S/N	Item	Option		
		Gender	Frequency	Percentage%
1.	Gender	Male	60	60
		Female	40	40
	Total		**100**	**100**
2.	Age	16 -17	26	26
		18 – 19	68	68
		20 and above	6	6
	Total		**75**	**100**
3.	Academic Performance	Above Average	32	32
		Average	58	58
		Below Average	10	10
	Total		**100**	**100**

n=100   (Source: Fieldwork, 2017)

Item 3 in Table 2 revealed that 32 (32%) of the respondents are above average in their academic performance, while majority 58 (58%) of the respondents were average students. It is also noteworthy that only 10 (10%) of the respondents performed below average. These statistics shows that the students are really doing their best in English, although most of them (58%) were average in their scores.

In a nutshell, Table 2 has shown that majority (60%) of the students are males. Item 2 in Table 2 also indicated that majority (68%) of the students are between 18-19 years of age and item 3 also revealed that most (58%) of the students performed averagely academically.

4.2 Analyses of Research Questions

Responses to Research Questions

The study employed two research questions so as to elicit relevant information regarding the objectives of the study. In response to the questions on the questionnaire, participants responded 'Strongly Agree', 'Agree', 'Don't know', 'Disagree' and 'Strongly Disagree' to the statements under the research questions. For clarity purpose, responses to 'Strongly Agree', and 'Agree' statements were collapsed into the 'Agree' category whilst those of 'Strongly Disagree' and 'Disagree' were placed in the 'Disagree' category. As a result, there are three categories (include "Don't Know") for the tables under this section.

Research Question One (1): What types of evaluation techniques do English teachers use?

The purpose of this question is to ascertain the different types of evaluation measures installed by teachers to assess students' knowledge base and academic exposure in connection with the teaching and learning of English as a subject. Are the technique adopted by the teachers functional and realistic? Do these techniques tally or are directed towards achieving the objectives of English as a subject? The opinion of the teachers and students are presented in Table 3.

Table 3 shows that both the teachers and students are very aware of the several types of evaluation techniques employed during the process of teaching and learning. Indicative of this is the result of a comparison between the responses of teachers to the eight items in Table 3. For instance, Item 1 on Table 3 revealed that 87 (87%) of the students and 6 (100%) of the teachers, agreed with the notion that teachers provide students with objective questions. This suggests that it must have been a practice among the teachers to give students objective questions. Giving objective question, according to Downing (2004), on many assessments, reliability has been shown to improve with larger numbers of items on a test, and with good sampling and care over case specificity, overall test reliability can be further increased. This statement tally with Murayama (2009) expression, that objective question assists teachers to assess learning outcomes and predict future achievement, and due to their high reliability and predictive validity, they are rapidly replacing essay test.

Table 3: Teachers' and Students' responses on evaluation strategies used by teachers

Statement		Disagree		Don't Know		Agree	
		Freq.	%	Freq.	%	Freq.	%
1. Teacher give students objective questions	S	13	13	0	0	87	87
	T	0	0	0	0	6	100
2. Teacher mostly give students essay questions	S	88	88	0	0	12	12
	T	5	83.3	0	0	1	16.7
3. Teacher mostly give students group assignments	S	35	35	0	0	65	65
	T	1	16.7	0	0	5	83.3
4. Teacher assess student's performance more than three times in a term	S	22	22	0	0	78	78
	T	3	50	0	0	3	50
5. Teacher provide feedback to students	S	10	10	14	14	76	76
	T	0	0	0	0	6	100
6. Teacher provide feedback to students on time	S	89	89	11	11	0	0
	T	4	66.7	0	0	2	33.3
7. Teacher discuss feedbacks on assignments with students	S	76	76	19	19	5	5
	T	3	50	0	0	3	50
8. Teacher don't give comments on students' performance but just give a score	S	56	56	0	0	44	44
	T	3	50	0	0	3	50

n=106   (T=Teacher (6), S=Student (100))   Source: Field Survey, 2017

Findings from Table 3 (item 2) revealed that most 88 (88%) of the students and 5 (83.3%) of the teachers disagreed with the notion that teachers mostly give students essay questions. Although, few 12 (12%) of the students and 1 (16.7%) of the teachers agreed with the notion. Statistics from this section of the table shows that both the teachers and students are very aware that essay test are not often used in assessment, rather as Murayama (2009) indicated, objective

questions are gradually replacing essay tests because in line with Chan (2009), the subjective nature of essay assessments makes grading scores unreliable even for the same assessor at different periods. Also, grading could be affected by other factors such as handwriting and length of response and if students are aware of the topic of the essay at an early date, it may give rise to superficial learning where students concentrate all their efforts in completing the essay only.

Result accruing from Table 3 (item 3) shows that 65 (65%) of the students and 5 (83.3%) of the teachers were in total agreement with the notion that teacher mostly give students group assignments. However, few 35 (35%) of the students and 1 (16.7%) of the teachers disagreed with the notion. This means most of the teachers see the importance of groups assignment as indicated by Burke (2011) that group work on an assignment helps students develop teamwork skills which is invaluable in the labour market. Additionally, according to Burke, students who participate in collaborative learning get better grades, are most satisfied with their education, and are more likely to remain in school. It also helps students understand the importance of synergetic endeavour in accomplishing gigantic task in the work place.

Findings emanating from Table 3 (item 4) showed that 78 (78%) of the students and 3 (50%) of the teachers agreed with the notion that teachers assess students' performance more than three times in a term, although 22 (22%) of the students and 3 (50%) of the teachers disagreed with the notion. This statistics revealed that all the teachers were actually assessing student's performance more than three times in a term, however, majority are doing so as reflected in the response of the students. The advantage of assessing students' performance more than three times in a term as indicated by Brown and Hattie (2012) is that the higher the frequency of evaluation the better for much needed assistance rendered to the students because it helps students to vividly know their strength and gaps, what they may still need to learn spur them on to more activity in relation to their academic achievement.

Results from Table 3 (item 6) shows that 89 (89%) of the students and 4 (66.7%) of the teachers totally disagreed with the notion that teachers provide feedback to students on time, although minority 11 (11%) of the students and 2 (33.3%) of the teachers agreed that teacher often provide feedback to students on time. The large portion of both the teachers and students disagreeing with this notion suggests that oftentimes teachers do not readily provide students with feedback. When this is done it seriously hampers and mitigates students' achievement according to Spiller (2009).

Findings emanating from Table 3 (item 8) revealed that 56 (56%) of the students and 3 (50%) of the teachers disagreed with the notion that teacher don't give comments on students' performance but just give a score, on the other hand, minority 44 (44%) of the students and 3 (50%) of the teachers agreed with this notion that teachers only gives comments on students' performance. In effect, some of the teachers are actually giving only scores in relation to students' performance and are not so much interested in offering constructive comments on students' performance, which, according to Spiller (2009), has much potential to have a significant effect on student learning achievement. Hattie and Timperley (2007) indicated that the most improvement in student learning takes place as a result of timely and appropriate feedback about a task and how to do it more effectively so as to match learning goals. Though some teachers do not give comments or feedback but it is good to know that majority are given it and are thereby acting in harmony with Spiller and Hattia and Timperley.

So far, ample response has been provided in relation to research question One in Table 3. Among other things, the table indicated that majority of the teachers (100%) and students

(87%) agreed that teachers use objective questions for assessment, majority of the teachers (83.3%) and students (88%) also indicated that essay test is not often used for assessment. Additionally, most teachers (83.3%) and students (65%) indicated that teacher often give group assignment as a form of assessment, while several of the teachers (50%) and students (78%) indicated that teachers often assess students' performance more than three times in a term. It is also noteworthy that the teachers (50%) and students (76%) agreed that teachers are providing ample feedback for their students; however, majority of the teachers (66.7%) and students (89%) showed that these feedbacks are not provided on time.

i.   Research Question Two (2): What are the impacts of evaluation on teaching and learning of English?

The focal point of this question is to ascertain the effects of evaluation on teaching and learning process in English. What type of effect is the evaluation adopted by the teachers having on students' achievement? Can teachers' mode of teaching impel students improve student's performance in English? The opinion of the teachers and students are presented in Table 4.

Table 4: Teachers' and Students' responses on the impact of evaluation on teachers' teaching

Statement		Disagree		Don't Know		Agree	
		Freq.	%	Freq.	%	Freq.	%
1. Students developed interest in the English language as a career option	S	34	34	9	9	57	57
	T	1	16.7	1	16.7	4	66.6
2. Students have acquired basic skills, principles and understanding of grammar and figures of speech	S	0	0	21	21	79	79
	T	1	16.7	0	0	5	83.3
3. Students are capable of generating new ideas for resolving grammatical issues	S	28	28	0	0	72	72
	T	0	0	0	0	6	100
4. Students have acquired skills in solving issues pertaining to figures of speech	S	5	5	0	0	9	95
	T	1	16.7	0	0	5	83.3

n=106   (T=Teacher (6), S=Student (100))   Source: Field Survey, 2017

Results from Table 4 (Item 1) showed that majority 57 (57%) of the students and 4 (66.6%) of the teachers agreed with the notion that students developed interest in the English language as a career option. However, the table also revealed that some 9 (9%) of the students and 1 (16.7%) of the teachers don't know whether students have developed such interest. Statistics from this section of the table demonstrated that majority of the teachers and students are convinced that students are presently equipped with enough information on various aspects of

the English language that they want to make English a career path for themselves. Tucker and Stronge (2015) indicated that when teachers possessed a passion for their subjects and genuinely care for the students with whom they worked, they often inspire those students to play with ideas, think deeply about the subject matter, take on more challenging work, and even pursue careers in that field of endeavour.

Findings from Table 4 (Item 2) showed that majority 79 (79%) of the students and 5 (83.3%) of the teachers concur with the notion that students have acquired basic skills, principles and understanding of English as a subject, although 21 (21%) of the students do not know if this is true and 1 (16.7%) of the teachers disagreed with the notion. In effect, it means most of the students and teachers are cognizant of the fact that students have been highly taught so that they are presently equipped with basic principles and rules of grammar and part of speech. Bulger, Mohr and Walls (2002) indicated that when teachers are effective and instruct with the four aces of effective teaching (clarity, passion, enthusiasm, and engagement) students are impelled to be highly motivated to learn resulting in the acquisition of important skills, principles and techniques inherent to the subject matter. In other words, the crop of teachers involved with the present study was actually proficient in their profession.

Results obtained from Table 4 (item 3) clearly revealed that most 72 (72%) of the students and all 6 (100%) of the teachers totally agreed with the notion that students are capable of employing varied types of approaches to resolving grammatical issues, although 28 (28%) of the students were not in agreement with this notion. Statistics accruing from this section of the table also shows that the students are very much abreast relevant information on their line of discipline. In his study, Tucker (2011) indicated that creative, game-changing ideas in the labour market will always have an element of serendipity to them, and will never be producible on demand. As a result, the ability of this crop of students in connection with the English language will go a long way in eventually qualifying them as proficient speakers of the king of languages (Mydan, 2007).

Findings from Table 4 (item 4) clearly revealed that majority 95 (95%) of the students and 5 (83.3%) of the teachers were in consonance with the notion that students have acquired skills in solving difficulties relating to grammar and figures of speech in English. Although, few 5 (5%) of the students and 1 (16.7%) of the teachers disagreed with the notion. This section of the table showed that the students are so much familiar with the principles and rules of English grammar that they have developed the important skill of solving difficulty or troubling tangles in grammar related matters. In his striking thought-provoking article: *What is Problem Solving?* Hills (2015) intimated that problems are at the centre of what many people do at work every day; it may be large or small, simple or complex, and easy or difficult. Whatever their nature, it is the fundamental part of a proactive business oriented individual's role to solve problems, hence, the following four steps are important in this regard: defining the problem, generating alternatives, evaluating and selecting alternatives and implementing solutions. This means majority of the students under the tutelage of the present crop of English students in the selected schools are highly equipped and ready for taking on the important role in the Ghanaian economy.

In brief, Table 4 has been very explicit in relation to research question two. For example, it was revealed that majority 57% of the students and 66.6% of the teachers indicated that students have developed interest in the English language as a career option, 79% of the students and 83.3% of the teachers concur to the fact that students have acquired basic skills, principles and rule of grammar as future coordinators of English language oriented tasks and jobs. Additionally, it was shown that 72% of the students and all (100%) of the teachers agreed with

the notion that students are capable of generating new ideas and 95% of the students and 83.3% of the teachers were in consonance with the fact that the students have acquired basic understanding and skills in interpersonal communication useful in the job market.

5   CONCLUSIONS AND RECOMMENDATIONS

The result accruing from the investigative study conducted by the researchers revealed that most of the teachers are adept and highly competent in their profession by virtue of the use of appropriate evaluation techniques such as objective questions, group assignment, and provision of ample feedback for students and evaluation of students' understanding more than three times in a term. The study also revealed that most of the students are well informed so as to make English their career path, possesses basic knowledge and communicative skills.   The investigative study also indicated that teachers assess students on various fronts, such as objective of the lesson, profile dimensions of the English syllabus and what WAEC often use for assessment. These approaches employed by the selected teachers had a positive impact on students so that they there was an improvement in their performance in English.

Unequivocally, the study shows that students' academic performance improved due to the teachers' approach to evaluation practices as influenced by the supervisor in those selected schools. Approach to evaluation, as shown by the findings of the study, was proactive, result-oriented and didactic. However, there is room for improvement on the part of the teachers, it is recommended that teachers should strive to furnish students with feedback on time and provide ample comments on students' papers so as to facilitate understanding of core issues in the English language so as to ensure continued development of the students in communicating effectively in the king of languages – English.

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