



Utilization of Scores from Affective Qualities and Its Implication to National Security

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ABSTRACT

This study examined the utilization of affective scores of students of selected schools from Abraka, Obiaruku, Obinomba and Ebedei, all in Delta State and its implications to national security. The aim was to find out whether scores from the affective characteristics of students were used in promotion, placement and certification. Five research questions were raised for the study. An eleven-item questionnaire was developed for data collection. A sample of eighty teachers was drawn through simple random sampling technique of balloting from Delta State University Secondary School, Abraka, Obiaruku Grammar School, Obiaruku, St. George's Grammar School, Obinomba and Ebedei Secondary School, Ebedei. The mean was used to analyze the data collected. The study showed that: (i) Teachers do not utilize scores from affective qualities of learners in grading their students; (ii) the utilization of affective scores from affective qualities help in checking indiscipline in schools; (iii) there is difficulty in assessing students' affective qualities. The implication of the study to national security was given. The researcher recommended that: (i) the use of affective qualities of students should be enforced in schools; (ii) seminars and workshops on the use of instruments for assessing students' affective characteristics should be organized for serving teachings.

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INTRODUCTION

Different scholars have viewed the concept of continuous assessment from different perspectives. One of these is that continuous assessment is a method of finding out what the students have gained from learning activities in terms of knowledge, thinking and reasoning, character development and industry (Osokoya & Odinko, 2004). Garuba and Abba defined continuous assessment as a

systematic method of collecting and processing data about the abilities and disabilities of the learner on cumulative basis. The two definitions share one thing in common. That is, they view continuous assessment as being process oriented.

Perhaps the more embracing view of continuous assessment was that given by the Federal Ministry of Education in 1985. The FME (1985) defined continuous assessment as a mechanism whereby the

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final grading of a student in the cognitive, affective and psychomotor domains of behaviour takes into account in a systematic way of all his performances during a given period of time during school. Such an assessment involves the use of a variety of evaluation for the purpose of grading and improving the learning and performances of the student.

The departure of continuous assessment from the old system of assessment is underscored by the characteristics of continuous assessment. Continuous assessment is comprehensive, systematic, cumulative and guidance in nature (Egbule, 2005; FME, 1985). It stands to reason that for continuous assessment to be successful, assessment should emphasize the affective and psychomotor attributes of the students. Okonkwo (2004) reported that the primary aim of continuous assessment is not to grade a child or to decide whether the child has passed or not. Rather, it is to help the child in personal development by highlighting his/her strengths and weaknesses and suggesting where more efforts are required and in what areas he/she is most likely to excel. Personal development goes beyond cognitive ability. It also entails affective and psychomotor characteristics.

It is not enough to assess the affective and psychomotor domains or even make casual reports on them. Accurate feedback and utilization of the scores from the affective and psychomotor domains are essential to the successful implementation of continuous assessment. In a study carried out by Odehji and Okorodudu (2012) it was discovered that teachers of Social Studies assess affective attributes of punctuality, attendance at class, neatness and honesty; however, scores from affective assessment are not used for certification, promotion and placement. According to the authors, the scores are

only used for reporting and counselling. This was attributed to the difficulty in assessing the domain. Okonkwo (2004) reported that if a child realizes that a score does not in anyway affect his/her position or grade in class, such a score is unlikely to motivate him/her towards improvement. The author argued:

Utilization of scores on attitude and skill (that is, affective and psychomotor domains) in determining grades in a subject could motivate improvement in the tone of discipline in school. The non-inclusion of the affective and psychomotor domains is a threat to the validity of scores from such assessment and of decisions based on it. (p. 322).

Ossai (2013) carried out a study on "Using Continuous Assessment to Curb Bullying in Schools". In the study conducted in Ukwuani and Ndokwa-West Local Government Areas of Delta State, opinion poll from a sample of 60 secondary school teachers showed that faithful implementation of continuous assessment can resolve the problem of bullying in schools.

To further the aims and objectives of continuous assessment, true scores on students' behaviour are essential. Mgbor and Mgbor (2004) have reported that some schools inflate continuous assessment scores that are required by Ministry of Education, WAEC and NECO for Junior School Certificate Examination or Senior School Certificate Examinations, the reason being to attract students. Also from a personal experience of the researcher as an examination officer (St. George's Grammar School, Obinomba, November 2002 to July 2007), it was gathered that nearly all teachers reported that their students were

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either obedient or well-behaved or respectful; yet, there were cases of misbehaviour among the students. Some students insulted and assaulted their teachers.

CONTINUOUS ASSESSMENT AND NATIONAL SECURITY

Wikipedia (2013) viewed national security as the requirement to maintain the survival of the state through the use of economic power diplomacy, power projection and political power. According to the author, in order to possess national security, a nation needs to possess economic security, energy security, and environmental security, among others.

Other definitions of national security were given by Brown (1983) and Maier (1990) as cited in Wikipedia (2013) as well as Satyendra (2006). Brown (1983) described national security as the ability to preserve the nation's physical integrity and territory; to maintain its economic relations with the rest of the world on reasonable terms; to preserve its nature, institution and governance from disruption from outside; and to control its borders. Maier (1990) viewed national security as the capacity to control those domestic and foreign conditions that the public opinion of a given community believes necessary to enjoy its own self-determination or autonomy, prosperity and well-being. Satyendra, on the other hand reported that national security relates to policies that provide for effective national defense against an external or internal threat.

Some key words emerge from the foregoing definitions. These are "maintain", "preserve" and "control". The maintenance, preservation and control of national security have to be implemented by individuals. By implication, such individuals must be dependable and worthy of good character, besides having the intellectual

and technical ability. The school is the second home where the individuals in question are discovered through periodic assessments. Thorough assessment to ensure all-round development of the people that will further the aims and objectives of national security is essential so that square pegs are not put in round holes. The present security challenges (kidnapping, robbery, religious extremism, examination malpractices, etc) facing Nigeria as a nation seemingly put question mark on the integrity of the products of schools. Are schools still solely dependent on the cognitive domain at the expense of the affective and psychomotor attributes of learners? This study is aimed at finding out the extent to which non-cognitive attributes are assessed and reported in our schools. The bearing of the assessment on national security will also be examined.

Nigeria as a nation is currently having security challenges. These challenges, in truth, are problems that threaten the peaceful co-existence of the nation. There are incessant cases of religious fanaticism, kidnapping, cultism, robbery and gender-based violence. The perpetrators of these ugly acts are youths, majority of whom have passed through our educational institutions. One begins to ponder whether such people's character (affective qualities) were actually considered before they passed out at any level of our educational institutions. Was there accurate reporting of such people's attitude? The problem of this study, therefore, is to find out the extent to which teachers in selected schools in Ukwuani and Ethiope East Local Government Councils of Delta State use and report scores from the affective qualities of their students.

Research Questions

1. Do teachers use scores from students' affective qualities to grade students?

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2. Do teachers honestly report true character of students to parents?
3. Is there difficulty in the assessment of affective qualities?
4. Are parents angered by teachers' reports on the affective attributes of students?
5. Can the utilization of scores from students' affective qualities control indiscipline in schools?

Objective of the Study

The objective of this study is to find out whether teachers utilize scores from the affective domain and honestly report same to parents.

Nigeria as a nation is undergoing re-branding. The need for this is underscored by the security challenges facing the country. The security of the nation can only be maintained, preserved and controlled by people with the right affective qualities. To this end, the government will gain from this study.

METHODOLOGY

The study employed descriptive survey research design. An eleven-item questionnaire was used in the study. Teachers were asked to provide information based on the four-point likert scale (from 4

to 1). The highest rating was four (4) for strongly agree, while the least was one (1) for strongly disagree. Experts from the Department of Guidance and Counselling, Delta State University, Abraka scrutinized the items in the questionnaire. This was to ensure face and content validity.

To establish reliability of the items, test-retest method was used. The instrument was administered to the same group of seventeen teachers on two different occasions. A time interval of two weeks was observed. The index of correlation between the two tests was 0.63. Hence, the instrument was considered reliable for data collection.

A sample size of eighty teachers was drawn through simple random sampling of balloting from teachers in public-owned secondary schools in Obiaruku Grammar School, Obiaruku, Delta State University Secondary School, Abraka, St. George's Grammar School, Obinomba and Ebedei Secondary School, Ebedei all in Delta State. Data collected from respondents were analyzed using a mean bench-mark of 2.60. Thus, respondents were deemed to have supported or disagreed when the mean response is at least 2.60. A mean mark less than 2.60 signified disapproval.

RESULT

Table 1: Showing Analysis of Utilization of Affective Scores of Students

S/No.	Items	SA	A	D	SD	\bar{X}
1.	There are cases of students' misbehaviour in my school	4 80	3 0	2 0	1 0	4.00
2.	Students' misbehaviour is a threat to the school and the society	80	0	0	0	4.00
3.	My students are assessed with such instruments as observation, interview and questionnaire.	50	20	10	0	3.50
4.	I am used to assessing affective qualities of students	30	20	25	10	2.88

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S/No.	Items	SA	A	D	SD	\bar{X}
5.	There is difficulty in assessing the affective qualities of students	20	35	15	101	2.81
6.	Affective qualities of students are not relevant in determining students' grades or scores	5	10	35	30	1.88
7.	Student's misbehaviour should not be honestly reported to parents for fear of reprisal	5	12	28	35	1.84
8.	Some parents are angered by honest report on students' misbehaviour	10	60	3	7	2.91
9.	Scores on the affective qualities of students should be noted but not utilized	6	14	26	34	1.90
10.	Scores on the affective qualities of students are utilized in grading students for internal examinations in schools	0	2	58	20	1.78
11.	Indiscipline in schools is controlled when scores on students' affective qualities are utilized in promotion and certification	75	5	0	0	3.94

From the table, the analysis showed that the mean score for teachers using scores from affective qualities to grade their students is 1.78. This is below the benchmark of 2.60; thus, it is the view of majority of the teachers that scores on affective qualities are not used in grading students. The mean score for teachers not honestly reporting the true behaviour of students is 1.84; since this is below the benchmark of 2.60, it is the popular opinion of teachers that the true behaviour of students are reported to parents.

The mean score on the ease of assessing affective qualities is 2.81; this is above the benchmark of 2.60; hence the opinion is that many teachers find it difficult to assess the affective qualities of students. The mean score of parents getting angry at reports of affective qualities of students is 2.91; since this exceeds the benchmark of 2.60, it is the view of teachers that parents are angered at the affective reports of their children.

Mean score on the capacity of affective scores to check indiscipline in schools is 3.94; since this exceeds the

benchmark of 2.60, it is the view of majority of the teachers that students' affective scores can check indiscipline in schools.

FINDINGS

1. Teachers do not utilize scores from students' affective qualities in grading their students.
2. Teachers make honest reports on the affective qualities of students
3. There is difficulty in the assessment of affective qualities.
4. Some parents are not happy when the true behaviour of their children are reported.
5. The utilization of scores from affective qualities help in checking indiscipline in schools.

DISCUSSION OF FINDINGS

The first finding from the study is that teachers do not utilize scores from affective qualities in grading their students. This result is in line with the finding of Odehji and Okorodudu (2012). The scholars had discovered that teachers of Social Studies do not use scores from affective

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assessment for certification, promotion and placement.

The second finding showed that teachers are honest in reporting the true characters of students to parents. This is contrary to the observation (2007) made by the present researcher and Mgbor and Mgbor (2004). The current researcher had observed that some teachers do not give the true picture of students' affective qualities probably because of reprisal from students and parents. Mgbor and Mgbor reported that some schools inflate continuous assessment scores that are forwarded to examining bodies in order to attract students to their schools.

The finding on the ease of assessment of affective qualities revealed that there is difficulty in assessing the affective qualities of students. This is in consonance with the observation of Odehji and Okorodudu (2012). The scholars had reported that teachers find the assessment of affective qualities difficult. The present researcher feels that this situation can be attributed to the fact that affective qualities are wide.

Another result from the study showed that parents are angry at true reports concerning the affective characteristics of their children. This situation may be common among parents that not enlightened. Such parents may feel that such remarks dent the image of their families. Therefore, any teacher who makes such a report is a destroyer.

The finding that the utilization of scores from students' affective qualities can help in checking indiscipline in schools is in conformity with the reports of Okonkwo (2004) and Ossai (2013). Okonkwo (2004) reported that utilization of scores on attitude and skill (that is, affective and psychomotor domains) in determining students' grades in subjects could motivate improvement in the tone of discipline in

school and "the non-inclusion of the affective and psychomotor domains is a threat to the validity of scores from such assessment and of decisions based on it", (p. 322). Ossai (2013) discovered that effective implementation of continuous assessment can check bullying in schools.

IMPLICATIONS OF FINDINGS TO NATIONAL SECURITY

What national security entails suggests that the security of a nation is not a matter that should be taken for granted. Take the case of Nigeria as an example. Problems such as kidnapping, religious fanaticism, robbery, human trafficking and financial crimes do not augur well for the maintenance of national security. All hands must be on deck to arrest the ugly trend. The task must start from somewhere. The best place is the school. The faithful implementation of continuous assessment will go a long way in addressing our security challenges. People are placed in different spheres of life depending on areas of knowledge. To do well in these areas, cognitive and psychomotor skills are not enough. Affective characteristics are indispensable. If affective qualities are assessed and utilized in our schools, the leaders of tomorrow will abhor kidnapping, religious extremism, corruption, human trafficking and sexual abuse. It is high time that students' affective qualities were assessed and utilized in promoting, placing and certifying learners in our educational institutions.

CONCLUSION

From the findings of this study, the researcher concludes that the use of affective scores in promoting, placing and certifying students not only improves discipline in schools, it also checks ugly acts in the larger society. An individual who realizes that his behaviour will count at the

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end of the session will change for the better. Such a person who has been made to uphold moral values will not contemplate getting involved in such vices as kidnapping, robbery, religious extremism and other acts that endanger the lives of others in the society.

RECOMMENDATIONS

Based on the findings and conclusion, the researcher hereby recommends that:

- (i) The use of scores from affective qualities should be enforced in schools.
- (ii) Seminars and workshops on the use of instruments for assessing students' affective qualities should be organized for serving teachers.

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