
The Role of Evaluation in Teaching and Learning Process in Education

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Abstract: *Evaluation is an important component of teaching and learning process which helps teachers and learners to improve teaching-learning process. This paper therefore will look into the concept of evaluation, types of evaluation, functions of evaluation, aspect of evaluation, and teaching learning process. The paper concludes by emphasizing that evaluation is a continuous process and not a periodic exercise which helps in forming the value judgment, educational status or achievement of students.*

INTRODUCTION

In every walk of life the process of evaluation takes place in one or the other form. If the evaluation process is eliminated from human life then perhaps the aim of life may be defeated. It is only through evaluation that one can discriminate between good or bad, between a student who passed and the student who failed. The whole circle of social development revolves around the evaluation process. In education how much a child has succeeded in his pursuit of education can only be determined through evaluation. Thus, there is a close relationship between evaluation and aims. Evaluation is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and the like. Evaluation helps to build an educational programme, assess its achievement and improves upon its effectiveness.

CONCEPT OF EVALUATION

Evaluation is an important component of the teaching-learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process not a periodic exercise. It helps to form value judgment, educational status and achievement of students. Evaluation in one form or the other is inevitable in teaching-learning process, as in all fields of activity of education judgment need to be made. Hence, it is desirable that teachers must acquire knowledge and understanding about the various aspects of evaluation and its application in the classroom. Chigeru (2020) sees evaluation as a systematic process of collecting, analyzing, and interpreting information to determine the extent to which pupils achieve instructional objective

Asuru (2015) sees evaluation as that which deals with goodness, worth, utility, effectiveness adequacy, and so on and provide answers to such questions as how good? How effective? How satisfactory? How adequate? Answers to such questions (Evaluation) are expressed in a

qualitative terms as pass, fail, excellent, good, satisfactory, bad, promoted, repeat, withdraw, successful, unsuccessful, among others. The qualitative statements are indicative of judgment based on certain criteria. Encyclopedia of education research has it that evaluation is all about to measure, means to observe or determine the magnitude. The magnitude of varieties in evaluation means appraisal or assessment.

Chikwe (2017) said that evaluation is the assignment of symbols to phenomenon, in order to characterize the worth or value of a phenomenon usually with reference to some social cultural or scientific standards.

Beeby (2007) describe evaluation as “the systematic collection and interpretation of evidence leading as a part of process to a judgment of value with a view of action” in this definition, there are four key elements:

- Systematic collection of evidence
- Its interpretation
- Value judgment
- With a view to action

Onunkwo (2005) view evaluation as a process that involves making value judgments on a person, thing, programme, objects based on data elicited with tests, observation, and socio-grams. To this end, evaluation is the process of determining the worth or value of students, teachers, teaching-learning process and programmes based on data elicited by measurement instruments such as paper-and-pencil test, observation and checklist and so on.

TYPES OF EVALUATION

Evaluation can be classified into different categories in many ways:

- ❖ According to function
- ❖ According to approaches
- ❖ According to nature of references/interpretation

Orluwene (2019) classified on different basis:

1. **CLASSIFICATION BASED ON NATURE:** this is used to determine a person's maximum developed abilities or achievement which involves how well an individual performs when motivated to obtain a high score as possible. Maximum performance exhibition involve the determination of the students maximum ability in a trait. Hence in such measurement of trait aptitude and achievement tests are used. Under the nature of evaluation is typical performance evaluation which is used to determine what an individual will do in a specific behaviour. Typical behaviour such as interest, attitudes, adjustment and various personality traits are evaluated through instrument such as interest inventory and attitude scales and so on. In this case emphasis is on obtaining representative responses rather than high scores.

2. CLASSIFICATION BASED ON THE FUNCTIONAL ROLES IN THE CLASSROOM SITUATION: this type classified evaluation of students performance under;

- Formative evaluation
- Summative evaluation
- Placement evaluation
- Diagnostic evaluation

Formative Evaluation: determines the worth of the students' performance, it is used to monitor learning progress during instruction, provide continuous feedback to both the students and teachers on the issues concerning the success and failures of the teaching – learning process. Teacher made test and observational techniques are mostly used in generating data for the formative evaluation.

Summative Evaluation: takes place at the end of instruction or programme. It is used to determine the extent to which the instructional goals have been achieved. Examples are; Evaluation done at the end of the term (first term examination) or a programme (JSS 3, SSS 3). It is mainly used for certification.

Placement Evaluation: is used to evaluate students at the beginning of the instruction. It is used to determine students' entry behaviour. Ukwuije (2007) stated that placement evaluation elicits the extent to which students' interest, attitudes; habits will be suitable for their pursuance of a particular course of programme. To Linn and Gronlund (2000) placement evaluation focused on questions like;

1. Do the students' possess the knowledge and skills needed to begin the planned instruction?
 2. To what extent do student already developed the understanding or skills that are goals of the planned instruction.
 3. To what extent do the students' interests, work habits and personality characteristics indicated that one mode of instruction might be better than another.
- To answer these questions will require the use of variety of techniques such as records of past achievement, pretests on course objectives, self – report inventories and observational techniques and so on.

Diagnostic Evaluation: is done to determine the learning difficulties during instruction. It is used to determine the causes of persistent learning difficulties and to formulate a plan for remedied action. To carry out this evaluation, data are mostly elicited from diagnostic test as well as various observational techniques.

FUNCTIONS OF EVALUATION

Dishd (2020) outlined the functions and purpose of evaluation in teaching and learning. The purpose of evaluation is to provide information's on the basis of which many educational decisions are taken. We are to stick to the basic function of evaluation which required being practical for pupil and his learning processes. Evaluation has the following functions:

1. **PLACEMENT FUNCTION:** evaluation helps to:
 - Study the entry behaviour of the child in all respect
 - Help to undertake special instructional programmes
 - Provide individualized instruction
 - Help to select pupils for higher studies, for different vocations and specialized courses.
2. **INSTRUCTIONAL FUNCTION:** evaluation helps to:
 - Helps a teacher in deciding and developing ways, methods, and techniques of teaching.
 - Helps to formulate and reformulate suitable and realistic objectives of instruction.
 - Helps to improve instruction and to plan appropriate and techniques of instructions.
 - Helps in the improvement of curriculum.
 - Assess different educational practices.
 - Ascertains how far learning objectives can be achieved.
 - Improve instructional procedures and quality of teachers.
 - Plan appropriate and adequate learning strategies.
3. **DIAGNOSTIC FUNCTIONS:** it is used to:
 - Diagnose the weak points in the school programme as well as weakness of the students.
 - Suggest relevant remedial programme.
 - The aptitude, interest, and intelligence are also to be recognized in each individual child so that he may be energized towards a right direction.
 - Adopt instruction to the different needs of the pupils.
 - Evaluate the progress of these weak students in terms of their capacity, ability and goal.
4. **PREDICTIVE FUNCTIONS:** predictive functions helps to:
 - Discover potential abilities and aptitude among the learners.
 - Predict the future success of the learner
 - Helps the learner in selecting the right electives.
5. **ADMINISTRATIVE FUNCTIONS:** administrative functions helps to:
 - Adopt better educational policy and decision making.
 - Helps to classify pupils in different convenient groups.
 - Promote students to next higher class.
 - Appraise the supervisory practices.
 - Help in appropriate placement.
 - Draw comparative statement on the performance of different children.
 - Have sound planning.
 - Helps to test the efficiency of the teachers in providing suitable learning experiences.
 - Mobilize public opinion and to improve public relations.
 - Help in developing a comprehensive criterion tests.
6. **GUIDANCE FUNCTIONS:** guidance functions help both the teacher and the learner to:

- Assist a person in making decisions about course and careers.
 - Enable the learner to know his pace of learning and lapses in his learning.
 - Help the teacher to know the learner in details and to provide necessary educational, vocational, and personal guidance.
7. MOTIVATIONAL FUNCTIONS: motivational functions helps to:
- Motivate to direct, to inspire and to involve the students in learning.
 - Award their learning and thus to motivate them towards study.
8. DEVELOPMENT FUNCTIONS:
- It gives reinforcement and feedback to the teacher, students and the teaching learning processes.
 - Assists in the modification and improvement of the teaching strategies and learning experiences.
 - Help in the achievement of educational objectives and goals.
9. RESEARCH FUNCTIONS:
- Helps to provide data for research generalization
 - Evaluation clears the doubts for further studies and researches.
 - Helps to promote action research in education.
10. Communication functions: it helps to:
- Communicate the result of progress to the students
 - Intimate the results of progress to parents
 - Circulate the results of progress to school.

ASPECTS OF EVALUATION

Evaluation has four different aspects namely:

- Objectives
- Learning experiences
- Learning appraisal and the
- Relationship between the three.

USES OF EVALUATION

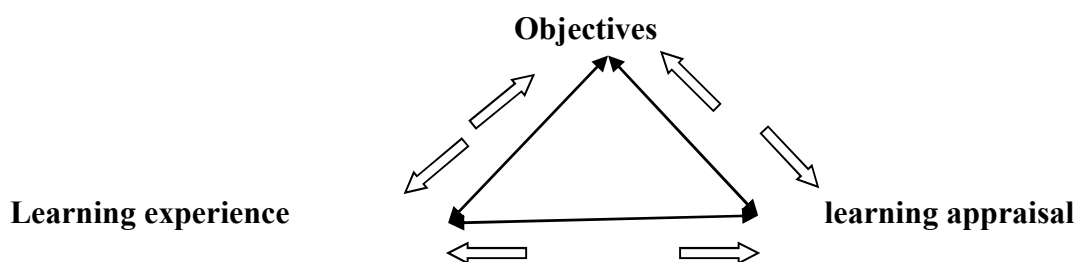
Evaluation can be used in different ways:

- ❖ TEACHING: Evaluation is concerned with assessing the effectiveness of teaching, teaching strategies, methods and techniques. It provides feedback to the teacher about their teaching and the learners about their learning.
- ❖ CURRICULUM: the improvement in courses/curriculum, texts, and teaching materials is brought about with the help of evaluation.

- ❖ **THE SOCIETY:** evaluation provides accountability to the society in terms of the demands and requirements of the employment market.
- ❖ **PARENTS:** evaluation mainly manifests itself in a perceived need for regular reporting to parents.

TEACHING AND LEARNING PROCESS

The main purpose of classroom teaching is to influence pupil's behaviour in the desired direction. The desired direction is guided by the educational objectives formulated by the school and the teacher. The teacher first of all, must be conscious of the goals and aims of education. More specifically the teacher must formulate instructional objectives for various lessons and units in a systemized way and rearranged syllabus in a subject of study. Secondly, the teacher should be in a position to construct effective learning experiences on the basis of student learning and the modes of effective communication channels. Finally, the teacher will determine the education processes which are objectives, learning experience and learner appraisal. The simple representation of educational process is shown below.



The above representation is a dynamic one and shows interaction among three major elements as shown by directional arrows.

OBJECTIVES: Objectives refers to one's intention of desired behaviour that learner should acquire. The term learning experiences, refers to those activities and experiences that the learner undergo in order to acquire the desired behaviours. The teacher plays an important role in providing learning experiences. Learning experiences involved interaction of students and content with the help of a teacher. The teacher uses various teaching methods and techniques for providing learning experiences to the learner. These learning experiences lead to behavioural changes among the learners. So, learning involves modification in the behaviour of the learner through learning experiences. In order that there may be an appreciable learning on the part of students, it is important that teaching must be effective. The teacher must provide situations for close interaction of student with content by using appropriate teaching methods and techniques. Hence effective teaching leads to successful learning experience.

Besides teaching, the learning experience can also be brought about through a number of ways such as the library, laboratory, readings, radio, films strips, science clubs, field trips, or such other learning situations in real life.

Learner appraisal is concerned with ascertaining the extent to which the objectives have been met.

The representation of the educational process shows the linking of each element with each other. Let us explain the linkage of the three major elements of educational process.

Beginning with the objectives, the arrow pointing to learning experiences indicate that the objectives serve as a guide for the selection or creation of learning experiences. For example, if a geometry course aimed at developing deductive thinking abilities in learning experience require work other than geometry content. This may include home assignment to work on newspaper editorials, advertisement and also individual projects. The point is that the nature of one's objectives will be an important determinant of the learning experiences that constitute the operational programme.

The arrow pointing from objectives to learner appraisal is an indicative of the fact that learning experiences provide examples the development of appraisal tasks. The objectives that the students are engaged in, during the learning phase of the programme, should furnish ideas for appraisal situations. Thus, the arrow pointing from learning experiences to learning appraisal indicates that learning experiences furnish ideas and suggestions for learner appraisal task may not be identical but contain an element of novelty for the learner.

The two arrows pointing from learner appraisal to objectives and to learning experiences are especially important. In the case of the former, the arrow signifies that appraisal procedures should furnish information about the extent to which the objectives are being attained. In addition, appraisal information can furnish valuable information that may result in the modification of some objectives and the elimination of others the appraisal helps in providing a solution to the following questions:

- Should the objectives be modified or perhaps eliminated?
- Are the objectives realistic for the particular group of learners?
- Are the necessary references available for achieving the objectives?

The arrow pointing from learner appraisal to learning experiences is suggestive of two important notions. First, it provides information about the extent to which learning experiences appear to be working well. Hence appraisal procedure can suggest the modification or elimination of learning experiences. A second important idea suggested by the arrow pointing from appraisal to learning experiences is that tasks, experiences and problems developed by evaluation specialist may be suggestive of new learning experiences. The incorporation of moral and imaginative appraisal materials into the learning phase of a programme has contributed significantly to the improvement of learning experiences.

The last arrow, which points from learning experiences to objectives, denotes that learning activities can result in encounter involving teachers, learners and learning materials which in turn may suggests new objectives.

Roles of evaluation in teaching learning process

Evaluation plays an environment role in the teaching – learning process. In learning, it contributes to formulation of objectives, designing of learning experiences and assessment of learner performance. Besides this, it is very useful to bring improvement in teaching and curriculum. It provides accountability to the society, parents, and to education system.

Teaching: evaluation is concerned with assessing the effectiveness of teaching, teaching strategies, methods and techniques. It provides feedback to the teachers about their teaching and the learners about their learning.

Curriculum: the improvement in courses/curricula, a text and teaching material is brought about with the help of evaluation.

Society: evaluation provides accountability to society in terms of the demands and requirements of the employment market.

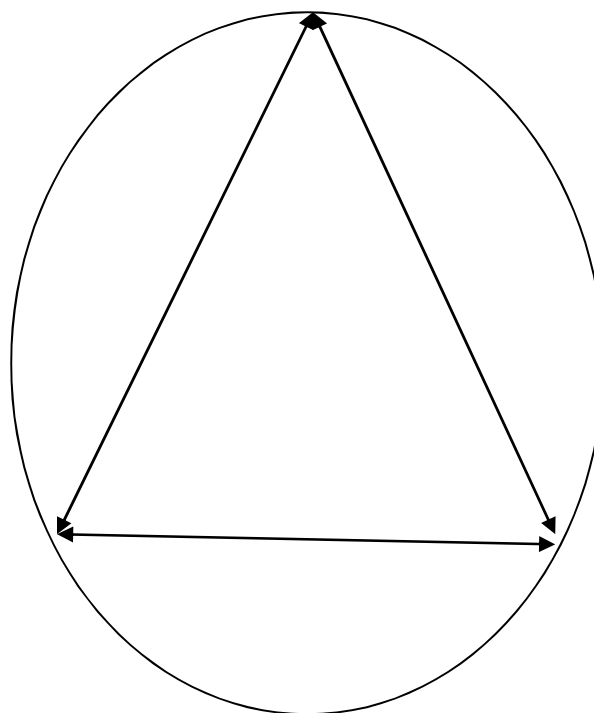
Parents: evaluation mainly manifests itself in a perceived need for regular reporting to parents.

In brief, evaluation plays a very important role in education system. It fulfils various purposes in systems of education like quality control in education, selection/entrance to a higher grade or tertiary level.

It also helps one to take decisions about success in specific future activities and provides guidance to further studies and occupation. Some of the educationists view evaluation virtually synonymous with what was previously defined as learner appraisal, but evaluation has an expanded role.

It plays an effective role in questioning or challenging the objectives. This does not mean that one can loosely criticize programme objectives. One should question or challenge programme objectives only after careful study of the relationship between a programmer's objectives and the need for which the programme was design evaluation helps a lot in the design and modification of learning experiences on the basis of feedback received by learner appraisal. A simple representation explaining the role of evaluation in the teaching – learning process is shown below.

Objectives



Learner Experience

Learner Appraisal

Conclusion

Evaluation plays an enormous role in the teaching – learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process and a periodic exercise. It helps in forming the values of judgment, educational status, or achievement of student. Through frequent assessment and feedback, effective teachers regularly assess what they do in the classroom and whether their students are really learning. They try to anticipate the topics and concepts that will be difficult for their students and to develop teaching strategies that present these topics in ways their students' best understand. These teachers make a special point of becoming familiar with their students. Preparation, knowledge and abilities, and adjust their teaching to maximize the class learning.

Yet, teachers, especially new teachers, may sometimes be too overwhelmed by all that is involved with teaching to assess student knowledge and learning. Creating a syllabus, preparing assignments, developing lecture, designing laboratories, structuring discussions and writing test questions all take time, thought and planning. The following sections describe various assessment schemes for both you and your students; determining what

you are teaching? Assessing your course, soliciting students, using a portfolio to assess your course, how – well are you teaching?

Evaluation of your own teaching; peer evaluating your teaching; students evaluating your teaching.

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