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EDITORIAL STATEMENT

1. The West Africa Journal of Education (WAJE) pioneered academic / professional publishing in the sub- region in the late 1950s. It has also nurtured and mentored a good number of academic Journals that have helped to broaden the scope of Educational research and information exchange over the years. WAJE, in its revived form, has the goal of becoming the most widely cited Education Journal in the sub-region.
The WAJE has the tripartite mission of:
 - (a) Promoting a culture of excellence in educational research.
 - (b) Encouraging the exchange of profound and innovative ideas as capable of generating creative practice in educational research and practice
 - (c) Disseminating information on educational development that are not usually easily available to academics and practitioners.
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 - (a) Research papers that move away from orthodoxy and which really break new grounds in terms of methodology and findings.
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 - (c) Documents emanating from national and international conferences, as well as from large- scale research work that emerging trends and thinking in educational development.
4. WAJE is published once – a year in any area of educational interest or relevant to needs of academics and practitioners.

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TEACHING AND ASSESSMENT FOR MASTERY: MAXIMIZING LEARNING GAINS IN SENIOR SECONDARY SCHOOLS

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Abstract

This study investigated the effect of Teaching and Assessment for Mastery (TAM) on Senior Secondary School (SSS) students' achievement in Economics in Ilorin, Kwara State, Nigeria. It examined the effectiveness of TAM for improving general level of senior secondary school students' level of performance in Economics. The sample consisted of Ninety Senior Secondary form one (SS 1) students from three intact classes- yellow, blue and red with 22, 27 and 41 students, respectively. The non equivalent group post/test only quasi experimental research design was adopted for the study. Four instruments were developed and used for data collection. These comprised three formative tests and a post-test. The postulated research question was answered with mean and standard deviation while analysis of covariance (ANCOVA) was used to test the hypothesis generated for the study at the 0.05 level of significance with the students' second term examination scores in Economics as the covariate. Findings showed that TAM was effective for improving the general performance of the students in Economics. The degree of effectiveness manifested in the students' mean performance before TAM (47.8) and after TAM (71.5) with effect size of 0.65. It was also observed that SS 1 Red, the most populous class which had the lowest mean score (41.3902) in second term examination, had the highest mean gain of 67%. Based on these findings, it was suggested that TAM should be introduced for the teaching and learning of Economics in secondary schools and the experiment should be extended over the whole term and to cover other subjects. In addition, the teachers of classes with large number of students should take note of the likely effect and vary their instructional methods to cater for this.

Keywords: Teaching and assessment for mastery, Senior secondary school assessment, Maximising learning gains

Introduction

Formative evaluation is a form of structured testing procedure executed while teaching and learning are ongoing with a view to bring about improvements. It is complementary to summative evaluation which takes place at the end of prescribed instruction, for example, term, session, semester or other such tenures of academic, vocational and other educational programmes. Formative evaluation monitors students' learning through classroom tests and other assessment techniques (Nuhfer, 1996; and Susan, 2003). It is given at the end of each unit of instruction. The result of formative testing are used primarily to reinforce the learning of pupils who have mastered the instruction provided and to diagnose the learning problems of those who have failed to achieve mastery. It is typically not used for assigning course grades. Rather, its purpose is to provide continuous feedback to learners and teacher concerning learning success and failure. Tests used in formative evaluation are mostly teacher-made tests and thus, internal to the school system (Alonge, 2003)

It depends heavily on specially prepared tests for each segment or unit of instruction. These are usually mastery tests that provide direct measures of all of the intended learning outcomes of the segment. Learning unit for formative testing can be about three weeks of learning activities. The primary aim of formative evaluation is to maximise the learning time and minimise the testing and corrective time.

Bloom (1976) advocated a time of 20 to 30 minutes of formative testing. Formative tests are to be constructed on the basis of a set of specifications of the contents and objective of each learning unit into specific terms and facts, complex ideas such as concepts and principles and complex procedures such as application of principles or analysis of the underlying assumptions, ideas and methods in learning unit.

On the administration of formative test to students, Madaus (1982), content that one form is to administer the test to all students in the class at the end of the instruction over a particular learning unit. The test will then be marked to determine which items were correctly answered and which were not. The students that have not mastered the concept tested to the mastery level will now be given corrective tutorial, usually outside the normal class or period for the whole class. Thus, formative evaluation results are typically not used for assigning course grades, it is rather directed towards improving learning and instruction. Olutola (2006) reveals that formative evaluation is a method of assessment that has the benefit of improving students' performance in biology and other subjects

Formative evaluation aims at mastery learning, an appropriate strategy to overcome the limitations of the existing system of instruction at the primary level (Block 1971). It refers to a level of learning that each pupil attains when he/she is able to give at least 80% correct responses on a unit test that has been constructed based on instructional objectives with

respect to that unit. Carroll (1963) explained the concept of mastery theoretically; transformed into a learning strategy by Bloom (1968). Research efforts since have been going on for establishing the effectiveness of the strategy and also to modify the strategy for better results. Mastery learning was found by Bloom, Hastings and Madaus (1971) to be a highly successful strategy of imparting knowledge. It involves feedback coupled with corrective instructions and remediation. Remediation through the feedback corrective system places a heavy demand on the time of the teacher who has to prepare, teach, diagnose, feedback, re-teach and adopt other appropriate corrective measures to bring the students to mastery (Owolabi, 2000). Bloom (1976) affirms that remediation involves re-testing and re-teaching in the process of bringing learners to mastery. Although, Bloom's opicit format was modified to make remediation limited and prescriptive, time is still taken by the corrective feedback system. This definitely affects learning progress and extent of syllabus covered.

The mastery learning strategy is an innovation, which in its various forms, is designed to make learners perform well on their academic task. Bloom(1976) and Block(1971), conceptualise mastery learning as a philo-psychological theory which asserts that virtually all students can learn excellently, if instructions are approached systematically, if students are helped where and when they have learning difficulties, if they are given sufficient time to achieve mastery and if there are some clear criteria of what constitute mastery.

According to Bloom (1976), the mastery learning strategy is defined by instructional method, using the following steps:

- a. Selection of content to be taught,
 - b. Breaking the content into several learnable hierarchical units,
 - c. Formulation of behavioural objectives for each units,
 - d. Determination of mastery performance standard,
 - e. Construction and administration of formative test for each unit;
 - f. Provision of knowledge of result and feedback,
 - g. Provision of remediation to ensure mastery of each unit, before going over to the next unit,
 - h. Construction and administration of parallel forms of formative tests to measure the reaction of previously learnt unit; and
 - i. Construction and administration of summative test to appraise all the objectives set.
- These are the steps essential in the use of the mastery learning strategy.

Block (1979) states that mastery learning is an instructional strategy which aims principally at reducing the myth surrounding the normal curve which holds that only the minority of all students can learn what they are taught. Rather than accepting this

traditional idea, mastery learning holds that instructional time and resources should be used to bring all students up to acceptable level of achievement. It tries to provide for the differences in ability, interest and learning styles of students.

Owolabi (2000) identifies the mastery learning strategy as one that could revolutionise teaching and learning if adopted for use in the Nigerian school system. He further stresses that there are two approaches to the adoption of mastery learning strategy and that only with effective time management could the strategy be integrated into the regular school programme.. The first is referred to as personalised system of instruction (PSI) which focuses on tutoring individual learners and allows them to progress at their own paces. The second approach referred to as learning for mastery, is group-based and is thus, easily adaptable for use in the school system.

Pascarella and Terezini (1991) report effect sizes of 0.42 and 0.49 from different meta-analyses of 19 and 61 studies respectively with students exposed to PSI recording 19 percentile points higher than those exposed to conventional instructional approach. It was thus concluded by them that PSI promotes better subject matter mastery. Grant and Spencer (2003) also indicated that standard instructional methods in Universities are historically less efficient than those in which PSI was used. PSI was also found by Kulik, Kulik and Bengert-Downs (1990) in a meta-analysis to promote better performance, time of learning task, retention and attitude when compared with conventional methods used for courses. In the same vein, Owolabi and Aderinto (2010) contend that the performance of students exposed to PSI was significantly different from those exposed to conventional instruction in mathematics with effect size of 0.76.

Group-based mastery learning strategy was used by Jonathan-Ibeagha and Egede (1996) to teach algebraic fractional equations in a study of 60 Junior Secondary School-students in Oyo State, they found that the experimental group performed significantly better than the control group. In a similar vein Adepoju (2002) as well as Kulik, Kulik and Bengert-Downs (1990) found that the scores of students exposed to mastery learning recorded significantly higher scores than the control group exposed only to the conventional method of instruction.

Assessment is a traditional component of formal education. It is so integrated with the instructional process that it is hardly possible to take any major decision without doing it. As a result of the cardinal role of assessment in achieving instructional objectives, a good number of innovations in education are tied to assessment. The Nigerian educational system has grown under the influence of such innovations.

The early days of Western education in Nigeria also adopted the traditional model of evaluation which follows the sequence of planning, implementation and assessment. Until there was a paradigm shift from this traditional model, teachers who take responsibility for the instruction of their learners made little or no contribution to the final assessment of learners under them. As a result, the assessment system was running the schools since almost all candidates were driven by the motive of succeeding in final examinations at whatever cost. Apart from this, anxiety levels among learners as well as their teachers around the examination period reach feverish conditions and many candidates take to sharp practices to ensure success.

The schools appear to be examination centres for high stakes tests and the consequence of failure devolve on learners. This was the major reason that Owolabi (2001) took the teachers to task in requesting that the burden should be shared between them and learners since they have the responsibility of ensuring that learning actually takes place in schools. The need has arisen for teachers to set and achieve objectives that will make their learner excellent in performance.

The mastery learning strategy has been found to be good for the improvement of learners' performance and a method that promotes positive affective and psychomotor behaviours among them. Early attempts were made in the United States of America (USA) to improve the achievement of learners. The Winnetka plan was implemented by Washburne in the early 1920s, it was replaced by the Morrison Plan in the late 1920s and 1930s. Research on the use of mastery learning strategy for the improvement of learners' performance received a big boost from the works of Bloom (1974), (1976), Block (1979), Afemihke (1985), Arowolo (1985), and Owolabi (1999).

In Nigeria, reforms of instructional practices for improvement of learners' performances started with the introduction of the continuous assessment as prescribed by the Federal Government of Nigeria (1981). Though the implementation was bedeviled with several shortcomings, the enactment of the Universal Basic Education Act of 2004 brought with it another innovation to assessment at that level. The School Based Assessment (SBA) was prescribed for implementation in all basic schools in the country. In spite of more than nine years of the implementation of SBA in Nigerian schools, the rate of failure or success remained low and learners are being accused of lacking the skills to make them the best in employment and other life settings.

The role of teachers need some form of modification to ensure that students who pass through their classrooms are good achievers. This study therefore sought answers to questions on the following:

1. Teaching and Assessment for Mastery (TAM) is effective for improving general performance in Economics among secondary school students.
2. To what extent could TAM eliminate initial differences between groups of learners. One hypothesis was therefore tested in the study:
 1. There is no significant effect of teaching and assessment for mastery on students performance in Economics.

Methodology

The non-equivalent group post-test design was adopted for the study. All students in SS 1 at Chapel Secondary School, Tanke, Ilorin participated in the study. There are three arms of SS 1 labelled yellow, red and green with a total of 90 students in the three classes. A teaching module was developed for three units of instruction and formative tests developed for the assessment of each. The three arms were exposed to the three units of instruction in Economics and each unit of instruction was followed with test and corrective feedback. Classroom discussion, follow up assignments and group work were used in the corrective feedback. These activities were synchronized with the school time-table rhythm. The three groups were then exposed to a post-test on the three units covered within three weeks and their results were analysed with the use of analysis of covariance statistics with their second term scores in Economics as the covariate.

Results

This section answers each of the research questions and tests hypothesis one with the data gathered.

Research Question 1: Will TAM be effective for improving general performance in Economics among secondary school students?

To answer this research question, the means and standard deviations for the three classes before and after their exposure to the teaching and assessment for mastery were compared as shown in table 1.

Table 1: Comparison of Students' Scores

Test	Mean	Standard Deviation	Skewness	Kurtosis
Before TAM	47.8	14.45	.131	-.796
After TAM	71.5	13.65	-1.904	7.342

Data on this table shows that the general performance of the students has improved from a mean score of 47.8% to 71.5%. The effect size of this was also found to be 0.65

Research Question 2: To what extent could TAM eliminate initial differences between groups of learners?

This question was addressed by the hypothesis restated below:

H_0 : There is no significant effect of teaching and assessment for mastery on students performance in Economics

The hypothesis was tested with the analysis of covariance using the students' scores in their second term Economics examination as the covariate. Results are shown on Table 2:

Table 2: ANCOVA Summary Table

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	3270.298 ^a	3	1090.099	7.043	.000
Intercept	15123.181	1	15123.181	97.708	.000
Second Term Score	2893.126	1	2893.126	18.692	.000
Group	143.707	2	71.854	.464	.630
Error	13311.059	86	154.780		
Total	476922.213	90			
Corrected Total	16581.358	89			

Table 2 reveals that students' performance was significantly different in second term examination scores (covariate). The mean performance and standard deviation for each class are presented on Table 3

Table 3: Report of Second Term scores

Group	Mean	N	Std. Deviation
Yellow	50.8182	22	12.93808
Blue	55.0741	27	14.87364
Red	41.3902	41	12.24107
Total	47.8000	90	14.44649

Table 3 shows that blue class had the highest mean performance of 55.0741, followed by Yellow class with 50.8182 mean performance while red class has least mean performance of 41.3902.

With the F ratio of 0.464 (Table 2) for group instruction on TAM, it was concluded that the method has equalised the performance of the groups. The mean performance for each of the class is as shown on Table 4

Table 4 : Mean performance of each class

Group	N	Subset for alpha = 0.05
		1
Red	41	69.3496
Blue	27	72.7160
Yellow	22	74.0909
Sig.		.432

SS 1 Red which has the lowest mean score (41.3902) (Table 3) in second term examination has been moved close to others.

Discussion

The research question one result shows that TAM was effective for improving general performance in Economics among secondary school students. The degree of effectiveness was manifested in the students' mean performance before TAM (47.8) and after TAM (71.5) with effect size of 0.65. This finding corroborates Bloom, Hastings and Madaus (1971) that TAM is a highly successful strategy of imparting knowledge. The findings also support Kulik, Kulik and Bengert-Downs' (1990) assertion that TAM promote better performance, time of learning task, retention and attitude when compared with conventional methods used for courses.

Research question two (To what extent could TAM eliminate initial differences between groups of learners?) the only hypothesis in this study, there is no significant effect of TAM on students' performance in Economics) was accepted This finding negates Owolabi and Aderinto's 2010 submission that the performance of students exposed to PSI was significantly different from that of those exposed to conventional instruction in Mathematics with effect size of 0.76. Though, there was no statistical significant effect of TAM on students' performance in Economics, it bridged the gap (initial differences) in the

class performance as SS 1 Red which had the lowest mean score (41.3902) in second term examination had highest mean gain of 67% and moved closer to the others. Thus, TAM equalised the groups (classes) performance.

Conclusion and Recommendations

TAM has been found to be effective in improving the general performance of students and performance of SS 1 Red. Thus, it brought the class closer to the others in its performance. The low performance of the class (red) may not be unconnected with the class size; almost twice that of SS 1 yellow. The teachers of classes with larger number of students should take note of the likely effect and vary their instructional methods to cater for this. It is also recommended that TAM should be introduced for the teaching and learning of Economics in secondary schools and the experiment should be extended over the whole term and to cover other subjects.

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