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PREDICTIVE VALIDITY OF TEACHERS' ASSESSMENT PRACTICES AND SENIOR SECONDARY SCHOOL YORUBA LANGUAGE ACHIEVEMENT IN OYO STATE

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Abstract

Teachers Assessment Practices cannot be separated from teaching and learning of Yoruba language. The right Teachers Assessment Practices coupled with frequent use and skillfulness of the teachers has the potential to improve teaching and learning. The study therefore assessed the predictive validity of Teachers Assessment Practices and senior Secondary school in Yoruba Language Achievement. The study adopted a descriptive survey design of ex-post facto type. The participants comprises of Four hundred and ninety (490) senior secondary school 1 (SS1) students and thirty (30) Yoruba teachers drawn from an intact class of thirty public secondary schools selected from four Local Government Areas of Oyo south senatorial district in Oyo state. The two instruments used were; Teachers Assessment Practice inventory (r = 0.70) and Student Yoruba Achievement Test (r = 0.93). Four research questions were raised and answered and decisions were taken at 0.05 level of significance. Data were analyzed using Descriptive statistics, Pearson Moment Correlation and Multiple Regression. The result revealed that 50% of teachers used assessment practices more often, 10% used it very often, 20% used it occasionally, 15% used seldom while 5% not at all used. Also 60% are skilled in the use of assessment practices, 20% are very skilled, 10% are somewhat skilled 5% are a little skilled 5% not at all skilled. The result also revealed that there is both positive and negative relationship between teachers' assessment practices and students' achievement. The result also revealed that there is no statistical significance between the composite contribution of teachers assessment practices and students achievement ($F_{(1.29)}$ = 312, p = 0.581), in the relative contribution of the assessment practices and student achievement Quiz practices alone has a significant contribution to student achievement (β = (492), $t_{(29)}$ = .2101, p = .048). The study therefore, recommended that teachers need to be familiar with the use of appropriate assessment and also be skillful in the use of the assessment practices to become familiar with different level of assessment that can help them to improve students' performance. They also need to establish frequent classroom assessment that can help them to recognize the academic level of the individual students. Also teachers should look out for good assessments that can help to improve students' achievement. Moreover, teachers should be trained on assessing students frequently during teaching and learning process. Furthermore, Yoruba language teachers should be motivated by the school principals and other relevant school authorities so as to encourage them carryout the assessment frequently as possible.

Keywords: Predictive validity of teachers, teachers assessment practices, Yoruba achievement.

INTRODUCTION

One of the mandatory subjects in the junior secondary school and a teaching subject in the senior secondary school in Nigeria is Yoruba Language. It is also one of the compulsory subjects for art related courses in the tertiary institutions. It deals with the skills of reading, writing, speaking and listening. The above uses and importance have made Yoruba Language a subject of impact in the life of individuals and the nation as a whole. The dissemination of the subject is mainly through the activities of teachers in schools. Brookfield (2014) hold that learning outcomes in learners is reflection of the teachers who taught them. Hence, teachers and educators must carefully consider the knowledge and skills needed to assess students to be effective in future careers. Additionally, teachers must continually seek and adopt mechanisms of assessment that portrays fairness and equality (Long and Stuart, 2004).

Accomplishment of learners in every academic endeavor is measured depending on the results of their learning outcome at the termination of the learning period, term, academic calendar or at the end of a program. The purpose of assessment in education is aim at reporting students' progress, selection or

placement, awarding qualification or certification to learners. At every level of an educational system, there are two important types of assessments, namely formative and summative assessment. The attention on assessment of students' achievement has highlighted assessment as an inmate aspect of instruction and learning. The amount and quality of the expected behavior manifested in form of performance are determined through the process of assessment (Hassan, 2001). In their view Kallaghan and Greaney (2001), observed that teachers' assessment of their students in the classroom deserves a second consideration in terms of improving the quality of education.

According to Oxford Advanced Dictionary, assessment means an appraisal or evaluation. It is viewed as the action or an instance of making judgement about something. (Anyor and Abah 2004) explained that in education, assessment refers to the wide variety of methods or tools that educators use to evaluate, measure and document, the academic readiness, learning progress, skill acquisition or educational needs for the students.

In recent years, researchers compiled evidence in the effective teaching literature highlighting specific assessment strategies related to positive student outcomes. Examples of effective teacher assessment practices can be divided into Questioning, giving Instructions, Scoring, Grading, giving Feedback, Assessment method, Validation of Assessment method, using the Assessment etc. although both kinds of practices serve distinct purposes, they can be highly interrelated, and are used in parallel to support student learning. Hence, all the examples of assessment practice can be subdivided into Instructional practice and Behavioral practice.

In the education clime, assessment is an important component and it is implemented to identify students' present status with regards to academic performance. However, big scale assessment such as public examinations which has the purpose of placing ranks on students and schools is not a good tool to help teachers in improvising or gearing their teaching towards the needs of their students. This is because the public examinations are usually conducted at the end of the year where teaching sessions have ended. In fact, the result obtained are not detailed which could help teachers in improving their teaching. In addition, those who support high stake assessment also realized that standard test could not fully fulfill the important aims of teaching. An effective and quality assessment could increase 15-20% of students' achievement to the extent that a good teaching is impossible without a good assessment. Among the best assessment in helping students' learning are quizzes, tests, writing tasks and other types of assessment been administered by teachers to the students.

Teachers' assessment practice is important so as to achieve the expected aims. Nevertheless, many researchers have voiced out their own concern about the dissimilarity between the different assessments practices in schools. For instance, when conducting assessment, teachers do not prepare the Test of Specification Table (TOS) to help them plan the tested contents nor the marking scheme which made the assessment loose its content validity.Although numerous instruments exist, most are applied either in the context of research, or in teacher evaluation. One of these instruments includes the Assessment Practice Inventory (API) to examine the effect of measurement training and teaching experience on teachers' perceived assessment competency. Validity is the most important characteristics of a test or assessment technique. It helps to measure what it purports to measure. Validity includes face validity, content validity, criterion-related validity which demonstrate the degree of accuracy of a test by comparing it with another test which has been demonstrated to be valid. Criterion-related validity has two major contexts which include concurrent validity and predictive validity. Concurrent validity helps to show if a test is valid by comparing it with an already valid test.

Therefore, in predictive validity, the scores on a scale applied earlier are meant to predict scores on some later measure (Snead and Harrel, 1995). Achievement is a result oriented construct aimed at accomplishing a particular task which terminates at the realization of the attainment of the program (Nixon and Topping, 2000). In recent years, students' academic achievement in Senior Secondary Certificate Examination (SSCE) has drawn the consideration of all stake holders in education. The
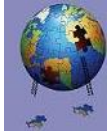
decline in academic accomplishment of students in Yoruba Language is reflected yearly in students' result published by the examination bodies.

Statement of the Problem

In recent years, the variation in Yoruba language achievement of students' in Senior Secondary schools has drawn the attention of all stakeholders in education. The decrease and fluctuating in academic performance of students in Yoruba Language has reflected yearly in students' result published by the examination bodies. This shows that for years Yoruba Language achievement of students has been fluctuating and not at mastery level been students' mother-tongue.

The result of previous findings indicates that there is more work to be done to avert this fluctuating , academic achievement among students. Over the years, researchers have attributed this pathetic level of academic achievement of students to various factors such as failure of parents to pay attention to the needs of their children which has culminated into lack of orientation, parents poor attitudes towards the subject (Yoruba) at home,, less emphasizes on hard work, school factor such as lack of good facilities, lack of experienced teachers, teachers' factors such as their demographic factors, their pedagogical skills and so on. Little attention has been placed on the teachers' assessment practice which could be one of the factors affecting students' achievement in Yoruba language. The amount and quality of the expected behavior manifested in form of performance are determined through the process of assessment. The attention on assessment of students' achievement has highlighted assessment as an important aspect of instruction and learning. In the light of the above, this study investigated the assessment practices of teachers' as a predictor of students' Achievement variation in Yoruba Language at the senior secondary schools in Oyo State.

Research Questions

1. To what extent do the teachers make use of the Assessment practices and their level of skillfulness?
2. Is there any relationship between Teachers Assessment Practices and Students Achievement?

METHOD

The study adopted a descriptive survey design of ex-post facto type. The population comprises of Yoruba language teachers and students form selected public senior secondary school one (SS1) in Oyo Senatorial District of Oyo State.

Multistage sampling procedure was used to select sample for the study. Simple random sampling technique was used to select one (1) senatorial district out of three (3) senatorial district in Oyo State; Simple random technique was used in selecting four (4) Local Government Area from the selected senatorial districts. Purposive Sampling techniques was used in selecting thirty (30) schools within the local government. The purposive sampling was used because of the criteria needed for the study. The criterion needed was a school with a permanent Yoruba Language teacher. Hence, the study made use of 30 intact classes altogether. Two research questions and two instruments namely an already standardized assessment inventory that was adopted and students' achievement test with reliability co-efficient of 0.82 guided the study. The data collected were analyzed using Descriptive statistics (frequency and percentages) Pearson Product Moment Correlation and Multiple Regression.
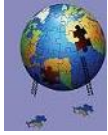
RESULTS

Research Question one: To what extent do the teachers:

a. Make use of the Assessment practices (Frequency of use)

b. Skillful in the Assessment practices (skillful in use)

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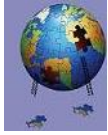
Table 1a. Frequency of use of teachers assessment practices.

S/N	ITEM	NOT AT ALL USED		SELDOM USED		USED OCASSIONALLY		USED OFTEN		USED VERY OFTEN	
		F	%	F	%	F	%	F	%	%	F
ASSESSMENT USING QUESTIONING PRACTICES											
1	Selecting textbook-provided test items for classroom assessment	3	10.0	1	3.3	10	33.3	9	30.0	7	23.3
2	Revising previously produced teacher made tests to match current instructional emphasis	1	3.3	2	6.7	13	43.3	18	26.7	6	20.0
3	Determining if a standardized achievement test is valid for classroom assessment	1	3.3	8	26.7	3	10.0	10	33.3	8	26.7
4	Using a table of specification to plan assessment	4	13.3	5	16.7	11	36.7	6	20.0	4	13.3
5	Developing assessments based on clearly defined course objectives	8	26.7	10	33.3	8	26.7	1	3.3	3	10.0
6	Writing paper pencil tests	3	10.0	3	10.0	6	20.0	9	30.0	9	30.0
7.	Writing essay questions	2	6.7	2	6.7	12	40.0	7	23.3	7	23.3
8.	Ensuring adequate content sampling for a test	6	20.0	4	13.3	7	23.3	6	20.0	7	23.3
9.	Giving assignment to students	0	0.0	3	10.0	8	26.7	7	23.3	12	40.0
ASSESSMENT USING INSTRUCTION PRACTICES											
10	Matching assessments with instruction	2	6.7	5	16.7	10	33.3	7	23.3	6	20.0
11	Matching performance tasks to instruction and course objectives	7	23.3	4	13.3	11	36.7	6	20.0	2	6.7
12	Choosing appropriate assessment methods for instruction decisions.	2	6.7	7	23.3	7	23.3	8	26.7	6	20.0
ASSESSMENT USING SCORING PRACTICES											
13	Constructing a model answer for scoring essay questions	3	10.0	6	20.0	7	23.3	8	26.7	6	20.0
14	Recording assessment result on the rating scale or checklist while observing a student's performance	2	6.7	6	20.0	7	23.3	5	16.7	10	33.3
15		1	3.3	5	16.7	9	30.0	11	36.7	4	13.3
16	Interpreting standardized test scores (e.g. stanine, percentile rank) to students and parents	3	10.0	4	13.3	6	20.0	16	53.3	1	3.3
ASSESSMENT USING GRADING PRACTICES											
17	Using norm referenced grading model	3	10.0	0	0.0	8	26.7	10	33.3	9	30.3
18	Using criteria referenced grading model	3	10.0	4	13.3	11	36.7	7	23.3	5	16.7
19	Using systematic procedures to determine borderline grades	1	3.3	3	10.0	4	13.3	15	50.0	7	23.3
20	Weighing differently projects, exams, homework, etc. when assigning termly grades.	3	10.0	3	10.0	9	30.0	8	26.7	7	23.3
21	Incorporating attendance in the calculation of grades	8	26.7	5	16.7	6	20.0	9	30.0	2	6.7
ASSESSMENT USING ASSESSMENT PRACTICES											
22	Assessing individual hands on activities	3	10.0	7	23.3	6	20.0	12	40.0	2	6.7
23	Assessing group class participation	7	23.3	4	13.3	5	16.7	8	26.7	6	20.0
24.	Assessing individual class participation	7	23.3	5	16.7	7	23.3	8	26.7	3	10.0
25	Using portfolios to assess student progress	4	13.3	1	3.3	9	30.0	11	36.7	5	16.7
26	Giving assignment to students	2	6.7	3	10.0	9	30.0	7	23.3	9	30.0
ASSESSMENT USING FEEDBACK PRACTICES											
27	Communicating performance assessment criteria to students in advance	4	13.3	5	16.7	8	26.7	9	30.0	4	13.3
28	Providing oral feedback to students	7	23.3	5	16.7	3	10.0	14	46.7	1	3.3

No	Item										
29	Communicating classroom assessment result to students	5	16.7	4	13.3	5	16.7	15	50.0	1	3.3
30	Communicating classroom assessment result to parents	1	3.3	2	6.7	9	30.0	14	46.7	4	13.3
ASSESSMENT USING QUIEZ PRACTICES											
31	Administering announced quizzes	3	10.0	3	10.0	6	20.0	10	33.3	8	26'.7
32	Administering unannounced quizzes	0	0.0	4	13.3	7	23.3	12	40.0	7	23.3
ASSESSMENT USING VALIDATION PRACTICES											
33	Revising a test based on item analysis	3	10.0	2	6.7	7	23.3	11	36.3	7	23.3
34	Conducting item analysis (i.e. difficulty and discrimination indices) for teacher made test	2	6.7	3	10.0	8	26.7	10	33.3	7	23.3
ASSESSMENT USING ASSESSMENT METHOD											
35	Using assessment result when planning teaching	5	15.7	5	15.7	2	6.7	7	23.3	11	36.7
36	Using assessment result when evaluating class improvement	6	20.0	4	13.3	9	30.0	4	13.3	7	23.3
37	Using assessment result when making decision (e.g. placement promotion) about individual students	6	20.0	4	13.3	7	23.3	7	23.3	6	20.0
38	Using group participation for scoring	0	0.0	3	10.0	14	46.7	11	36.7	2	6.7
39	Using individual participation for grading	0.	0.0	4	13.3	4	13.3	6	20.0	16	53.3

As presented on table 1a; from the table it can be seen that items 1-9 addresses assessment using questioning practices, items 10-12 addresses assessment using instruction practices, items 13-15 addresses assessment using grading practices, items 16-20 addresses assessment using assessing practices, items 21-24 addresses assessment using feedback practices, item 25-28 addresses assessment using quiz practices, item 29-30 focus on validation practice while item 31-37 focus on assessment using assessment method.

Therefore, further analysis shows the frequency and percentages of respondents in their use of assessment practices. 33.3% of the respondent occasionally used item 1, 30% of the respondents occasionally used often, 23.3% used very often 10% not at all used and 3.3% seldom used it. Also, 43.3% of the respondents occasionally used item 2. 26.7% of the respondent often used, 20% used very often, 6.7% seldom used while 3.3% not at all used. 26.7% of the respondents seldom used and used very often item 3. 33.3% often used, 10% used occasionally while 3.3 not at all used.

36.7% of the respondent used item 4 occasionally 20% used often, 16.7% seldom used while 13.4% not at all used and used very often. 33.3% of the respondent seldom used item 5, 27.6% not at all used and used occasionally. 10% used very often while 3.3% often used. 30% of the respondents used item 6 often and very often, 20% used occasionally, while 10% seldom used and not at all used.40% of the respondents occasionally used item 7, 23.3% often and very often used, 6.7 seldom used and 6.7 not at all used.23.3% of the respondents occasionally used item 8, 20% used often 23.3% used very often 13.3% seldom used and 20% not at all used. 26.7% of the respondents occasionally used item 9, 23.3% used often, 40% used very often and 0% not at all used.33.3% of the respondents occasionally used item 10. 23.3 used often, 20.0% used very often, 16.7 seldom used and 6.7 not at all used. 36.7 of the respondents occasionally used item 11, 20% used often, 6.7 used very often, 13.3% seldom used and 23.3% not at all used. 23.3% of the respondents occasionally used item 12, 26.7% often used, 20% used very often, 23.3% seldom used and 6.7% not at all used. 23.3% of the respondents occasionally used item 13. 26.7 used often, 20% used very often 20% seldom used and 10% not at all used. 23.3% of the respondents occasionally used item 14, 16.7% used often and 33.3% used very often, 20% seldom used and 6.7% not at all used. 20.0% of the respondents occasionally used item 15, 53.3% often used very often, 13.3% seldom used and 10% not at all used. 26.7% of the respondent occasionally used item 16, 33.3% used often, 30.3% used very often, 0% seldom used and 10% not at all used. 26.7% of the respondent occasionally used item 16, 33.3% used often, 30.3% used very often, 0% seldom used and 10% not at all used. 36.7% of the respondents occasionally used item 17, 23.3% used often, 16.7% used
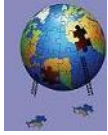
very often, 13.3% seldom used and 10% not at all used. 50% of the respondents occasionally used item 18, 13.3% used often, 23.3% used very often, 10% seldom used and 3.3% not at all used. 30% of the respondents occasionally used item 19, 26.7% often used, 23.3% used very often, 10% seldom used and 10% not at all used. 20% of the respondents occasionally used item 20, 30% often used 6.7% used very often, 16.7% seldom used and 26.7% not at all used.

16.7% of the respondents occasionally used item 21, 26.7% often used, 20% used very often, 13.3% seldom used and 23.3% not at all used. 23.3% of the respondents occasionally used item 22, 26.7% used often, 10% used very often 16.7% seldom used and 23.3% not at all used. 30% of the respondents occasionally used item 23. 36.7% used often 16.7% used very often, 3.3% seldom used and 13.3% not at all used. 30% of the respondents occasionally used item 24, 23.3% used often 30% used very often, 10% seldom used and 6.7% not at all used. 26.7% of respondents occasionally used item 25, 30% used often, 13.3% used very often, 16.7% seldom used and 13.3% not at all used. 10% of respondents occasionally used item 26, 46.7% used often, 3.3 used very often, 16.7% seldom used and 23.3% not at all used. 16.7% of respondents occasionally used item 27, 50% used often, 3.3% used very often, 13.3% seldom used and 16.7 not at all used. 30% of the respondents used item 28, 46.7% used often, 13.3% used very often, 6.7% seldom used and 3.3% not at all used. 20% of the respondents used item 29, 33.3% used often, 26.7% used very often, 10% seldom used and 10% not at all used. 23.3% of respondents used item 30, 40% used often, 23.3% used very often, 13.3% seldom used and 0% not at all used.

23.3% of the respondents used item 31, 36.3% used often, 23.3% used very often, 6.7% seldom used and 10% not at all used. 26.7% of the respondents occasionally used item 32, 33.3% used often, 23.3% used very often, 10% seldom used and 6.7% not at all used. 6.7% of the respondents occasionally used item 33, 23.3% used often, 36.7% used very often, 15.7% seldom used and 15.7% not at all used. 30% of the respondents occasionally used item 34, 13.35 used often, 23.3% used very often, 13.3% seldom used and 20% not at all used. 23.3 of the respondents occasionally used item 35, 23.3% used often, 20% used very often 13.3% seldom used and 20% not at all used. 46.7% of the respondents occasionally used item 36, 36.7% use often, 6.7% used very often, 10% seldom used and 0% not at all used. 13.3% of the respondents occasionally used item 37, 20% used often, 53.3% used very often, 13.3% seldom used and 0% not at all used.

Table 1b. Skillful in the assessment practices (skillful in use)

S/N	ITEM	NOT AT ALL SKILLED		A LITTLE SKILLED		SOMEONE SKILLED		SKILLED		VERY SKILLED	
		F	%	F	%	F	%	F	%	%	F
ASSESSMENT USING QUESTIONING PRACTICES											
1	Selecting textbook - provided test items for classroom assessment	3	10.0	3	10	7	23.3	11	36.7	6	20.0
2	Revising previously produced teacher made tests to match current instructional emphasis	1	3.3	3	10.0	7	23.3	12	40.0	7	23.3
3	Determining if a standardized achievement test is valid for classroom assessment	2	6.7	8	26.7	10	33.3	7	23.3	3	10.0
4	Using a table of specification to plan assessment	9	30.0	3	10.0	5	16.7	6	20.0	7	23.3
5	Developing assessments based on clearly defined course objectives	2	6.7	3	10.0	7	23.3	11	36.7	11	36.7
6	Writing paper pencil tests	0	0.0	5	16.7	6	20.0	11	36.7	8	26.7
7.	Writing essay questions	5	16.7	5	16.7	6	20.0	6	20.0	8	26.7
8.	Ensuring adequate content sampling for a test	0	0,0	3	10.0	7	23.3	10	33.3	10	33.3
9.	Giving assignment to students	1	3.3	5	16.7	8	26.7	12	40.0	4	13.3
ASSESSMENT USING INSTRUCTION PRACTICES											

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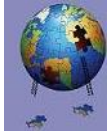
10	Matching assessments with instruction	4	13.3	7	23.3	6	20.0	9	30.0	4	13.3
11	Matching performance tasks to instruction and course objectives	3	10.0	5	16.7	7	23.3	9	30.0	6	20.0
12	Choosing appropriate assessment methods for instruction decisions.	2	6.7	3	10.0	4	13.3	7	23.3	14	46.7
ASSESSMENT USING SCORING PRACTICES										
13	Constructing a model answer for scoring essay questions	2	6.7	4	13.3	9	30.0	4	13.3	4	13.3
14	Recording assessment result on the rating scale or checklist while observing a student's performance	3	10.0	2	6.7	7	23.3	6	20.0	12	40.0
15	Interpreting standardized test scores (e.g. stanine, percentile rank) to students and parents	3	10.0	7	23.3	5	16.7	11	36.7	4	13.3
ASSESSMENT USING GRADING PRACTICES										
16	Using criteria referenced grading model	3	10.0	4	13.3	11	36.7	7	23.3	5	16.7
17	Using systematic procedures to determine borderline grades	4	13.3	2	6.7	10	33.3	12	40.0	2	6.7
18	Weighing differently projects, exams, homework, etc. when assigning semester grades	4	13.3	2	6.7	9	30.0	10	33.3	5	16.7
19	Incorporating attendance in the calculation of grades	4	13.3	8	26.7	4	13.3	8	26.7	6	20.0
ASSESSMENT USING ASSESSMENT PRACTICES										
20	Assessing group class participation	7	23.3	3	10.0	6	20.0	9	30.0	5	16.7
21	Assessing individual class participation	2	6.7	6	20.0	7	23.3	11	36.7	4	13.3
22	Using portfolios to assess student progress	2	6.7	5	16.7	7	23.3	7	23.3	9	30.0
23	Giving assignment to students	5	16.7	4	13.3	7	23.3	9	30.0	5	16.7
ASSESSMENT USING FEEDBACK PRACTICES										
24	Communicating performance assessment criteria to students in advance	6	20.0	4	13.3	11	36.7	4	13.3	5	16.7
25	Providing oral feedback to student	3	10.0	4	13.3	8	26.7	11	36.7	4	13.3
26	Communicating classroom assessment result to students	2	6.7	3	10.0	7	23.3	9	30.0	9	30.0
27	Communicating classroom assessment result to parents	5	16.7	6	20.0	4	13.3	11	36.7	4	13.3
ASSESSMENT USING QUIEZ PRACTICES										
28	Administering announced quizzes	2	6.7	6	20.0	4	13.3	9	30.0	9	30.0
29	Administering unannounced quizzes	3	10.0	3	10.0	8	26.7	7	23.3	9	30.0
ASSESSMENT USING VALIDATION PRACTICES										
30	Revising a test based on item analysis	1	3.3	4	13.3	6	20.0	10	33.3	9	30.0
31	Conducting item analysis (i.e. difficulty and discrimination indices) for teacher made test	5	16.7	1	3.3	5	16.7	10	33.3	9	30.0
ASSESSMENT USING ASSESSMENT METHOD										
32	Using assessment result when planning teaching	3	10.0	6	20.0	6	20.0	6	20.0	9	30.0
33	Using assessment result when evaluating class improvement	5	16.7	6	20.0	8	26.7	8	26.7	3	10.0
34	Using assessment result when making decision (e.g. placement	9	30.0	7	23.3	3	10.0	9	30.0	2	6.7

35	promotion) about individual students Using group participation for scoring	2	6.7	3	10.0	4	13.3	10	33.3	11	36.7
36	Using individual participation for grading	0.	0.0	4	13.3	4	13.3	6	20.0	16	53.3

Table 1. (b) shows the frequency and percentage table of teachers' level of skillfulness in using various assessment practices. Item 1 shows that 36% of the respondents are skilled while 10% of the respondents are a little skilled and not at all skilled. Item 2 also shows that 40% of the respondent are skillful while 3.3% are not at all skilled. Item 3 shoes that 33.3% of the respondents are somewhat skilled while 6.7% are not skilled. Item 4 revealed that 23.3% of the respondents are very skilled and 10% are a little skilled. Item 5 show that 36.7% of the respondents are skilled while 16.7% are a little skilled. Item 7, 33.3% are very skilled while 10% are not at all skilled. Item 8, 40% of the respondents are skilled while 3.3% are not at all skilled. Item 9, 30% of the respondents are skilled while 13.3% are very skilled and not at all skilled. Item 10, 30% are skilled while 16.7% are a little skilled. Item 11, 23.3% are skilled while 6.7% are not at all skilled. Item 12, 26.7 are skilled while 10% are not at all skilled. Item 13, 40% are very skilled and 6.7% are a little skilled. Item 14, 33.3% are skilled while 10% are not at all skilled.

Item 15, 30% of the respondents are skilled and somewhat skilled while 16.7% are not at all skilled. Item 16, 40% of the respondents are skilled while 6.7% are very skilled and a little skilled. Item 17, 36.7% are skilled while 6.7% are not at all skilled. Item 18, 26.7% of the respondents are skilled while 3.3% are not at all skilled. Item 19, show that 30% are somewhat skilled while 13.3 are not at all skilled. Item 20 show that 30% are very skilled while 6.7% are not at all skilled. Item 21, 36.7% are skilled while 3.3% are not all skilled. Item 22, 40% are very skilled while 3.3% are not at all skilled. Item 23, 43.3% are skilled while 13.3% are not at all skilled. Item 24, 36.7% of the respondents are skilled while 10% are not at all skilled. Item 25, 36.7% are skilled while 13.3% are very skilled and somewhat skilled. Item 26, 30% of the respondents are somewhat skillful while 10% are not at all skillful. Item 27, 30% are skilled while 10% are a little skilled. Item 28, 33.3% are very skilled while 3.3% are not at all used. item 29, 33.3% are used while 3.3 are a little skilled, item 30, 26.7% are somewhat skilled and skilled while 10% are very skilled.

Item 31, 33.3% are somewhat skilled and very skilled while 6.7% are not at all skilled. Item 32, 30% are skilled and also not at all skilled while 6.7% are very skilled. Item 33, 46.7% are somewhat skilled while 6.7% are a little skilled. Item 34, 30% of respondents are skilled and 30% are not at all skilled. Item 35, 33.3% of respondents are skilled, 6.7% are not at all skilled, item 36, 36.7% of respondents are very skilled, while 6.7% are not at all skilled +-+

Research Question 2: Is there any relationship between the Teachers Assessment practices and Students' Achievement in Yoruba Language?

	Student Score	QP	IP	SP	GP	AP	FP	QP	VP	AMP
Student Score	1	0.06	-.104	.53	-0.54	-.141	-190	.288	.075	-.084
Questioning Practices	0.06	1	.251	.709**	.554**	.553**	.488**	.061	.469**	.517**
Instruction Practices	-.104	.251	1	.072	.245	.086	.244	.442	.547**	.371**
Scoring Practices	.053	.709**	.072	1	.654**	.793**	.446*	.171	.347	.432*
Grading Practices	-.054	.554**	.245	.654**	1	.744**	.472**	.146	.395*	.370*
Assessment Practices	-.141	.533**	.086	.793**	.744**	1	.525**	.127	.302	.214
Feedback Practices	-1.90	.488**	.244	.446*	.472**	.525**	1	.311	.546**	.358
Quiz	.288	.061	.442*	.171	.146	.127	.311	1	.531**	.318

Practices Validation Practices	.075	.469**	.547**	.347	.395*	.302	.546**	.531**	1	.541**
Assessment Method Practices	-.084	.517**	.371*	.432*	.370*	.214	.358	.318	.541**	1

Practices and Students' Achievement in Yoruba Language

** Correlation is significant level at the 0 (QP = Questioning Practices, IP = Instruction Practices, SP = Scoring Practices, GP = Grading Practices, AP = Assessment Practices, FP = Feedback Practices, QP = Quiz Practices, VP = Validation Practices, Assessment Method Practices).

Table 4.2 presents the correlation matrix of Teacher Assessment practices (predictor variables) and students' achievement (criterion Variable) it is observed that scoring, quiz and validation Assessment practices have a positive relationship to students' achievement (r = .053, p < .05), (r = .288, p < .05) and (r = .075, p< 05) respectively. This is in collaboration with (Egan & Archer, 1985; Llosa, 2008) that information from quiz assessment practices influence the nature of learning and judgement of students' achievement. Also, Questioning, Instruction, grading, assessment, feedback and Assessment method practices have a negative relationship to student achievement (r = -0.06, p < .05), (r = -.104, p < .05), (r = -.190, p <. 05), (r = -.084, p < .05) respectively. This does not support Torbrand (2014) that examined the use of questioning assessment in the classroom, introduced a rich question diet to promote; increase learning and which also help students' achievement. And the result obtained from feedback assessment collaborates with David Nicol, (2010) suggested that teachers should engage in quality feedback method to enhance teaching and learning which can promote students' achievement.

Conclusion

From the findings of the study, it was concluded that Yoruba teachers use assessment practice often and also skillful in the use of assessment practices, the nature of relationship between teachers' assessment and students' achievement was positive and negative Teachers assessment practices is not the only important factor for predicting variance in Yoruba Language students' achievement. Likewise, it was discovered in this study that it was only quiz assessment that significantly contributed to the variance in achievement in Yoruba Language. It was also discovered that quality questions assessment practices that were used by the teachers do not predict students' achievement in Yoruba Language. Also instructions practices that can predict students' achievement were not adequately used by the teachers, same goes to scoring, grading, validation and assessment. Also, effective feedback that can help improve student achievements are not being used effectively.

Recommendations

The findings summarized above have far – reaching educational implication for students' teachers and administrators. Therefore, the following recommendations were made.

1. Teachers should be trained on assessing students' frequently during teaching and learning process.
2. Yoruba Language teachers should be motivated by the school principals and other relevant school authorities so as to encourage them carryout the assessment frequently as possible.
3. There should be strictly monitored by supervisors and schools head to ensure that teachers uses the appropriate assessment method when assessment is been carried out.
4. Teachers should attend on regular bases seminars, conferences and workshop that will expose them to various and proper assessment practices to optimize learning.

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