EFFECT OF PEER-GROUP AND LECTURER ASSESSMENTS ON TERTIARY INSTITUTION STUDENTS LEARNING

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ABSTRACT

This study examines the effect of Peer-Group Assessment and Lecturer Assessment on the Learning Outcome of Tertiary Institution Students. A total of 60 students in the Department of Guidance and Counselling (400 level) in Faculty of Education, Imo State University were used for the study. These students were randomly assigned to group A and B respectively. In the first study, a unit of adolescent psychology comprising of two lectures titled “Concept of Adolescence” and the “characteristic of the period” and “psycho-analytic theory of Sigmund Freud”, the experimental group after each lecture develops and take group made test; while the control group takes the lecturer-made test. The second stage involves the reversing of the group, making control group in the first stage experimental group and the former experimental group now the control. This gives the two groups the opportunity of experiencing the two assessments on learning outcome. An attitude questionnaire was administered to the students to find out the effect of the two assessments. It was found that there were no significant differences in the mean scores of the two groups in both the first and second experiments. The ratings were slightly higher with peer group assessment than with teacher assessment. Recommendations were made based on the findings.

KEYWORDS: Peer-Group, Lecturer Assessment, Student Learning.

INTRODUCTION

Thorndike in Okoli (2000) pronounced that if a thing exists, it exists in some amount, it can be measured. Lecturer’s assessment is the tests or examinations constructed administered and scored by the lecturer of a particular course to measure learning outcomes of a student. Peer-group assessment on the other hand, is a metacognitive strategy of developing questions by students themselves under the supervision of a lecturer after a topic to improve learning.

There has been innovations in the concepts of teaching and learning for students to study effectively. Ebenebe and Unachukwu (1996) posits that in one study, the researchers asked students to make up multiple choice test items based on the material they were studying while others used other methods to study. It was found that students who studied
using student generated question approach retained more information than the other group did. In our institutions, assessment of students learning is no longer the lecturers prerogative. The essence of assessment includes, to measure degree of students progress with reference to specific activities.

- Motivate students
- Allows for ascertaining students strength and weakness in an area
- Provide for continuous evaluation.

In Encarta (2008) reports show that when students are part of their assessment it become a major part of him/her. This is in line with Agulanna & Nwachukwu (2004) opinion of scaffolding in learning and the use of built in feedback in supporting learning.

**Statement of Problem**

The practice of involving the lecturers and other bodies in assessing students’ achievement leads to the isolation of experiences from education. Assessment is an integral part of education that covers not only the students’ academic work but also his interest, attitudes, character, practical, skills and industry, when not done; the learning experience for sure is incomplete. The classroom is a system within which a lecturer and a group of students operate with a common mission of bringing effective teaching and learning that students grow. If this be so, can students not be included as far as is possible and to the extent to which they are capable in the assessment of their own learning?

**Purpose of the Study**

The purpose of the study is examining the effect of peer-group assessment and lecturer assessment on tertiary students learning outcome. The study also shows what assessment is and the comparisons of the conventional teacher assessment and peer-group assessment on students learning.

**Research Questions**

The following research questions are posed to guide this investigation:-

1. To what extent does peer-group assessment affect students learning outcome.
2. Do lecturer-assessment affected tertiary institution students learning.
Null Hypothesis

There is no significant difference in students learning outcome in peer assessment and teacher assessment.

Research Methodology

This study is a quasi experimental design and was carried out at Imo State University, Owerri. Out of 240 students in the department of guidance and counseling, a total 60 students in 400 levels were used for the study since the number is not much.

The instrument used for data collection was two alternate forms of a test. The questions were multiple choice items. The tests were certified having good content validity by lecturers in Guidance and Counselling. The split-half method was used to estimate the reliability = 0.75 which was considered high enough.

The sixty (60) guidance and counseling students were randomly assigned to group A and B. A pre-test was given to the two groups and scores collected. After the lecture, group A would set a test to be taken by them as group B will take the test organized by the lecturer (researcher).

The first lecturer was on “the concept of adolescence and the characteristics of the period. Each member of group A was asked to write down a question that requires a short answer. Thirty questions were submitted and edited that served as peer-group assessment. The researcher also administered her own ten questions on group B as teacher – assessment.

The scripts were distributed randomly for grading, questions were discussed and answers agreed by all were ticked. The scores were also recorded (post-test).

Another unit “psycho-analytic theory of Sigmund Freud” was done as the first collecting the scores for pre and post test respectively.

The attitude questionnaire was administered to the two groups considering the fact that the two groups have been exposed to the two assessments.

The data collected from the tests were analyzed using simple mean and standard deviation t-test was used to compare the mean from the post-test at 0.05 level of significance. Students ratings were compared using percentages.
Results

Table 1: Mean and Standard Deviations for Pre and Post – Test for Experimental and Control Groups.

<table>
<thead>
<tr>
<th></th>
<th>Experimental Group A</th>
<th>Control Group B</th>
</tr>
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<tbody>
<tr>
<td>Pre – test</td>
<td>X = 3.21</td>
<td>X = 2.91</td>
</tr>
<tr>
<td></td>
<td>SD = 2.34</td>
<td>SD = 1.60</td>
</tr>
<tr>
<td>Post – test I</td>
<td>X = 4.21</td>
<td>X = 3.96</td>
</tr>
<tr>
<td></td>
<td>SD = 2.34</td>
<td>SD = 1.94</td>
</tr>
<tr>
<td>Post – test II</td>
<td>X = 5.01</td>
<td>X = 5.66</td>
</tr>
<tr>
<td></td>
<td>SD = 2.33</td>
<td>SD = 2.29</td>
</tr>
</tbody>
</table>

Table II: Mean Performances of Groups A and B

<table>
<thead>
<tr>
<th></th>
<th>Pre – test</th>
<th>Post – test I</th>
<th>Post – test II</th>
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<tbody>
<tr>
<td>T – cal</td>
<td>0.614</td>
<td>0.070</td>
<td>0.891</td>
</tr>
<tr>
<td>Tab</td>
<td>0.022</td>
<td>2.022</td>
<td>2.022</td>
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Discussion

From table 2 above, the pre-test t-tab with a value of 2.02 is greater than t-calc with a value of 0.61. Based on the result therefore the null hypothesis is accepted. There is no significant difference in the results of pre-test for experimental group and control group.

Post-test I has t-tab (0.02) which is greater than t-calc (0.37). This indicates no significant difference in the achievement of the groups of students in post-test I and even when the test was reversed in post-test II (t-tab = 2.02, t-calc = 0.89).

The first hypothesis that there is no significant difference in the learning outcome of peer-group assessment and teacher assessment is accepted.

In ranking, students rated peer-group assessment higher than teacher assessment indicating that their coefficient is greatly demonstrated (92% : 63%). Students also rated peer assessment high in reducing anxiety and examination stress (85% : 61%).

Finally, students are of the opinion that peer group assessment is appealing to them.

Recommendations

- Lecturers are advised to include peer – group assessment to reduce examination fear / anxiety.
- Curriculum planners should imbibe the use of two assessments because of the immediate feedback which motivates students.
- Students should be allowed to practice in order to develop confidence and skills in learning.

**Conclusion**

Based on this study, there is a tendency to believe that peer evaluation of students learning has some educational merits. It dismisses the idea that evaluation of students learning is the sole responsibility of the teacher. Peer group assessment is a way to help students be part of teaching and learning processes by allowing them to develop instrument for evaluation; mark their own scripts and get feedback on their work. This can act as a reinforcement strategy for many students.

With practice, students acquire more skills and develop greater confidence. If the objectives of the lesson are agreed upon from the outset, the validity of students evaluation could improve.

**REFERENCES**

10. Agulanna and Nwachukwu, 235.