

# Evaluation Techniques as Component of Teachers' Competencies for the Teaching of Social Studies in Nigerian Tertiary Institutions

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## **ABSTRACT**

*This study aimed at appraising Evaluation Techniques as Component of Teachers Competencies for the Teaching of Social Studies in Nigerian Tertiary Institutions. The theoretical framework of the study is hinged on the aims and objectives of Nigeria social studies education. The aims and objectives are condensed into three broad areas informational learning, Skills learning, attitudes and values learning that are relevant to Nigerian students' intellectual development and upbringing. Evaluation techniques have relationship with teachers' competencies for teaching in schools. It is the means through which teaching is evaluated on the side of the teachers and learning on the side of the students. They are employed in schools by teachers in evaluating the students. These techniques include questioning, field trip, note-taking, continuous assessment, teacher made tests among others. The tools are useful for the proper and accurate placement of students. They help to determine the cognitive (knowledge), psychomotor (skills), and affective (attitude) domain of learning among students, most especially, in our tertiary institutions of learning. Conclusion was made based on the usefulness of evaluation techniques as it relates to teachers competencies for teaching in Nigerian schools.*

**Keywords:** *Evaluation technique,, teachers' competencies, cognitive, psychomotor, affective, domain*

## **INTRODUCTION**

Evaluation techniques have relationship with teachers' competencies. One aspect of teachers' competencies is the ability to evaluate teaching and learning. This includes the evaluation of teaching methods and the use of instructional materials on one hand, and the outcome of students learning on the other hand. Most authors view evaluation as a "system or a process". Rossi, Lipsy and Freed (2004) view evaluation as a systematic determination of merit, worth and significance of something or someone using criteria against a set of standards. Evaluation is often used to characterize and appraise subjects of interest in a wide range of human endeavours including arts, sciences, crimes, justice, foundations and non-profitable organizations, government, health-care, and other human services. Evaluation technique is the determination of merit, worth and significance of social studies academic attainment. The competent teacher is therefore the teacher who possesses the ability to determine the merit, worth and significance of teaching and learning outcome. This is with the view to determining the competence in relationship to students' knowledge. Therefore, in an attempt to evaluate students' ability and academic achievement, consideration is given to knowing the merit, worth and significance of teaching when competent teachers expose the students

to, in normal classroom situations. Furthermore, social studies education evaluation technique is also being viewed as a process. In that case, it is an ongoing activity that requires the adoption of several techniques and methods in an attempt to measure social studies teaching objectives. It is on this premise that social studies teachers should show competence during classroom teaching. Hence, Nwafor (2003) opines that any successful classroom teaching depends primarily on the teacher, his professional competence and the appropriateness of the evaluation techniques to the age level of the students. Thus, tertiary institutions training programmes prepare the students both in the acquisition of knowledge on social studies education objectives and the general principles of effective teaching. During this preparation period, the student is said to undergo apprenticeship training in the art and science of teaching.

The ability to evaluate teaching is seen as part of teachers' professional competence. This is because a competent teacher is the one who uses appropriate evaluation techniques to achieve social studies aims and objectives in teaching students for academic attainment and proper upbringing of the student. But this is carried out in relation to the age level of the students. The ability to evaluate teaching and learning based on the social studies aims and objectives depends on the level of competence of the teacher. Ughmadu (1998) discusses evaluation technique in relation to social studies aims and objectives. He makes a number of suggestions that should be followed in the process. One of such suggestions is that the first step in the evaluation of social studies aims and objectives to achieve the learning outcome. According to him, the process of evaluating social studies education objectives is based on the identification or recall of teaching aims and objectives is to students in our institutions of learning. This implies that the success of the aims and objectives that are set for the students become imperative. This is done so that the particular behaviours the students are expected to exhibit after being exposed to learning are taken into consideration. The tools of evaluation are important in the evaluation technique. The application of evaluation tools by the teachers in a given subject depends on the level of teaching competence shown by the teachers. This is because the teachers are the focus in the implementation of social studies aims and objectives; hence the teachers should be knowledgeable in the application of the evaluation tools in the school system.

Bausell R. and Bausell C. (1979) opine that evaluation tools are viewed in relation to the various processes used in evaluating teachers' competencies. They identify students' rating as one of the tools of measuring teaching competence. However, their findings show that students' rating is not the only way of evaluating teachers' competencies but also enable the teacher to categorize students that are exposed to teaching in the schools. It serves both to access the teachers' level of competence and academic performance of students. Aleamon and Graham (1979) see the use of students' ratings for evaluating teachers' competencies as the most regarded means in school today. The usefulness of students' rating can be seen in Nigerian tertiary institutions because it helps in the accurate placement of students to the next level of learning. Ughamadu and Okoye (1998) opine on what constitute evaluation tools. They include questioning, note taking, field trips and excursions. Observations have shown that the above listed evaluation tools are relevant to teaching

and learning of social studies aims and objectives in Nigerian tertiary institutions. The aims and objectives of social studies education in Nigerian tertiary institutions are condensed into three broad areas: informational; skills learning; and attitudes and values learning (Osakwe and Itdjere, 2005). Social studies teachers without the knowledge of the evaluation tools and the application lack the necessary competencies that are required in the school system for the expected learning outcome after exposing the students to the learning of the aims and objectives of social studies education (Osakwe and Itdjere, 2005). The theoretical framework of this study is hinged on the aims and objectives of social studies education in Nigeria tertiary institutions. These are further broadened for proper internationalization of knowledge about the aims and objectives in Nigerian tertiary institutions. In Nigeria, informational learning objectives include:

- i. The creation of awareness and understanding of our ever changing social and physical environment. For instance, the physical, social and political metamorphosis of the Nigerian environment from 1960 to date.
- ii. The need for efficient utilization and management of our vast natural and human resources.
- iii. The need to educate the students on the basic social functions that characterize all societies, such as producing, transporting, distributing, and consuming of goods and services, providing for education, recreation and government.
- iv. This involves the study of the nation, its people and culture, the settlement, growth, history and development of Nigeria.
- v. The study of the neighbourhood, community, local government, state; how students live and work there, how they meet their basic needs of life and how they interact and depend on each other for existence.
- vi. An examination of the world of work and orientation of various careers; basic human institutions such as the family, school and mass media.

The aims and objectives of attitude and skills learning are as follows:

**Social Skills:** The ability to live and work together, that is, the feeling of comradeship. This involves discipline in public places such as taking turns and learning to be courteous; learning of self-control; sharing ideas and experiences with others; inculcating the spirit of self confidence.

**Study Skills and Work Habits:** The ability to locate and gather information from books, the library and from a variety of other sources; the ability to write sound academic reports; ability to read materials and detect bias; ability to use maps and other pictorial representations.

**Group Work Skills:** The ability to work with others, take on roles and participate in group discussions.

**Intellectual Skills:** This entails the capacity to learn and to acquire skills; including not only the rudimentary skills of listening, speaking, reading, writing and of calculation but both the skills of hand, observation, analysis and inference which are involved in scientific problem-solving.

## CONCLUSION

The aim of this study is to appraise Evaluation Techniques as Component of Teachers' Competencies for the Teaching of Social Studies in Nigerian Tertiary Institutions. Evaluation techniques have direct links with teachers' competencies for teaching in Nigerian schools. Evaluation techniques involve the use of tools such as questioning, field-trips, note-taking, teachers-made-test and examinations results. Evaluation tools help to determine the quality of teachers' competencies and students' academic performance in schools as well as for proper placement of students. Incompetent teachers will not be able to apply the evaluation tools if the awareness is not created. This necessitated the researcher to go into this study to create awareness among the teachers and students alike in Nigerian tertiary institutions.

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