Assessment Strategies and Scholastic Adjustment of Undergraduates Students with Disabilities in Ignatius Ajuru University of Education

By

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Abstract

This study investigated assessment strategies and scholastic adjustment of undergraduate students with hearing impairment in Ignatius Ajuru University of Education. The study adopted a correlational research design. Three research questions and three corresponding hypotheses will guide the conduct of the study. The population of the study consists of 31 undergraduate students with hearing impairment in Ignatius Ajuru University of Education. A self-constructed instrument titled 'Assessment Strategies and Scholastic Adjustment of Persons with Hearing Impairment Questionnaire (ASSAPHIQ) was used for data collection from the respondents. The reliability of the instruments was determined using

Test-retest method which yielded r=.74. The data generated from the study was analyzed using Pearson Product Moment Correlation (PPMC) method with the aid of the SPSS software, and used to answer the research questions one to three and test the null hypotheses one to three at 0.05 level of significance. The findings of the study indicated that there exists significant relationship between summative assessment and scholastic adjustment of undergraduate students with hearing impairment in Ignatius University of Education at correlation coefficient of -.580.Continuous assessment relates to scholastic adjustment of the undergraduates, but is not statistically significant as the calculated p-value of .926 is above .05 level of significance. The null hypothesis was therefore retained, the extent to which formative assessment relates to scholastic adjustment of the undergraduates is statistically significant as the calculated p-value of .003 is below the critical value of .05 the null hypothesis was therefore rejected. The study further revealed that summative assessment relates to scholastic adjustment of the undergraduates is statistically significant as the calculated p-value of .000 is below .05 level of significance. It was recommended that lecturer who teach undergraduates with hearing impairment should note that assessment strategies must be taken as utmost priority as it is crucial to the predictor of their scholastic adjustment.

Keywords: Assessment, continuous, formative, summative, hearing, impairment.

Introduction

Academic performance is basically a reflection of a student's abilities, efforts and achievement. It is related to many intellectual activities and therefore of equal importance in measuring of the abilities of the candidates (Ubani, 2022). In line with this, it could be assumed that academic performance is the index of general mental abilities which are response to test of different kinds. In academic institutions in Nigeria, standardized tests of different kinds are used, and the students' response to these standardized tests represent the academic performance of the students. It is in the interest of stakeholders, researchers, parents and governments that students should have high academic performance in there various subject areas and in every examinations. Okoma (2018) defined academic performance as what a learner is able to accomplish by execution of class work in the school. Zimbroff (2019) adds that schools are still underfunded and sometimes

inefficient, as they are constrained by short teaching hours, teachers absenteeism, and basis in assessment tools.

Assessment is a critical criterion for determining student's academic accomplishment in higher education, because the advancement of students in higher education focuses mainly on assessment which has been the heart of higher education (Ubani, et al., 2019). Assessment strategies refers to different methods and techniques adopted by classroom teachers in in order to monitor students' progress and performance in line with set objectives. Assessments strategies are crucial in higher education because they can inspire learners' attitudes and behaviors towards learning. It provides them with the feedback they need about their strengths and weaknesses, also with an insight on how to improve in the future. Morgam (2020) emphasis that, assessment is a process that consists of activities used for the evaluation of the powers and limitations of students' learning besides teaching activities, in addition taking appropriate decision for planning an effective teaching activities. Nwankwo (2018) noted that there are different types of assessment such as formative assessment, summative assessment and self-assessment.

The formative evaluation takes place during the study. The main purpose of formative evaluation is to identify, whether the program is exhibited in the right direction or not. In the case of classroom evaluation, formative evaluation is to find out whether the learning takes place or not. For example, during lecture teachers ask questions from students related to the topic, and from student's responses they get feedback on their performance. Nwankwo (2018) evince that formative assessment is a tool which is frequently utilized for evaluating, students' knowledge of different experience of a national standard. The collection of information for enlightening student learning undergoes the formative assessment. Yusufu (2020) maintains that professional use of formative assessment by teachers in secondary and postsecondary institutions are a prerequisite for students' academic success in school.

Whereas, summative evaluation is carried out at the end of particular programs, the results of the summative evaluation are very useful for deciding on further

guidance. Thango (2021) added that summative assessment utilizes information collected in formative assessment, to know the content in which student can learn. Comen (2017) study indicated that students who were assessed using summative assessment reported a fair progress in their academic growth and performance. A summative evaluation is carried out at the end of particular programs. The results of the summative evaluation are very useful for deciding on further guidance. The promotion of students in the next class is based on the results of summative evaluation.

Ubani and Sanikpege (2020) defined self-assessment as the process where learners make a reflection on the worth of their work, compare the nature of their work explicitly to the expected standards, make judgment on how well their work resembles the criteria and finally make revisions appropriately. Self-assessment is an aspect of formative assessment. Wiliam (2018) noted that self-assessment is useful for raising academic performance as there is evidence that suggests that self-assessment contribute positively to learning outcomes).

Assessment attains mainly two critical purposes: a) to stipulate information on students' existing heights of accomplishment and b) the teachers must deliver in classrooms for ensuring student progress towards the anticipated conclusions. It also gives the lecturer an opportunity to review the effectiveness of the evaluation strategies used, assess the learner's understanding of certain concepts learned, and enable the lecturer to self-assess his or her abilities (Hau, 2020). Through assessment strategies, the trainer also has the right to check whether the learning goals are being achieved. In other words, the main goal of assessment is to encourage students' learning and development, not just considering grades (Zou, 2018). It was against this background that the researcher investigated assessment strategies and scholastic adjustment of undergraduates students with disabilities in Ignatius Ajuru University of Education.

Statement of the Problem

The researcher observes that there is a slight increase in the enrolment rate of students' with disabilities in tertiary institutions in Rivers State particularly at Ignatius Ajuru University of Education which may be due to the establishment of a Special Needs Education Unit under the department of Educational Psychology,

Guidance and Counselling. The increase in students' enrolment means more students with disabilities will be given an opportunity for advanced degree and training. Little or nothing is known regarding the academic performance of this students within the institution in various courses within and outside of the department as there are compulsory courses students are expected to pass before they will be able to graduate from the school.

In addition, the researcher observes that due to the students' disability type, there may be a variety of methods cum strategies adopted by lecturers within the institution to evaluate the performance and academic progress of this students in different courses. It remains unclear what influence some of those assessment strategies may have on the academic performance of this students with disabilities and how such strategies may be improved upon in order to enhance the academic performance of this students. Hence, the study examined assessment strategies and scholastic adjustment of undergraduates students with disabilities in Ignatius Ajuru University of Education.

Aim and Objectives of the Study

The aim of this study was to determine the relationship between assessment strategies and scholastic adjustment of undergraduates students with disabilities in Ignatius Ajuru University of Education. Specifically, the study intended to;

1. determine the extent to which formative assessment relates to scholastic adjustment of undergraduate students with hearing impairment in Ignatius Ajuru University of Education;
2. examine the extent to which continuous assessment relates to scholastic adjustment of undergraduate students with hearing impairment in Ignatius Ajuru University of Education;
3. ascertain the extent to which summative assessment relates to scholastic adjustment of undergraduate students with hearing impairment in Ignatius Ajuru University of Education.

Research Questions

The following research questions guided the study at 0.05 level of significance:

i. To what extent does formative assessment relate to scholastic adjustment of undergraduate students with hearing impairment in Ignatius Ajuru University of Education?
ii. To what extent does continuous assessment relate to scholastic adjustment of undergraduate students with hearing impairment in Ignatius Ajuru University of Education?
iii. To what extent does summative assessment relate to scholastic adjustment of undergraduate students with hearing impairment in Ignatius Ajuru University of Education?

Hypotheses

The following hypotheses were formulated to guide the study at 0.05 level of significance:

H_{01}: There is no significant relationship between formative assessment and scholastic adjustment of undergraduate students with hearing impairment in Ignatius University of Education.

H_{02}: There is no significant relationship between continuous assessment and scholastic adjustment of undergraduate students with hearing impairment in Ignatius University of Education.

H_{03}: There is no significant relationship between summative assessment and scholastic adjustment of undergraduate students with hearing impairment in Ignatius University of Education.

Methodology

This study adopted a correlation research design. The population of this study consisted of 31 hearing impaired undergraduate students of Ignatius Ajuru University Education (IAUE), Rumuolumeni, Port Harcourt. The total population of undergraduates with hearing impairments in Ignatius Ajuru University Education (IAUE) of Rivers State were selected using census sampling technique. A self-structured questionnaire titled: "Assessment Strategies and Scholastic Adjustment of Persons with Hearing Impairment Questionnaire" (ASSAPHIQ) was used for data collection. The instrument was validated by two experts in Educational Psychology, Guidance and Counselling Department of Ignatius Ajuru University of Education, Port Harcourt. Test re-test method was used to determine the reliability of the instrument as r=.74. The research questions and

hypotheses were answered and tested using Pearson's Product Moment Correlation (PPMC) statistics at 0.05 level of significance.

Data Analysis and Presentation of Results

Research Question One: To what extent does formative assessment relate to scholastic adjustment of undergraduate students with hearing impairment in Ignatius Ajuru University of Education?

H_{01}: There is no significant relationship between formative assessment and scholastic adjustment of undergraduate students with hearing impairment in Ignatius University of Education.

Table 1: Pearson's Product Moment Analysis of the Extent to which Formative Assessment Relates to Scholastic Adjustment

Correlations

		Formative Assessment	Scholastic Adjustment
Formative Assessment	Pearson Correlation	1	.480**
	Sig. (2-tailed)		.003
	N	31	31
Scholastic Adjustment	Pearson Correlation	.480**	1
	Sig. (2-tailed)	.003	
	N	31	31

**. Correlation is significant at the 0.05 level (2-tailed).

Table 1 above shows the extent to which formative assessment relates to scholastic adjustment of undergraduate students with hearing impairment in Ignatius University of Education. An overview of the table revealed that there exists a correlation coefficient of .480 between the two variables. This shows that formative assessment has a moderate positive relationship with scholastic adjustment of undergraduate students with hearing impairment in Ignatius University of Education. The table further revealed that the extent to which formative assessment relates to scholastic adjustment of the undergraduates is statistically

significant as the calculated p-value of .003 is below the critical value of .05. The null hypothesis is therefore rejected.

Research Question Two: To what extent does continuous assessment relate to scholastic adjustment of undergraduate students with hearing impairment in Ignatius Ajuru University of Education?

H_{02}: There is no significant relationship between continuous assessment and scholastic adjustment of undergraduate students with hearing impairment in Ignatius University of Education.

Table 4.2: Pearson's Product Moment Analysis of the Extent to which Continuous Assessment Relates to Scholastic Adjustment

Correlations

		Continuous Assessment	Scholastic Adjustment
Continuous Assessment	Pearson Correlation	1	.926
	Sig. (2-tailed)		.179
	N	31	31
Scholastic Adjustment	Pearson Correlation	.926	1
	Sig. (2-tailed)	.179	
	N	31	31

**. Correlation is significant at the 0.05 level (2-tailed).

Table 2 above shows the extent to which continuous assessment relates to scholastic adjustment of undergraduate students with hearing impairment in Ignatius University of Education. An overview of the table revealed that there exists a correlation coefficient of .926 between the two variables. This shows that continuous assessment has a high positive relationship with scholastic adjustment of undergraduate students with hearing impairment in Ignatius University of Education. The table further revealed that the extent to which continuous assessment relates to scholastic adjustment of the undergraduates is not statistically significant as the calculated p-value of .926 is above .05 level of significance. The null hypothesis is therefore retained.

Research Question Three: To what extent does summative assessment relate to scholastic adjustment of undergraduate students with hearing impairment in Ignatius Ajuru University of Education?

H_{03}: There is no significant relationship between summative assessment and scholastic adjustment of undergraduate students with hearing impairment in Ignatius University of Education.

Table 3: Pearson's Product Moment Analysis of the Extent to which Summative Assessment Relates to scholastic Adjustment

Correlations

		Summative Assessment	Scholastic Adjustment
Summative Assessment	Pearson Correlation	1	-.580**
	Sig. (2-tailed)		.000
	N	31	31
Scholastic Adjustment	Pearson Correlation	-.580**	1
	Sig. (2-tailed)	.000	
	N	31	31

**. Correlation is significant at the 0.05 level (2-tailed).

Table 3 above shows the extent to which summative assessment relates to scholastic adjustment of undergraduate students with hearing impairment in Ignatius University of Education. An overview of the table revealed that there exists a correlation coefficient of -.580 between the two variables. This shows that summative assessment has a moderate negative relationship with scholastic adjustment of undergraduate students with hearing impairment in Ignatius University of Education. The table further revealed that the extent to which summative assessment relates to scholastic adjustment of the undergraduates is

statistically significant as the calculated p-value of .000 is below .05 level of significance. The null hypothesis is therefore rejected.

Authors Contribution to Knowledge

The study had empirically established that there is a significant relationship between assessment strategies and scholastic adjustment of undergraduates with hearing impairment in Ignatius Ajuru University of Education. Specifically, the study also empirically established that:

1. There is significant relationship between summative assessment and the scholastic adjustment of undergraduates with hearing impairment in Ignatius Ajuru University of Education.
2. There is significant high positive relationship between continuous assessment and scholastic adjustment of undergraduate students with hearing impairment in Ignatius University of Education
3. Formative assessment has a moderate positive relationship with scholastic adjustment of undergraduate students with hearing impairment in Ignatius University of Education.

Recommendations

1. Lecturers should improve assessment strategies to ensure scholastic adjustment of persons with disabilities,
2. Formative assessment is a crucial predictor of scholastic adjustment and should be taken seriously throughout the period of delivery
3. Summative assessment strategy will help determine learning-teaching gaps if any and allow for innovative ways to tackle the challenges to acquiring knowledge, instruction for undergraduates with hearing impairment including change of methodology and the use of assistive technologies.

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