Teachers' evaluation strategies and its impact on students' learning out-comes. The Case of Secondary Schools in Diamare Division of the Far North Region of Cameroon

1. **Ajongakoh Raymond Bella, PhD**
Senior Lecturer
Higher Technical Teachers' Training College Kumba, University of Buea, Cameroon.
Email: ajongraymond@yahoo.com
2. **Song Gerald Achou**
PhD Student, Doctorate Unit Man and the Society
Post Graduate School, The University of Maroua, Cameroon.
Email: songgeraldachou@yqhoo.com
Tel: 237 677 434 594 / 237 696 960 033

ABSTRACT

The work sets out to study "Teacher's evaluation strategies and its impact on students' learning outcomes in selected secondary schools in Diamaré division. Evaluation is recognized as a comprehensive, systematic and purposeful process that is an integral part of teaching and learning which reflects students' progress and achievement. This study is a theoretical and explores secondary sources of data. The study was supported with three main theories; cognitive evaluation theory, achievement motivation theory and evaluation apprehension theory. The study used descriptive survey design and the simple random sampling technique. The sample consisted of 300 students. Data were gathered from the participants via valid and reliable questionnaire. Descriptive and inferential statistics were used. The Pearson Chi-Square of independence was employed to measure the correlation between variables which help the researcher to verify the research hypotheses. Based on the analysis, the following results were obtained in relation to the hypotheses: Considering H1 we had X^2 cal of $226.877 \geq X^2$ read of 214.477. This is an indication that there is a significant relationship between teacher's questioning techniques and the learning outcomes of students. For H2 we obtained X^2 cal of $387.714 \geq X^2$ read of 242.647. Based on this we concluded that there is a significant relationship between teacher's remediation strategies and the learning outcomes of students. The results revealed that there is a significant relation between teachers' evaluation strategies and learning outcomes of students. Based on these results, discussions were carried out, recommendation given, conclusion drawn and suggestions made based on the various results obtained.

Keywords: *Teaching, Learning, Evaluation, Evaluation srtategies, learning outcomes*;

RESUME

Le travail vise à étudier les « stratégies d'évaluation de l'enseignant et son impact sur les résultats d'apprentissage des élèves dans certaines écoles secondaires du département de Diamare. L'évaluation est reconnue comme un processus complet, systématique et délibéré qui fait partie intégrante de l'enseignement et de l'apprentissage, ce qui reflète le progrès et la réussite des élèves. Cette étude est théorique et explore des sources secondaires de données. L'étude est soutenue par trois théories principales : la théorie de l'évaluation cognitive, la théorie de la motivation des réalisations et la théorie de l'appréciation de l'évaluation. L'étude a utilisé une enquête descriptive et la technique d'échantillonnage aléatoire simple. L'échantillon comprenait 300 élèves. Les données ont été recueillies auprès des participants via un questionnaire valide et fiable. Des statistiques descriptives et inférentielles ont été utilisées. Le khi carré d'indépendance de Pearson a été utilisé pour mesurer la corrélation entre les variables qui ont aidé le chercheur à vérifier les hypothèses de recherche. Sur la base de l'analyse, les résultats suivants ont été obtenus par rapport aux hypothèses: Compte tenu de H1, nous avons eu X^2 cal de $226,877 \geq X^2$ lue de $214,477$. Ceci est une indication qu'il existe une relation significative entre les techniques de questionnement de l'enseignant et les résultats d'apprentissage des élèves. Pour H2, nous avons obtenu X^2 cal de $387,714 \geq X^2$ lue de $242,647$. Sur

cette base, nous avons conclu qu'il existe une relation significative entre les stratégies d'assainissement des enseignants et les résultats d'apprentissage des élèves. Les résultats ont révélé qu'il existe une relation significative entre les stratégies d'évaluation des enseignants et les résultats d'apprentissage des élèves, même si la première hypothèse alternative a été rejetée. Sur la base de ces résultats, les discussions ont été faites, les recommandations ont été faites, la conclusion tirée et les suggestions faites sur la base des résultats obtenus.

Mots-clés : *Enseignement, apprentissage, évaluation, procédure d'évaluation, résultats d'apprentissage*

1.1. Background to the study

Education is a vital tool for national development which is only attainable through the school system. It produces the human capital that utilizes all other factors of production in order to yield desired output towards nation building. Teaching and learning is a process that can only be efficient when there is an effective mechanism for checks and balances, such as effective evaluation. Effective teaching in secondary schools is a major concern in many countries of the world. It is argued that effective teaching takes place where there is reflective practice (Nolan & Hoover (2008), Delvin Kift & Nelson (2012). Reflective practice are consider as the brick and motor for effective teaching as it is says in literature without routinely engaging in reflective practice, it is unlikely that we will be able to understand the effects of our motivations, prejudices and aspirations upon the ways in which we create manage, receive, shift and evaluation knowledge and as importantly, the ways in which we are influencing the lives, directions and achievement. Those whom we nurture and teach.

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner Tebabal & Kahssay, (2011). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods and evaluation strategies that best suit specific objectives and level exit outcomes. In the traditional epoch, many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners comparative to student-centered methods. Until today, questions about the effectiveness of teaching methods on student learning have consistently raised considerable interest in the thematic field of educational research (Hightower et al., (2011). Moreover, research on teaching and learning constantly endeavor to examine the extent to which different teaching methods enhance growth in student learning outcomes. Quite remarkably, regular poor academic performance by the majority students is fundamentally linked to application of ineffective teaching methods and evaluation strategies by teachers to impact knowledge to learners (Adunola, 2011). Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order for the method used for teaching to be effective, Adunola (2011) maintains that teachers need to be conversant with numerous teaching and evaluation strategies that take recognition of the magnitude of complexity of the concepts to be covered.

According to Ayeni (2011), teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. Adunola (2011) indicated that in order to bring desirable changes in pupils, teaching methods used by educators should be best for the subject matter. Furthermore, Bharadwaj & Pal (2011) sustained that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way (Chang, 2010). As such, alignment of teaching methods with students' needs and preferred learning influence students' academic attainments Zub, (2004).

On the other hand some people believe that effective teaching takes place if teachers have been exposed to the foundations of education. Philosophy of education is central to the practice of teaching. In this regard, Kagan (1990) suggest that "as we learn more about

teachers, we are likely to come closer to understand how effective teachers are made". Pedagogically knowledge of effective practice seen to be topical in coming up with the profile of effective teaching.

As teaching is a continuous process that involves bringing about desirable changes in learners, likewise evaluation has to do with critical assessment of a planned programme so as to ascertain the level of attainment of set goals and objectives. It is a mechanism for providing feedback for students, teachers and policy makers. Through evaluation, diagnosis is made of short falls in the programme and teaching methods so as to draw up corrective measures to improve on it.

Evaluation, therefore, is a veritable tool through which the school system can be highly improved. It is through this medium that school supervisors and inspectors otherwise known as pedagogic inspectors, ensure that classroom instruction are improved because teachers are made to be more alive towards their responsibilities. The essence of evaluation is basically to ensure day to day effective implementation of curriculum in our schools. Teachers adopts varying evaluation strategies in order to achieve the objectives it is purported to achieve, amongst which are: regular appraisal of the school system through quality teaching, evaluation, ensuring that lesson notes and plans are well prepared before lesson delivery, use of continuous assessment for students to ascertain their level of performances.

Evaluation of student learning out-comes and the efficacy of the teaching processes is an integral aspect of curriculum design and it also serves as a quality assurance measurement of students' learning out-comes in secondary schools. Different methods of evaluation stratgies are engaged in the process of teaching and learning. It is important to note here that an evaluation process is built into any curriculum development strategy. Evaluation carried out regularly and appropriately can give us feedback on student positive attainment (summative evaluation), student approaches to and understanding of the learning context and valuable data on which to make future decisions (formative evaluation), and supports the iterative process of curriculum design, development and delivery.

Meenakshi Sundaram .R. (2012) asserts that evaluation adds the ingredient of value judgment to assessment. It is concerned with the application of its findings and implies some judgment of the effectiveness, social utility or desirability of a product, process or progress in terms of carefully defined and agreed upon objectives or values. Evaluation often includes recommendations for constructive action. Thus, evaluation is a qualitative measure of the prevailing situation. It calls for evidence of effectiveness, suitability, or goodness of the programme. It is the estimation of the worth of a thing, process or programmes in order to reach meaningful decisions about that thing, process or programme.

Evaluation is recognized as a comprehensive, systematic and purposeful process that is an integral part of teaching and learning. Evaluation procedures must be based on the course objectives and evolve from instructional strategies implemented to realize these objectives. Evaluation procedures must also enable a teacher to provide an accurate, reliable and justifiable evaluation which reflects students' progress and achievement.

For quite a long period of time, many educators have viewed evaluation as a means for measuring learning final outcomes and this is mainly actualized through what is known as summative evaluation (Black &William, 1998). But quite recently, educators have begun to widen their scope of evaluation to cover not only students' learning outcomes at the end of specific period in order to decide who passes or fails, but also to enhance learning by modifying classroom instruction (Rabinowitz, 2010). This is exactly what evaluation for learning does as it aims to improve the quality of teaching and use evaluation result to modify students' learning.

More and more, discussions concerning education reforms in the Cameroon secondary schools curricula are paying increasing attention on the role that classroom based evaluation strategies play in fostering student-centered teaching practices. Together, all of the research cited here strongly suggests that these evaluation tools and strategies can positively impact a

3

number of key areas that we know are important aspects of education reform: student/teacher relationships, teacher's ability to personalize instruction, acquisition of 21st century skills, student engagement and student metacognition. These practices are becoming more common in developed countries, but there is still little research on how to adapt these approaches to the school contexts of many emerging countries.

It is important to note that with access to professional development resources, teachers and school administrators can become proficient with evaluation strategies for learning approaches without returning to the University for continuing education Courses. Many teachers who have participated in-service and teacher professional development seminars are beginning to use evaluation for learning strategies and this has offered us a chance to see these new evaluation strategies in action (Leon Saenz, & Light,2009; Light, et al.,2009).

Teachers have always evaluated student knowledge through recall test, or by asking content questions during a lecture, but researchers and practitioners are beginning to understand that a different type of teacher developed evaluation strategies and methods can play an important role in supporting learning (Black & Wiliam, 1998) and in helping to transform teaching practice. In fact, incorporating 21st century teaching practices should start with updating teachers' arsenal of evaluation strategies that they use in the classroom to support their teaching (Jacobs, 2010). In a seminal review of the literature on how people learn, the National Research Council asserts that "appropriately designed evaluation can help teachers realize the need to rethink their teaching practices" (2000, p.141).

According to Romiszowski (1988), the purpose of evaluation is to give shape to educational objectives, and learning materials, to make teaching methods simple and effective and the classroom climate pleasant and conducive for completing the teaching- learning process.

Teaching is not stuffing the mind with dead load of information, contrarily; it denotes expanding the abilities of students to learn and comprehend the subject content studied and when the need arises use it to a new context.

What we generally use in educational institutions are scholastic achievement tests. There are other kinds of test like Personality tests, mental ability tests and Sociometry etc. Though evaluation is more scientific than measurement, it should be admitted that they are not capable of producing the true picture. They provide us with some useful hypotheses for value judgment.

There are simple evaluation methods like observation; analysing anecdotes and simple recall for which not much training are required. But to use complex evaluation methods like personality tests and aptitude tests, special training is necessary for administering them and interpreting the obtained data.

It is essential for a good evaluation system to be comprehensive and capable of accurate measurement of behaviour modification

Evaluation strategies entail the utilization of a variety of methods to give learners ample opportunity to demonstrate their abilities more fully. The choice of what evaluation strategies to use is subjective one, unique to each educator, grade and dependent on the educator's professional judgment. The methods chosen for evaluation activities must be appropriate to the assessment standards and the purpose of the evaluation must be clearly understood by all learners and educators. ICDR (1999) stated that, instructors utilize various types of assessment to evaluate the performance of learners. Among these types of evaluation are: Placement evaluation; Formative evaluation; Diagnostic evaluation; Summative evaluation; Normative evaluation; Criterion referencing evaluation; Self-evaluation and Peer evaluation

It is easy to become so immersed in the job of teaching that we lose sight of the exact purpose of a particular element of assessment. There is then the possibility that we are not achieving that purpose, or that we overlook another form of assessment, which might be more appropriate. We actually assess students for a quite a range of different reasons.

4

This assertion is confirmed by Brown, Race and Smith (1996) who pointed out the points for the purpose of evaluation in the secondary schools. These purposes are:

To classify or grade students: There are often good reasons for us to classify the level of achievements of students individually and comparatively with in cohort. Assessment methods to achieve this will normally be summative and involve working out numerical marks or letter grads for students" work of one kind or another.

To enable student progression: Students often cannot undertake course of study unless they have a sound foundation of knowledge or skills. Assessment methods to enable student progression therefore need to give a clear idea of students" current level of achievements so that they (and we) can know if they are ready to progress.

To guide improvement: The feedback students receive helps them to improve their performance. Assessment is primarily formative need not necessarily count towards any final award and can therefore be upgraded in some instances. The more detailed the feedback we provide, the greater is the likelihood that students will have the opportunities for further development.

To facilitate students" choice of options: If students have to select options within a programme, an understanding of how well they are doing in foundation studies will enable them to have a firmer understanding of their current abilities in different subject areas. This can provide them with guidance on which options to select next.

To give us feedback on how our teaching is going: If there are generally significant gaps in student knowledge, this often indicates faults on the teaching in the areas concerned. Excellent achievement by high proportion of students is often due to high quality facilitation of students learning.

To motivate students: As students find themselves under increasing pressure, they tend to become more and strategic in their approaches to learning, o provide statistics for the course, or for the institution: Colleges need to provide funding agencies with data about student performance, and assessment systems need to take account of the need for appropriate statistical information.

To add variety to students learning experience, and add direction to our teaching: Utilizing a range of different assessment methods spurs students to develop different only putting their energies into work that counts. Assessment methods can be designed to maximize

student motivation, and prompt their efforts towards important achievements skills and processes. This can provide more effective and enjoyable teaching and learning.

The research around classroom evaluations suggests that the tools and strategies we wish to discuss share three important traits that in different degrees: high quality teacher-designed evaluations provide insight on what and how students are learning in time for teachers to modify or personalize instruction; they allow teachers to assess a broader range of skills and abilities in addition to content recall; and these evaluations give students new roles in the evaluation process that can make evaluation itself a learning experience and deepen student engagement in content.

A number of studies have been carried out in the past to determine the effectiveness of teaching and learning strategies and a number of evaluation strategies and methods have been proposed. As the most significant resource in schools, teachers are critical to raise education standards. Improving the efficiency and equity of schooling depends, in large measure, on ensuring that teachers are highly skilled, well resourced, and motivated to perform at their best. Raising teaching performance is perhaps the policy direction most likely to lead to substantial gains in student learning out-comes (OECD, 2005). In turn, the effective monitoring and evaluation of teaching and learning process is central to the continuous improvement of the effectiveness of teaching and learning in a school. It is essential to know the strengths of teachers and those aspects of their practice which could be further developed. From this perspective, the institution of teacher evaluation strategies in the teaching-learning process is a vital step in the drive to improve the effectiveness of teaching and learning and

5

raise educational standards in students at different levels of class tests and official examinations.

Within the context of teacher's evaluation strategies, teachers use methods, strategies and techniques to plan, develop, present and evaluate learning out comes. All of these intervene and interact within the course of teaching-learning activity. For instance, in a lesson, the teacher; constructs, develops, motivates, probes, questions and evaluates attitudes and self-concept, and controls practices. All these are organized within the framework of educational and psychological norms, rules and ideals with the backing that change of behaviour intended can be positive or negative. Whatever behaviour results, stress is on behaviour that develops positive performance.

The objective of any evaluation strategies is to measure and determine if learning out-come has taken place but the problem is to know the extent to which a learner is credited for his competence. The rate of poor results in official examinations noticed in the Far North region as a whole and in Diamaré Division in particular is a cause for concern and the official results in secondary schools of this division is quite alarming and turns to put some question marks on the teachers' evaluation strategies that is being used to carry out judgment and certain certificates issued to learners due to their incompetence in integrating the society. It is observed as well that performance of students in official examinations in secondary schools of this division is insufficient and very poor. This implies that evaluation procedures and approaches used by the teachers during the teaching-learning process do not develop free thinking abilities in the learners-the reason` why education products in Cameroon are not productive and development perceptibly non-existent. Supporting factors to these claims are drawn from teachers' questioning attitudes, remediation practices, teaching-learning perceptions and belief-systems concerning either teaching and evaluation methods have affected teachers' evaluation procedures. Hardly do most teachers in Cameroon use the prescribed diversified scientific methods and approaches during the teaching-learning process; such as the most recently introduced Competence Base Approach (C B A), explicit teaching-learning approaches and the New Vision of Evaluation Approaches, specially designed to meet the demands of this technological age. These teachers still resort to the old traditional teacher-centred lecture methods vehemently discredited in constructing transferable knowledge and enhancing students' competence and performance. Furthermore, there is the lack of proper control and supervision systems by the services in charge of pedagogy and supervision. This can be noticed on the field during inspections and supervision exercises wherein pedagogic supervision and control are being carried on mostly in the offices because of inadequate out station financial resources reserved for that purpose despite the huge budgetary sum allocated by the government to the educational sector every year. How then, can learning outcomes of students improve in the midst of these neglect and unconcern?

It equally showed the gravity of problems surrounding the educative community during the evaluation procedure and also that the marks obtained by certain learners does not objectively reflect their competence. In the meantime the declining results in official examinations from secondary schools in Cameroon in terms of learning achievement, attitudes, values and other effective measures in comparison with the huge investment in the educational sector are quite alarming. The main thrust of the study therefore, is to establish the extent of relationship between teachers' evaluation strategies and the learning outcomes of students of Secondary Schools in Diamaré division. These are indicators that the system of evaluation strategies of teachers in Cameroon secondary schools is a cause for concern and really needs to be taken into consideration.

1.2. Statement of the problem

The strategies used by teachers in order to evaluate learners is a very determining aspect towards the learning outcomes. Evaluation is considered as a useful tool for learning which helps in the amelioration of learners` knowledge. What is noted is that learning out-

6

come has to take place after teaching before any evaluation is carried out; this is because we evaluate but what we must have taught and learned.

The teacher has the challenging task to meet up with the educational needs on the society and good evaluation is necessary to provide the teachers with guide and support so as to sustain and improve their efforts. Evaluation strategies help both the learner and the teacher to situate them in the teaching-learning process. The ability to engage in high-quality evaluation has become a sine qua non for the educators. But, effective evaluation requires mastering the professional knowledge and skills involved. The field of evaluation, like all other specialized disciplines, has developed many important concepts, principles, and methods to guide practice.

Evaluation strategies, however, does not by itself produce enough positive results and evidence to permit thorough understanding of the behaviour of a learner. Improving the quality of results depends upon improving the quality of evaluation strategies; this is because it is only through the process of evaluation that we can determine an outcome. One cannot talk of school without mentioning the aspect of evaluation strategies in learning. This is because to talk of quality education, all the aspects of learning must be properly evaluated so that both the learners and the teacher know the level of their acts. Teachers do give continuous assessments to students, enough time provided for teaching and teachers carry out remediation when a lesson is not properly understood, assignment given and the students on their part participate in class but despite this active participation of learners in class, they are still noticed to produce poor results.

In the meantime, we have observed that the high prevailing rate of poor results in most official examinations might be explained by the nature of teachers' poor vision and implication in the evaluation strategies and this can be examined in terms of teachers insufficient training in evaluation strategies, styles, methods and techniques, poor usage of pedagogic approaches, teachers' attitudes, class management and a host of other teaching-learning problems. Furthermore, teachers' uncommitted attitude including their inability to use the right evaluation strategies and techniques and also poor use of appropriate teaching methods and evaluation strategies may influence students' learning outcomes in a negative direction and which might bring about poor results especially in official examination in the educational system. Worth noting that teachers are the most essential actors in a school system and if their training and inputs are questionable, if their evaluation strategies and techniques are not favorable, educational output will not be good. It is therefore necessary to examine the elements of evaluation strategies which are the independent variable that influences students' learning outcomes in secondary schools as a dependent variable. Therefore, from the above points the researcher turns to ask the question does the strategies used by the teacher in carrying out an evaluation influence the learning outcomes of students in secondary schools in Diamaré division?

1.3. Objectives of the study

Based on the research problem and the variables, it was necessary to formulate and bring out some objectives which help as guide throughout the research work. We had both the general and the specific objectives

General Objective states the main purpose of the study. It was derived directly from the research problem statement which consists of investigating if teachers' evaluation strategies had an impact on the learning outcomes of the students.

The Specific Objectives contributed to achieving the following.
1. To find out if the teacher's teaching method has any impact on students' learning outcomes.
2. To verify if the teacher's questioning technique has any impact on students' learning outcomes.
3. To find out if the teachers' remediation strategy has influence on students' learning outcomes.

1.4 Research question

7

Generally, a research question identifies the phenomenon to be studied. Therefore, to facilitate the process of data collection and the formulation of hypotheses, a general research question and specific research questions are formulated to guide the study.

The research question focuses on the relationship or association among variables under study is to find out to what extent does teacher's evaluation strategies impact students' learning outcomes?

. Based on the problem statement above the following research questions were formulated.
1. To what extent does teacher's teaching methods impact students' learning outcomes?
2. How does teacher's questioning techniques impact learning outcomes of the students?
3. To what extent do teachers' remediation strategies impact learning outcomes of the students?

1.5. Research hypothesis of the study

For the case of this research, while the general hypothesis was the answer to the general research question, the specific hypotheses was the answers to the specific research questions.

The research study was guided by the following general research hypothesis formulated as follows: "There is a significant relationship between teachers' evaluation strategies and the students' learning outcomes".

From the general research hypothesis, specific research hypothesis was generated as follow:
1. There is a significant relationship between teacher's questioning technique and the students' learning outcomes.

1.6. Theoretical framework of the study

According to the *Journal of Multi-Disciplinary Evaluation*, (2010), evaluation is sometimes viewed as a professional practice rather than a discipline corresponding to a well-defined set of theories. However, Shadish, Cook and Leviton (1991), were able to demonstrate that evaluators' work does have theoretical foundations. This research intends to explain the discussion on evaluation theory, by examining some of the contributions made by Jennifer Greene who is considered as one of the most influential figures in contemporary evaluation cited by Tarsilla, M. (theorist's theory of evaluation).

Based also on the this study, the Cognitive Evaluation Theory (CET) was presented by Deci and Ryan (1985) as a sub theory within Self-Determination Theory (SDT) that had the aim of specifying factors that explain variability in intrinsic motivation and theory that focus on competence and autonomy. According to the cognitive evaluation theory, learners should be given the time to research on what they do because students learn a lot about their assigned topic when they research it, and the rest of the class learns from the presentation as well.

David McClelland (1917-98), pioneered workplace motivational thinking, developing achievement-based motivational theory and models, and promoted improvements in employee assessment methods, advocating competency-based assessments and tests, arguing them to be better than traditional IQ and personality-based tests. David McClelland defines achievement motivation as the need for achievement is an important determinant of aspiration, effort, and persistence when an individual expects his performance will be evaluated in relation to some standard of excellence. It is first developed an individual who has an extreme interest in accomplishing a task, therefore, is determined to put to forth an effort in accomplishing the task if one desires to. It could be recommended to teachers that using Atkinson's and McClelland's theory of achievement motivation examines the core aspects of achievement motivation of students. Achievement motivated students find enjoyment in performing challenging tasks and see difficult tasks as opportunities to better themselves. The focus is typically on individual success rather than group or company-wide success.

The evaluation apprehension theory was proposed by Nickolas B. Cottrell in 1972. Feelings of concern about evaluation nearly always occur when in the presence of others. However, in 1968, Cottrell tried to separate these variables in an experiment. Evaluation apprehension theory refers to an analysis of performance gains in groups arguing that

8

individuals working in the presence of others experience a general concern for how these others are evaluating them, and that this apprehension facilitates their performance on simple, well-learned tasks.

1.7. Research Methodology

The survey design was adopted for this study. Survey research design was adopted in order to determine students' opinions about teachers' evaluation procedure that influence students' learning outcomes and to inquire if it has an impact on students' learning outcomes in secondary schools in Diamaré division. The study employed the quantitative research method with questionnaire administration to collect data on teachers' evaluation procedure that influence students' learning outcomes in secondary schools in Diamaré division. This approach was adopted because it offered the best means of obtaining valid data for the study.

The study was carried out in selected secondary schools in Diamaré division, Far North Region of Cameroon. Diamaré division is one of the six (6) divisions in the Far North Region, which is the divisional headquarters is Maroua. It comprises 9 sub divisions with an estimated population of over five hundred and thirty thousand inhabitants. Diamaré division has about 70 nursery schools, 451 primary schools, 14 technical schools, 42 general secondary schools, 11 lay private secondary schools and one government bilingual teacher training college and two private bilingual teacher training colleges and also Maroua is the seat of the University of Maroua and its afflicted higher institutions of learning such as Higher Teachers' Training College (HTTC), Higher Institute of Sahel (HIS) and hosts other private higher institutions.

The population of study for this research was comprised of secondary schools in the Diamaré division of Far North Region with a total enrollment of 46820 students. The secondary schools studied were located in three different sub divisions of Diamaré division. Information was solicited from all the six (6) selected secondary schools in the Diamaré to have a true reflection of the teachers' evaluation procedure as a whole.

The accessible population of this study was made up of six secondary schools. The selected secondary schools were Government Bilingual High School (GBHS) Maroua, Government High School (GHS) Domayo, Saint Jacques de Bernon Bilingual College (SJBBC) Maroua, Adventist College (AC) Maroua, Islamic Private College Abou Daoud (IPCAD) Maroua and Government Technical High School (GTHS) Maroua. These are found in the Maroua I, Maroua II and Maroua III sub divisions respectively. Here the random sampling technique was used to select the number of schools that was subjected to this study.

Table 1: Summary of accessible population

S/N	Schools	Number of students
1	Government Bilingual High School (GBHS) Maroua	3537
2	Government High School (GHS) Domayo	1452
3	Saint Jacques de Bernon Bilingual College (SJBBC) Maroua	674
4	Adventist College (AC) Maroua	370
5	Islamic Private College AbouDaoud (IPCAD) Maroua	868
6	Government Technical High School (GTHS) Maroua	3380
Total	**6**	**10281**

Source: Primary data

The elements making this sample were those that were actually studied. Based on the data that was obtained from the sample, generalization or inferences about the population were made. Sampling was taken from portion of population of secondary school students in Diamaré division as representative of that population or universe. The researcher used the purposive sampling technique to choose the area to work with, that is, three sub divisions of Diamaré division. These sub divisions were Maroua I, Maroua II and Maroua III respectively. This researcher found this technique appropriate because it was an area where the researcher has a good knowledge of the educational establishments. Furthermore, since there are both private and public schools in Diamaré division, the researcher through the purposive sampling

technique, selected three lay private mission schools and three public secondary schools. The researcher selected the above mentioned schools because they are found to be experiencing some students' learning outcomes problems during evaluation processes. Thus, the researcher selected the above mentioned schools because they were representative of the number of secondary schools in Diamaré division.

Table 2: Summary of the Sampled Population

SN	Schools	Population of students	Sampled students
1	Government Bilingual High School (GBHS) Maroua	3537	72
2	Government High School (GHS) Domayo	**1452**	**35**
3	Saint Jacques de Bernon Bilingual College (SJBBC) Maroua	**674**	**58**
4	Adventist College (AC) Maroua	**370**	**37**
5	Islamic Private College AbouDaoud (IPCAD) Maroua	**868**	**34**
6	Government Technical High School (GTHS) Maroua	**3380**	**64**
Total	**6**	**10281**	**300**

Source: Primary data

Structured questionnaires were used for data collection from all respondents who were all students of secondary schools in Diamaré division. There was one set of questionnaires for students. Structured questionnaires were chosen because they ensured the confidentiality of responses and save time. In addition, they are widely used in social science research and education. Amin (2005) says that 90% of research in the social sciences is conducted using questionnaires.

Looking at the structure of the questionnaire, the first section concentrated on the demographic information for the study. The second, third and fourth sections dealt with the independent variables which comprised of questions concerning teacher's teachers' questioning techniques, and remediation strategies for evaluation respectively. The last section which was the fifth dealt with the dependent variable which was students' learning outcomes. There were a total of 38 items on the questionnaire. The likert-type scale was used to draw up this questionnaire.

Questionnaires were distributed to students in the 3 government schools and 3lay private mission Secondary Schools of Diamaré division, to determine if teachers' evaluation procedures impact students' learning outcomes in secondary schools.

Table 3 below presented the rate of returned of questionnaires.

School Identification	Number of students represented	Number of questionnaires distributed	Number of questionnaires returned	Percentage of questionnaires responded
GBHS Maroua	72	72	71	98.61%
GHS Domayo	35	35	31	88.57%
SJBBS Maroua	58	58	58	100%
AC Maroua	37	37	36	97.29%
IPCAD Maroua	34	34	29	85.29%
GTHS Maroua	64	64	64	100%
Total	300	300	289	96.33%

Table 3 above, showed that 300 students were represented in six (6) secondary schools in Diamaré division, 300 questionnaires were distributed, and 289 questionnaires were returned, giving a return percentage of 96.66%.

The data collected from the field by means of questionnaire was analyzed using descriptive and inferential statistics and these data were presented on frequency distribution tables. Pearson Chi Square(X^2) test of independence was used because it was seen as the most appropriate statistical test for analyzing the data and to verify the hypotheses of the research. The software Statistical Package for Social Sciences (SPSS) read and translated data and transformed them on demand to mathematical and statistical operations.

Descriptive statistics was used because it provides us with an overall picture of the characteristics of the population. These overall pictures were presented through tables. The quantification of data by categories and frequency distribution tables showed the global frequency and percentage distribution of the respondents which was calculated each for the questionnaire.

Results of the Study

For the purpose of verification of hypotheses, each of the hypotheses of the study was restated and the variables were identified. The statistic needed to test each hypothesis was stated and the results of the data analysis were presented and interpreted. The hypothesis was verified through cross tabulation of the independent variable and dependent variable. Each of the indicators for the independent variable were matched with the dependent variable to find out the extent to which teacher's evaluation procedure influences the students' learning out comes. Each hypothesis was tested at 0.05 level of significance with the use of chi-square (X^2).

Hypothesis
Null hypothesis

There is no significant relationship between teachers' questioning techniques and students' learning out comes.

Alternative hypothesis:

There is significant relationship between teachers' questioning techniques and students' learning out comes.

Table 4: contingency table for hypothesis two

Teacher's questioning techniques*Students' learning out comes

			Students' learning out comes				Total
			Very good	Good	Average	Below average	
Teacher's questioning Techniques	Strongly agree	Frequency	39	78	31	10	158
		Total %	13,6%	27,2%	10,8%	3,5%	55,1%
	Agree	Frequency	24	29	25	2	80
		Total %	8,4%	10,1%	8,7%	0,7%	27,9%
	Disagree	Frequency	0	11	6	1	18
		Total %	0,0%	3,8%	2,1%	0,3%	6,3%
	Strongly disagree	Frequency	4	9	14	4	31
		Total	1,4%	3,1%	4,9%	1,4%	10,8%
Total		Frequency	67	127	76	17	287
		Total %	23,3%	44,3%	26,5%	5,9%	100,0%

11

From table 44 above, shows that majority of 55.1% (158) of the respondents strongly agreed to teachers' questioning techniques has a significant influence on students' learning out comes, followed by 27.9% (80) of the respondents who agreed also that teachers' questioning techniques influence students' learning out comes. It was observed that only 6.3 % (18) disagreed on teachers' questioning techniques influence on students' learning out comes. It was observed that only 10.8 %(31) of the respondents strongly disagreed on the teachers' questioning techniques influence on students' learning out comes. To confirm this relationship, the chi square test below (Table 45) determines if the relationship is significant

Table 5: calculation of Chi square test for hypothesis two

Chi-Square Tests

	Value	df	Asymptotic Signification (2-sided)
Pearson Chi-Square	226,877[a]	182	,013
Likelihood Ratio	151,663	182	,951
Linear-by-Linear Association	12,726	1	,000
Number of Valid Cases	287		

a. 201 cells (95, 7%) have expected count less than 5. The minimum expected count is , 01

Determining the critical value of chi square

- Degree of freedom is = 182
- The critical value of chi square with 182 as degree of freedom at the alpha 0.05 level of significance is 214. 477

This value is compared with the calculated value to make a decision about the hypothesis. The calculated value of chi square is 226.877

Thus, the calculated value of chi square is greater than the critical value of chi square.

Decision rule

If the calculated value of chi square is greater than the chi square read, then we reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha).

Decision

The calculated value of chi square (226.877) is greater than the critical value of chi square (214.477) and it falls in the rejected zone of the null hypothesis. In this regard, we reject the (Ho) and accept the (Ha).Since the Ho is rejected; therefore, we concluded that there exist a significant relationship between teachers' questioning techniques and students' learning outcomes. Moreover, we have to determine the quality or magnitude of the relationship. Table 46 (symmetric measures) shall determine if the relationship between the variables is weak, moderate or strong.

Table 6: Symmetric Measures for hypothesis two

Symmetric Measures

		Value	Approximate Signification
Nominal by Nominal	Phi	,889	,013
	V de Cramer	,247	,013
	Contingence coefficient	,664	,013
Number of Valid Cases		287	

a. Not assuming the null hypothesis

b. Using the asymptotic standard error assuming the null hypothesis.

Table 43, shows values for the Phi coefficient (.889) and Cramer's coefficient (.247). Since the cross tabulation is not a 2 x 2 table which is suitable for phi coefficient, we use the Cramer's coefficient to determine the strength. The following scales below are used to categorize the strength of relationship.

0 – 0.30 = no relationship (0) to weak relationship

0.31 – 0.70 = Moderate relationship

0.71 – 1.0 = Strong relationship

The Cramer's coefficient reads .247 which falls within the first scale (weak relationship). This is to say that, even though there is a significant relationship between teacher's questioning techniques and students' learning out comes, knowing that teacher's questioning techniques are effectively employed, give us much impression in saying that students' learning outcomes are good. The value indicates that is weak and accepted as an influence to the learning output. The alpha value 0.05 shows the minimized error.

Hypothesis One

There is a significant relationship between teacher's questioning techniques and the learning outcomes of students

The first specific alternative hypothesis in this study states that there is a significant relationship between teachers' questioning techniques and the learning outcomes of students in secondary schools in Diamaré division. The Chi-Square analysis for this hypothesis shows that the calculated Chi-Square which stands at 226.877 is significantly greater than the critical value of Chi-Square which is 214.477 at degree of freedom of 182 at alpha 0.05. So in this case, we reject the null hypothesis and retain the alternative hypothesis which states that there is a significant relationship between teachers' questioning techniques and learning outcomes of students. This means that the types of teacher's questioning techniques used in the evaluation procedures could determine the learning outcomes of students in secondary schools. This is related to the fact that questioning is a behavioural activity manifestly related to the acquisition of knowledge, Robinson and Rackstraw, (1972, p.17) stated questions are asked for many reasons depending on the context and the relationship between the person and the concerned. Further arguments postulate that teachers ask about 100 questions per hour, Brown et al, (1984) pointed out that the critical issue in questioning is not the number of questions asked nor the frequency, at which these questions are asked, but the quality of the questions asked and the proportion of questions asked by the pupils. According to Tchombe, (2004), the quality of questions is indicative of the cognitive functioning and the underlying philosophy guiding the person asking the questions. In a lesson the teacher is supposed to use questions to create interest in the topic, find out what pupils already know and stimulate thinking by finding out how much they have understood the topic. The best way to involve pupils in the learning process is through questions.

In addition to this findings based on the alternative retained, Black, Lee, Marshall and William (2003) argue that formative questions challenge "common misconceptions, to create some conflict that requires discussion" which encourages students to think of a response or an idea from different angles (p. 39). To develop more formative questions, Black et al. (2003) encourage classroom teachers to organize their questions considering three themes: "frame questions" around the big idea that are worth asking; increasing the "wait time" so that students can think and express their responses; and facilitating "follow-up" questions or activities to ensure students understand (p. 42). In the meantime, teachers constantly ask questions in class may be verbally or in written form (for example, exercises, assessments and homework). This is a method where teachers try to investigate whether the students were listening and subsequently understand the lesson that was just taught. Watson and Young (1986) stated that as many as fifty thousand questions are commonly asked by teachers in a year compared to ten questions asked by students.

This is also related to Both McClelland and Atkinson's achievement and motivation theory that is based on a personality characteristic that manifested as a dispositional need to improve and perform well according to a certain standard of excellence In order to assess people's need for achievement, they used a projective instrument called the Thematic Appreciation Test (TAT) that elicits unconscious processes. In this instrument, students are asked to write a story describing the thoughts, emotions and behaviors of a person in an ambiguous picture or drawing (for example, a child sitting in front of a violin). The stories are then coded for achievement-related content including indicators of competition, accomplishments, and commitment to achieve. This technique, labeled the Picture Story

13

Exercise (PSE), was used in numerous studies that tested the relations of nAch with various indicators of performance. The whole idea about McClelland and Atkinson's achievement and motivation theory is for the teachers to use different questioning techniques to assess students' need for achievement. Achievement motivated students find enjoyment in performing challenging tasks and see difficult tasks as opportunities to better themselves. These students believe in continuing to attempt something in order to succeed instead of giving up or moving to something else. They strive to improve their skills in the types of questioning techniques proposed by their teachers and see success as a personal responsibility. The focus is typically on individual success rather than group or company-wide success.

Recommendations of the Study

Based on the findings of the study the following recommendations were suggested to improve teachers' evaluation strategies of students in secondary schools,

The government should made available in educational institutions practical instruments of evaluation in order to ameliorate the new vision of evaluation introduced in the educational system since 1995 and which is not applicable in secondary schools in Cameroon. This, in turn the concept of comprehensive educational evaluation for the operation of the entire teaching-learning process will end up by improving the evaluation process of students learning outcomes.

The Inspectorate of Pedagogy in the Ministries of Education should be properly staffed with qualified pedagogic inspectors and evaluation professionals that are radical enough to articulate changes within the current teaching methods and new vision of evaluation methods. Competent teachers who have long years of field experience can play a vital role in ameliorating evaluation problems and challenges in secondary schools

Government should always be conscious of the implication of its policies and position on evaluation techniques and strategies in order to have the multiplier effect on academic performance of students and teachers while Instructional Materials and other learning facilities to facilitate all round development of students should be made available and accessible for teachers to carry out their duties perfectly.

School administrators, government and professional bodies in the education sector should promote capacity building and development of teachers through intensive and regular seminars/workshops based on evaluation processes to improve teachers' knowledge, pedagogical skills and competences in different disciplines or subjects, with a view to enhancing the quality of teaching and learning processes in secondary schools.

The teachers should have comprehensive notion in evaluation of all elements and components of the teaching-learning process, Evaluation must be covered by the program of study and the different evaluation methods, questioning techniques, remediation strategies should be taking into consideration during the process of teaching, learning and evaluation.

Teachers should always ensure they understand the use of diverse technological tools and multi-media evaluation instruments such as questionnaires, observations, tests, interviews, case studies, problem analysis and study of records and reports concerning each learner's strengths and weaknesses in order to identify and remedy learners' difficulties in learning.

Teachers are obliged to participate in seminars and in service training in order to acquire new evaluation techniques and strategies which will enable them improve their capacity building in evaluation procedures. This will help them to reiterate on the importance of evaluation exercises during class and official examinations.

It is hoped that if the above recommendations are thoroughly and effectively considered, students' learning out-comes and performance in secondary schools will be improved. Moreover, the problem of quality evaluation methods in Secondary school and standards of education would likewise be addressed by employing the best evaluation practices in secondary schools in Cameroon.

Conclusion

14

With regards to the purpose of this work, the evaluation strategies is a vital factor to determine the level of learning outcomes of the learners. It takes into consideration, aspects like teachers' evaluation methods, questioning techniques, remediation strategies and time allocation. The research shows that the rate at which learners interact in class amongst themselves and with the teacher can really influence the rate at which they learn.

Traditional forms of evaluation like multiple-choice, fill in the blank spaces, and true/false, privilege memorization and recall skills that demand only a low level of cognitive effort (Shepard, et al., 1995). The evaluation tools and strategies outlined in this work provide more robust means to measure higher order thinking skills and complex problem solving abilities (Palm, 2008). Strategies such as performance bases evaluation (PBE) and portfolios, take into account multiple measures of achievement, and rely on multiple sources of evidence, moving beyond the standardized examinations most commonly used for school accountability (Shepard, et al., 1995; Wood, Darling-Hammond, Neill, &Roschewski, 2007). Self-and peer evaluation both teach and evaluate a broader range of life skills like self-reflection, collaboration, and communication.

As a tool to measure student learning, rubrics allow teachers to measure multiple dimensions of learning rather than just content knowledge, and to provide a more detailed evaluation of each student's abilities instead of just a number or percent correct.

The known fact that by asking questions, teachers know factual knowledge and conceptual understanding are transferred in the teaching - learning process (Brualdi, 1998). Although asking questions are believed to be the most influential devise in promoting learning gains, it has to be done correctly and effectively. Not only should we know what questions can be used, in addition, the types of questions teachers pose and the effective questioning techniques play a significant role in helping to create a classroom atmosphere truly conducive to developing mathematical thinking abilities (Brualdi, 1998; Burns, 1985; Ellis, 1993; Proudfit, 1992; Rose &Litcher, 1998) .

Another aspect carried out in this work involved the level at which remediation strategies are given to learners. Base on this aspect, it is noticed that when teachers continuously give feedback to learners they turn to always be active thus this can improve on their learning performance. Furthermore, the rate at which teachers revise their lesson has been noticed to be of great influence in the learning procedure. Remediation is carried out so that those learners who have not understood a lesson properly can have the opportunity to do so. This is the process of re-teaching which helps most or majority of the learners to understand what was taught. Learning output will increase if learners are constantly working.

Conclusively, from the findings the results reveal that teachers' evaluation methods, questioning techniques, remediation strategies and time allocation for evaluation are some of the major indicator of teachers' evaluation that significantly influence on learning outcomes of students in secondary schools in Diamaré division, even though that the first hypothesis based on teachers' evaluation methods and it influence on learning outcomes of students was rejected. All the other three research hypotheses have an influence on the learning outcomes of students were all accepted. Therefore, in this light there is a significant relationship between the two variables that is teachers' evaluation procedure and learning outcomes of students.

REFERENCES

Adamu, M.G, (2002). Monitoring & Evaluation of Schools: A key to Qualitative Management of Education. In Azare, G.D. (Ed.) Journal of Educational Management and Planning. Vol.1 (1)

Adunola O. (2011), the impact Teachers teaching methods on the academic performance of primary school pupils in Ijebucode loval cut aner of agen strates Ego Booster Banks, ogun state Nigeria.

Amin, E. Martin. (2005).Social Science Research: Conception, Methodology and Analysis. Kampala Uganda.

Amin, E. Martin. (2005).*Foundations of Statistical Inference for Social Science* Research. Kampala: Makerere University printer.

Ayeni, A.J 2011 ''Teachers professional development and quality assurance in Nigerian secondary schools'' world journal of education (2): B 143 – 149.

ICDR, (1999) Teacher Education Hand Book. Addis Ababa: Ethiopia

Black, P., &Wiliam, D. (1998). Inside the Black Box: Raising Standards through Classroom Assessment. *Phi Delta Kappan, 80,* 1-13.

Deci, E. L., & Ryan, R. M. (1999). Promoting self-determined education. *Scandinavian Journal of Educational Research, 38(1)*, 3–14.

Meenakshi Sundaram .R. (2012) Educational Evaluation. Dindigul: Divyakala Publishers.

Nagarajan K. (2012). Educational Innovation and Management. Chennai: Sriram Publishers.

OECD (2009a), OECD Review on Evaluation and Assessment for Improving School Outcomes: Design and Implementation Plan for the Review, OECD, Paris[OLIS Document EDU/EDPC(2009)3/REV1].

Ogunniyi, M.B. (1984) Educational Measurement and Evaluation. Mc. Ibadan: Longman Nig.

Okpalla P.M. et a.l (1999) Measurement and Evaluation in Education. Benin City: Stiching – Horden Publishers (Nig.) Ltd.

Otu, D.O. (1999) Educational leadership in primary school. Zaria: Institute of Education, A.B.U

Reynolds. R et al. (2011). Measurement and Assessment in Education. New Delhi: PHI Learning Private Limited.

Robinson, W. P., & Rackstraw, S. J. (1972). *A question of answers.* London: Routledge & Kegan Paul.

Shadish, W. R., Cook, T. D., & Leviton, L. C. (1991). *Foundations of program evaluation.* Newbury Park, CA: Sage

Romiszowski, A.J. (1988) *"The Selection and Use of Instructional Media",* Kogan Page, London

Sharma R.C. (1975). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Comp