

Students, Peers and Teacher's Strategies As a Measure of Effective Classroom Assessment and the Value of Triangulation

By

Adeyemo Emily Oluseyi

Department of Educational Foundations and Counselling, Faculty of Education,
Obafemi Awolowo University, Ile -Ife, Nigeria

Abstract

The study examined the rate of secondary school students performance in mathematics using self, peer and teachers assessment strategies. It also assessed the impact of the combination of the three strategies with a view of determining the value of Triangulation. The study adopted survey design using prê-test and post-test quasi experiment. The sample size consisted of 60 students in Senior Secondary School Class Two. The instrument was a Mathematics Teacher's developed items administered to students thrice and assessed at intervals of four weeks of instructions, by teacher, peers and students self assessment strategies. This was followed by a post-test administered and scored by the class teacher. The students scores were recorded and analyzed using descriptive and inferential statistical analysis. The results revealed that there was a significant linear relationship between students' performance and peer assessment $r=0.632$, $P < 0.05$) and between students' performance and teacher's assessment strategy $r=0.527$, $P < 0.03$ while student assessment correlation with performance was low $r=0.372$ $P < 0.05$. The triangulation effect of the three class assessment strategies on students performance revealed the best approach with the coefficient of determination (R-square) of 0.49. When the three strategies were loaded on linear regression analysis with enter method the self assessment fails to influence students performance (0.053) $P > 0.05$. Since the coefficient for determination in triangulation was the highest, (R=0.49) the study concluded the combination of the three strategies.