

Teachers' Awareness, Usage and Perceived Usefulness of West African Senior School Certificate Examination (WASSCE) Chief Examiners' Reports

By



Iyi Uwadiae, I. J¹. [Ph.D. (Educational Evaluation), M.Ed. (Educational Evaluation), B.Ed. (Mathematics), Chief Executive Officer (The West African Examinations Council – WAEC, Accra, Ghana). +2348023013281, jbsogie@yahoo.com



Uduh, C. A. O². [M.Ed. (Educational Evaluation), M.Ed. (Mathematics Education), B.Ed. (Science) Mathematics, Ag. Senior Deputy Registrar, Head, The West African Examinations Council International Office, Lagos, Nigeria. +2348023532344, collinsuduh@yahoo.co.uk.



Ojo-Odide, R .O. [M.Ed. (Measurement and Evaluation), B.Ed. (Science) Biology, Deputy Registrar, Head, Lagos Section of The West African Examinations Council International Office and Research Department, Lagos, Nigeria. +2347034263503, rosemaryojoodide@yahoo.com.

ABSTRACT

This study assessed teachers' awareness, usage and perceived usefulness of WASSCE Chief Examiners' Reports in senior secondary schools in Nigeria. Three (3) research questions and three (3) null hypotheses were formulated based on the variables of the study; awareness of their existence, their usage and perceived usefulness in terms of gender, school type and years of teaching experience. The survey design was adopted, and a well-structured questionnaire used for data collection. This study made use of multi-stage sampling technique in selecting respondents from both private and public secondary schools. The first stage involved selecting two states from each of the six geo-political zones in Nigeria using simple random sampling technique. The Federal Capital Territory (FCT) was purposively selected to ensure the inclusion of the FCT. Fifteen (15) secondary schools were selected from each state and maximum of 30 teachers were selected from each. The data obtained were duly coded and analysed using both descriptive statistics and Chi-square. The result indicated, among others, that majority of the teachers (80%) and (77%) were aware of the existence of WASSCE Chief Examiners' Reports and perceived them as useful respectively, but that only less than (9%) used the documents very often. Therefore, it was recommended among others that the Council should indulge in regular sensitisation programmes to enlighten the teachers on the availability of and need to make frequent use of the WASSCE Chief Examiners' Reports. Also, schools and subject associations should organise regular workshops on the use of WASSCE Chief Examiners' Reports using experienced teachers as resource persons.

Keywords: WASSCE, chief examiners' reports, usefulness.

1. Introduction

The development of any nation or society depends on its educational system. This is because education produces the human resources needed for such development. Similarly, the educational system of any nation depends on the quality of its teachers, because teachers are at the centre of the learning process. The teacher is a strong factor in defining the quality of education in schools and hence, can either make or mar the entire society. In most countries, a person who wishes to become a teacher must first obtain specified professional qualifications from a college or university. In addition, various bodies are instituted to instill, preserve and update the knowledge and professional standing of teachers. Examples in Nigeria are the Nigeria Union of Teachers (NUT) and the Teachers' Registration Council of Nigeria (TRCN) among others.

The teaching profession should have been for only those that are motivated for the profession. Stronge, Tucker and Hindman (2004) corroborating this view, state that teaching is a vocation and most effective teachers are passionate about their chosen profession. Unfortunately, nowadays, we have some teachers in Nigeria who joined the profession just to make ends meet owing to the high rate of unemployment. So, the profession is now being marred by many whose qualifications, attitudes and experiences to function efficiently are questionable. The effectiveness of any educational system is convincingly very dependent on the effectiveness of its teachers. According to Islahi and Nasreen (2013), it is an established fact that effective teachers constitute the most important school related factor influencing students' learning and achievement. In other words, the quality of education that is delivered in a country is a function of the degree of effectiveness of the teachers.

Rubio (2009) notes that effective teachers are perfectionists, encouraging, approachable, caring, intelligent, enthusiastic, clever, understanding and focus on students' achievement. Teachers need to be persistent, flexible, innovative and prepared to guide students in the case of failure (Gibbs, 2002). According to Liu & Meng, (2009), effective teachers have good knowledge/ mastery of their subjects, and should be dedicated to and accountable for students' academic performance. They should, therefore, use many support materials as well as assessment data to prepare and make their lessons effective. Similarly, Gao and Liu (2013) emphasise that to maximize students' academic achievement and other school outcomes, adaptability should be one of the important traits of teachers. Adaptability, therefore, is a teacher's ability to adjust instructions in response to students' needs. Effective teachers need this to manage new, challenging and uncertain situations or events that may arise like candidates' poor performance in WASSCE. According to Collie and Martin (2016), adaptability is not affected by teachers' age, gender or teaching experience. Contrarily, Gao and Liu (2013) insist that teachers develop adaptability through experience and awareness, and that experienced teachers are more likely to demonstrate it compared to beginners.

Obidike, Anyikwa and Enemuo (2010) propose that for effective and meaningful teaching in the present information age, the demonstration of teachers' awareness and competence in the use of instructional resources cannot be undermined. If teachers are aware of and make good use of relevant instructional resources in planning their instructions, students may likely benefit more from their knowledge. Corroborating this view, Jimoh (2009), stresses that the use of instructional resources in teaching is a "sine qua non" in effecting change in behaviour in students in every field. It makes both teaching and learning easier and a very pleasant experience (Jimoh, 2009 and Chukwuka, 2013). Meanwhile, to Bolick, Berson, Coultts and Heinecke (2003), Esu (2004) and Adekunle(2008) as cited in Okobia (2011), instructional resources involve all within the reach of teachers and students which are employed to facilitate teaching and learning. Such resources may be human and non-human (Esu, 2004), textual summaries, audio visuals and human resources, used either individually or collectively (Osakwe and Itedjere, 1993), provided they facilitate the acquisition and evaluation of knowledge.

Feedback is an important part of the assessment process. It has a significant effect on student learning and has been described as the most powerful single moderator that enhances achievement" (Hattie, 1999). The main objectives of feedback is to justify to students how their marks or grades were derived, identify and reward certain qualities in students' work and guide the students on what steps to take to improve. This information is useful both to the students and their teachers. Feedback is valuable when it is received, understood and acted upon, how feedback is analysed, discussed and acted upon, is as important as the feedback itself (Nicol 2010). Chief Examiners' Reports are veritable instructional resources available for teachers. These are periodic post examination publications of educational assessment bodies emanating from the observations of the examiners during coordination and marking exercises. The Chief Examiners' Reports provide feedback for assessors, schools and candidates on the examinations being reported on. The feedbacks include candidates' performance,

their strengths and weaknesses on the various questions. They also make recommendations for improvement. Thus, the information becomes useful for teachers during lesson preparation to ensure efficiency and effectiveness. Examples of these reports are the WASSCE Chief Examiners' Report, NECO Chief Examiners' Report, the Senior Assessors Report of the Chartered Institute of Purchasing and Supply, to mention but a few.

The West African Examinations Council (WAEC), established in 1952, is one of the foremost examining bodies in the world. WAEC has a vision to be a world-class examining body, adding value to the educational goals of her stakeholders. Her mission is to remain Africa's foremost examining body, providing qualitative and reliable educational assessment, encouraging academic and moral excellence and promoting sustainable human resource development and international cooperation. By her mandate, she is expected to assist in the development of sound education, ensure that educational standards are maintained and give West Africans vision of the great potentials which lie beyond examination. The West African Senior School Certificate Examination (WASSCE) conducted by WAEC is a terminal examination which is administered at the end of the Senior Secondary School programme, it is summative and a certification examination. However in line with her mandate, WAEC has in place, some mechanisms by which feedbacks that can boost educational standards are made available to education stakeholders. One of such is the production of WASSCE Chief Examiners' Reports. After the reports are published on each examination, they are sent to schools so that teachers can study them and make adequate use of them in preparing candidates for future examinations, and make decisions about the appropriateness of teaching strategies etc. The Council even makes it mandatory that every school should have a copy of WASSCE Chief Examiners' Report upon registration of candidates for WASSCE. Yet, candidates' performance in WASSCE has still not been encouraging, the weaknesses of candidates are replicated yearly and reoccur in subsequent reports. This is exemplified in the low percentage of candidates who obtained credit passes in at least five subjects including English Language and Mathematics as shown in Figure 1.

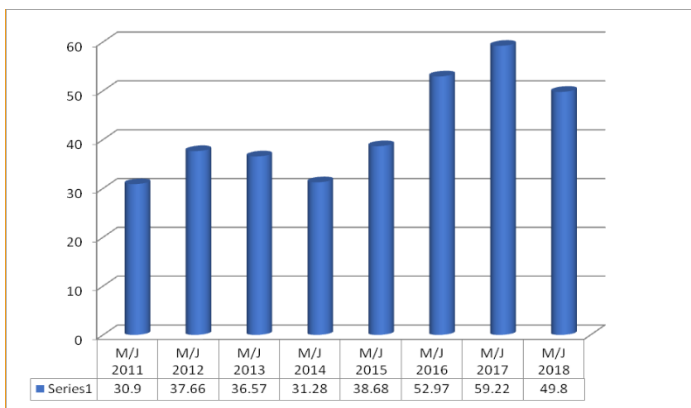


Figure 1 : *Percentage of Candidates with Minimum of Five Credits, Including English Language and Mathematics, in WASSCE.*

Figure 1 shows that not more than 59.22% of candidates had credit passes in at least five subjects including English Language and Mathematics in a given year at May/June WASSCE between 2011 and 2018. Such performances suggest that teachers might have not perceived the WASSCE Chief Examiners' Reports as useful, and might not have been using them. Prospective WASSCE candidates are expected to note the requirements of the various questions in preparing for their examinations. Similarly, teachers are expected to take into consideration, candidates' shortcomings and the expectation for each question in preparing their candidates for future examinations. WAEC (2012) attributes candidates' poor performance in WASSCE to their ill preparation

by teachers. There is therefore, no doubt that effective use of the WASSCE Chief Examiners' Reports would enhance performance at WASSCE.

Ghanney (2008) examined the extent to which instructional resources are used in teaching and learning of Environmental Studies in primary schools in Winneba. The study revealed that 83% of teachers in primary schools relied only on chalk boards and students' textbooks while other instructional resources were being neglected and that finally led to the pupils' poor performance in the subject. Abdul-salaam (2011), in a study, assessed secondary school teachers' use of relevant educational ICT packages in Oyo Metropolis, Nigeria and found that the facilities were not utilized. This was because they were mostly unavailable and teachers lacked the skills to use them.

Egomo, et al (2012), in another study, observed that the non-utilization of ICT materials in Nigerian schools were not because teachers were unaware of their existence.

However, Taiwo (2009) affirms that the way teachers perceive the role of an instructional resource/ media in classroom teaching will to a large extent determine the level / degree of its usage. According to him, teachers form an impression which is favourable or otherwise depending on specific traits they attribute to the particular instructional resource. Their perception here is predicted upon by its perceived usefulness in teaching and learning. In his opinion, the researcher notes that perception can be influenced by the personality characteristics of the teacher/ perceiver or even the features of the incident being perceived. In a study, he evaluated teachers' perception of the role of media in classroom teaching in secondary schools in Oyo, Nigeria. A total of 150 secondary school teachers (70 females and 80 males) were sampled. The findings indicated that no significant difference was found on the teachers' perceptions of the usefulness of instructional media even in terms of gender. The Nigerian Examinations Committee (NEC) of WAEC, at her 56th meeting in Lagos, in 2012, emphasized on the usefulness of the WASSCE Chief Examiners' Reports and urged all ministries of education, All Nigerian Confederation of Principals of Secondary Schools (ANCOPSS) and school authorities to ensure that teachers go through the reports and use them to form their instructional decisions. This study, therefore, assessed teachers' awareness, usage, and perceived usefulness of WASSCE Chief Examiners' Reports in terms of gender, school type, years of teaching experience as well as other related factors that may affect its usage in secondary schools.

2. Statement of the Problem

WAEC produces WASSCE Chief Examiners' Reports which highlights candidates' weaknesses among others. It is expected that when teachers and candidates make use of these reports, there should be improvement in candidates' performance. However candidates' persistent poor performance in WASSCE is therefore suggestive that the Chief Examiners' Reports are not being used. This study, therefore, assessed teachers' awareness, usage and perceived usefulness of the WASSCE Chief Examiners' Reports with a view to proffering solutions to the contemporary issue of students' poor performance in WASSCE.

3. Research Questions

The following research questions guided the study:

- (1) What proportion of teachers are aware of the existence of the WASSCE Chief Examiners' Reports?
- (2) How often do senior secondary school teachers use the WASSCE Chief Examiners' Reports?
- (3) What is the senior secondary school teachers' perception on the usefulness of the WASSCE Chief Examiners' Reports?

4. Research Hypotheses

The following hypotheses guided the study.

- (1) There is no significant difference in the proportion of senior secondary school teachers on their awareness of the existence of WASSCE Chief Examiners' Reports in terms of: (a) Gender; (b) School type; and (c) Years of teaching experience.
- (2) There is no significant difference in the frequency of usage of WASSCE Chief Examiners' Reports among senior secondary school teachers in terms of: (a) Gender; (b) School type; and (c) Years of teaching experience.
- (3) There is no significant difference in the perceived usefulness of WASSCE Chief Examiner' Reports among senior secondary school teachers in terms of: (a) Gender; (b) School type; and (c) Years of teaching experience.

5. Methodology

(1) Research Design

This study made use of survey design.

(2) Population of Study

The population of the study comprised all senior secondary school teachers in Nigeria.

(3) Sample and Sampling Procedure

This study made use of multi-stage sampling technique. The first stage involved selecting two states from each of the six geo-political zones in Nigeria using simple random sampling technique. The Federal Capital Territory (FCT) was purposively selected to ensure the inclusion of the FCT. In each state and FCT, 15 secondary schools were also purposively selected taking cognisance of both the publicly-owned schools (federal government, military and state government) and the privately-owned schools (mission and sole proprietorship). From each selected school, 30 teachers were selected through simple random sampling. After the data collection process, valid responses were gotten from only two thousand, three hundred and nineteen (2319) teachers.

(4) Instrument and Instrumentation

The instrument used for this study was the Chief Examiners' Reports Teachers Awareness Questionnaire (CERTAQ). The instrument was structured in four (4) sections. Section A comprised of demographic variables. Section B was made up of items on awareness of the existence of WASSCE Chief Examiners' Reports. This was structured using a two-point Likert-type rating scale of "Yes or No" response format. Section C involved items on the frequency of usage of the WASSCE Chief Examiners' Reports using a five-point Likert-type rating scale of "Never", "Rarely", "Sometimes", "Often", and "Very Often". Section D consisted of items on the perceived usefulness of the WASSCE Chief Examiners' Reports. This was structured on a four-point Likert-type rating scale of "Strongly Disagree", "Disagree", "Agree", and "Strongly Agree".

The psychometric properties of the instrument were ascertained through Content and Reliability Analyses. The values obtained are as stated in Table 1

Table 1

Psychometric Properties of the Instrument

Instrument	Lawshe Validity Index	Cronbach Alpha Reliability Index	Rating
Chief Examiners' Reports Teachers Awareness	0.87	0.81	Good

Questionnaire (CERTAQ).

(5) Data Collection

The data collection was done by research officers in the Lagos Section of the Research Department.

(6) Data Analysis

Descriptive statistics (frequency counts and percentages) and inferential statistics (Chi-square) were used to analyse the data generated for the study. The research questions were answered by determining the percentages of the respondents who ticked the various options to the items relevant to the questions. In testing the hypotheses, the responses to the items relevant to each of the variables (Awareness, Usage and Usefulness) were collated. The various options to the items were assigned values. The values of the responses of each respondent were summed up. The obtained sums for all the respondents were further categorised and assigned values. The Chi-square (X^2) values were obtained using the values assigned to the categories obtained for each of the respondents.

6. Results and Discussion

The results of the data analyses are presented and discussed in order of the research questions and research hypotheses.

Research Question 1: What proportion of teachers is aware of the existence of WASSCE Chief Examiners' Reports?

This question was answered using the responses to the item "I am aware of the existence of WASSCE Chief Examiners' Reports". The results are presented in Table 2.

Table 2
Teachers' Awareness of WASSCE Chief Examiners' Reports

	Gender		Types of School		Years of Teaching Experience			Total
	Male (n=1,279)	Female (n=989)	Private (n=874)	Public (n=1,379)	Less than 10 years (n=1,143)	Between 10- 15 years (n=508)	Above 15 years (n=606)	
Yes	84.0	75.0	78.0	84.0	77.0	82.0	84.0	80.0
No	16.0	25.0	22.0	16.0	23.0	18.0	16.0	20.0

Note: Figures are in percentages.

Table 2 shows that 80% of the teachers were aware of the existence of the WASSCE Chief Examiners' Reports. This means that a higher proportion of the senior secondary school teachers were aware of the documents' existence. The table further reveals that 84% and 75% of male and female teachers respectively were aware of the existence of the WASSCE Chief Examiners' Reports. In terms of school type, 84% of teachers in publicly owned schools as against 78% of those in privately owned schools were aware. This implies that a higher

proportion of teachers in publicly owned schools than in privately owned schools were aware of the existence of the documents. Considering years of teaching experience, 84% of teachers with more than 15 years of experience were aware of it. They constituted the highest proportion among others in their category. It can therefore be inferred that the more years teachers spend in the teaching profession, the more they become aware of the existence of the WASSCE Chief Examiners' Reports. Generally, this result implies that the documents are popular among teachers in senior secondary schools. This corroborates the views of Egomo, et al (2012) who observed that the non-utilisation of ICT materials (resource materials) in Nigerian schools was not because teachers were unaware of their existence.

Research Question 2: How often do senior secondary school teachers use the WASSCE Chief Examiners' Reports?

The question was answered using the responses to the item, "How frequently do you use WASSCE Chief Examiners' Reports?" The results are presented in Table 3.

Table 3
Frequency of Usage of WASSCE Chief Examiners' Reports by Teachers

	Gender		Types of School		Years of Teaching Experience			Total N=2319
	Male (n=1,299)	Female (n=1,020)	Private (n=882)	Public (n=1,422)	Less than 10 years (n=1,164)	Between 10- 15 years (n=521)	Above 15 years (n=623)	
Never	32.0	44.0	43.0	29.0	39.0	37.0	34.0	37.0
Rarely	18.0	17.0	16.0	20.0	17.0	16.0	20.0	18.0
Sometimes	27.0	22.0	24.0	26.0	25.0	22.0	26.0	25.0
Often	17.0	12.0	13.0	18.0	14.0	17.0	15.0	15.0
Very Often	6.0	5.0	4.0	7.0	5.0	8.0	5.0	5.0

Note: Figures are in percentages.

Table 3 shows that a majority of the respondents (37%) had never used the WASSCE Chief Examiners' Reports. Only few of the respondents (15%) and (5%) made use of the documents often and very often respectively. In terms of gender, only 17% of males and 12% of females made use of the documents often. This means that a greater proportion of males made use of the documents than females. The table also reveals that 13% of the respondents from the privately owned schools and 18% of those in publicly owned schools used the WASSCE Chief Examiners' Reports often. In terms of years of teaching experience, the category of teachers whose years of teaching experience fell between 10 and 15 years had the highest proportion of teachers who used the WASSCE Chief Examiners' Reports often.

This result is discouraging as this low usage of the documents by the teachers would deny students opportunity to benefit from the information contained in the documents. Teachers who use the documents are expected to inform students of the mistakes of their predecessors in WASSCE. They are also expected to prepare their students,

bearing in mind, the strengths and weaknesses of previous WASSCE candidates as documented in the WASSCE Chief Examiners' Reports. Obidike, Anyikwa and Enemu (2010) stated categorically that for effective and meaningful teaching in this present information age, teachers should demonstrate competence in the use of relevant instructional resources during lesson planning. WASSCE Chief Examiners' Report could be one of such materials. It could therefore, be inferred from the results that even the long-serving teachers in senior secondary schools do not make regular use of the WASSCE Chief Examiners' Report in their instructional decisions and this could be responsible for the candidates' consistent poor academic performance in WASSCE. WAEC (2012) also corroborated this view. In other words, the result suggested that the expected benefits to be derived from the WASSCE Chief Examiners' Reports has not been realised.

Research Question 3: What is the senior secondary school teachers' perception on the usefulness of WASSCE Chief Examiners' Report?

This question was answered using the responses to the item, "WASSCE Chief Examiners' Reports help me to improve my teaching proficiency". The results are as shown in Table 4.

Table 4
Usefulness of WASSCE Chief Examiners' Reports as Perceived by Teachers

	Gender		Types of School		Years of Teaching Experience			Total
	Male (n=1,285)	Female (n=1,007)	Private (n=868)	Public (n=1,410)	Less than 10 years (n=1,155)	Between 10- 15 years (n=509)	Above 15 years (n=617)	
Disagree	20.0	29.0	28.0	17.0	24.0	24.0	22.0	27.0
Agree	80.0	71.0	72.0	83.0	76.0	76.0	78.0	77.0

Note: Figures are in percentages.

Table 4 indicates that majority (77%) of the respondents perceived the WASSCE Chief Examiners' Reports as useful documents. The result shows that in the various categories, a higher proportion of male teachers (80%), publicly owned school teachers (83%), as well as teachers with above 15 years of teaching experience (78%), considered the documents useful. This means that there is overwhelming evidence that most of the respondents perceived the document as useful.

Research Hypothesis 1: There is no significant difference in the proportion of senior secondary school teachers on their awareness of the existence of WASSCE Chief Examiners' Reports in terms of:(a) Gender; (b)School type; and (c) Years of teaching experience.

Chi-square test was conducted to determine if there was a statistically significant difference in the proportion of senior secondary school teachers on the existence of WASSCE Chief Examiners' Reports in terms of gender, school type and years of teaching experience. The result is presented in Table 5.

Table 5
Chi-square Table for Teachers' Awareness of the Existence of WASSCE Chief Examiners' Reports

Variable	χ^2	Df	P-value	N
Gender	0.703	1	0.402	2024
School Type	2.726	1	0.099	2014

Years of Teaching Experience	19.033	2	0.000*	2014
------------------------------	--------	---	--------	------

* $P \leq .05$; Note: Some of the respondents did not indicate their school type and their years of teaching experience.

Table 5 shows Chi-square test $\chi^2(1, N = 2024) = 0.703, p = .40$. Hence, we failed to reject the null hypothesis. This implies that there was no significant difference in the respondents' proportion on awareness of the existence of WASSCE Chief Examiners' Reports in terms of gender. In terms of school type, the result indicates $\chi^2(1, N = 2014) = 2.726, p = .10$. Considering this, we failed to reject the null hypothesis. This result also shows that there was no significant difference in the proportion of the publicly owned and privately owned schoolteachers on their awareness of the existence of WASSCE Chief Examiners' Reports.

However, the result $\chi^2(2, N = 2014) = 19.033, p = .00$, reveals a statistically significant difference in terms of years of teaching experience. So, the null hypothesis was rejected. Invariably, there was a significant difference in the proportion of senior secondary school teachers' who were aware of the existence of WASSCE Chief Examiners' Report in terms of their years of teaching experience. This implies that a teacher's year of experience can expose him or her more to the existence of WASSCE Chief Examiners' Reports. It may not be very feasible to equate the level of exposure a teacher with only 2 years of teaching experience would have in the field, with that of a teacher who has more than 15 years of experience in the profession. It can therefore be inferred here that teachers with many years of teaching experience are likely to be more exposed to the WASSCE Chief Examiners' Report than their newer colleagues in the field, especially, in terms of awareness. This was in line with the views of Gao and Liu (2013) who stated that teachers develop adaptability through experience and awareness, and that more experienced teachers are more likely to demonstrate adaptability through the use of instructional aids than beginners.

Research Hypothesis 2: There is no significant difference in the perceived frequency of usage of WASSCE Chief Examiners' Reports among senior secondary school teachers in terms of: (a) Gender; (b) School type; and (c) Years of teaching experience.

The teachers' perceptions about the frequency of usage of WASSCE Chief Examiners' Reports among senior secondary school teachers in terms of gender, school type and years of teaching experience were collated and analysed using Chi-square test. The results are presented in Table 6.

Table 6

Chi-square Table for Usage of WASSCE Chief Examiners' Reports by Teachers

Variable	χ^2	Df	P-value	N
Gender	56.227	4	0.000*	2151
School Type	45.438	4	0.000*	2137
Years of Teaching Experience	8.540	8	0.383	2014

* $P \leq .05$; Note: Some of the respondents did not indicate their gender, school type and or their years of teaching experience.

Table 6 shows Chi-square test $\chi^2(4, N = 2151) = 56.227, p = .00$. Hence, the null hypothesis was rejected. The result indicates that there was a significant difference in senior secondary school teachers' perceptions about the frequency of usage of WASSCE Chief Examiners' Reports in terms of gender. This result is in line with that in Table 3 considering the wide gap that existed between the proportions of male and female teachers on the usage of the documents. This opposes the views of Collie and Martins (2016) who advocated that teachers' adaptability is not affected by gender.

In terms of school type, the results also indicate $\chi^2(4, N = 2137) = 45.438, p = .00$. Consequently, the null hypothesis was also rejected. This signifies that there was a significant difference in perceptions between the publicly owned and privately owned school teachers on the frequency of usage of WASSCE Chief Examiners' Reports. The result, $\chi^2(8, N = 2014) = 8.540, p = .38$, in Table 6, reveals that there was no statistically significant difference in senior secondary school teachers' perceptions on the frequency of usage of WASSCE Chief Examiners' Reports in terms of years of teaching experience. So, we failed to reject the null hypothesis. This finding corroborates the views of Collie and Martins (2016) who stressed that teaching experience never determine teachers' ability to adjust his or her instructions in response to students' needs which could be done through the use of instructional materials such as the WASSCE Chief Examiners' Reports.

Research Hypothesis 3: There is no significant difference in the perceived usefulness of WASSCE Chief Examiners' Reports among senior secondary school teachers in terms of: (a) Gender; (b) School type; and (c) Years of teaching experience.

The respondents' views about the perceived usefulness of WASSCE Chief Examiners' Reports in terms of gender, school type and years of teaching experience were analysed using Chi-square test. The result is presented in Table 7.

Table 7

Chi-square Table for Perceived Usefulness of WASSCE Chief Examiners' Reports by Teachers

Variable	X ²	Df	P-value	N
Gender	28.258	3	0.000*	2032
School Type	46.401	3	0.000*	2020
Years of Teaching experience	10.846	6	0.093	2022

* $P \leq .05$; Note: Some of the respondents did not indicate their gender, school type and or their years of teaching experience.

Table 7, with $\chi^2(3, N = 2032) = 28.258, p = .00$, reveals that there was a statistically significant differences in the views of the respondents in terms of gender. Hence, the null hypothesis was rejected. In other words, female teachers in this category perceived the usefulness of the documents differently from that of their male counterparts. This countered the views of Taiwo (2009) who affirmed that there was no significant difference in teachers' perceptions of the usefulness of instructional media in terms of gender.

In terms of school type (public and private), $\chi^2(3, N = 2020) = 46.401, p = .00$, also shows a significant difference in the views of the respondents on the usefulness of WASSCE Chief Examiners' Reports. Hence, the null hypothesis was also rejected. That is to say that those in the publicly owned schools perceived its usefulness differently from their counterparts in privately owned schools.

In terms of years of teaching experience, $\chi^2(6, N = 2022) = 10.846, p = .09$, signifies that no significant difference existed in the respondents' views regarding the usefulness of the documents. This result is also in conformity with the findings in Table 4 where a greater proportion of the teachers from all the categories in terms of years of experience perceived the documents as useful. Invariably, the results indicated that both the teachers with many years of teaching experience and the ones with lesser years of teaching experience had statistically similar perceptions on the usefulness of the WASSCE Chief Examiners' Reports. So, years of experiences in teaching may not significantly influence teachers' perceptions on the usefulness of the document.

7. Summary of Findings and Conclusion

(1) Summary of Findings

- (a) Majority of the teachers (80%) were aware of the existence of WASSCE Chief Examiners' Reports. (Table 2)
- (b) Thirty seven percent (37%) of the senior secondary school teachers had never used the WASSCE Chief Examiners' Reports. (Table 3)
- (c) Majority (80%) of the teachers perceived the WASSCE Chief Examiners Reports as useful. (Table 4)
- (d) The proportion of female teachers in senior secondary schools who were aware of the existence of the WASSCE Chief Examiners' Reports was not significantly different compared to that of their male counterparts. (Table 5)
- (e) The proportion of publicly owned school teachers who were aware of the existence of the WASSCE Chief Examiners' Reports was not significantly different compared to that of their privately owned school counterparts. (Table 5)
- (f) There was a significant difference in the proportion of senior secondary school teachers' who were aware of the existence of WASSCE Chief Examiners' Report in terms of their years of teaching experience. (Table 5)
- (g) There were significant differences in the frequency of usage of WASSCE Chief Examiners' Reports among senior secondary school teachers in terms of gender, school type and years of teaching experience. (Table 6)
- (h) There were equally significant differences in the perceived usefulness of WASSCE Chief Examiner' Reports among senior secondary school teachers in terms of gender and school type, but that involving years of teaching experience was not significantly different. (Table 7)

(2) Conclusion

The West African Examinations Council publishes the WASSCE Chief Examiners' Report after every diet of the examination. The reports highlight the focus of the questions, the strengths and weaknesses of the candidates among others. It is expected that these reports would be used by these set of teachers in making their instructional decisions. The study revealed that many teachers neglected these documents irrespective of the fact that they were aware of their existence and equally acknowledged their usefulness. It could be that the teachers do not have access to the reports or that they do not assess the documents. The awareness of the existence and the perceived usefulness of the WASSCE Chief Examiners' Reports by teachers remain meaningless unless the documents are put to the expected use. Creating awareness of the existence of the documents and its usefulness is therefore imperative.

8. Limitation of the Study

The teachers' apathy towards completing of the questionnaires was a challenge.

9. Recommendations and Suggestions for Further Studies

(1) Recommendations

Based on the findings of this study, the following recommendations were made:

- (a) The Council should indulge in regular sensitisation programmes to enlighten the teachers on the availability of and need to make frequent use of the WASSCE Chief Examiners' Reports.
- (b) Principals of schools should be encouraged to make copies of the WASSCE Chief Examiners' Reports available for their teachers' usage.
- (c) Principals should encourage their teachers to make use of the WASSCE Chief Examiners' Reports in their instructional decisions.
- (d) Use of WASSCE Chief Examiners' Reports should be made part of teachers' performance appraisal in senior secondary schools.

- (e) School inspectors in the Ministries of Education should always monitor the usage of WASSCE Chief Examiners' Reports in senior secondary schools.
 - (f) Schools and subject associations should organise regular workshops on the use of WASSCE Chief Examiners' Reports using experienced teachers as resource persons.
- (2) Suggestions for Further Studies
- (a) This study should be replicated in other WAEC member countries.
 - (b) Factors responsible for the poor usage of WASSCE Chief Examiners' Report among secondary school teachers should be investigated.

References

- Abdul-Salaam, A. O. (2011). Assessment of school teachers' use of information and communication technology (ICT) in OYO metropolis of Nigeria. *Journal of Education and Social Research*, 1 (5), 131-136.
- Bolick, C., Benson, M. M., Coutts, C., & Heinecke, W. (2003). Technology applications in social studies teacher education: A survey of social studies methods. *Contemporary Issues in Technology and Teacher Education*, 3 (3). <http://www.citejournal.org/vol3/iss3/socialstudies/article/.cfm>
- Chukwuka, C. O. (2013). *Teaching resources or teaching aids to enhance teaching for the desired social and behavioural changes 2013*. Retrieved from <http://www.doublegist.com/teaching-resources-teaching-aids-enhance-teaching-desired-social-behaviour>.
- Collie, R. J., & Martin, A. J. (2016). *Teachers' adaptability: A construct central to positive teacher and student outcomes*. Australia: Association of independent schools of New South Wales limited.
- Egomo, J. E., Enyi, B. I., & Tah, M. M. (2012). Availability and utilization of ICT tools for effective instructional delivery in tertiary institutions in Cross River State, Nigeria. *Global Advanced Research Journal of Educational Research and Review*, 1 (8), 190-195.
- Esu, C. A. (2004). Teachers' perceptions of the use of instructional materials for teaching vocabulary: Jos educational forum: *Journal of Development of Arts/Social Science Education in University of Jos (Jos Lecaps)*, 1(1). Retrieved from lib.convdocs.org/docs/index-125828.html
- Gao, M., & Liu, Q. (2013). Personality traits of effective teachers represented in the narratives of American and Chinese preservice teachers: A cross cultural comparism. *International Journal of Humanities and Social Science*, 2(3), 84-85.
- Ghanney, R. A. (2008). The use of instructional materials in the teaching and learning of environmental studies in primary schools: A case study of Winneba. *International Journal of Educational Research*, 4(1), 135-140. <http://www.ajol.info/index.php/ijer/article/view/41698>.
- Gibbs, C.J. (2002). *Effective teaching: existing self-efficacy and thought control of action*. Paper presented at the Annual Conference of the British Educational Research Association. New Zealand. Retrieved from <http://www.leeds.ac.uk/educol/documents/00002390.htm>

- Islahi, F., & Nasreen, N. (2013). Who make effective teachers, men or woman? An Indian perspective. *Universal Journal of Educational Research*, 4(1), 285-293. <http://www.hrpub.org>
- Jimoh, M. F. (2009). *The use of instructional materials in teaching social studies at thesecondary schools of Kabba Bunu Local Government Area of Kogi State*. Retrieved from <http://www.docstoc.com>
- Liu, S., & Meng, L. (2009). Perceptions of teachers, students, and parents of the characteristics of good teachers: A cross-cultural comparison of China and the United States. *Educational Assessment, Evaluation, & Accountability*, 21, 313-328.
- Obidike, N. D., Anyikwa, N. E., & Enemuo, J. O. (2010). Teachers' awareness of the existence and the use of technology to promote children's literacy instruction. *African Journal of Teacher Education(AJOTE)*, 1(1), 115-125.
- Okobia, E. O. (2011). Availability and teachers' use of instructional materials and resources in the implementation of social studies in junior secondary schools in Edo State, Nigeria. *Review of European Studies*, 3 (2), 90-97. <http://dx.doi.org/10.5539/res.v3n2p90>
- Osakwe, E., & Itedjere, P. (1993). *Social studies for tertiary students in Nigeria*, Enugu: New age publishers.
- Rubio, C. M. (2009). Effective teachers: Professional and personal skills. *ENSAYOS. Revista de la Facultad de Educacion de Albacete*, 24(1), 35-46. Retrieved from [http://www.uclm.es/ab/educacion/ensayos-consultadaenfecha\(dd-mm-aaaa\)](http://www.uclm.es/ab/educacion/ensayos-consultadaenfecha(dd-mm-aaaa)).
- Stronge, J. H., Tucker, P. D., & Hindman, J. L. (2004). *Handbook for qualities of effective teachers*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Taiwo, S. A. (2009). Teachers' perception of the role of media in classroom teaching in secondary schools in Oyo, Nigeria. *The Turkish Online Journal of Educational Technology (TOJET)*, 8(1).
- The West African Examinations Council (2012). *May/June 2012 West African senior school certificate examination (WASSCE) chief examiners' reports*. Nigeria: WAEC.