ASSESSMENT OF TEACHERS' PERCEPTIONS OF COMPREHENSIVE ASSESSMENT OF SECONDARY SCHOOL LEARNING OUTCOMES

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Abstract

Assessment is vital to determine the cognitive, affective and psychomotor learning outcomes. These domains figuratively belong to the head, the heart and the body. Any comprehensive assessment of learning in secondary schools ought to reflect these domains. Most teachers place emphasis on cognitive domain at the detriment of the other domains, thereby producing students with intellectual achievement but deficient in affective and psychomotor. For education to achieve its intended purpose, it must ensure development in all three domains. The purpose of the study is to assess teachers' perceptions of various assessment practices towards comprehensive assessment of secondary school learning outcomes. Three research questions and two hypotheses were formulated. The design of the study is descriptive survey. Population comprises of 48, 680 teachers from 278 secondary schools. Taro Yamene formula was used to determine sample size of 397 from 28 sampled schools. Proportionate stratified random sampling technique was used. Instrument used is 'Bloom's Cognitive, Affective, and Psychomotor Behaviours Questionnaire' (BCAPBQ). Reliability estimate of 0.76 was determined using Cronbach alpha approach. Percentages were used to answer research questions while chi-square statistics was used to test the hypotheses. The results showed extent to which teachers' assessment practices measure each level of cognitive, affective and psychomotor behaviours is significantly above expectation or beyond what is expected. It was recommended that government should organize workshops, for teachers to update their knowledge of assessment practices.

Keywords: Teachers' Perceptions, comprehensive Assessment, Learning outcomes, Bloom's taxonomy

Introduction

Perception is the way people view things. In the opinion of Munhall (2008) perception can be explained in terms of how an individual interprets happenings or events. In the authors view perception is a way of understanding true events by application of knowledge to make good judgement on issues examples figure, form, language, behaviour, and action. Therefore teachers' perception indicates the way of thinking and impression of something. This means perception influences teachers' opinion, understanding, experience, judgment and the ways of responding to a situation. It allows the teacher to recognize the sensory information from the environment around him and use the information to interact with the environment meaningfully.

Experience has shown that the way teachers view events is influenced by their academic background and vocation (Nga, 2009). Nga continued that teachers understanding and view is influenced by three basic ideas:

1. Perception affects teachers' belief and decisions.
2. Perception plays a vital role on how teaching and learning takes place in the classroom.
3. Perception is important to enhance teaching and learning program.

Teachers are strategic in the execution of appropriate methods. Their perceptions about assessment practices are important. Brown (2004) states that teachers' view of assessment is made up of four believes:

1. Assessment enhances teachers' instructions and students learning.
2. Through assessment students can be evaluated.
3. Through assessment teachers and school can be rated.
4. Assessment is important to the work of teachers and life of students.

Through research it has been proved that learner's assessment is one of the most necessary tasks of a classroom teacher and it has a positive impact on learners (Brookhart, 2003).

Assessment is a difficult task and successful classroom assessment need knowledge of methods and thorough understanding and great skills. For educational system to achieve the set goals, conducive environment should be provided to help students successfully learn. Adebayo, Oyenike and Adesoji (2004) distinguished learning outcomes into internal and external. Internal outcome is the role required of the school while the external is the role educational policy makers are expected to play for the achievement of learning outcomes. In line with the desire of Federal Ministry of Education (2007) to improve standard of education, assessment is important in any teacher education program. According to the new Economics curricula, teacher should be well grounded in

all assessment procedures. Assessment is a procedure through which judgment is made on the extent of attainment of set objectives. Assessment therefore involves collecting information on performance, analyzing the information and then comparing the results with the set objectives. The outcome enables teachers and policy planners to design better educational policies.

Learner's performance provides objective evidence necessary in the decision making process. Federal Republic of Nigeria (FRN, 2013) specifically stipulates that assessment should go beyond covering the scheme of work to ensure that students understand fully. The following are the expected characteristics of the types of assessment the secondary school teacher should adhere to:

- In line with state objectives
- Consistent, measureable and trusted
- Conducted in conducive environment
- Should be practical effective and result oriented
- Reviewed frequently

Assessment when applied in education covers all aspect of students learning and their success/failures. It provides the educational practitioner the necessary outcomes. Teachers have always made judgments about the progress of their students from their assessment. Educational assessment provides information on issues of students, curricula and educational policy (Nitko & Brookhart, 2007). Ojerinde (2009) conveys that assessment is vital as the outcome is used to gain information on student academic strength and weaknesses. For Ukwuije (2007) educational assessment involves documenting information about the learners' knowledge capacities before and after the learning process. Ukwuije also beliefs that all educational assessment processes are interrelated.

As education transform the learning positively, the extent of such transformation depends on the teachers who usually develop the scheme and plan with the national curricula and objectives in mind now create link with the students and organize learning materials. They also design the skills and abilities necessary for maximum development of learners. The teacher's role in achieving educational objectives is central because policies are beautifully articulated in terms of who does what and under what time frame but it is teachers who execute the plan. Even when adequate funds for running the school system are in place. The fact still remains that the teachers characteristics is indispensible to attainment of the desired goal putting in place all the plan, policies, organization and funds. What the teacher should do and not do and what the learners are expected to learn may have been specified and implemented but how does the teacher make judgment about the domains of learning outcomes?

Learning outcomes are the domains of cognitive according to Iwuji (2010) have direct bearing to reasoning operations. They are concerned with mental abilities to understand things and think intelligently. Researchers such as Huilt (2003); Halpern, (2004); Udoukpong and Okon, (2012) conveyed that intellectual activities have varying degree of complication and levels in learning. For instance, learning to use chemical equations requires a higher degree of mental process than just reciting symbols of some elements. This presupposes that subject teachers should use their lessons to enhance the development of intellectual abilities of their students to the highest level of reasoning, not just recall of specific facts. Bloom (1956) identified six sequential levels of educational objectives:

Cognitive level:

- Knowledge: This is lowest. It only shows recall or regurgitation of facts by the learner.

- Comprehension: This level is higher than knowledge. It shows understanding of concepts.

- Application: This demands that learner uses learned materials in new situations. For example, Laws and principles learned in mathematics can be applied in solving problems n real life situations

- Analysis: Breaking a whole thing into its component parts. A sentence, for instance, can be broken down to all the component parts that make it up. A sentence such as the snake swallowed a toad' can be broken down thus: Noun Phrase (The snake) Verb Phrase (Swallowed a toad).

- Synthesis: This is building a whole thing from its component parts. A child can be given the above component parts to build up a sentence.

- Evaluation: This is the highest level in the cognitive domain. It involves making judgments.

The other domains are affective and the psychomotor domains. Under the affective domain, there exist these levels:

- Receiving: This is the lowest level in this domain. It means that one becomes aware of a new ideals) and is willing to learn it (them).

- Responding: This means having more information about the ideas or values that are learnt.

- Valuing: It means attaining importance to the new ideas or values.

- Organization: It means adding a new idea is already held ones so they can fit in.

- Characterization: This is when values or attitudes become characteristic of the learner and reacts on them naturally. It is affective.

Psychomotor domain of learning outcome is categorized into seven levels which includes;

- Perception: This is the ability to perceive and discriminate between stimuli received through the five senses of sight, hearing, taste, touch smell.

- Set: It means readiness to act, to make something start happening.

- Guided response: is the process of helping someone to move in a particular direction; to show someone the right way to do difficult and complicated things.

- Mechanism: A system or a way of behaviour that helps someone to avoid or protect himself from difficult or dangerous things. Example defense, control, survival mechanism: assembly, fasten, fix.

- Adaptation: is the ability to change a new and different situation: alter, change, re-arrange.

- Originality: doing something in new and different ways: arrange, build, compose, and create.

Federal Republic of Nigeria (2013) stated that evaluation for certification in the senior secondary school certificate is based on continuous assessment and examination. Continuous assessment is a process of thoroughly obtaining information about how a learner is progressing through his career, with the aim of using such information to enhance theory and practice of education (Federal Ministry of Education, 1985). From the above definition, it can be deduced that evaluation ought to be comprehensive and should cover both the cognitive and the non-cognitive learning outcomes.

Measuring cognitive learning outcomes will involve all the intellectual aspects of behaviour. To evaluate these, one would be looking out for evidence of or manifestation of such skills as in comprehension, critical and creative thinking (organizing, analyzing, interpreting, generalizing), a problem solving, questioning etc. To evaluate these, instruments needed are; assignments, quizzes, tests, essay/objective, homework and classwork. Tests are the most commonly used instrument for assessing cognitive learning outcomes. There are standardized test which include intelligence and diagnostic tests as well as the teacher made tests.

Measuring Non Cognitive Learning Outcomes will involve the affective and psychomotor aspects of behaviour. To evaluate affective outcomes, the tools needed include observation method, Guess-who by peers, Anecdotal records, Checklist, interview and Sociometric technique. To also evaluate the psychomotor learning outcomes, the following instruments are used; Observation, Classwork, Assignment, Project, Questionnaire and Homework (Harbor-Peters as cited in Acholonu, 2014). First and foremost, the teacher should clearly spell out the objectives or learning outcomes at each of the stated levels in the three domains before evaluation. Having done this, the instructor is required to have adequate idea of the instruments for measuring those stated

learning outcomes. The teacher is also expected to possess the skills for designing these tools and administering them. Unfortunately, some of the teachers made tests used for measuring the cognitive learning outcomes are sometimes not constructed well enough; they may therefore lack content validity. To properly plan a test, teachers should identify the content to deal with and the test items. For this reason, a test blue print needs to be prepared. Regrettably, it has also been found that majority of teachers at the secondary school level do not have the expertise to carry out continuous assessment in the affective and psychomotor domains (Unachukwu & Onunkwo, 2004; Akinsola, 2006).

The focus of this study is on the senior secondary school in Nigeria education system. Anyamene, Anyachebelu and Obidike (2008) opined that the position of secondary education in the Nigeria education system is very vital considering the fact that it is the bedrock on which higher education is built in any society. Since it is the bedrock, its quality is expected to be high. Quality Secondary Education can be viewed as the extent to which the roles of education at the secondary Education level maximize desirable outcomes of teachers.

Empirically, studies show that instructors made their assessment mainly to fit the expectations of the Common Entrance and WASSCE public examinations in primary and secondary schools respectively (Ministry of Education, 2015). Ndalichako (2015) found that teachers' purpose of assessment is to prepare them for final examinations. Another researcher Jony (2015) found that teachers' purpose of assessing students is to promote them into next class or judge a student's achievement. But Rahman and Ahmed (2010) found that teachers do not have enough methods of assessing their students. Furthermore, gender was not found to be factors that are responsible for in competency of secondary school teachers in development and use affective and psychomotor skills instruments. This implies that whether male or female, a teacher should know how to provoke the learners' affective and psychomotor behaviours.

Most instructors consider quality education more as a means of making a man of intellectual achievements than a good man, a well behaved man and a man of physical prowess. The result is that secondary schools in Nigeria have produced thousands of graduates, most of whom are hardly educated in the real sense of the word; hence, for education to meet the demand of the society, it must ensure the development of such domains among learners. Therefore, this study assesses teachers' perceptions of contributions of various assessment practices toward comprehensive assessment of secondary school learning outcomes in Secondary Schools.

In conclusion, studies have revealed that an appropriate instructional and assessment instrument will ensure total development of learners in any field of learning/domain as the three domains have essential characteristics of educational objectives and national curriculum. A comprehensive Assessment of the outcomes of schooling in secondary

schools should include all the domains. Most teachers place more emphasis on cognitive domain than on the affective and psychomotor. Most studies carried out on teachers' perceptions of classroom assessment practices have been on cognitive domain to the neglect of non - cognitive domains. Teachers need to have a good idea of the instruments for measuring those staked learning outcomes. He or she should also possess the skills for designing these tools and administering them. Unfortunately, some of the teacher-made tests used for measuring the cognitive and effective domains of learning outcomes are sometimes not constructed well enough. Majority of teachers at the secondary school level do not have the expertise to carry out continuous assessment in the non - cognitive domains. Therefore, this study assesses teachers' perceptions of contributions of various assessment practices toward comprehensive assessment of secondary school learning outcomes. The objective of the study was therefore to assess teachers' perceptions of contributions of various assessment practices toward comprehensive assessment of secondary school learning outcomes. Specifically, the study determined;

1. the percentage of teachers' who perceive assessment of secondary school students in domains of learning outcomes.

2. whether the percentage of teachers' current classroom assessment practices measure each of domains of learning outcomes.

3. the percentage of perception of teachers towards comprehensive assessment of secondary school learning outcomes.

Research Questions

In carrying out this study, three research questions guided the study

1. What percentage of teachers perceived the assessment of secondary school students in the domains of learning outcomes?

2. What percentage of teachers' current classroom assessment practices measure up to each of the domains?

3. What is the percentage of teachers' perception towards comprehensive assessment of secondary school learning outcomes?

Research Hypotheses

The null hypotheses below were tested at $p < 0.05$ level of significance.

Ho$_1$: The extent to which teachers perceive assessment in domains of learning outcomes do not differ significantly ($p < 0.05$).

Ho_2: The frequencies indicating high extent of learning outcomes do not differ significantly from the frequencies indicating low extent of teachers' perception ($p < 0.05$).

Methods

The research design for the study was descriptive survey. According to Kpolovie (2010) the design concerns gathering different types of information for the purpose of describing and interpreting on-going processes, belief and prevailing practices. It involves analysis and measurement. This design is considered appropriate by researchers. The area of study was Imo State, Nigeria and Owerri is the capital. Imo State is made up of twenty seven (27) Local Government Areas, six Education Zones, namely Owerri I, Owerri II, Orlu I, Orlu II, Okigwe I and Okigwe II. The state was named after the Imo River. Education is an area of work which has grown too large in the State and Secondary School is one of the levels of Education. The scope of this study consists of the extent to which teachers perceived Bloom's cognitive, affective and psychomotor behaviours as a means of providing quality education; the teachers' current classroom assessment practices and perception of teachers towards comprehensive assessment of secondary school learning outcomes. Population of the study comprised 48, 680 teachers and 278 senior secondary schools, while the sample comprised 397 teachers and 28 senior secondary schools using Taro Yamene formula. The sampling technique employed to select number of senior Secondary schools was simple random sampling through balloting. The instrument titled 'Bloom's Cognitive, Affective, and Psychomotor Behaviours Questionnaire' (BCAPBQ) was used for data collection. The BCAPBQ consists of two sections, section A and B. Section A consists question on personal data of teachers. Section B consists how teachers perceived the assessment of secondary school students in the domains of learning outcomes, teachers' current classroom assessment practices and perception of teachers towards comprehensive assessment of secondary school learning outcomes. The instrument was face validated using three specialists from the field of Educational Evaluation. Forty (40) teachers were also used to trial test the instrument and Cronbach reliability method was applied on the BCAPBQ yielded the reliability coefficient of 0 .76 which was good enough. Instrument BCAPBQ was administered with the help of two trained research assistants. The research questions were answered using percentages while Chi-square statistics was used to test the null hypotheses.

Results

Research Question One: What percentage of teachers perceived the assessment of secondary school students in the domains of learning outcomes?

Table 1: The percentage of teachers' assessment of secondary school students' outcomes

S/No	Item Statement	HE	LE
	In assessing my students, I give tasks to cover the following cognitive abilities;		
1.	Recall of facts	310(78.09)	87(21.91)
2.	Understanding	330(83.12)	67(16.88)
3	Application	300(75.57)	97(24.43)
4.	Analysis	250(62.97)	147(37.03)
5.	Synthesis	240(60.45)	157(39.55)
6.	Evaluation	290(73.05)	107(26.95)
	Overall Cognitive	**1720(72.21)**	**662(27.79)**
	Affective Abilities		
7	Receiving	290(73.05)	107(26.95)
8	Responding	290(73.05)	107(26.95)
9	Valuing	280(70.53)	117(29.47)
10	Organization	310(78.09)	87(21.91)
11	Characterization	270(52.14)	127(31.99)
	Overall Affective	**1440(72.54)**	**545(27.46)**
	Psychomotor Abilities		
12	Perception	300(75.57)	97(24.43)
13	Set	270(68.01)	127(31.99)
14	Guided response	270(68.01)	127(31.99)
15	Mechanism	260(65.49)	137(34.51)
16	Complex overt Response	180(45.34)	217(54.66)
17	Adaptation	250(62.97)	147(37.03)
18	Origination	210(52.90)	187(47.10)
	Overall Psychomotor	**1740(62.61)**	**1039(37.39)**

Presented in Table 1 are the frequencies and percentages of teachers who perceive the assessment of secondary school students' cognitive outcomes as means of providing quality education. From the table it can be observed that 310 teachers representing 78.09% indicated that they to high extent give tasks to cover recall of facts, while 87 teachers representing 21.91% indicated that they do give tasks to cover recall to low extent. For understanding, application, analysis, synthesis and evaluation, 330 (83.12%), 300 (75.57%), 250 (62.97%), 240 (60.45%) and 290 (73.05%) respectively to high extent give tasks to cover recall of facts. In all, 1720 responses representing 62.61% of all the responses indicate that they to high extent perceive cognitive domain as a means of providing quality education, while 662 responses representing 27.79% indicated they perceive cognitive domain as a means of providing quality to a low extent. On the part of affective domain, 290 teachers representing 73.05% indicated that they to high extent give tasks that cover receiving. Also, 290 teachers representing 73.05%, 280 (70.53%), 310 (78.09%), and 270 (52.14%) gave tasks that covered responding, valuing, organization and characterization respectively. In all, 1440 responses representing 72.54% indicated that they to high extent perceive affective domain as a means of

providing quality education, while 545 representing 27.46% indicated they perceive affective domain as a means of providing quality education to a low extent.

In the case of psychomotor domain, 300 teachers representing 75.57% indicated that they to high extent give tasks that cover perception. Also, 270 teachers representing 68.01%, 270 (68.01%), 260 (65.49%), 180 (45.34%), 250 (62.97%), and 210 (52.90%) indicated that they give tasks that cover psychomotor abilities respectively. All 1740 responses representing 62.61% indicated that they to high extent perceive psychomotor domain as a means of providing quality education, while 1039 responses perceived psychomotor domain as a means of providing quality education to a low extent.

Research Question Two: What percentage of teachers' current classroom assessment practices measure up to each of the domains?

Table 2: The percentage of teachers' current classroom assessment practices

S/No.	Item Statement	HE	LE
	In assessing students in cognitive behaviour, I use the following test Tools		
1.	Assignments	340(85.64)	57(14.36)
2.	Quizzes	280(70.53)	117(29.47)
3	Tests	368(92.70)	29(7.30)
4.	Essay and objective	371(93.45)	26(6.55)
5.	Home work	300(75.57)	97(24.43)
6.	Class work	310(78.09)	87(21.91)
	Overall Cognitive Instrument	**1969(82.7)**	**13(17.3)**
7	Observation method	290(73.05)	107(26.95)
8	Guess-who by peers	170(42.82)	227(57.18)
9	Anecdotal records	140(35.26)	257(64.74)
10	Check list	190(47.86)	207(52.14)
11	Sociometric technique	162(40.81)	235(59.19)
12	Interview	220(55.42)	177(44.58)
	Overall Affective Instrument	**172(49.2)**	**210(50.8)**
13	Observation	280(70.53)	117(29.47)
14	Class work	310(78.09)	87(21.91)
15	Assignment	310(78.09)	87(21.91)
16	Project	228(57.43)	169(42.57)
17	Questionnaire	120(30.23)	277(69.77)
18	Home work	290(73.05)	107(26.95)
19	Speed test	210(52.90)	187(47.10)
		1748(73.4)	
	Overall Psychomotor Instrument		1031(43.3)

Presented in Table 2 are the frequencies and percentages on the extent to which secondary school teachers' current classroom assessment practices measure each of the levels of cognitive, affective and psychomotor behaviours. The results in the table show

that 340 teachers representing 85.64% use assignment to measure each level of cognitive. On the other hand, 280 teachers representing 70.53%, 368 (92.70%), 371 (93.45%), 300 (75.57%) and 310 (78.09) use quizzes, tests, essay and objective, home work, class work respectively to measure each level of cognitive domain.

Research Question Three: What is the percentage of teachers' perception towards comprehensive assessment of secondary school learning outcomes?

Table 3: Perception of secondary school teacher towards assessment

S/No	Item Statement		Agreed	Disagreed
1	Pen and paper examination are enough to assess students.		70(17.6)	327(82.4)
2	Test, examination and assessment are the same		170(42.8)	227(57.2)
3.	Objective tests give enough information about a student's ability		90(22.7)	307(77.3)
4.	Assessment should not necessarily involve multi method in determining multi –trait about a student.	-	192(48.4)	205(51.6)
5.	Grading of students should not be based on multi method assessment	-	160(40.3)	237(59.7)
6	Only test and examination scores are enough to grade students.		48(12.1)	349(87.9)
	Overall Total		**730(30.6)**	**1652(69.4)**

Presented in Table 3 are the frequencies on the perception of teachers towards comprehensive assessment in secondary school learning outcome. Most of the teachers disagree with the item statements, as it is indicated by their frequencies. This finding showed that secondary school teachers do not agree with any of the item statements presented in the table.

Ho$_1$: The extent to which teachers perceive assessment in domains of learning outcomes do not differ significantly (p<0.05).

Table 4: Chi-square Statistic for teachers' perception

N	x^2_{Cal}	df	x^2_{Crit}	p-value	*Decision*
397	74.94	2	5.991	0.000	H$_{01}$ is rejected

Presented in Table 4 are the calculated and critical values of Chi-square and p-value for testing hypothesis one. From the table, the calculated Chi-square is 74.94, while the critical value 5.991 and the p-value 0.000, the null hypothesis one is rejected. Hence, the extent to which teachers perceive assessment in domains of learning outcomes differ significantly

Ho$_2$: The frequencies indicating high extent of learning outcomes do not differ significantly from the frequencies indicating low extent of teachers' perception (p<0.05).

Table 5: Chi-square Statistic of Domains of learning outcomes

N	x^2_{Cal}	df	x^2_{Crit}	p-value	*Decision*
397	587.72	2	5.991	0.000	H_{02} is rejected

Presented in Table 5 are the calculated and critical values of Chi-square and p-value for testing hypothesis two. From the table, the calculated Chi-square is 587.72, while the critical value of Chi-square 5.991 and the p-value 0.000, the null hypothesis two is rejected. Hence, the frequencies indicating high extent of learning outcomes differ significantly from the frequencies indicating low extent of teachers' perception.

Discussion

The study revealed the extent to which teachers perceive assessment in domains of learning outcomes. The finding revealed that the extent to which teachers perceive assessment in domains of learning outcomes differ significantly. This is not in line with the finding of Jony (2015) that teachers' purpose of assessing a student is to promote them into next class or judge a student's achievement. But Rahman and Ahmed (2010) found that teachers had fewer methods of assessing their students. Also, according to Houghton as cited in Nenty, Adedoyin, Odili and Major (2007), Benjamin Bloom was not happy that after so many years of his publication, it is still not recognized and worse still the quality of learners' thinking in classrooms is not different than it was during his time. Teachers are required to use different methods to assess students learning.

The study also showed that the frequencies and percentages on the extent to which secondary school teachers' current classroom assessment practices measure each of the levels of cognitive, affective and psychomotor behaviours. The findings revealed that majority of teachers use assignment to measure each level of cognitive. On the other hand, few teachers use quizzes, tests, essay and objective, home work, class work respectively to measure each level of cognitive domain. It also revealed that the frequencies indicating high extent of learning outcomes differ significantly from the frequencies indicating low extent of teachers' perception. This is in line with the observations of Sotote and Iyamu (2006) that primary school teachers are competent enough to set psychomotor instruments in assessment.

The study revealed the frequencies on the perception of teachers towards comprehensive assessment in secondary school learning outcome. Most of the teachers disagree with the item statements, as it is indicated by their frequencies. This finding showed that secondary school teachers do not agree with any of the item statements presented in the table. This finding supported Bensur and Metller in Kerubwa and Nyaruwata (2013) adequate teaching assessment training especially on psychomotor skills could encourage teachers' perception on assessment in all the domains and skills.

Conclusions

Teaching across the globe has continued to adopt several ways of reducing teacher centered method of teaching by introducing active participation by the learner in order to meet the challenges facing quality teaching and learning objectives which is more practical, expository and exploratory for learners. The result of this study exposes the fact that Imo state as the area of the study is still battling with this problem of carry out continuous assessment in the non - cognitive domains. Teachers are required to use different methods to assess students learning, this may help them to understand the learning processes of students.

Recommendations

Based on the findings, the following recommendations were made:

1. Teachers should be encouraged by State Government to acquire adequate training and levels of academic achievement to enable them carry holistic assessment of behaviours.

2. The Ministry of Education should provide adequate training and retraining of teachers through workshops and refresher course on the development and use of affective and psychomotor behaviour instruments.

3. Project development and use should be encouraged among teachers and students in secondary school for proper exhibition of affective and psychomotor behaviours.

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