

# INFLUENCE OF TEACHERS' QUALIFICATION ON CONTINUOUS ASSESSMENT IMPLEMENTATION IN ENGLISH LANGUAGE IN SENIOR SECONDARY SCHOOLS, RINGIM LGA, JIGAWA STATE, NIGERIA

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## Abstract

The study assessed the Influence of Teachers' Qualification on Continuous Assessment Implementation in English Language in Senior Secondary Schools in Jigawa State. Two (2) research questions and two (2) hypotheses were generated to guide the study. Descriptive survey research design was adopted for the study. The population of the study consisted twenty four (24) English Language teachers in all the 16 senior secondary schools in Ringim local government area and all the twenty four (24) English Language teachers were used as sample of the study using census sampling technique. Teachers' Qualifications and Continuous Assessment Implementation Questionnaire (TQCAIQ) with 0.85 index of rational validity was obtained and used as an instrument for data collection. Data collected were analysed using descriptive statistics of mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation Co-efficient was used to test the hypotheses. Findings of the study revealed that; there is a significant influence of teachers' qualification in continuous assessment implementation in English language in senior secondary schools of Ringim LGA Jigawa State. From the findings of the study, it was concluded that teachers' qualification has an influence on English language teachers' continuous assessment implementation in English language. The study recommended that, qualified English language teachers with B.Ed, should be employed so as to properly implement continuous assessment in senior secondary schools as spelt out in the National Policy of Education.

**Keywords:** Teachers' Qualification, Continuous Assessment, Implementation

## Introduction

Continues assessment in education refers to the systematic process of gathering, analyzing and interpreting evidence to determine students' learning progress, instructional effectiveness and overall educational outcomes. It also plays a crucial role in enhancing teaching and learning by providing feedback guiding instructional decisions and ensuring accountability in teaching and learning processes (Brookhart & Nitko 2022). It involves the deliberate effort of the teacher to measure the effect of the instructional process as well as the overall effect of school learning on the behaviour of students. Continuous assessment was introduced in Nigerian schools following the adoption of 6-3-3-4 system of education in the year 1983 with the primary focus

of meeting the educational needs of its citizenry and equipped the youths with sellable skills that will make them to be self-reliant (NPE 2004). The intention was to make assessment of the learner more reliable, valid, objective and comprehensive. Since the emphasis is now on the all-round development of the learner, it becomes necessary to involve the use of assessment that will consider all aspects of learning. Before continuous assessment was introduced in secondary school, the old system of assessment was summative, it is an examination done only at the end of the term's work. In some cases, students were not examined on what they have been taught until the end of term or session. The summative system of assessment only made use of class test, while take home assignment and project were hardly used in assessing the learner. In the old system only the cognitive domain was assessed, that is, only the intellectual ability was examined. The affective domain (interest, attitude, feeling, emotions) and the psychomotor domain of the learners were ignored in the assessment. The old system had no feedback mechanism that reported on the pupil's area of weakness. More so, it gave scanty information in form of terminal report sheets to parents who did not really portray the child's overall performance and it usually led to examination malpractice as strong emphasis was laid on passing to promote, (Ortyo-Yande, 2021).

Many educators are highly focused on the tests; it is important to consider that over the years, teachers can build in many opportunities to assess how students are learning and use this information to make beneficial changes in their institutions. Assessment involves two major types of activities; collecting information about how much knowledge and skill students have learned (measurement) and making judgments about the adequacy or acceptability of each student's level of learning (evaluation). To determine how much learning has occurred, teachers can have students take exams, respond to oral questions, do homework exercises, write papers, solve problems, and make oral presentations. Teachers can then evaluate the scores from those activities by comparing them either to one another or to an absolute standard, (Ortyo-Yande, 2014).

National Educational Research and Development Council (NERDC, 2020) viewed continuous assessment as a method of evaluation that involves regular and periodic assessment of learners' progress through various means such as tests, assignments, projects and observations. It is integrated into the teaching-learning process to provide feedback for improvement. Huba and Freed (2020), viewed continuous assessment as the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. Assessment should center on the learner and learning process. It is a process that identify, collect, and prepare data to evaluate the attainment of student's learning outcomes and program/unit objectives. Huba and Freed (2020), explained that there are four elements in assessment. They are; formulating statement of intending learning outcomes, developing or selecting assessment measures, creating experiences leading to outcomes, discussing and using assessment results to improving learning.

Adeoye & Adanikin (2022) considered continuous assessment as any of a variety of procedures used to obtain information about student performance; it is the full range of information gathered and synthesized by teachers about their students and their classrooms. Effective assessment uses relevant, direct, indirect, quantitative and qualitative measures as appropriate to the objective or outcomes being measured. Appropriate sampling methods may be used as part of an assessment process.

Akinola & Yusuf (2024) defined continuous assessment as broadly include all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning. Under this definition, assessment encompasses teacher observation, classroom discussion, and analysis of student work, including homework and tests. Assessment become formative when the information is used to adopt teaching and learning to meet student needs. Okafor & Eze (2021) opined that assessment in education involves the use of empirical data on student learning to refine programs and improve student learning. When teachers know how students are progressing and where they are having trouble, they can use this information to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches or offering more opportunities for practice. These activities can lead to improved student success. Boston and Carol (2022), identified various types of assessment which includes; formative assessment, summative assessment, placement assessment, screening assessment, performance assessment etc.

In line with the new National Policy on Education (NPE2004), the practical task of implementing new curriculum at school level requires continuous assessment as part of the curriculum in general and the instructional process in particular. This shows that enough attention is given towards the implementation of continuous assessment, since it's a classroom strategy implemented by the teachers to ascertain knowledge, understanding, skills and attitude attained by students.

Implementation is defined according to Morris and Wooding (2011) as a specific set of activities designed to put into practice and activity or program of known dimensions. According to this definition, implementation processes are purposeful and are described in sufficient detail such independent observers can detect the presence and strength of the specific set of activities. In addition, the activities or program being implemented is described in sufficient detail so that its presence and strength. Implementation is a continuous process that includes a set of activities designed to put a program or activity into practice. It is a process of turning formal plan – often very detailed conceptual plans that will affect many into reality Grant, Morris and Wooding (2011).

Continuous assessment is one of the areas of improvement and much considered in the Nigerian Education by the National Policy on Education (2004) it is comprehensive, cumulative, systematic, and guidance oriented. Modupe (2015) many schools have since embarked on the implementation of continuous assessment. It is not surprising therefore to find teachers testing their pupils weekly, at the end of each unit or module. Since assessment is a means whereby

the teacher obtains information about knowledge gains, behavioural changes and other aspects of the development of learners (Akinola et. al. 2002). It involves the deliberate effort of the instructional process as well as the overall effect of school learning on the behaviour students. The quality of assessments and their consequences on teaching and learning depends on teachers' competence and knowledge in the educational assessment (Alkharusi & Al - musawai 2011). Along this line, Gronlund (2021) proposes that a well-grounded educational assessment requires a clear articulation of all planned learning outcomes of the instruction and diverse assessment methods that are related to the instruction, adequate to sample student performance, and fair to everyone.

Ogan-Bekiroglu (2009) argued that teachers' knowledge and attitudes in educational assessment should be considered when making reforms in the educational systems. Results of both studies by Susuwele (2005) and Bekiroglu (2009) imply that teachers' assessment practices might be a combination of many factors including teachers' personal knowledge and characteristics of the school context. In a study of educational assessment literacy, Deluca and Klinger (2010) found those teachers who were enrolled in an educational assessment course had higher levels of confidence in educational assessment literacy than those who did not have formal instruction in assessment. Koloj and Koaite (2012) surveyed 691 primary and secondary school teacher in Botswana about their classroom assessment practices. Result indicated factors related to teachers educational level, teaching experience, and assessment training contributed positively to beliefs, skills, and uses of desirable classroom assessment practice.

### **Objectives of the Study**

The objective of the study was to determine the influence between teachers' qualification and implementation of continuous assessment in English Language at senior secondary schools in Ringim LGA Jigawa state. Specifically the study set out the following objectives:

1. To examine the relationship between teachers' qualification and implementation of continuous assessment in senior secondary schools in Ringim LGA, Jigawa state.
- 2 To determine the relationship between teachers with B.Ed and teachers with B.A. in the implementation of continuous assessment in senior secondary schools in Ringim LGA, Jigawa state.

### **Research Questions**

The study was guided by the following research questions;

- 1 What is the relationship between teachers' qualifications and implementation of continuous assessment in senior secondary schools in Ringim LGA, Jigawa state?
- 2 What is the relationship between teachers with B.Ed and teachers with B.A in the implementation of continuous assessment in senior secondary schools in Ringim LGA, Jigawa state?

## Hypotheses

The following hypotheses were formulated for the study:

1. There is no significant relationship between teachers' qualifications and implementation of continuous assessment in senior secondary schools in Ringim LGA, Jigawa state.
2. There is no significant relationship between teachers with B.Ed and teachers with B.A in implementation of continuous assessment in senior secondary schools in Ringim LGA, Jigawa state.

## Methodology

The descriptive survey research design was adopted in this study to influence of teachers' qualification on continuous assessment implementation in English language in senior secondary schools in Jigawa state. The population of the study comprised of all the twenty four (24) English Language teachers in the sixteen 16 public senior secondary schools in Ringim local government area under study and all the twenty four (24) English Language teachers were drawn for this study using census sampling technique. The instrument used for the collection of data was a questionnaire adapted from Okpala & Onocha (1985). Some items were modified and titled: "Teachers' Qualifications and Continuous Assessment Implementation Questionnaire-TQCAIQ" The questionnaire was divided into Section A and B. Sections B was categorized into Part 1 and 2. Section A: dealt with teachers' demographics such as: sex, age, qualifications and area of specialization on their subject area. Part 1 of Section B: was designed to elicit information on teachers' knowledge about continuous assessment (CA) implementations. Part 2 of Section B: contains 16 items. Four (4) items were raised to find out whether teachers understood continuous assessment as: a systematic; comprehensive; cumulative and a guidance-oriented system of evaluation. The content and construct validity of the instrument was carried out by two experts in the Test and measurement clusters of the departments of education, University of Maiduguri and Educational Foundations, Federal University Dutsin-Ma. After the validation of the instrument, 0.85 was obtained as index of rational validity. The reliability coefficient of the instrument was carried out using the test-retest method. Then after, the instrument was administered to the teachers in the selected sample of the study. Their responses were used to answer the research questions using mean and standard deviations while, Pearson Product Moment Correlation Co-efficient was used to test the two null hypotheses.

## Results

**Research Question 1:** What is the relationship between teachers' qualifications in the implementation of continuous assessment in senior secondary schools in Jigawa state?

**Table 1:** Mean influence between teachers’ qualifications and continuous assessment implementation

Qualification	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference
Graduates	14	4.428	2.22	.456	2.127
non-graduate	08	2.301	4.20	.457	

Table 1 revealed that that the means and standard deviations for the teachers who are graduates (degree holders) were 4.428 and 2.22 while that of non-graduates were 2.301 and 4.20. The mean difference was 2.127. This indicated that there is an influence of teachers’ qualifications for those who are graduates (degree holders) and those who are non-graduates (Other qualifications) in the implementation of continuous assessment in senior secondary schools Jigawa State

**Research Question 2:** What is the relationship between teachers with B.Ed and teachers with B.A/B.Sc. in the implementation of continuous assessment in senior secondary schools in Jigawa state?

**Table 2:** Mean relationship between teachers with B.Ed. and teachers with B.A/B.Sc. in the implementation of continuous assessment in senior secondary schools in Jigawa State.

Qualification	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference
B.Ed.	08	4.412	2.22	.456	2.042
B.A./B.Sc.	06	2.370	4.37	.457	

Table 2 revealed that that the means and standard deviations for the teachers who are B.Ed. graduates (degree holders in education) were 4.412 and 2.22 while that of teachers who are B.A./B.Sc. graduates (degree holders without education) were 2.370 and 4.37. The mean difference was 2.042. This indicated that there is statistical significant influence of teachers’ qualifications those with (B.Ed.) and those with (B.A/B.Sc.) in the implementation of continuous assessment in senior secondary schools in Jigawa State

**Hypotheses 1:** There is no significant relationship between teachers’ qualifications and implementation of continuous assessment in senior secondary schools in Jigawa state.

**Table 3:** Correlation Analysis teachers’ qualifications and implementation of continuous assessment in senior secondary schools in Ringim LGA .

Qualification	N	Mean	Std. Deviation	r-value	df	p-value	Decision
Graduates	14	54.120	5.22	-0.185	109	0.14	Significant
non-graduates	08	37.116	8.37				

Correlation is significant at 0.05 level

Table 3 revealed that correlation index r-critical value of -0.185, degree of freedom 109 and P-value of 0.014. This result showed that correlation is significant, because P-value of 0.14 was more than calculated r-value of -0.185 at 0.05 alpha level of significant. This result indicated that significant positive influence of teachers' qualifications in implementation of continuous assessment in senior secondary schools in Ringim LGA. This means that, the qualifications of teachers determine their proper implementation of continues assessment. Therefore, the null hypothesis one which states that there is no significant influence between teachers' qualifications and implementation of continuous assessment in senior secondary schools in Ringim LGA Jigawa state is hereby rejected.

**Hypotheses 2:** There is no significant relationship between teachers with B.Ed and teachers with B.A./B.Sc. in the implementation of continuous assessment in senior secondary schools in Jigawa state

**Table 4:** Correlation Analysis between teachers with B.Ed and teachers with B.A/B.Sc. in implementation of continuous assessment in senior secondary schools in Ringim LGA.

Qualification	N	Mean	Std. Deviation	r-value	df	p-value	Decision
B.Ed.	08	33.120	0.221	-0.185	109	0.14	Significant
B.A./B.Sc.	06	33.119	0.120				

Correlation is significant at 0.05 level

Table 4 above showed an analysis of the influence of teachers' qualifications in implementation of continuous assessment in senior secondary schools in Ringim LGA. The r-value computed to determine the mean difference between B.Ed. (M = 33.120, SD = 0.221) and B.A./B.Sc (M = 33.119, SD = 0.120) is significant, r = -0.185 and the p = 0.14 this means the null hypothesis is rejected. This implies teachers' with education and pedagogical training (B.Ed.) enhances teachers' ability to implement continuous assessment effectively in senior secondary school students in English language in Jigawa state.

## Discussion of Findings

The result from the research questions one shows that the mean difference of (2.127) and overlapping standard deviations indicate that the influence is statistically strong. This aligns with the correlation analysis ( $r = -0.185$ ,  $p = 0.14$ ), which showed significant influence in teachers' qualifications graduate or non-graduate in continues assessment implementation in senior secondary schools in Ringim LGA. The result on hypothesis one revealed that there was significant difference in the mean level of implementation of continuous assessment by graduate and non-graduate teachers in senior secondary schools. This finding is in line with Patrick, U. O., & Uvietesivwi, O. A. (2018) whose study showed that there was significant influence of the methods adopted by teachers in the implementation of continues assessment in Ondo state in Nigeria. Data was collected from teachers randomly from all the schools in two non-cosmopolitan local government education authorities of the state. the results indicated that a non-uniform strategy of implementing continues assessment in line with the educational policy provision of Nigerian education system is dependent on teachers' qualification. It also supports Adeneye and Babajide (2013) in their study revealed that qualifications (graduate or non-graduate) of teachers' had statistically significant influence towards implementation of continuous assessment in their schools.

The second hypothesis revealed that there was significant influence of the difference in the mean level of implementation of continuous assessment between teachers with B.Ed and teachers with non-education based qualification B.A/B.Sc. teachers in secondary schools. This finding is in agreement with Edgebe (2002), Egbule (2002), as cited by Modecai (2013) which state that there was significant difference between the professional and non – professional teachers in implementing the continuous assessment programme. Teachers' qualifications are of fundamental importance for the effective teaching and efficient teaching in the secondary schools.

## Conclusions

The finding of this study indicated that teachers' qualification has a significant influence on the implementation of continues assessment in senior secondary school students in English language in Jigawa state. The findings indicating that teachers with B.Ed. has a significant influence on the continuous assessment implementation at senior secondary school students in English Language in Jigawa State.

## Recommendations

In view of the findings from the study, the following recommendations are offered for considerations:

1. Teachers who have been trained in education should be employed in schools by the government.

2. Since continuous assessment is part of the educational system, English teachers who are the main players should be trained professionally to execute and properly implement continuous assessment as spelt out in the National Policy of Education.
3. Prioritize hiring teachers with B.Ed. qualifications, as they show stronger assessment implementation skills
4. Provide professional development for non-graduate and B.A./B.Sc. teachers to bridge gaps in pedagogical knowledge

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