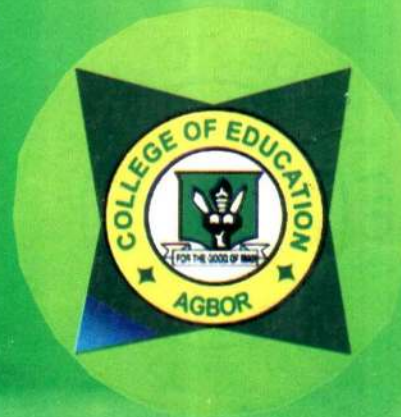


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INFLUENCE OF TEACHER FACTOR IN THE IMPLEMENTATION OF CONTINUOUS ASSESSMENT PROGRAMME IN DELTA NORTH SENATORIAL DISTRICT

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ABSTRACT

The study investigated the influence of teacher factor in the implementation of continuous assessment programme in public secondary schools in Delta North Senatorial District of Delta State. The study employed Expo-facto design. The population for the study is 4,929 teachers in Delta North Senatorial District in the 2014/2015 session. A sample of 1,240 teachers was drawn from 50 public schools in the district. Questionnaire was used in obtaining data for the study. The validity of the instrument was established, using expert judgement, while the reliability was established, using Cronbach Alpha, with coefficient of 0.76. The data was analysed using z-test. The results indicated that the way male and female teachers, professional and non-professional teachers influence implementation of continuous assessment differs. Urban and rural teachers, experienced and non-experienced teachers, however, proved otherwise. There was a general poor implementation of the programme. Conclusion was drawn and recommendations were made.

Key Words: Influence, Teacher Factor, Implementation, Continuous Assessment

INTRODUCTION

The role of evaluation in the adopted 6-3-3-4 educational system in Nigeria cannot be over-emphasized, due to its paramount importance. In line with the role of evaluation, Gronlund (1976) pointed out that evaluation plays an important role in many areas of the school programme. It contributes directly to the teaching-learning process in classroom instruction, and it is useful in programmed instruction, curriculum development, accountability programmes, marking and reporting, guidance, counselling, school administration and school research programmes. The adopted 6-3-3-4 system of education in Nigeria was given birth to by the National Policy on Education (1981), with a clear government intention to build Nigeria into a technologically developed and self-reliant nation, (Section 1, paragraph 4, 6 and 7). One of the distinctive features of this policy is its emphasis on continuous assessment of the students by evaluating the different aspects of learning behaviours, such as the cognitive, affective, and psychomotor domains. This is contrary to the former system of educational assessment under the 6-5-2-3 educational system introduced by the British Colonial Government. This depended heavily on one main examination at the end of the year, which was based on assessing the cognitive domain only.

Egbule (2002) pointed out the weakness of the former system of assessment where only the cognitive domain in the student was assessed. It was also pointed out that the assessment of the student at the external level, neglected the relevance of teachers in contributing to the assessment of students' ability.

This led to the launching of the continuous assessment programme at the Nigeria National Curriculum Conference in September 1969, but its actual implementation started in 1982 (Egbule, 2002). The continuous assessment programme had been documented as part of the National Policy on Education since 1977 and revised In 1981 (NPE, 2004). Nwana (1971) said that teachers' views, perceptions, opinions and attitudes towards the profession sometimes affect the teaching-learning system. He stressed that it affects the teachers teach, examine and implement their professional work or duties.

Bajah (1984) stressed that the features of continuous assessment are that continuous assessment is systematic, comprehensive, cumulative, diagnostic, guidance-oriented, formative and summative. Hence it is better than the one-shot external examination method of assessing and evaluating students' learning. These features require the awakening of teachers, because their contributions are vital determinants in the success of any policy on education entrusted into their hands for implementation.

Continuous assessment has been adjudged the best thing that has happened to the system of assessment in the Nigerian educational institutions. Emeke (1999) pointed out that if continuous assessment is implemented effectively, as outlined by the Federal Ministry Of Education, Science And Technology, the Nigerian educational system stands to reap abundance of benefits. Unfortunately,



many of the related studies, Adelakun (1988) evaluating primary schools' procedure of continuous assessment practice in Osun State; Emeke (1996) evaluating continuous assessment practice in Oyo State secondary schools; Osuocha (1988) assessing the continuous assessment practice in the Junior secondary schools of Imo state, have revealed that continuous assessment is not being implemented effectively.

Majority of the related works pointed out in their findings that the ineffectiveness of the continuous assessment practice is caused by problems emanating from teachers and government. (Alausa, 1988; Osuocha 1988; Obe 1983). Among these recurring problems are lack of adequate knowledge about the practical procedure of implementing the continuous assessment programme, inadequate materials for effective implementation of continuous assessment programme, and no regular and follow-up workshops and seminars for teachers.

Okpala and Onocha (1995) in their findings pointed inconsistencies in the mode of administering some of the tools or techniques of continuous assessment in different schools. Okoye (1989) had earlier expressed these views and observations. They had further observed that about 40% of teachers got their certificate outside teacher education programmes, thereby not having formal courses in measurement and evaluation.

Iredia (2002) noted that education in Nigeria is focused in the passing of a terminal examination and not on the content and quality of the end products, adding that this wrong notion had led to uncontrollable multidimensional examination malpractices at different levels of education.

Odili (2002) stressed that education as a national tool for development can achieve its national objectives when testing and evaluation are geared towards valid classification of people according to their ability in different subject areas. This he said will create a harmonious society, in order to reduce social strife evident among class, race, gender and geographical locations.

STATEMENT OF THE PROBLEM

The colonial system of education in Nigeria emphasized development and assessment of only the cognitive domain of learning. But when the 6-3-3-4 system of education was introduced, the scope of assessment was widened to include the affective and psychomotor domains of learning, and its nature changed to continuous assessment. As shown in the introduction to this paper, the importance of continuous assessment in the school system have been amply demonstrated, but studies had also shown that continuous assessment had been ineffective, this being blamed in part on teachers, who are alleged to possess inadequate knowledge of its proper implementation. Hence the problem of this study is as: "What is the influence of teachers' factor in the implementation of continuous assessment in public secondary schools in Delta North Senatorial District?"

RESEARCH QUESTIONS

The following research questions were raised to guide the study;

1. Do male teachers influence the implementation of continuous assessment programme more than female teachers in Delta North Senatorial District of Delta State?
2. Do teachers in urban areas influence the implementation of continuous assessment programme more than the teachers in rural areas?
3. DO experienced teachers influence the implementation of continuous assessment programme more than non-experienced teachers?
4. Do professional teachers influence the implementation of continuous assessment programme more than non-professional teachers?

Hypotheses

1. There is no significant difference between male teachers and female teachers in their influence on the implementation of continuous assessment programme
2. There is no significant difference between urban and rural teachers in their influence on the implementation of continuous assessment programme.
3. There is no significant difference between experienced teachers and non experienced teachers in their influence on the implementation of continuous assessment programme.

4. There is no significant difference between professional teachers and non-professional teachers in their influence on the implementation of continuous assessment programme.

PURPOSE OF THE STUDY

The main purpose of this study is to examine the influence of teachers' factor in the implementation of the continuous assessment programme. Specifically the study determines:

- a. The influence of male and female teachers in implementation of continuous assessment programme.
- b. The influence of Urban and Rural teachers in implementation of continuous assessment programme.
- c. The influence of experienced and non experienced teachers in implementation of continuous assessment programme.
- d. The influence of professional and non-professional teachers in implementation of continuous assessment programme.

RESEARCH METHODOLOGY

The design for the study was ex-post facto, since it was meant to use result of continuous assessment in secondary schools in Delta North Senatorial District of Delta State.

The population for the study was 4,929 teachers in public secondary schools in Delta North Senatorial District in the 2014/2015 session. A sample of 1,240 teachers was drawn using simple and purposeful sampling techniques. The instrument for the research was the questionnaire. The validity of the instrument was established using expert judgment, while the reliability was established using Cronbach Alpha, with a reliability coefficient of 0.76.

To collect data for the research, the questionnaire was administered to the teachers in the sampled schools. The data were collected and analyzed. The research questions and the hypotheses were treated together.

Hypothesis 1: There is no significant difference between male and female teachers in their influence on the implementation of continuous assessment programme in schools.

Table 1: Analysis of Z-test summary of male and female teachers' influence in implementation of continuous assessment in schools

Sex	N	\bar{x}	SD	DF	Z-cal	Z-crit	Level	Remark
Male	646	58.56	12.51	1238	2.84	1.96	0.05	Reject Ho
Female	660	37.98	13.31					

From Table 1, z-calculated value of 2.28 is greater than z-critical value of 1.96. Hence the null hypothesis is rejected. Therefore there is significant difference between male and female teachers in their influence on the implementation of continuous assessment in public secondary schools, with male teachers, whose mean was 58.56, having greater influence than female teachers whose mean was 37.98.

Hypothesis II There is no significant difference between teachers in urban and rural areas in their influence on the implementation of continuous assessment in public secondary schools.

Table 2: Analysis of Z-test summary of teachers in urban and rural areas in their influence on the implementation of continuous assessment in public secondary schools,

Location	N	\bar{x}	SD	DF	Z-cal	Z-crit	Level	Remark
Urban	651	57.61	7.63	1238	0.84	1.96	0.05	Retain
Rural	589	57.48	7.25					

Analysis of Table 2 revealed that Z-calculated value of 0.84 is less than Z-critical value of 1.96. Hence null hypothesis is retained. Therefore there is no significant difference between teachers in urban and rural areas in their influence on the implementation of continuous assessment programme.

Hypothesis III: There is no significant difference between experienced and non-experienced teachers in their influence on the implementation of continuous assessment in public secondary schools.

Table 3: Analysis of Z-test summary of experienced and non- experienced teachers in their influence on the implementation of continuous assessment in public secondary schools

Variables	N	\bar{x}	SD	DF	Z-cal	Z-crit	Level	Remark
Experienced teachers	686	57.30	9.42					
				1238	0.98	1.96	0.05	retain
Non-experienced	554	57.13	8.97					

Analysis of Table 3 revealed that Z-calculated value of 0.98 is less than Z-critical value of 1.96. Thus, null hypothesis is retained. Therefore, there is no significant difference between Experienced and non experienced teachers in their influence on the implementation of continuous assessment programme in public secondary schools.

Hypothesis IV: There is no significant difference between professional and non-professional teachers in their influence on the implementation of continuous assessment programme in public secondary schools.

Table 4: Analysis of Z-test summary of professional and non professional teachers in the implementation of continuous assessment in public secondary schools,

Variables	N	\bar{x}	SD	DF	Z-cal	Z-crit	Level	Remark
Professional	674	59.34	8.46					
				1238	9.83	1.96	0.05	Reject Ho
Non professional	566	57.72	8.27					

Analysis of Z-test in Table 4 revealed that Z-calculated value of 9.88 is greater than Z-critical value of 1.96. thus, hence we reject the null hypothesis. Therefore, there is a significant difference in the way professional teachers influence implementation of continuous assessment when compared with non-professional teachers, with professional teachers, with the mean of 59.34, having greater influence than non-professional teachers, whose mean was 57.72

DISCUSSION OF RESULTS

The findings of the research showed that there is a difference in the way male and female teachers influence the implementation of continuous assessment in public secondary schools in Delta North Senatorial District. This finding differs from the opinion of Bajah (1984) to the effect that there is the need for continuous assessment to be systematic, comprehensive, cumulative, diagnostic, formative and summative in its operation. If the above features are to be achieved, both male and female teachers are supposed to influence the implementation of continuous assessment in the same way.

The findings also show that rural and urban teachers did not influence continuous assessment differently.

The research also revealed that there is a difference between professional and non-professional teachers in the implementation of continuous assessment. This is in agreement with Ekwonye (1987) who stressed the need for professionalism in teaching, in order to achieve the aims and objectives of continuous assessment in schools.

CONCLUSION

Based on the findings of the study, the following conclusion was drawn:

Whereas the proper implementation of continuous assessment in Public secondary school in Delta North Senatorial District in gender-sensitive, depending also on teacher professionalism, it is not dependent on school location and years of teaching experience.



RECOMMENDATIONS

From the above analysis, the following recommendations were made:

1. There should be seminars, workshops and in-service training for teachers on the planning, and implementation of continuous assessment in Public Secondary, schools in Delta State North Senatorial District.
2. There should be professionalism in the teaching so that educational issues such as continuous assessment can be handled professionally.
3. The guidelines spelt out by National Policy on Education as regards continuous assessment should be strictly followed.

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