Differential Impact Of Experience And Qualification On Implementation Of Continuous Assessment Among Secondary School Teachers In Delta State

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Abstract: This study x-rayed experience and qualification differential impact of secondary school teachers on their implementation of continuous assessment in Delta State. The poor implementation of continuous assessment at the secondary level of education gave rise to this study. Three research questions and two hypotheses were formulated for the study. The study adopted an expo-facto research design and a population of 11,413 secondary school teachers in the twenty-five local government areas of the State. The study adopted the multistage sampling procedures in selecting the sample. The instrument used was a questionnaire titled Continuous Assessment Implementation Scale (CAIS). Mean and standard deviation were used to answer the research questions, while independent sample t test and one-way Analysis of Variance (ANOVA) were used to test the stated hypotheses at 0.05 level of significance. Findings from the study showed that continuous assessment is well implemented to a high extent by secondary school teachers in Delta State; however, test of significance showed that teachers teaching experience and qualification influence their implementation of continuous assessment. Based on this, it was recommended among others that government and other stakeholders should organize periodic in-service training programs for serving teachers.

Keywords. Continuous Assessment, Experience, Educational Qualification And Secondary Education.

Introduction

The implementation of continuous assessment in secondary schools has become increasingly important in education as a means to monitor and evaluate students' progress. An assessment procedure is required at the program's implementation stage to inform stakeholders of its direction. Information obtained from well-developed assessment procedures often forms the basis on which decisions about the program are made. Educational assessment is a procedure within the school system that systematically documents data about learners based on their knowledge, skills, and attitude in order to improve learning. Educational assessment is very imperative in driving societal growth in developing nations like Nigeria, Adeniji (2018). Educational assessment's value has made it an important area of interest to stakeholders.

Assessment is an integral part of the teaching and learning process and a means of ascertaining the level of achievement of societal educational goals. It is a required professional competence for teachers for the purpose of effective teaching and learning. Clarke (2012) conceptualised assessment as a procedure involving the gathering and evaluation of information on what learners know and understand, a procedure that aids teachers in making valid decisions on the next step to take in the educational process. According to Suharyanto et al. (2023), assessment is said to be authentic if its product can display positive attitudes and utilise knowledge and skills obtained from learning in carrying out tasks in real-life situations. They further emphasize that any assessment activity that neglects activities in the affective and psychomotor domains of learning is fraudulent.

Quality assessment is as important as quality education itself; as a result, many nations in Nigeria, including Nigeria, are developing viable assessment strategies and initiatives to improve the quality of education (Clarke, 2012). One of the strategies implemented is the integration of assessment and instruction in order to smoothly embed classroom assessment into the teacher's routine activities (Otiep et al., 2020). In Nigeria, continuous assessment is one viable assessment procedure for a holistic assessment learner. It is a procedure that puts into account all the assessment activities of the learner from the beginning of an academic program till the end of a term, a session, or even the end of the program. program. Orherhueta (2022) sees continuous assessment as a procedure that blends teaching and learning with assessment, resulting in a more comprehensive evaluation of learners and the entire school system. A well-conducted continuous assessment exposes the learner's strengths and weaknesses, giving the teacher clues on how best to assist the learner. Adebowale and Alao (2018) described continuous assessment as a procedure that makes use of various approaches and evaluation tools in assessing learners. These approaches and tools come in the form of instruments such as tests, questionnaires, observations, rating scales, anecdotal records, etc. These instruments assist in obtaining information on the three domains of learning behavior.

Continuous assessment becomes necessary because one-time assessment does not provide a complete picture of learners' performance. A one-time assessment is summative in nature and does not give room for remedial teaching. Such assessment procedures are limited (Temesgen, 2017). The essence of continuous assessment is to improve the teaching and learning process.

This is in collaboration with Onuka (2014), who opined that an assessment procedure that does not include the teaching and learning procedure is a total misuse of time and resources.

Continuous assessment is unique because it includes some profitable guiding features. Its systematic nature makes it follow a procedure that carries all those involved along and also stipulates how it should be implemented (Ndubueze et al. 2015). Its comprehensive features allow for a holistic assessment of the learners in the three domains of learning using different suitable assessment techniques (Otondo et al., 2019). It is cumulative in nature, as it ensures appropriate record-keeping of all the learner's assessment activities over a period of time (Ojerinde, 2011). Another notable feature of continuous assessment is guidance. Continuous assessment provides learners with appropriate guidance for adequate improvement. This feature gives room for feedback and remedial teaching (Ajinomoh & Eze, 2017).

Integrating continuous assessment into the Nigerian education system is becoming a top priority at all levels. This is supported by the resolution of the national policy on education to make continuous assessment compulsory at all levels of education. As such, all teachers from basic to tertiary institutions should have a broad understanding of the principle and practice of continuous assessment (Twesigye & Natamba, 2022). In Nigeria, secondary education is designed for children who have successfully completed basic or primary education of six years duration. Secondary education prepares learners for tertiary education; it is the bridge that connects primary education to higher education (Ogunde, 2020). Ogunde (2020) further explained that the goal of secondary education in Nigeria is to produce young men and women who can fit well into higher learning institutions as well as take up careers for responsible living in society. Asikhia (2010) refers to secondary education as the bedrock of education upon which higher education is built. It is a quality instrument used for achieving spontaneous economic, social, political, technological, scientific, and cultural growth and development in any society. The achievement of secondary education goals seems to be a mirage due to several challenges facing the system, Mgimba and Mwila (2022). These challenges include those related to quality assessment. Quality assessment is a function of quality achievement in secondary education.

Continuous assessment is supposed to be a solution to the problem of poor assessment in secondary schools. However, continuous assessment itself is faced with numerous challenges, especially at the implementation stage. The responsibility of proper implementation of continuous assessment rests more on the teacher; the teacher is a key stakeholder as far as the implementation of education policy is concerned. Teachers are in charge of the assessment of learners; therefore, whatever is capable of altering the teacher's activities can also influence what goes on in the classroom, which includes continuous assessment implementation.

In recent times, the implementation of continuous assessment at the classroom level appears to be very poor. This was observed from some decaying activities of the teacher at the classroom level. Decaying activities such as examination malpractice, the use of few assessment tools, poor record keeping, poor information about continuous assessment, assessing only the cognitive domain, among others. Certain human qualities, such as demographic features, are variables that can influence teachers' activities as they practice continuous assessment. Ghaleb et al. (2021) described these features as standards that described the condition of people or groups of people. These demographic features include gender, location, qualification, teaching experience, and marital status, among others. The present study examined the differential impact of educational qualification and teaching experience on secondary school teachers' implementation of continuous assessment in Delta State.

The word qualification was described by Aina et al. (2015) as peculiar skills possessed by someone to perform or carry out a particular activity. From the description of Aina et al., teaching can be seen as a special skill that enables a person to teach or systematically pass knowledge to others effortlessly. According to Oludipe and Oludipe (2021), teachers' qualifications include formal education, experience, knowledge of subject matter, pedagogy studies, training, certification/license, and others that are required to effectively teach learners. In Nigeria, a qualified teacher is the one who holds a National Certificate in Education (NCE), a bachelor's degree in education, or a master's degree or PhD in education from a recognised institution of higher learning (Musaud & Abere, 2015). Teachers with a high qualification tend to possess a more robust knowledge of subject matter and use a more innovative method of teaching, which in turn improves learners' level of commitment to learning (Onuegbu, 2023).

Casian et al. (2021) opined that a qualified teacher is the one trained specially to guide learners on how to acquire new skills and knowledge. Such a person must have acquired a minimum qualification that will enable him to teach at a particular level within the school system. The issue of educational qualification can as well be linked to scholarly qualifications or degrees acquired by individual teachers. According to Casian et al. (2021), higher education prepares individual teachers for greater tasks in the profession.

Studies like that of Ezeudu and Utazi (2014) on education qualification and geography performance showed that education qualification of geography teachers significantly influences their level of competencies. Casian et al. (2021) found a significant impact of teachers' qualifications on students' academic performance in Rwandan secondary schools. Also, the study of Amadioha and Anyianuka (2019) also found out that teachers' educational qualification influences their attitude towards assessment for learning in Rivers State. However, the study of Musau and Abere (2015) did not find the qualification of teachers significant when they studied the determinant of girls' performance in mathematics, science, and technology subjects in Kenyan public secondary schools.

Experience is the result of commitment to a certain line of duty over a period of time, leading to an in-depth mastery of skills. Experience is a major factor in personal policies that affect employees (Ezeudu & Ojih, 2014). Ezeudu and Ojih (2014) further explained that teachers with many years of experience tend to have a greater productivity output. According to Ayeni and Jajua (2021), teaching experience is a critical component of teacher quality that sustains the school system. Ayeni and Jajual (2021) found out in their studies a significant relationship between teachers and principals' perceptions of teaching experience and the academic performance of students in ondo state. Ongati (2018) found out in his studies that lack of experienced teachers in private schools was one of the reasons for poor performance in national examinations in Kenya. They further opined that the experienced teachers are very quit to resigning their jobs due to poor condition of service. On the contrary, the study of Mocheche (2018) did not find any statistical difference among teachers' levels of job performance with regards to years of teaching experience in Kenya. In the same vein, Kimami et al. (2013) did not find any significant effect of teachers' professional experience on the academic achievement of secondary school students.

Statement of Problem.

Quality education is a function of quality assessment as decision about the entire school system depends on the outcome of assessment. In recent times, the implementation of continuous assessment appears to be poor. Observation made by the researcher and research findings from empirical studies has shown evidence of poor implementation procedure at the class room level. The findings of Ashanafi (2018) pointed out that implementation of continuous assessment is faced with challenges such as poor record keeping, poor communication of assessment results to parents/guidance, lack of remedial teaching, examination malpractice among others.

Teachers play substantial role in the implementation of any educational programme, continuous assessment inclusive as a result, demographic features such as experience and educational qualification may impair teachers daily routine activities which include assessment. Based on this premises, the study examined how qualification and experience differential impact secondary school teachers' implementation of continuous assessment in Delta State.

Research Questions

The following research questions were raised to guide the study

1. To what extent do secondary education teachers implement continuous assessment in Delta State?
2. What is the difference between experienced and inexperienced secondary school teachers' implementation of continuous assessment in Delta State?
3. What is the difference among teachers' implementation of continuous assessment with regards to educational qualification in Delta State?

Hypotheses

1. There is no significant difference between experienced and inexperienced secondary school teachers' implementation of continuous assessment in Delta State.
2. Educational qualification does not significantly differ among secondary school teachers' implementation of continuous assessment in Delta State.

Materials and methods

The *ex-post facto* design was adopted for this study. The population of the study included all public secondary school teachers in Delta State, with a population of 11,413. From this population, a sample of 486 teachers was drawn 54 secondary schools using a multi stage sampling procedure to ensure proper representation across the State. A four scaled structured questionnaire was the instrument used in the collection of data. Independent sample t-test and one-way Analysis of variance (ANOVA) were used to test stated hypotheses at 0.05 level of significance.

RESULTS AND DISCUSSION
Research Question one
To what extent do secondary education teachers implement continuous assessment in Delta State?
Table 4.2: Mean and Standard Deviation Showing the Extent to which Secondary Education Teachers Implement Continuous Assessment.

S/N	Items	Mean	SD	Decision
1	I score pupils/students during class room activities	2.98	0.77	Agreed

2.	I monitor learners learning progress in relation to learning objectives	3.43	0.59	Agreed
3.	I re-teach a topic if not well understood by learners	3.41	0.63	Agreed
4.	I involve learners in assignment after instructions.	3.34	0.71	Agreed
5.	I involve learners in practical after teaching a theme	3.41	0.61	Disagreed
6.	I assess learners value/moral systems	2.87	0.72	Agreed
7.	I assess learners mental skills/ abilities	3.33	0.56	Agreed
8.	I engage learners in peer assessment to enable them learn from each other	2.94	0.92	Agreed
9.	My school have a functional continuous assessment committee	2.2	0.96	Disagreed
10.	I assign scores to all assignments I give to learners	3.01	0.9	Agreed
11.	I return marked test scripts to learners	3.17	0.76	Agreed
12.	I returned marked assignment to learners	3.36	0.69	Agreed
13.	I give learners notice before issuing test	3.52	0.57	Agreed
14.	I use marking scheme when scoring learners	3.32	0.58	Agreed
15.	I record continuous assessment scores properly	3.38	0.72	Agreed
16.	I keep continuous assessment scores safe for future purposes	3.54	0.56	Agreed
17.	I use information from continuous assessment activities to guide learners.	3.48	0.57	Agreed
18.	I keep records of learners as I observe them	3.02	0.73	Agreed
19.	I adjust instructions any time learners finds it difficult to understand a taught topic	3.25	0.56	Agreed
20.	I refer academic challenge learners for guidance and counselling	3.04	0.64	Agreed
21.	I use feedback from continuous assessment to improve learning progress	3.29	0.56	Agreed
22.	I communicate assessment results to parents/guidance.	2.31	0.94	Disagreed
23.	I give career guidance to learners based on their performance	3.1	0.79	Agreed
	Grand Mean	3.16	0.69	**Agreed**

Mean bench mark=2.50 N=486

Table 4.2 shows the mean scores of individual item as responded by secondary education teachers. The table also show a grand mean of 3.16 which is higher than the bench mark of 2.5, this indicates that secondary education teachers in Delta State are implementing continuous assessment to a very large extent. Item 13, 15 and 16 recorded the highest mean value of 3.52, 3.54 and 3.36 respectively. This show that majority of the teachers follow continuous assessment guideline as they give learners notice before assessing them, records continuous assessment scores properly and keep continuous assessment records safe for future use. However, items 5, 9 and 22 recorded the lowest mean score of 2.26, 2.25 and 2.33 respectively. This indicates that most basic and secondary education teachers do not involve their learners in practical and project activities, most schools do not have functional continuous assessment committee and most teachers do not communicate assessment results to parents / guidance.

Research Question Eight

What is the difference between experienced and inexperienced secondary teachers' implementation of continuous assessment in Delta State?

Table 4.8: Mean and Standard Deviation of the differences between expereinced and inexperirnced secondary school teachers Implementation of Continuous Assessment in Delta State

S/N.	ITEMS	Experience (N=126)		Inexperience(N=360)	
		Mean	**SD**	**Mean**	**SD**
1.	I score pupils/students during class room activities	2.9	0.53	3	0.83
2.	I monitor learners learning progress in relation to learning objectives	3.73	0.53	3.33	0.57
3.	I re-teach a topic if not well understood by learners	3.46	0.55	3.39	0.66
4.	I involve learners in assignment after instructions.	3.86	0.41	3.16	0.7

5.	I involve learners in practical after teaching a theme	3.73	0.53	3.3	0.6
6.	I assess learners value/moral systems	2.8	0.55	2.89	0.77
7.	I assess learners mental skills/ abilities	3.48	0.6	3.28	0.54
8.	I engage learners in peer assessment to enable them learn from each other	3.54	0.52	2.73	0.94
9.	My school have a functional continuous assessment committee	1.89	0.83	2.31	0.98
10.	I assign scores to all assignments I give to learners	3.24	0.71	2.94	0.95
11.	I return marked test scripts to learners	3.5	0.65	3.05	0.76
12.	I returned marked assignment to learners	3.4	0.8	3.34	0.65
13.	I give learners notice before issuing test	3.66	0.51	3.48	0.58
14.	I use marking scheme when scoring learners	3.6	0.54	3.23	0.56
15.	I record continuous assessment scores properly	3.33	1.12	3.4	0.52
16.	I keep continuous assessment scores safe for future purposes	3.71	0.59	3.47	0.53
17.	I use information from continuous assessment activities to guide learners.	3.74	0.58	3.38	0.53
18.	I keep records of learners as I observe them	3.23	0.54	2.94	0.77
19.	I adjust instructions any time learners finds it difficult to understand a taught topic	3.19	0.55	3.27	0.56
20.	I refer academic challenge learners for guidance and counselling	3.17	0.58	2.99	0.65
21.	I use feedback from continuous assessment to improve learning progress	3.28	0.63	3.29	0.53
22.	I communicate assessment results to parents/guidance.	2.52	1.14	2.23	0.85
23.	I give career guidance to learners based on their performance	2.95	0.83	3.16	0.76
	Grand Mean	3.30	0.64	3.11	0.69

Mean Bench mark=2.50

Table 4.8 shows the mean value for experienced and inexperienced teachers in Delta state. The grand mean indicates a mean value of 3.30 for experienced teachers and 3.11 for inexperienced with a mean difference of 0.19. the differences in the mean value of this variable shows that there was difference between experienced and inexperienced teachers on the implementation of continuous assessment in Delta State.

Research Question Twelve

What is the difference among secondary school teachers on the implementation of continuous assessment with regards to educational qualification in Delta State?

Table 4.12: Mean and Standard Deviation of the differences among secondary school Teachers' Implementation of Continuous Assessment with Regards to Qualification in Delta State.

Qualification	N	Mean	Standard deviation
NCE	19	3.05	.20
B.Ed	332	3.14	.32
Masters	135	3.22	.32
Total	486		

Table 3 shows the mean value of the various qualifications of secondary school teachers in Delta state as 3.05 for NCE teachers, 3.14 for B.Sc. (ed) teachers and 3.22 for teachers with masters' degree. From the stated mean values, slight differences exist among NCE, B. Sc. (ed) and master teachers as far as the implementation of continuous assessment in Delta state is concerned.

Testing of Hypotheses

Hypothesis one: there is no significant difference between experienced and inexperienced secondary school teachers' implementation of continuous assessment in Delta State.

Table 4: Independent Sample t -test of Difference Between Experienced and Inexperienced secomdary school Teachers' Implementation of Continuous Assessment in Delta State.

Variable		N	Mean	Std. Deviation	df	t-cal.	Sig,(2-tailed)	Decision
Experience	Teacher	126	3.29	0.41				
Inexperienced teachers		360	3.11	0.28	484	5.87	.000	Significant
Total		486						

Table 4 shows a t test statistic in determining the level of significance of the difference between experienced and inexperienced secondary school teachers' implementation of continuous assessment in Delta State. The p-value of .000 is less than 0.05 alpha level. Based on this, the null hypothesis was rejected. This means that there is a significant difference between experienced and inexperienced secondary school teachers' implementation of continuous assessment in Delta State.

Hypothesis Two: There is no significant difference among secondary school teachers on the implementation of continuous assessment with regards to educational qualification in Delta State.

Table 5: ANOVA Comparing of Secondary School Teachers' Implementation of Continuous Assessment Based on Educational Qualification

Source of variation	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	.912	2	.456	4.530	.011	
Within Groups	48.604	483	.101			Null hypothesis rejected
Total	49.516	485				

Table 5 showed that the computed F-statistic is 4.530, and the associated p-value is .011. Testing the null hypothesis, the p-value of .011 is lower than alpha value of 0.05, hence, the null hypothesis is rejected. This indicate that there is significant difference among secondary school teachers' implementation of continuous assessment with regards to educational qualification.

Discussion of findings

The first finding revealed that large number of teachers in secondary schools agreed to implement continuous assessment to a large extent. This is an indication that most of the teachers have embraced the benefits of continuous assessment implementation in Delta State. This high agreement level may be due to the fact that continuous assessment is now well incorporated into the teaching and learning procedures. This finding is in agreement with that of Chiziwa (2022) who found out in his study that teachers understanding of continuous assessment have deepened and this has helped in fostering critical mental, physical and moral abilities among learners.

The second finding of this study shows a significant difference between experienced and inexperienced secondary teachers implementation of continuous assessment in Delta State. These points to the fact that experienced teachers carry out continuous assessment activities more effectively than their inexperienced counterparts. This could be due to the fact that teaching experience comes with a high level of job commitment over a long period of time which has led to an in-depth mastery of continuous assessment skills. This finding corroborate with findings of Ongati, (2018) who found out that lack of experienced teachers in private schools was one of the reasons for students' poor performance in National examination in Kenya. On the contrary, the findings of the study of Mocheche (2018) did not find any statistical difference among teachers' level of job performance with regards to years of teaching experience in Kenya.

The third finding of this study found a significant difference among secondary school teachers' implementation of continuous assessment with respect to continuous assessment implementation in Delta State. this is an indication that secondary teachers' educational qualification plays vital role in the implementation of continuous assessment implementation in Delta State. This variation further suggests that the implementation of continuous assessment in secondary school depends on teachers' formal credentials. This finding is in line with that of Casian, et al (2021) who found a significant impact of teachers' qualification on students' academic performance in Rwandan secondary schools. Also, the study of Amadioha and Anyianuka (2019) found out that teachers' educational qualification influences their attitude towards assessment for learning in Rivers State. On the contrary, the study of Musau and Abere (2015) did not find qualification of teachers significant when they studied the determinant of girls' performance in mathematics, science and technology subjects in Kenyan public secondary schools

Conclusion

From the findings, it was concluded as that secondary school teachers in Delta State implement continuous assessment to a high extent. It was also concluded that experience influence secondary school teachers' implementation of continuous assessment. It was Furthermore concluded, educational qualification influence secondary school teachers' implementation of continuous assessment

Recommendations

Based on the findings, it was recommended as follows;

1. Government and other stakeholders should organize periodic in-service training for serving teachers to keep them abreast with current trends in continuous assessment practice.
2. Government should employ qualified teachers to teach in secondary schools.
3. Government should grant teachers study leaves to acquire higher degrees.

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