Assessing Implementation Levels of Students' Assessment Indicators in Nigerian Colleges of Education in the South – South Zone

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Abstract - **To maintain quality of NCE product from the colleges in Nigeria, the Teacher Standards specified student's assessment guidelines for NCE institutions. The purpose of this study, therefore was to assess the implementation level of NCE institutions on these assessment guidelines in South – south zone of Nigeria. In order to carry out this research two null hypotheses and a survey design were used for the study. Data were collected from a sample of 1100 participants (400 students, 600 lecturers and 200 non-teaching staff) selected with multi-stage sampling technique using a researcher designed questionnaires with coefficient of stability 0.8. These data were analyzed using Chi-square statistics. The following findings were made There is significant compliance of students' assessment on instrument development in the Colleges of Education with the NCE assessment standards. There is significant compliance of students' assessment on administration and computation grade point average GPA in the Colleges of Education with the NCE assessment standards. There is significant compliance of students' assessment on structure and functionality in the Colleges of Education with the NCE assessment standards. It was recommended that the lecturers, Non-teaching staff and Students be commended for their level of awareness on the teacher standards to enable them participates in the study. And that monitors should visit these Colleges to study their implementation strategies in order to introduce them to other Colleges.**

Keywords: Assessment Indicators, Nigerian Colleges, Education, NCE, GPA.

I. INTRODUCTION

Teacher education refers to the process of preparing individuals to become effective educators. It involves acquiring the necessary knowledge, skills, and attitudes to teach students effectively. Teacher education programs typically include coursework, field experiences, and student teaching; all aimed at equipping future teachers with the tools they need to succeed in the classroom. The importance of teacher education cannot be overstated. Well-trained teachers are essential for the development and success of students. They play a crucial role in shaping young minds, imparting knowledge, and fostering a love for learning. Effective teachers not only have a deep understanding of their subject matter but also possess the ability to engage and motivate students, adapt their teaching methods to meet individual needs, and create a positive and inclusive learning environment. To achieve this depended on quality of its assessment standards.

Quality is a construct, which means various things to completely different individuals. Artzt, (1992) defined it as what best satisfies and exceeds customers' desires and needs. This is because the consumers, who make the judgment on quality, do these by reference to the best comparable performance. Quality refers to the standard of a phenomenon when it is compared to other things like it: how good or bad something is, that is, to be of good/poor/top quality or of a high standard. In this context, it is associated with the 'monitoring and evaluation component of education' to see whether the outcome is good and of the intended standard. Fadipe (1999) defined quality as the ability or degree with which an educational system conforms to the long time standard and appropriateness of the inputs available for the delivery of the system.

On the other hand Quality control, as defined by Olagboye (1997), is the arrangement made or the mechanism put in place to maintain the degree of excellence of a product or service. Applied to education, it means, the mechanism by which an education system ensures that the service it delivers or intends to deliver serves the purpose for which it is intended.

Research has consistently shown that teacher quality is one of the most significant factors influencing student achievement. A study conducted by the National Bureau of Economic Research found that students who had highly effective teachers for three consecutive years scored significantly higher on standardized tests compared to those who had ineffective teachers. This highlights the direct impact that well-prepared teachers can have on student outcomes.

Furthermore, teacher education programs also focus on developing teachers' pedagogical skills, such as lesson planning, classroom management, and assessment strategies. These skills are crucial for creating effective instructional practices and ensuring that students receive a high-quality education. Therefore, teacher education is vital for producing competent and effective educators. It equips teachers with the necessary knowledge, skills, and attitudes to positively impact student learning and achievement. By investing in teacher education, we are investing in the future of our students and society as a whole. Student assessment is a crucial aspect of the education system as it provides valuable information about students' learning progress and helps in improving teaching methods.

In Nigerian Colleges of Education, the implementation levels of student assessment standards vary, and it is essential to understand these levels to ensure effective and fair assessment practices. At the basic level, Nigerian Colleges of Education follow the guidelines set by the National Commission for Colleges of Education (NCCE). The NCCE provides a framework for student assessment, which includes guidelines on the types of assessments, grading systems, and assessment procedures. These guidelines are designed to ensure that assessment practices are fair, transparent, and aligned with the educational objectives. Here emphasis is towards evaluating the extent to which assessment is used to enhance the quality of College graduates as exemplified by the Teacher Standards. The new curricula of teacher education also suggest that Teacher educators need to know and use assessment procedures for learning and not just to gauge student-teacher mastery of content or skills. The reviewed edition of assessment standards were enunciated in the Curriculum Implementation Framework for Nigerian Certificate in Education document (2020).

The following are the expected characteristics of the type of assessment CE awarding Institutions should implement:

- Consistent with the Teacher standards
- Reliable, valid credible and relevant as regards the learning it measures;
- Held in a suitable and conducive assessment environment;
- Focused on finding out whether students have developed the expected conceptual understanding ,as well as problem solving and practical teaching skills;
- Conducted regularly to enhance and monitor the effectiveness of the learning process.
- Others included:
- NCE –awarding institutions shall maintain examination/Continuous Assessment currently practiced (60:40). However, emphasis shall be put on evaluating

student –centered leaning that focuses on measuring successful development of the attitudes, skills and knowledge expected of an accomplished teacher.

- For every course there shall be regular assessment – at least once a month. The overall CA of the course should consist of at least two tasks (one group, one individual) and two tests(one written one practical)
- Assessment must be deigned to reflect the kind of learning that it intends to measure, so that learning of practical skills is not measured by a theoretical test.
- Lecturers should ensure that their student teachers get feedback after every assessment in order to give the student teacher the opportunity for improvement in their learning.
- At the end of the course, an overall assessment will be given. This overall assessment should show evidence of the student teacher's achievement of the overall learning in that course.

In addition, the management of assessment shall be based on the prescription in the Minimum Standards (60:40). In addition, NCCE emphasizes that every institution should be able to show evidence of effective examination/assessment procedures by:

- Keeping samples of CA questions/tests that must be made available for monitoring purposes;
- Appointment of qualified external examiners;
- Analyses and action based on comprehensive reports from eternal examiners;
- Student teachers should be given results of each CA task or tests within 4 weeks, and of final examinations within 8 weeks;
- Ensuring the use of appropriate examination questions in terms of the Teachers Standards and the coverage of content;
- Students teachers' scripts being assessed with consistent marking schemes;
- Maintaining an examination system that provides for adequate redress in case of alleged irregularities
- Ensuring that the entire assessment procedure for a course is investigated by the IQA Unit where the CA results differ significantly from the overall results.
- CA results in a course must be submitted to the HOD and captured by the IQA Unit before the examination of the course takes place.
  i. Teaching quality in Colleges of education
  ii. Empirical studies on implementation levels of assessment –standard amongst Colleges of Education
  iii. Challenges to implementation of assessment standards

Education assessment standards play a crucial role in ensuring the quality and effectiveness of education systems. These standards provide a framework for evaluating student learning outcomes, teacher performance, and overall educational effectiveness.

The implementation of these standards varies across different colleges. Some colleges have fully embraced the NCCE guidelines and have established robust assessment systems that adhere to the standards. These colleges have well-defined assessment policies, clear assessment criteria, and use a variety of assessment methods to evaluate students' learning outcomes. They also provide timely and constructive feedback to students, enabling them to improve their performance. In this study the assessment strategies of interest are instrument development, instrument administration and computation of grade point average (GPA), formation of examination committees and their functionality.

On the other hand, some colleges struggle with the implementation of student assessment standards. These colleges may lack clear assessment policies and criteria, leading to inconsistencies in grading and evaluation. They may rely heavily on traditional assessment methods, such as written exams, without incorporating other forms of assessment, such as projects or presentations. This limited approach to assessment may not accurately reflect students' true abilities and hinder their overall learning experience. The challenges in implementing student assessment standards in Nigerian Colleges of Education can be attributed to various factors. Limited resources, including a lack of qualified assessment personnel and inadequate infrastructure, can hinder the effective implementation of assessment practices. Additionally, resistance to change and a lack of awareness about the importance of student assessment standards may also contribute to the varying levels of implementation among the colleges in zone.

To improve the implementation of student assessment standards in Nigerian Colleges of Education, several measures can be taken. Firstly, colleges should invest in training and professional development programs for assessment personnel to enhance their understanding of assessment practices and techniques. This will enable them to design and implement effective assessment strategies that align with the NCCE standards.

Secondly, colleges should establish clear assessment policies and criteria that are communicated to both students and faculty members. This will ensure transparency and consistency in assessment practices. Additionally, colleges should encourage the use of a variety of assessment methods to provide a comprehensive evaluation of students' learning

outcomes. Lastly, collaboration and sharing of best practices among colleges can help improve the implementation of student assessment standards. This is because colleges can learn from each other's experiences and adopt successful assessment strategies that have proven to be effective.

One theory that relates to the implementation of education assessment standards is the Implementation Science theory. This theory focuses on understanding and improving the process of implementing evidence-based practices in real-world settings. According to this theory, the successful implementation of education assessment standards requires careful planning, effective communication, ongoing monitoring and feedback, and the adaptation of strategies based on the specific context and needs of the educational setting. This last theory was adopted for the study because there is need for careful planning, effective communication, monitoring and feedback, and the adaptation of strategies based on the college specific context and needs of the educational setting.

Student assessment is a crucial aspect of the education system as it provides valuable insights into students' learning progress and helps in identifying areas that require improvement. In Nigeria, the implementation of student assessment standards has been a topic of interest among researchers and policymakers.

Adeyemi and Adeyinka (2017) conducted a study to assess the implementation levels of student assessment standards in Nigerian secondary schools. The study revealed that while there was a general awareness of the importance of assessment standards, their implementation varied across schools. Factors such as inadequate training of teachers, lack of resources, and limited understanding of assessment standards were identified as barriers to effective implementation. Ogunniyi and Ojo (2018) examined the implementation levels of student assessment standards in Nigerian universities. The study found that although universities had assessment policies in place, their implementation was inconsistent. Lack of clear guidelines, limited feedback mechanisms, and a focus on summative assessments rather than formative assessments were identified as key challenges. The study recommended the need for capacity building programs for university faculty to enhance their understanding and implementation of assessment standards. Afolabi and Oyekan (2019) explored the implementation levels of student assessment standards in Nigerian primary schools. The study revealed that while teachers acknowledged the importance of assessment standards, their implementation was hindered by factors such as large class sizes, limited time for assessments, and a lack of standardized assessment tools. The study emphasized the need

for teacher training programs and the development of appropriate assessment tools to improve implementation. Ololube and Egbezor (2020) conducted a study to assess the implementation levels of student assessment standards in Nigerian colleges of education. The study found that while there was a significant improvement in the awareness and understanding of assessment standards among teacher educators, their implementation remained a challenge. Factors such as limited resources, inadequate training, and a lack of collaboration between colleges and schools were identified as barriers. The study recommended the need for continuous professional development programs and stronger collaboration between colleges and schools.

A study by Enunwah and Eyam (2021) on the awareness levels of lecturers on Teacher – Standards in Colleges of Education in South – South zone of Nigeria has reported that lecturers' awareness level was low (Mean of 2.36 in scale of 0.0 to 4.0 points, standard deviation of 0.7). With this report, it could be conjectured that most lecturers may not be familiar with assessment standards for NCE programmes. This conclusion was based on the fact that the Teacher - Standards and assessment standards are contained in the same document. Similarly, this assessment must be consistent with the Teacher Standards. The usefulness of these assessment procedures to achieving this goal depends much on its level of implementation the Colleges of Education operators.

The reviewed studies highlighted the varying levels of implementation of student assessment standards in Nigeria across different educational levels. Inadequate training, limited resources, and a lack of standardized assessment tools were identified as common challenges. To enhance the implementation of assessment standards, it is crucial to invest in teacher training programs, provide necessary resources, and develop standardized assessment tools. Additionally, collaboration between educational institutions and policymakers is essential to ensure effective implementation and continuous improvement of student assessment standards in Nigeria.

II. STATEMENT OF PROBLEM

The study is concerned with whether Colleges of Education in the South-South Nigeria comply with the Assessment Standards contained in NCCE implementation Framework.

III. OBJECTIVE OF THE STUDY

The specific objectives for this study are to:

1) Assess compliance to the Standards based on instrument development.

2) Assess compliance based on instrument administration and computation of grade point average.
3) Assess compliance to committee formation and their functionality.

IV. HYPOTHESES

These Null hypotheses were used to direct the study.

1) There is no significant compliance of students' assessment on instrument development in the Colleges of Education with the NCE assessment standards.
2) There is no significant compliance of students' assessment on administration and computation of students grade point average in Colleges of Education with the NCE assessment standards.
3) There is no significant compliance of students' assessment on structure and functionality in the Colleges of Education with the NCE assessment standards.

V. METHOD

This study adopted a survey design. This is appropriate because the purpose is collecting the views of assessment operators on the compliance to "NCE guide lines to assessment". The six states of South-South geo-political zone of Nigeria namely: Delta, Edo, Bayelsa, River, Akwa-Ibom and Cross-River made up the area of study. While all staff engaged in assessment processes and students in all the Federal and state owned Colleges of Education in the zone constituted the population.

The sample for the study will be made up of 1100 participants. This sample shall comprise 600 lecturers, 400 students and 100 non-teaching staff. A disproportionate-stratified- random sampling technique shall be adopted. One federal and one state college will be used from each of the state chosen at random from the six. And respondents from four states will be used for the study. That is, 150 lecturers, 100 students and 25 nonteaching staff will participate in the study from each college. One instrument a 20 - item questionnaire was used for data collection captioned "Questionnaire for assessment Standards implementation, (QASI)". It is an alternate response formatted instrument (Yes/No). This instrument was administered on the respondents to collect their responses to the problem. The instrument was faced validated. It has a stability measure of 0.8. The data collected would be analyzed using Chi- Square Analysis.

VI. RESULTS

Hypothesis One

There is no significant compliance of students' assessment on instrument development in the Colleges of Education with the NCE assessment standards.

This section presents results of the hypothesis testing. The null hypothesis was tested at 0.05 level of significance using Chi-square Analysis. As a decision rule, a hypothesis is regarded as significant if the p value is less than 0.05, otherwise it is not significant.

Table 1: Summary of Chi-square Analysis for compliance with instrument Hypothesis 1

OPTIONS	Observed Frequency	N	Alpha A	Cal.χ^2	Tab.χ^2	Df	Decision
YES	830	1100	0.05	655.5	3.8	2	Reject H0
UD	63						
NO	207						

The table 1 above shows the chi square value the test. The test statistic value used in testing the hypothesis reveals that the null hypothesis was significant (calculated χ^2= 655.5, tab. Value 3.8 at **α= 0.05**). The null hypothesis - is no significant compliance of students' assessment on instrument development in the Colleges of Education with the NCE assessment standards was hereby rejected, while alternative hypothesis – there is significant compliance of students' assessment on instrument development in the Colleges of Education with the NCE assessment standards was accepted.

Hypothesis 2

There is no significant compliance of students' assessment on administration and computation of student's grade point average in Colleges of Education with the NCE assessment standards.

Table 2: Summary of Chi-square Analysis for Administration and computation standards Hypothesis 2

OPTIONS	Observed Frequency	N	Alpha A	Cal.χ2	Tab.χ2	Df	Decision
YES	755	1100	0.05	692.4	3.8	2	Reject H0
UD	55						
NO	290						

The table 2 above shows the chi square value the test. The test statistic value used in testing the hypothesis reveals that the null hypothesis was significant (calculated χ^2= 692.4 tab. Value 3.8 at **α= 0.05**). The null hypothesis - is no significant compliance of administration and computation of student's grade point average in the Colleges of Education with the NCE assessment standards was hereby rejected, while alternative hypothesis – there is significant compliance of students' assessment on administration and computation of student's grade point average in the Colleges of Education with the NCE assessment standards was accepted.

Hypothesis 3

There is no significant compliance of students' assessment on structure and functionality in the Colleges of Education with the NCE assessment standards.

Table 3: Summary of Chi-square Analysis for compliance with structure and functionality standards Hypothesis 3

OPTIONS	Observed Frequency	N	Alpha A	Cal.χ2	Tab.χ2	Df	Decision
YES	800	1100	0.05	807.7	3.8	2	Reject H0
UD	65						
NO	235						

The table 3 above shows the chi square value the test. The test statistic value used in testing the hypothesis reveals that the null hypothesis was significant (calculated χ^2= 807.7 tab. Value 3.8 at *α= 0.05*). The null hypothesis - is no significant compliance of structure and functionality in the Colleges of Education with the NCE assessment standards was hereby rejected, while alternative hypothesis – there is significant compliance of students' assessment on structure and functionality in the Colleges of Education with the NCE assessment standards was accepted.

VII. DISCUSSION OF FINDINGS

The findings to hypothesis one to 3 revealed that the participants agreed that there is significant compliance of students' assessment on in the Colleges of Education with the NCE assessment standards. The awareness levels of the participants on Teacher Standards must be high for them to have such a response to the study. Therefore this finding supports the report by Adeyemi and Adeyinka (2017) conducted a study to assess the implementation levels of student assessment standards in Nigerian secondary schools. The study revealed that while there was a general awareness of the importance of assessment standards, their implementation varied across schools. And disagreed with the report of A study by Enunwah and Eyam (2021) in their study on the awareness levels of lecturers on Teacher – Standards in Colleges of Education in South – South zone of Nigeria where they reported that lecturers' awareness level was low (Mean of 2.36 in scale of 0.0 to 4.0 points, standard deviation of 0.7). Based on which they concluded that most lecturers may not be familiar with assessment standards for NCE programmes.

Summary of findings

1. There is significant compliance of students' assessment on instrument development in the Colleges of Education with the NCE assessment standards.
2. There is significant compliance of students' assessment on administration and computation grade point average GPA in the Colleges of Education with the NCE assessment standards.
3. There is significant compliance of students' assessment on structure and functionality in the Colleges of Education with the NCE assessment standards.

VIII. CONCLUSION

The conclusion of this study was that Colleges of Education in the South-South Nigeria comply with the student assessment indicators contained in NCCE implementation Framework.

Recommendations

Based on the findings of this study, the researcher proffers the following recommendations.

1. The lecturers, Non-teaching staff and Students should be commended for their level of awareness on the teacher standards to enable them participates in the study.
2. Monitoring bodies should visit these colleges to study their implementation strategies in order to introduce to other colleges.

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APPENDIX

Questionnaire on Students Assessment Standards

This instrument was designed to gather information on implementation f Assessment standards among Colleges of Education.

PART A

PERSONAL INFORMATION

Instruction: Honestly, tick your group

Lecturer:

Non-teaching staff:

Student:

PART B

The following are short statements on the areas of students' assessment in the colleges of education, read them carefully and choose the best alternatives under (Yes) or No.

S/n	Statements	YES	NO	Total
1.	Examination questions are moderated externally for each course			
2.	The number of question is based on the course credit units			
3.	Variety of test format is used to set question across the courses.			
4.	Course examination questions cover most of the topics taught			
5.	Course examination questions are submitted for moderation with marking schemes and outlines.			
6.	Examination questions are types and printed very close to time for administration.			
7.	Adequate Number of invigilators help to supervise each examination			
8.	The hall for the examination is large enough for the number of students.			
9.	Grade point Average GPA is computed by the examination officers in the schools and DAP offices			
10.	Failure of any student does not affect the CGPA if the student pass the course in subsequent attempt.			
11.	There is a college examination committee			
12.	There is a school examination officer in the college			
13.	There is departmental examination officer			
14.	Departmental officers collect, collate and type the questions under the strict supervision of the HOD.			
15.	The chief examiner, (Dean) submits results of the school Board to the Academic Board.			
	16. External moderators submit reports to the College			
17.	External moderators send direct copy of the report to NCCE.			
18.	There is a functional examination complaints committee in the College.			
19.	Student results and approve by the Academic Board on time			
20.	Students certificates are ready for collection before subsequent graduation			

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