Educational Assessment in Nigerian Secondary Schools: Historical Analysis, Challenges and Prospects

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Abstract
This paper discussed the historical analysis of assessment in Nigerian secondary schools, the challenges facing the traditional paper and pen/pencil mode of assessment and the prospects of computer based assessment in Nigerian secondary schools. It was discovered that many challenges are facing educational assessment in Nigerian secondary schools. These changes include lack of understanding of continuous assessment, lack of basic knowledge to construct good assessment instruments, non-uniform procedures and standards of internal educational assessment, huge financial requirement to carry out public examinations, problems associated to administration of external assessment and examination malpractice. It was also discovered that the adoption of computer based assessment will bring final solutions to the challenges. It was recommended that special fund should be allocated to the establishment of computer based centres in all secondary schools in Nigeria by both the Federal and State Governments. Computer/ICT education should be made compulsory in all levels of education in Nigeria and regular in-service training programmes should be available to teachers and school managers on how to integrate ICTs in schools.

Keywords: Assessment, Internal assessment, External assessment, Computer based assessment.

Introduction
One of the functions of every educational level is the certification of the learner at the end of the educational programme. This depicts, in terms of scores or grades, the knowledge, aptitude, interest, attitude and skills the learner has acquired during the educational programme. Educational assessment is one way of how this is done. According to Elliot, Kratchwill, Cook and Travers (2000) assessing students’ knowledge and skill is a central issue in schools. Hence, it is an importance component of secondary education in Nigeria. Educational assessment is central to the practice of education as it determines whether or not the goals of education are being met. The feedback from the student’s educational assessment, not only provide information about the educational progress of learners in a systematic way, but is also an indicative of the quality of teaching and learning that take place in the classroom (Obioma, Junaidu and Ajagun 2013). Assessment is the process of
obtaining information that is used in taking decision about students, to give feedback to student about his/her progress, strengths and weaknesses, to judge instructional effectiveness and curricular adequacy and to inform policy (Kellanghan and Greaney 2001). It therefore covers the cognitive as well as the affective and psychomotor domains of learning.

Educational Assessments in Nigerian Secondary schools are of two type; internal assessment and external assessment. Internal assessment includes continuous assessment, terminal examinations and promotion examination. The external assessments are the junior school certificate examinations conducted by the respective State Ministry of education in case of State Schools and National Examination Council (NECO) in case of Federal Government unity schools at the end of Junior Secondary School programme and Senior school certificate examinations conducted by West African Examinations Council (WAEC) and National Examination Council (NECO) at the end of Senior Secondary Programme. These external examinations are popularly referred to as public examinations. Research studies have shown that educational assessments in Nigerian secondary schools have been facing numerous challenges. The challenges include teachers’ ignorance and incompetence in the use of non-test devises (Idowu and Esere 2009), poor preparedness for continuous assessment by the students, poor test administration, poor handling of scores and feedback to students, poor coverage of instructional The aim of this paper was to discuss historical analysis of the educational assessment in Nigerian secondary school, challenges facing educational assessment and prospects of educational assessment in Nigerian secondary school.

Historical Analysis of Educational Assessment in Nigerian Secondary Schools

Educational assessment in Nigeria has undergone some interesting metamorphosis over time. At the onset of formal education in Nigeria, summative assessment was adopted pupils were assessed through a single examination administered at the end of the year. Teachers gave tests and examinations but the scores obtained from these exercises were only used for the purpose of promotion from one class to the other and they were not part of criteria for the final certification. During colonial era, University of Cambridge Local Examinations Syndicate (UCLES) was responsible for the conduct of examination for the grammar schools and London Matriculation Boards focused much on the private students and Teacher Training Colleges (Oyeleke and Akinyele 2013). Grammar School graduates were awarded certificates based on their performances in the examination conducted by the University of Cambridge Local Examinations Syndicate (UCLES).

In March 1952, an indigenous examination body was created for the British West African countries following the acceptance of the Jeffery Report by the then colonial Governments in the Gold Coast (now Ghana), Nigeria, Sierra-Leone and the Gambia, who passed appropriate ordinances in their Legislative Assemblies in 1951 (Aijdagba 2009). The West African Examination Council (WAEC) that was created was responsible for the conduct of final examinations and award of certificates at the end of grammar school programme for the four British Colonies (Gambia, Sierra Leone, Ghana formerly Gold Coast and Nigeria) (Oyeleke and Akinyele 2013). WAEC’s vision is to be a world-class examining body, adding value to the educational goals of its numerous stakeholders. Its mission is that of West Africa’s foremost examining body, developing and maintaining internationally accepted procedures in examinations, providing qualitative and reliable educational assessment, encouraging academic and moral excellence among the youth and promoting sustainable human resource development, mutual understanding and international cooperation (Aijdagba 2009).
The use of one final examination at the end of term to determine pupils, performance was criticized by educators, of being unfair and cannot give a true representation of individual child’s ability. Such criticisms include student’s sudden ill-health, accident, inability of the home and other periodic pupil psychological factors (Bassey and Idaka 2007), negative effects on both pupils and teachers such as encouragement of laziness by pupils, lack of interest in their studies, emphasis on reproduction of facts instead of application of learning to real life situations, valuing certificates instead of productive skills, emanating in academic misconduct (Bassey, Akpama, Ayang and Iferi-Obeten, 2013). In a bid to find a lasting solution to the above problems and the high rate of failure that characterized public examination in Nigeria, a new system of education, the 6-3-3-4 was introduced and with it came a new form of assessing learning outcomes in all levels of Nigerian education.

Continuous assessment was introduced into Nigerian Educational system in 1981 through a National Policy on Education (Wokocha and Ubong 2009). The National Policy on Education (2004), (revised), section 28 subsections (a) and (b) specifically stated that:

a) The Junior School Certificate (JSC) shall be based on continuous assessment and examinations conducted by State and Federal examinations boards.

b) The Senior School Certificate (SSC) shall be based on continuous assessment and a National examination. The policy stated further that Nigeria shall use public examination bodies for conducting national examinations in order to ensure uniform standards at this level.

The introduction of continuous assessment, according to Obioma (1984), was to render assessment school based, improve evaluation of learners’ attainment by ensuring that assessment is cumulative, systematic, comprehensive and guidance oriented. Consequently National Board for Educational Measurement (NBEM) was created to conducts Junior Secondary Certificate Examinations (JSCE) while West African Examination Council (WAEC) conducts the Senior Secondary Certificate Examinations (SSCE). In April, 1999, a national examination body was created by the then military Government, National Examination Council, (NECO). By its mandate, NECO was to take over the responsibilities of the National Board for Educational Measurement (NBEM) which had been created, in 1992. However, the conduct of the Senior School Certificate Examinations (SSCE) which had, hitherto, been the exclusive preserve of the West African Examinations Council (WAEC) was made an additional responsibility of the new examination outfit. NECO was to take exclusive charge of the conduct of the SSCE for school based candidates while WAEC was to take charge of the same examination for private candidates (Ajidagba 2009).

This new mode of assessment was therefore believed to take care of all aspects of pupils learning and thus a better alternative to the former method because it will involve the teacher meaningfully in the assessment of his pupils and also create opportunity for the teacher to be more innovative, more creative and exploratory in his teaching (Ohuche:1998). Unfortunately, according to Bassey, Akpama, Ayang, and Iferi-Obeten, (2013, ) continuous assessment has been subjected to a great deal of abuse and misinterpretations by teachers because most of them appear not to understand the rational for continuous assessment in the school system. They have misinterpreted the policy to mean administration of monthly and bi-weekly tests in the cognitive domain while affective and psychomotor domains were totally ignored.

**Challenges Facing Educational Assessment in Nigerian Secondary Schools**

Educational Assessments in Nigerian Secondary schools are of two type; internal assessment and external assessment and each of them is faced by many challenges.
Internal Assessment:
Internal assessments include continuous assessment (tests, projects, assignments, home work, class attendance and practical works), terminal examinations and promotion examinations. Some of the challenges facing internal assessments are discussed as follows:

Lack of Understanding of Continuous Assessment:
One of the most important and significant developments in Nigerian educational system of recent was the introduction of the use of continuous assessment in evaluation at all levels of education. The implication of this is that every teacher from primary to tertiary level of education should understand and practise continuous assessment. Unfortunately, research studies have shown that Secondary School teachers do not really understand the meaning of Continuous Assessment (e.g Atsumbe and Raymond 2012). Majority of them take it to be continuous or periodic testing such as weekly test, bi-weekly test, tri-weekly test and test at the end of each unit of a curriculum. The National Steering Committee on Continuous Assessment in Nigeria Schools led by Professor Yoloye, as cited in Esere and Idowu (2009), regards continuous assessment as a method of ascertaining what a child gains from schooling in terms of knowledge, industry and character development, taking into account all his/her performances in tests, assignments, projects and other educational activities during a given period of term, year, or during the entire period of an educational level. The Federal Ministry of Education (1985), as cited in Ubong and Wokocha (2009) and Atsumbe and Raymond (2012), defines continuous assessment as a mechanism whereby the final grades of student in the cognitive, affective and psychomotor domains of behaviour are based on a student’s performance during a given period of schooling. Unfortunately, the Nigerian Secondary School teachers base their continuous assessment scores only on the scores obtained from the tests given to students thereby neglecting the affective and psychomotor domains of learning.

Lack of Skill to Construct Good Assessment Instruments:
The validity and reliability of scores obtained by using an assessment instrument is a function of the quality of the instrument. The quality of an instrument is determined by the level of the skill and knowledge of the constructor of the instrument. Hence, the need for the secondary school teachers to have adequate knowledge and skill to construct good assessment instruments cannot be over emphasised.

Unfortunately researches evidences have shown that the Nigerian secondary school teachers do not have the necessary basic knowledge and skill to construct good assessment instrument, administer and interpret the scores obtained from their assessment of the students (e.g Marcus and Joseph 2014), this indeed is true for majority of teachers in secondary schools. It therefore suffices to say that secondary school teachers lack the basic skill to construct good assessment instruments that will yield valid and reliable continuous assessment scores.

No Uniformity in Internal Educational Assessment in Nigeria:
The fact that there is no federally agreed implementation guide and the fact that there are no collections of internal assessment items bank from which teachers can draw items for the respective students’ assessments, gives a wider range of opportunity to secondary school teachers to construct any form of assessment instrument and consequently variation in the way and manner in which internal assessment is implemented. The situation is compounded by lack of uniformity in standards for implementation across schools and therefore there is a problem of comparability of the scores of pupils from different schools. According to Ayodele (2013) the problem of non-uniformity in the quality of assessments instruments, inconsistency in assessment administrative procedure and procedure for scoring and grading
which varies from teacher to teacher pose problem of comparability of standard. Some schools seem to use this advantage to unduly inflate continuous assessment scores of the students to favour their schools.

**Large class size:**
Population explosion in our schools makes it difficult to have effective assessments. Teachers find it difficult to cope with the task of effective teaching of very large number of pupils and adequately conduct the continuous assessment. It is common to find classes of sixty students and above in many of Nigerian Secondary School classrooms especially in the urban areas. The implication of this is that teachers’ workloads became higher as they were required to mark and keep records of the progress of all learners. Teachers give assignments, projects, class work and home work and they are hardly marked. In few cases where they are marked, the records would be kept in the students’ files and they will not be used for the formative and diagnostic purposes which they are meant. They usually blame their laxity on the large number students in the class.

Research studies have revealed that one of the challenges of implementing continuous assessment in Nigerian Secondary school was large classes and shortage of staff (Orluwene 2012, Afemikhe 2007, Omebe 2014 and Owolabi and Onuka 2009) which translate to large number of scripts to mark and records to be kept.

**Other Challenges:**
Other challenges facing internal assessments in Nigerian secondary schools include absence of adequate students record keeping and proper monitoring programme (Omebe 2014) and students’ negative attitudes toward internal assessments (Ayodele 2013 and Ipaye 1982).

**External Educational Assessments:**
Senior secondary Certificate Examinations are conducted by West African Examination Councils (WAEC) and National Examination Council (NECO). This is to create the chance for the candidates to make a choice whether to sit for NECO’s version of the SSCE or the WAEC’s version (Dibu-Ojerinde, 2005). NECO, in additional to SSCE, conducts Junior Secondary Certificate Examinations. These external examinations are faced by many challenges. According to Dibu-Ojerinde (2005), the test development process of any standardised or high stake test such as the Nigeria’s Senior School Certificate Examination (SSCE) is faced, with ‘assessment challenge. Some of the challenges are discussed below:

**Huge Financial Requirement:**
The conduct of external examinations by the examination bodies requires a huge amount of money. Many ad hoc and permanent staff are involved from the construction of examination items, trial testing of the items, analysis of the results obtained from trial testing, selection of the final items to be used, administration of the examinations, marking of candidates answer scripts to the final release of the results. Research studies have shown that cost of conduct of the examination on the part of the examination bodies including honoraria for invigilators, coordinators, markers collators and other allied staff was one of the problems facing the Pencil and Paper Tests (PPT) conducted by the examination bodies (Dibu-Ojerinde 2005 and Alabi, Issa and Oyekunle 2012). Uwadiae and Adelakun (2012) reported that the cost of administering the WASSC Examination across the Anglophone West African sub-region is quite monumental judging from the human and material resources that are involved.
Challenges Associated with Administration of external Assessment:
The vast land mass of Nigeria measuring 923,768.64 square kilometres, according to Uwadiae and Adelakun (2012) constitutes a major logistics challenge to the delivery of the WASSC Examination. Examinations are conducted at distant centres simultaneously. There are high risks of accidents during travels by both the staff involved and the prospective students for external examinations. Crises resulting from ethno-political and religion logjams are another major threat to the administration of the external Examinations in Nigerian Secondary Schools. During these crises, examinations cannot be conducted in such areas. A typical example is the Boko Haram insurgence in the North-East of Nigeria. The introduction of universal basic education in Nigeria, and the consequent upsurge in the number of candidates registering for public examinations without a corresponding improvement and expansion of physical infrastructure in schools and examination centres is another major challenge in the administration of external examinations (Uwadiae and Adelakun 2012 and Obioma, Junaidu and Ajagun 2013). An invigilator has to contend with more than 50 candidates in an examination hall. It is difficult for such an invigilator to prevent examination malpractice during the examination.

Examination Malpractice:
Examination malpractice has become a cancer that has defiled all solutions in the Nigerian public examinations. Examination malpractices constitute one of the greatest problems that have generated a lot of discussions among Nigerians because it threatens the very foundation of the educational system (Arijesuyo and Adeyoju). They define examination malpractice as any illegal act committed by a student single handed or in collaboration with others like fellow students, parents, teachers, supervisors, invigilators, printers and anybody or group of people before, during or after examinations in order to obtain undeserved marks or grades. Virtually all the stakeholders in education industry are involved in examination malpractice and the perpetrators use different methods to carry out this illegal act (Suleiman 2013). Parents go shopping for the best miracle centres in town to help their children pass examination; schools were purposely set-up for such illicit business. Government and examination bodies have made every effort to curb examination malpractice, yet the problem still persists even at a more alarming rate. For instance Examination Malpractice Act No. 33 of 1999, according to Suleiman (2013), stipulates a minimum punishment of fifty thousand naira (N50,000.00) and a maximum of five years imprisonment, without option of fine, for violators of the offences stipulated in the Act. He stated further that in 2006, the Federal Ministry of Education blacklisted and derecognized 324 secondary schools across the nation as centres for conducting public examinations from 2007 to 2010. Examination bodies also organised public enlightenment campaigns, information to students on rules and regulations guiding its examinations, punitive action on candidates and WAEC staff involved in malpractices and creation of a whole department headed by a deputy registrar to handle cases of malpractice (Abubakar and Adebayo 2014 and Adewale 2006). All these efforts yielded no positive result.

Other challenges:
Other challenges facing external assessment include long delay in release of results and certificates and unwarranted seizure of results (Afemikhe 2007), subjective scoring and plausible manipulation of results and a large percentage of the test designers are ignorant of the statistical procedures involved in the educational assessment measures (Abdulahi and Onasanya 2010).
Prospects of Educational Assessment in Nigerian Secondary Schools:
The predominant mode of student’s educational assessment in Nigeria is the traditional method whereby students are assessed using paper and pen/pencil. This method of assessment has imposed serious limitations to the effectiveness of the educational assessment in Nigerian Secondary Schools. The traditional educational assessment method in Nigeria is faced by many challenges as enumerated above thereby making the certificates obtained through this educational assessment system worthless. In order to give credibility to the educational assessment in Nigerian Secondary Schools, it becomes pertinent to seek other forms of assessment system devoid of bias and malpractices.

Computer based assessment has become a global phenomenon and Nigeria is not left behind. “As a key deliverable in the ‘Four Year Strategic Plan for the Development of the Education Sector’ in Nigeria, the automation of assessment practices is currently at the front burner of educational discusses in Nigeria” (Obioma, Junaidu and Ajagun 2013). They stated further that the ultimate goal is to deploy technology to support all aspects of national assessment operations in Nigeria, from on-line registration of candidates; computer based administration of examinations and the scoring of examination scripts; to the management of assessment feedback within and across institutions. Obioma, Junaidu and Ajagun (2013) concluded that the expectation, based on the ‘Four Year Strategic Plan’ is that by 2015, automation of public examinations would be widespread, and Computer Based Testing (CBT) would be widely used by other public examination bodies in Nigeria, particularly the West African Examinations Council (WAEC) and the National Examinations Council (NECO) for the assessment of candidates’ performances.

Different examination bodies in the country such as West Africa Examination Council (WAEC), National Examination Council (NECO), among others, register their students through electronic means (Olawale and Shafi’I 2010). The Joint Admission and Matriculation Board, the board responsible for the conduct of entrance examination into tertiary institutions, conducted the 2013 edition of the Unified Tertiary Matriculation Examination (UTME) with three test options-the traditional Paper Pencil Test, Dual-Based Test and Computer-Based Test. The DBT and CBT which are a novel introduction were largely successful in spite of some challenges especially in the area of infrastructure (Abubakar and Adebayo 2014). While giving the analysis/statistics of 2014 JAMB results, the executive registrar of Jamb, Prof Dibu-Ojerinde stated that in this year exercise (i.e 2014) the Board experienced a remarkable decrease in the number of applicants that registered for the paper and pencil test (PPT), This reduction in number is attributed to the growing confidence of candidates in the Computer Based Test (CBT) (Idaerefagha 2014). The 2015 edition of Unified Tertiary Matriculation Examinations (UTME) was administered 100% through computer-based testing. Speaking at the monitoring exercise, JAMB’s Board Chairman, Peter Eze, said the CBT can be adjudged as 90 per cent successful (Mohammed 2015).

The objective of e-testing according to the executive registrar of JAMB, Professor Dibu-Ojerinde, was to ensure 100 per cent limitation of all forms of examination malpractice that had been a major challenge in the conduct of public examinations in the country. He explained further that CBT was introduced because of insecurity and high cost of producing writing materials hitherto used for the Paper Pencil Test, as well as transporting the materials across the country (Mohammed 2015). The Information Technology (ICT) means of examining students in Nigeria is the use of electronic systems in place of manual or paper method which was characterized by massive examination leakages, impersonations, demand
for gratification by teachers, bribe-taking by supervisors and invigilators of examinations (Olawale and Shafi'I, 2010).

The computer based form of assessments has many advantages over the traditional Paper and Pen Testing (PPT). Goldberg and Pedulla (2002) supported this idea when they stated that “Moves toward computerized testing stem from the advantages it offers over the traditional paper-and-pencil format”. Computer based assessment reduces the large proportion of workload on examination training, supervision, grading, reviewing and archiving made simple. It is easy to administer, gives instant results, devoid of paper work, and reduces the problem of marking and misplacing of students’ scripts. It can check examination malpractice, and has capabilities of automatic control of time and to effect corrections if need be. Appropriate implementation of e-examination will improve the quality of assessment and hence quality of education (Ukwuije 2015). Obioma, Junaidu and Ajagun (2013) listed, among others, lower long-term costs, extensive and efficient use of existing item banks, precision measurement through the adaptation of test content to individual students competency, improved impartiality, greater storage efficiency, enhanced question styles which incorporate interactivity and multimedia, increased productivity and low operational variability and accommodation of candidates with special needs, as some of the benefit of computer based assessments over the traditional paper and pen/pencil assessments. Computer-based tests are capable of including more interactive and engaging question types, such as simulations, on-line experiments, and graphing, allowing for the measurement of skills that cannot be easily assessed by traditional paper-and-pencil tests (Tucker 2009).

According to Wikipedia E-assessment can be used not only to assess cognitive and practical abilities but anxiety disorders, such as social anxiety disorder. It stated further that Cognitive abilities are assessed using e-testing software, while practical abilities are assessed using e-portfolios or simulation software.

ICT/Computer study was introduced into secondary education curriculum in 1989 but limited to junior secondary schools in Federal Government Unity schools (Jegede and Owolabi 2003). In an attempt to increase the level of awareness of computer education in the country, the federal government of Nigeria decided to formulate computer education policy in 2004 and computer education/ICT was made one of the compulsory subjects in Junior secondary schools throughout the country and one of the vocational subjects in senior secondary schools (Philip, Oluwatolani and Adeniran, 2010). Following the federal government reform in education and the need to attain the Millennium Development Goals (MDGS) and the critical target of the National Economic Empowerment strategies (NEEDS), a new curriculum for Senior Secondary School titled Senior Secondary Education Curriculum, SSEC, was launched by the federal government of Nigeria and became operational in September 2011 with year one of Senior Secondary. ICT/Computer study was made one of the compulsory subjects in senior secondary schools (Obioma 2009). The implication of this is that ICT/Computer study is one of the compulsory subjects in both junior and senior secondary schools in Nigeria. Hence the implementation of computer based in both internal and external educational assessments in Nigerian secondary schools would not be a problem as regard to students’ competence in the use of computer. Besides, research studies have shown that both teachers and students have positive attitudes toward ICT/computer technology and have a high level of awareness of application and benefits of information and communication technology (Oyedeji 2011, Akindolu, Banjoko and Jimoh 2010). It therefore suffices to say that students, teachers and examination bodies who are directly involved in educational assessment in Nigerian secondary schools have embraced computer based assessment in
internal and external assessments. Hence the era of examination malpractice, non-uniformity in assessment procedures and standard, problems of large classes, huge expenses on stationary, ad-hoc and permanent staff, delay in the release of results, problem of record keeping and all other challenges that have been facing the traditional paper and pen/pencil mode of educational assessment in Nigerian secondary schools are over.

In spite of the numerous benefits that could be accrued from the adoption of computer based assessment in secondary schools, there are reservations about its viability in Nigeria. Some of the reasons for doubting the viability of computer based assessment in Nigeria include funding, dearth of infrastructure required for its successful uptake, absence of internet facilities in rural areas, erratic power supply, resistance to change by stakeholders (fear of losing their status) and low level of computer literacy among the secondary school teachers.

Conclusion
The foregoing presentations and discussions have shown clearly that there were critical challenges facing the traditional paper and pen/pencil mode of educational assessment in Nigerian secondary schools. Computer based assessments have been introduced into educational assessment in Nigeria to curb the challenges facing educational assessment in Nigeria. They have been found to have advantages over paper and pen/pencil assessment. Although computer based assessment is relatively new in Nigerian secondary school educational assessment, teachers, students and the managers of education are aware of computer based assessment in the implementation of continuous assessment and conduct of external assessment and have positive attitude toward it. JAMB adopted computer based in the conduct of Unified Tertiary Matriculation Examination (UTME) partially in 2013 and 2014 and 100% in 2015 and they all recorded successes when compared with the traditional paper and pen/pencil method that had been in used before these times. Other examination bodies such as WAEC, and NECO have embraced computer based assessment in the conduct of Junior and Senior secondary certificate examinations.

It can thus be concluded that computer-based assessments are very promising for the field of educational assessment. This mode of assessments offers a high potential of added value compared to traditional paper and pen/pencil assessments/tests through their data collection and analysis possibilities and through new item formats and test designs taking advantage of the multimedia and interaction facilities offered by computers. Nevertheless, as desirable as computer based assessment may be, logistics, funding, resistance to change by stakeholders, infrastructure, curricula and teacher development are some of the challenges that could impede the optimal utilization of its potentials to transform educational assessment in Nigerian secondary schools.

Recommendations
- To start up computer based assessment requires money. The state and Federal Governments should specially fund the establishment of computer based assessment centres in public secondary schools and private secondary schools should be assisted in this regard through the Education Trust Fund (ETF).
- Import duties on computer based assessment instruments and their spare parts should be drastically reduced or if possible duty-free.
- Adequate resources and enabling infrastructure should be made available in schools to facilitate the use of ICTs in internal educational assessment and the entire schools’ instructional programmes.
• The Federal Government should make the power supply problem as the first order priority in the development agenda of the country.
• Computer education should be made compulsory right from primary schools and e-learning entrenched into our educational institutions.
• There should be ICT practical oriented training for both students and teachers in secondary schools: Emphasis in the training should be more education on how to use ICT facilities and be made aware of ICT facilities provided by the Governments or private individuals or organisations.
• Teacher educators and training institutions should review their programmes to include comprehensive ICT training programmes and utilization.
• Regular in-service training programmes should be available to teachers and school principals on how to integrate ICTs in schools.
• To ensure the uniformity in internal assessment instruments and standard in the administration of the internal assessments in secondary schools, the National Educational Research and Development Commission (NERDC) that is responsible for the development of secondary school curriculum should be empowered to create Continuous Assessment Resource Banks (CARBs) from where the secondary school students can be tested throughout the country.

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