



Teachers Resilience in the Use of Continuous Assessment in Secondary Schools in Ukwuani Local Government Area, Delta State

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Abstract

This paper examined secondary school Teachers' resilience toward using continuous assessment in upper Basic Schools in Ukwuani Local Government Area of Delta State. The objective of the study was to ascertain teachers' level of resilience to using continuous assessment in achieving educational objectives. To guide the study two questions were raised and two (2) null hypotheses formulated. The study utilized ex-post facto research design and the target population consisted of 485 instructors in the twenty Government secondary schools in Ukwuani Local Government Area. 150 teachers were selected as sample for the research using stratified sampling procedure from the entire population. A questionnaire was designed as tool for collecting data which was validated through expert judgment for face and content validity. Cronbach Alpha method of estimating the reliability of instrument was used to obtain a reliability coefficient of 0.76 for the questionnaire, an indication that the instrument was reliable. The data analysis was done using descriptive statistics for the research questions while t-test for the hypotheses at 0.05 alpha level of significance. Results from the research revealed that gender and teaching experience of teachers did not affect the level of teachers' resilience towards continuous assessment. The study advocated the variation of teaching methods and provision of adequate and modern teaching aids so that educational objectives can be readily attained.

Keywords: Resilience; Continuous; Gender; Teaching Experience.



Introduction

Education is the transmission of knowledge in every aspect of human endeavours. It assists in preserving our cultural values and norms. In educational system teachers have always been the key role models to those they teach and perform central role in achieving educational goals. They are key implementers in any educational programmes, because they interpret all the stages involved in learning activities that leads to changes, growth and development.

Parveen et al (2021) sees teaching as a demanding job especially in the current era of diversity and challenges of scarce resources, overcrowded classrooms (Igabari, 2025), personal live issues and government policies among others. The peculiarities of the job make teachers all over to face these challenges. As teachers and role model to students in school, both trained and untrained, influence the teaching environment positively and negatively. The ability and willingness to teach depends on how the teachers adapt positively to their specialized roles (Action & Glasgow, 2015). The students grow and learn many things under them, hence teachers that are well equipped emotionally and socially can influence the academic achievement of their students positively (McLean & Connor, 2015). From the ongoing discussion, teachers' resilience becomes very important because it shows the ability of a teacher to remain resolute with a positive mind of achieving educational goals. Resilience as stated by Gu et al (2007) is very important in teaching for three major reasons. First, it is not realistic for pupils to show resilient when their teachers do not practice or possess resilience qualities. Secondly, teaching job demands a lot in this present time of sustainability (Hargreaves & Fink, 2006). A change in concentration of attention from teachers' stress and burnout to resilience help to provide understanding to the way they handle and sustain their commitment in time change.

Gu, et al (2007) examined resilience role in teacher's ability to producing a desired result using a four-year research work that explored career variations in the effectiveness and commitment of a teacher. A portrait of three (3) teachers who were resilient in their career (when they just started, at the middle and late career) was used to find out the interaction between their sense of efficiency, individual identities and how interactions are managed between them. Results indicated that the ability to handle and manage such interactions by teachers contributed greatly to their strength of resilience.

Xue, et al (2024), explained, teachers are highly vulnerable in respect to burnout based on the stress involved in their roles. Handling students, managing conflicts with guidance and parents coupled with so many other responsibilities they are saddled with are common problems teachers are facing that leads to higher rates of burnout when compared with other jobs and professions. The study also discovered that individual traits which directly affects the way a person manage difficult work situation may be influenced by the sex (male and female) of the person. The study by Xue et al (2024) revealed that male teachers exhibit a higher link between burnout and solving instructional problems while their female counterpart shows a higher connection between burnout and their self-esteem.

Despite all the challenges faced by teachers, they still engage in continuous assessment by evaluating the students to enable them establish that learning has taken place or not. Evaluation of students is a process which involves assessment, that deals with collection of data depending on the outcome of what the teacher taught and how the results are used for improvement in teaching. Assessment is a method used by instructors to ascertain if the students have learnt what was prepared for them to learn and the extent behavioural objectives have been achieved. Therefore, continuous assessment becomes necessary and a mode of



passing value judgement on student's achievement in the teaching/learning processes. Nwangwa, et al (2022), explained that continuous assessment is a policy in Nigeria that applies to all educational levels and is useful in evaluating the new educational system.

According to Okonkwo, (2017), continuous assessment is a mode of evaluating students' performance based on the three (3) domains of learning (Cognitive, Affective and Psychomotor) from the beginning of the learning process till the end, by collecting data through the scores obtained from different measuring techniques like tests, projects, assignment, rating scale among others. various instruments and techniques such as test, project assignment, checklist among others. CA is a method by which learners' final grading in cognitive, affective and psychomotor domain are systematically taken into consideration of all their achievements from the beginning to the end of their schooling. To effectively assess the learners, the teacher encounters difficulties, with the students ranging from some of them who do not attend classes, some who come to class and will not participate in the class activities and some who are deviant to mention a few, coupled with administrative challenges, not having enough materials for CA, to inadequate infrastructural and instructional facilities to implement effective assessment for the students. Teachers still go ahead to do their jobs despite the difficulties. Resilient teacher provides inspiration for students during challenging and difficult times. Researches have also shown that instructors who are resilient can assist learners to learn security mechanisms against adverse situations by giving them conducive environment (Arif, et al, 2017).

Federal Government of Nigeria (FGN, 2004) in the National Policy on Education (NPE) laid emphasis on the necessity of CA in Junior and Secondary School Certificates. That, assessment should be based on continuous assessment and National Examination Board shall be responsible for conducting the final examinations in order to ascertain what the learners have gained from learning activities. Nwangwa, et al (2022) carried out research in Delta North Senatorial Districts on the practice of continuous assessment by teachers. The findings indicated no discernible difference based on gender of teachers or those with less teaching experience. Recommendation was based on the results that secondary school instructors should take the practice of continuous assessment very serious and it should be based on the three domains of learning and not concentrating on only the cognitive domain.

Teachers' resilience in continuous assessment (CA) practice is important at every level of education system due to the fact that, they are key curriculum implementers at the grassroots level. In spite of that, observations have revealed that many secondary school students in Ukwuani Local Government Area are not willing to go through some practices of CA like test, participation in academic task, assignment and other academic activities that can be used to assess them. Though, many teachers are knowledgeable and ready to use CA, many students tend to avoid it. That notwithstanding, teachers are resilient by adopting different ways to assess students to enable them achieve the educational goals. The problem of this study therefore, is to identify resilience efforts by teachers in implementing continuous assessment in their schools.

Research Questions

To guide the study, two research questions were raised:

1. What is the difference in teachers' resilience when using continuous assessment based on gender?
2. What is the difference in teachers' resilience when using continuous assessment based on teaching experience?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in teachers' resilience when using continuous assessment based on gender.
2. There is not significant difference in teachers' resilience when using continuous assessment based on teaching experience.

Methods

This study is an ex-post facto research, which employed descriptive survey research design conducted in Ukwuani Local Government Area of Delta State. All 485 teachers in the twenty Government-owned secondary schools in the research area made up the population. 150 teachers were selected for the research using a stratified random sampling procedure based on experience and gender from 15 of the twenty secondary schools. Thirty-one percent (31%) of the total number of teachers in Ukwuani Local Government Area were selected as sample. Expert judgement from measurement and evaluation was utilized to establish the face and content validity of the instrument, which was a 4-point Likert scale questionnaire was used for collecting the data. Cronbach Alpha was the method used to establish the measure of internal consistency and a reliability coefficient of 0.76 was determined as an indicator that the instrument was good and reliable for use. The collected data were based on teachers' resilience when using continuous assessment using ordinate scale of 1 to 4 of Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (DA). Some Items administered in the questionnaire include:

- (i) As a teacher, I administer test to students twice in a term.
- (ii) I will persist in giving assignment to my students even if it is difficult and tiring.

Analysis of data was done using descriptive statistics for t-test to the research questions and t-test for the hypotheses at significant level of 0.05.

Results

The results of the study were presented in tables according to the research questions and hypotheses.

Research Question One: What is the difference in teachers' resilience when using continuous assessment based on gender (male and female) in secondary schools?

Table 1: Descriptive analysis of the difference in teachers' resilience when using CA based on gender (male and female) secondary school.

Sources of Variation	N	Mean	SD	Standard Error of Mean
Male	75	58.65	7.89	0.871
Female	75	58.00	8.42	0.806

Table 1 shows that mean value of teachers' resilience when using CA for male was 58.65, with standard deviation of 7.89 and that of the female teachers was 58.00, standard deviation as 8.42. it signifies that the mean value for the male teachers was greater than the female, with a mean difference of 0.65. An indication that male teachers demonstrate higher resilience in implementing continuous assessment

Research Question Two: What is the difference in teachers' resilience when using CA based on teaching experience (experienced and less experienced) instructors?

Sources of Variation	N	Mean	SD	Standard Error of Mean
Experienced	75	68.00	7.66	0.78
Less Experienced Teachers	75	62.56	5.71	0.68

From Table 2, it can be seen that the mean value of experienced teachers was 68.00 with a standard deviation of 7.66 while that of the less experienced teachers was 62.56 with standard deviation of 5.71. Simply put, the mean value of experienced teachers was greater than the less experienced ones. It implies that experienced teachers are more resilient when using CA than the less experienced ones.

Hypotheses One: There is no significant difference in teachers' resilience when using CA based on gender (between male and female) teachers.

Table 3: Summary of t-test analysis on teachers' resilience when using CA based on gender (between male and female) teachers in secondary schools.

Sources of Variation	N	Mean	df	t-crit	P(value)	Decision
Male	75	58.66	148	0.549	0.583	Accept
Female	75	58.00				

.05 alpha level of significance.

Table 3 shows that no significant difference in teachers' resilience when using CA between male and female teachers. Since .05 alpha level of significance is lower than P-value of 0.583, we accept the hypotheses and summarize that no statistical significance in teachers' resilience when using CA based on gender. From the above results obtained, it was concluded that teachers' resilience in implementing CA is not based on gender.

Hypotheses Two: There is no significant difference in teachers' resilience when using CA based on teaching experience (Experienced and less experienced teachers).

Table 4: Summary of t-test Analysis on the Difference in Teachers' Resilience when using CA between Experienced and less Experienced Teachers.

Sources of Variation	N	Mean	df	t-crit	P(value)	Decision
Experienced Teachers	75	68.00	148	0.439	0.643	Accept
Less Experienced Teachers	75	62.56				

.05 alpha level of significance

Table 4 revealed that there is no significant difference in teachers' resilience when using CA between experienced and less experienced teachers. P-value of 0.643 is statistically higher than .05 alpha level of significance. Therefore, the hypothesis was accepted and concluded that experienced and less experienced teachers have similar levels of resilience when using CA.



Discussions

Arising from the result with respect to research question one showed that differences exist in teachers' resilience when using CA based on gender. Results showed that male teachers are more resilience when using CA than their female counterparts. However, finding from hypothesis one revealed that no statistically significant difference in teachers' resilience between male and female when using CA. The plausible reason for this is that continuous assessment usage is not gender sensitive. This finding agrees with Nwangwa, et al (2022) that gender has no influence on teachers' proper use of CA. The results are consistent with those of Xue, et al (2024). If compared with other professions that distinguishes out as being extremely susceptible to burnout due to the significant stressor that comes with their roles. The result suggests that while there is larger correlation between addressing instructional issues and burnout, female teachers have a stronger correlation between burnout and their sense of self-esteem

Research question two revealed that teachers' resilience when implementing CA in secondary schools depends on experience, which implies that the older teachers I service are more resilience in using continuous assessment. However, the findings from hypothesis two revealed that in practicing CA among secondary school teachers, there is no significant difference in the resilience of more and less experienced instructors. These results disagree with Gu et al (2007), who used three (3) resilient charts to measure teachers' efficacy when they just started, middle, and their late careers and looked at their dedication to their jobs. The result indicated that the relative strength of teachers' resilience was significantly influenced by their ability to handle interactions. Furthermore, the National Policy on Education (NPE) acknowledged the importance of CA in evaluating upper basic students, stating that National exams and ongoing assessment would serve as the foundation for their certification.

Conclusion

This study investigated secondary school Teachers' resilience towards utilizing continuous assessment in upper basic school (SSII) in Ukwuani Local Government Area of Delta State. The research found no appreciable difference between male and female secondary school teachers' resilience in using continuous assessment. It emphasized that majority of teachers exhibited substantial resilience despite the challenges inherent in the job. The outcome from data analysis showed that CA is not gender sensitive rather it depends on the individual teacher's efficacy, commitment and other factors. Finding on teachers' resilience in implementing CA between experienced and less experienced secondary school teachers revealed a similar level of resilience when using CA. it was therefore, concluded that all categories of teachers must adhere to the National Policy on Education (NPE) and Teachers should be well equipped with means of assessing students objectively.

Recommendations

Arising from the outcome of the study, recommendation was made as follows:

1. That variation of teaching methods and provision of adequate and modern teaching aids be made available for teachers irrespective of their gender to enhance performance when using continuous assessment.
2. Teachers of all categories should endeavour to comply with the National Policy on Education regulations in assessing students.



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