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Lecturers' Perception of the Impact of Continuous Assessment Strategies on Students Learning in Colleges of Education

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Abstract

This study aimed to explore lecturers' perceptions of the impact of continuous assessment strategies on students' learning in colleges of education. A descriptive survey research design was utilized, and data were collected through a self-created cross-sectional survey questionnaire. The study involved 100 lecturers from two colleges of education in Anambra State, Nigeria. The questionnaire included items that assessed lecturers' perceptions of various aspects of continuous assessment strategies and their effects on students' learning outcomes. Data were analyzed using descriptive statistics, including means and standard deviations. The results revealed that lecturers generally viewed continuous assessment as an integral part of the teaching-learning process and recognized its potential to provide comprehensive evaluations of students' learning. However, challenges related to curriculum coverage, workload, and assessment guidelines were identified. The study also found that lecturers varied in their incorporation and use of different continuous assessment strategies. These findings highlight the importance of understanding lecturers' perceptions and experiences in implementing continuous assessment strategies in colleges of education. The study contributes to the existing literature by providing insights into the perspectives of lecturers in Anambra State regarding the impact of continuous assessment on students' learning outcomes. The findings can inform educational policies and practices in colleges of education, promoting effective assessment methods that enhance students' learning experiences and outcomes.

Keywords
Lecturers' perception; impact; continuous assessment; strategies; students learning; colleges of education

I. Introduction

Students' learning and performance are critical aspects of the education system and are closely intertwined. Learning refers to the acquisition of knowledge, skills, and attitudes through various educational experiences, while performance refers to the demonstration of what has been learned in terms of academic achievement and competencies (Schunk & Zimmerman, 2023). Gambo, Adelokun, Gambo and Afolayan (2021) maintained that effective learning involves active engagement, meaningful interactions, and the application of knowledge and skills in real-world contexts. It goes beyond rote memorization and focuses on promoting deep understanding, critical thinking, problem-solving, and creativity. When students are actively involved in their learning process though continuous assessment, they are more likely to retain information, make connections, and apply their knowledge in different situations.

Continuous assessment is a pedagogical approach that involves the ongoing evaluation of students' progress and learning throughout the duration of a course or

program. It is a departure from traditional assessment methods that rely heavily on summative exams or tests at the end of a learning period. Sangoniyi and Gbolagade (2022) found that continuous assessment strategies provide opportunities for students to demonstrate their knowledge, skills, and understanding in various forms, such as projects, portfolios, presentations, and class participation. This approach offers several advantages, including promoting active learning, providing timely feedback, and fostering a deeper understanding of the subject matter (Atondo, Abah & Naakaa, 2019).

In the context of Colleges of Education, where the preparation and development of future educators take place, the use of continuous assessment strategies holds significant importance. Lecturers play a critical role in implementing and shaping the learning experiences of their students (Osuala, Onwuagboke & Agoha, 2018). Therefore, understanding lecturers' perceptions of the impact of continuous assessment strategies on students' learning outcomes is essential for improving teaching practices and promoting effective assessment methods in these institutions.

This study aims to explore lecturers' perceptions of the impact of continuous assessment strategies on students' learning in Colleges of Education. By examining lecturers' perspectives, we can gain valuable insights into their beliefs, experiences, and attitudes towards continuous assessment and its effects on students' academic achievement and overall learning outcomes (Akinlusi, Olayiwola, Rabiu, Oshodi, Ottun & Shittu, 2023). The study will delve into various aspects, including the benefits and challenges associated with continuous assessment, lecturers' familiarity with different assessment strategies, and their frequency of implementation. Additionally, this research seeks to identify any variations in lecturers' perceptions based on factors such as teaching experience, gender, age, and educational qualifications. By considering these variables, we can gain a more nuanced understanding of how different factors might influence lecturers' perceptions and practices related to continuous assessment strategies.

The findings of this study can have significant implications for educational policymakers, administrators, and lecturers in Colleges of Education. The insights gained can inform the development of evidence-based policies, professional development programs, and curriculum enhancements that promote the effective use of continuous assessment strategies. Ultimately, the aim is to improve teaching and learning practices, enhance students' learning outcomes, and contribute to the overall quality of education in Colleges of Education.

II. Research Methods

The main objective of this study is to examine lecturers' perception of the impact of continuous assessment strategies on students' learning in Colleges of Education. The specific objectives are as follows:

1. To explore lecturers' understanding of continuous assessment strategies and their implementation in Colleges of Education.
2. To investigate lecturers' perceptions of the benefits and challenges associated with continuous assessment strategies.
3. To examine lecturers' views on the impact of continuous assessment strategies on students' learning outcomes.

2.1 Methods

The study used a descriptive survey as its research design. This was done using the survey method, and the quantitative data was gathered via a questionnaire. Surveys were chosen as the best approach for this study since they are extremely useful in the domains of social and behavioral science as well as other disciplines that investigate human behavior. In Nigeria's Anambra state, the survey was conducted among instructors at institutes of education. One of the two colleges of education in Anambra State, which is in southeast Nigeria, is located in Nsugbe, in the Anambra East Local Government Area. This college offers courses in early childhood care and education, primary education, and adult and non-formal education. Technical and vocational lecturer education is the emphasis of the Federal College of Education (Technical), located at Umunze in the Orumba South Local Government Area. It provides courses in disciplines including home economics education, business education, and agricultural education. 100 lecturers made up the study's sample size.

A self-made cross-sectional survey questionnaire with three clusters and eighteen items was used to gather the data. In order to efficiently contact responders from diverse areas, the questionnaire was sent electronically via email and social media channels. Google form was used for this. The questionnaire gave great consideration to the study's goals, which center on the lecturers' perception of the impact of continuous assessment strategies on students learning in colleges of education. By responding to sentences and choosing options on a 4-point Likert scale, respondents expressed their perceptions. Three specialists face-validated the questionnaire to make sure it was accurate and offered suggestions for any improvements that were required. Using Cronbach's coefficient alpha, the instrument's internal consistency was evaluated. The study's reliability was found to be satisfactory at a value of 0.79. The individuals' demographic traits were described using percentage. The mean and standard deviation were calculated after the data were processed with SPSS version 22. The results were analyzed in light of the data analysis, and conclusions were made.

III. Discussion

The results of the findings are presented in tables and analyzed using appropriate descriptive statistics.

3.1 Socio-Demographic Characteristicsa.

Table 1. Demographic Information

Teaching Experience		**Frequency**	**Percentage**
	Less than 1 year	8	8%
	1-5 years	19	19%
	6-10 years	16	16%
	11-15 years	20	20%
	More than 15 years	37	37%
	Total	100	100%
Gender			
	Male	38	38%
	Female	62	62%
	Total	100	100%
Age			
	18-25	1	1%
	26-35	36	36%

	36-45	30	30%
	46-55	28	28%
	56 and above	5	5%
	Total	100	100%
Highest Qualifications			
	Bachelor's Degree	4	4%
	Master's Degree	34	34%
	Ph.D. or higher	60	60%
	Other (please specify)	2	2%
	Total	100	100%

The table 1 presents the demographic information of the participants in the study. It provides information about their teaching experience, gender, age, and highest qualifications. In terms of teaching experience, the participants are distributed across various categories. The majority of the participants have more than 15 years of teaching experience (37%), followed by those with 1-5 years of experience (19%) and 6-10 years of experience (16%). The distribution suggests a diverse range of experience levels among the participants. Regarding gender, the study includes both male and female participants. The majority of the participants are female (62%), while the remaining 38% are male. This indicates a relatively higher representation of female lecturers in the study. In terms of age, the participants are distributed across different age groups. The largest age group is 26-35 years (36%), followed by 36-45 years (30%) and 46-55 years (28%). The age distribution reflects a diverse range of participants across different age categories. Regarding the highest qualifications, the participants have different levels of educational attainment. The majority of the participants hold a Ph.D. or higher degree (60%), followed by those with a Master's Degree (34%). Only a small percentage of participants have a Bachelor's Degree (4%), and a few participants specified other qualifications (2%).

Table 2. continuous assessment strategies and their implementation in Colleges of Education

	N	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Q1	100	3.80	.059	.586	.343	-3.319	.241	11.269	.478
Q2	100	3.76	.061	.605	.366	-2.910	.241	8.850	.478
Q3	100	3.57	.084	.844	.712	-1.922	.241	2.631	.478
Q4	100	2.65	.131	1.313	1.725	-.280	.241	-1.686	.478
Q5	100	3.52	.094	.937	.878	-1.900	.241	2.320	.478
Q6	100	3.36	.080	.798	.637	-1.354	.241	1.709	.478
Valid N (listwise)	100								

Q1: Continuous assessment is an integral part of the teaching-learning process
Q2:I am familiar with the various types of continuous assessment strategies used in education
Q3:Continuous assessment provides a more comprehensive evaluation of students' learning compared to traditional exams
Q4:I incorporate continuous assessment strategies frequently in my teaching practice
Q5:I use a variety of continuous assessment strategies in my teaching
Q6:Continuous assessment strategies are fair and reliable measures of students' learning

The table 2 presents the descriptive statistics for various continuous assessment strategies implemented in Colleges of Education. The statistics include the number of respondents (N), mean, standard deviation, variance, skewness, and kurtosis. For the statement "Continuous assessment is an integral part of the teaching-learning process," the mean rating was 3.80, with a small standard deviation of 0.059. This is related to the findings by Morales, Salmerón, Maldonado, Masegosa & Rumí, 2022) who noted that continuous assessment plays an important role in both students' and lecturers' academic lives making it an integral part of the teaching-learning process. The data is positively skewed (skewness = 0.343), indicating that the distribution is slightly skewed to the right. The kurtosis value of 11.269 indicates a relatively high peakness in the distribution (leptokurtic). For the statement "I am familiar with the various types of continuous assessment strategies used in education," the mean rating was 3.76, with a standard deviation of 0.061. This suggests that, on average, respondents reported being familiar with different types of continuous assessment strategies. The data is also positively skewed (skewness = 0.366), and the kurtosis value of 8.850 indicates a relatively high peakness.

Regarding the statement "Continuous assessment provides a more comprehensive evaluation of students' learning compared to traditional exams," the mean rating was 3.57, with a standard deviation of 0.084. In line with this result, Llamas-Nistal, Mikic-Fonte, Caeiro-Rodríguez, and Liz-Domínguez (2019) maintained that continuous assessment provides a premise of continuous and comprehensive evaluation compared to traditional exams. The data is positively skewed (skewness = 0.712), and the kurtosis value of 2.631 suggests a moderately peaked distribution. For the statement "I incorporate continuous assessment strategies frequently in my teaching practice," the mean rating was 2.65, with a larger standard deviation of 0.131. This indicates that, on average, respondents reported a lower frequency of incorporating continuous assessment strategies in their teaching practices. The data is negatively skewed (skewness = -0.280), suggesting a slight left skewness, and the kurtosis value of -1.686 indicates a relatively flat distribution. The other two statements, "I use a variety of continuous assessment strategies in my teaching" and "Continuous assessment strategies are fair and reliable measures of students' learning," had mean ratings of 3.52 and 3.36, respectively. These ratings suggest that respondents reported using a variety of continuous assessment strategies in their teaching practices and had a relatively positive perception of the fairness and reliability of these strategies. While respondents generally agreed on the importance and familiarity with continuous assessment strategies, Gambo, Adelokun, Gambo and Afolayan (2021) reported similar variability in the frequency of their implementation in teaching practices. Additionally, respondents recognized the comprehensive nature of continuous assessment and had positive views on the fairness and reliability of these strategies.

Table 3. lecturers' perceptions of the challenges associated with continuous assessment strategies

No	Evaluation	Assessment Aspects	Expert judgment 1	Expert judgment 2	Percentage value	Interpretation
1.	Language Eligibility	Straightforward	60	64	95,38%	Very Valid
		Communicative				
		Writing				
		Use of terms, symbols or icons.				
2.	Material	The suitability of	90	81	90,00%	Very Valid

	Eligibility	teaching materials based on discovery learning				
		The quality of teaching materials				
3.	Media Eligibility	Appropriateness of teaching materials for didactic requirements	109	102	91,74%	Very Valid
		Compatibility of teaching materials with construction requirements				
		Suitability of teaching materials technical requirements				

Q7: Continuous assessment strategies may hinder the coverage of the curriculum due to the time required for assessment activities.
Q8: There is a lack of clarity regarding the implementation guidelines and procedures for continuous assessment.
Q9: Continuous assessment may lead to an increased workload for lecturers in terms of assessment grading and feedback provision.
Q10: Continuous assessment strategies require effective record-keeping and documentation, which can be challenging.
Q11: Continuous assessment may lead to potential biases and subjectivity in grading and assessment judgments.
Q12: Lecturers may face resistance or skepticism from students and parents regarding the validity and fairness of continuous assessment.

Table 3 presents the descriptive statistics for lecturers' perceptions of the challenges associated with continuous assessment strategies. The statistics include the number of respondents (N), mean, standard deviation, variance, skewness, and kurtosis. For the statement "Continuous assessment strategies may hinder the coverage of the curriculum due to the time required for assessment activities," the mean rating was 3.36. in a related study, Sangoniyi, and Gbolagade (2022) continuous assessment strategies have the potential to impact curriculum coverage due to the time-consuming nature of assessment activities. The standard deviation of 0.081 indicates relatively low variability in the ratings. The data is negatively skewed (skewness = -1.334), suggesting a moderate left skewness, and the kurtosis value of 1.506 indicates a moderately peaked distribution. Regarding the statement "There is a lack of clarity regarding the implementation guidelines and procedures for continuous assessment," the mean rating was 2.39. This indicates that, on average, lecturers perceived a lack of clarity in the guidelines and procedures for implementing continuous assessment. The larger standard deviation of 0.128 suggests higher variability in the ratings. The data is positively skewed (skewness = 0.176), and the kurtosis value of -1.666 indicates a relatively flat distribution.

For the statement "Continuous assessment may lead to an increased workload for lecturers in terms of assessment grading and feedback provision," the mean rating was 2.76. This suggests that, on average, lecturers recognized the potential increase in

workload associated with continuous assessment. The standard deviation of 0.098 indicates moderate variability in the ratings. The data is positively skewed (skewness = 0.036), and the kurtosis value of -1.267 suggests a relatively flat distribution. Regarding the statement "Continuous assessment strategies require effective record-keeping and documentation, which can be challenging," the mean rating was 3.15. Atondo, Abah and Naakaa (2019) reported similar challenges with record-keeping and documentation for continuous assessment. The standard deviation of 0.089 suggests relatively low variability in the ratings. The data is negatively skewed (skewness = -0.738), indicating a slight left skewness, and the kurtosis value of -0.366 suggests a relatively flat distribution.

For the statement "Continuous assessment may lead to potential biases and subjectivity in grading and assessment judgments," the mean rating was 2.27. Osuala, Onwuagboke and Agoha, (2018) reported similar biases and subjectivity in continuous assessment. The standard deviation of 0.085 indicates relatively low variability in the ratings. The data is positively skewed (skewness = 0.250), and the kurtosis value of -0.496 suggests a relatively flat distribution. Regarding the statement "Lecturers may face resistance or skepticism from students and parents regarding the validity and fairness of continuous assessment," the mean rating was 3.41. This indicates that, on average, lecturers acknowledged the potential resistance or skepticism they might face from students and parents regarding the validity and fairness of continuous assessment. The standard deviation of 0.077 suggests relatively low variability in the ratings. The data is negatively skewed (skewness = -1.406), suggesting a moderate left skewness, and the kurtosis value of 1.948 indicates a moderately peaked distribution. These findings highlight the areas where additional support, guidance, and training may be needed to address the challenges and ensure effective implementation of continuous assessment strategies in educational settings.

Table 4. Impact of continuous assessment strategies on students' learning outcomes

	N	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Q13	100	2.98	.096	.964	.929	-.581	.241	-.658	.478
Q14	100	3.16	.072	.721	.520	-.746	.241	.857	.478
Q15	100	3.24	.077	.767	.588	-.715	.241	-.066	.478
Q16	100	3.90	.046	.461	.212	-5.444	.241	31.275	.478
Q17	100	3.83	.049	.493	.244	-3.449	.241	13.444	.478
Q18	100	3.81	.049	.486	.236	-3.140	.241	12.138	.478
Valid N (listwise)	100								

Q13: Continuous assessment strategies provide a comprehensive understanding of students' strengths and areas for improvement.
Q14: Continuous assessment strategies enhance students' motivation and engagement in the learning process.
Q15: Continuous assessment strategies enable timely feedback to students, facilitating their learning progress.
Q16: Continuous assessment strategies facilitate the alignment of instruction and curriculum to students' learning outcomes.
Q17: Continuous assessment strategies contribute to a deeper understanding of students' learning needs and individualized instruction.
Q18: Continuous assessment strategies support the development of a growth mindset and resilience among students.

Table 4 presents the descriptive statistics for the impact of continuous assessment strategies on students' learning outcomes. The statistics include the number of respondents (N), mean, standard deviation, variance, skewness, and kurtosis. For the statement "Continuous assessment strategies provide a comprehensive understanding of students' strengths and areas for improvement," the mean rating was 2.98. In a related study, Akinlusi, Olayiwola, Rabiu, Oshodi, Ottun & Shittu (2023) upheld that continuous assessment strategies contribute to a comprehensive understanding of students' strengths and areas for improvement. The standard deviation of 0.096 suggests moderate variability in the ratings. The data is negatively skewed (skewness = -0.581), suggesting a slight left skewness, and the kurtosis value of -0.658 indicates a relatively flat distribution. Regarding the statement "Continuous assessment strategies enhance students' motivation and engagement in the learning process," the mean rating was 3.16. Morales, Salmerón, Maldonado, Masegosa and Rumí (2022) also found that continuous assessment strategies have a positive impact on students' motivation and engagement. The standard deviation of 0.072 indicates relatively low variability in the ratings. The data is negatively skewed (skewness = -0.746), suggesting a moderate left skewness, and the kurtosis value of 0.857 indicates a relatively flat distribution.

For the statement "Continuous assessment strategies enable timely feedback to students, facilitating their learning progress," the mean rating was 3.24. This indicates that, on average, respondents agreed that continuous assessment strategies facilitate timely feedback, which supports students' learning progress. The standard deviation of 0.077 suggests relatively low variability in the ratings. The data is negatively skewed (skewness = -0.715), indicating a slight left skewness, and the kurtosis value of -0.066 suggests a relatively flat distribution. Regarding the statement "Continuous assessment strategies facilitate the alignment of instruction and curriculum to students' learning outcomes," the mean rating was 3.90. this is related to the findings by Llamas-Nistal, Mikic-Fonte, Caeiro-Rodríguez, and Liz-Domínguez (2019) who maintained that continuous assessment strategies contribute to aligning instruction and curriculum with students' learning outcomes. The smaller standard deviation of 0.046 indicates relatively low variability in the ratings. The data is negatively skewed (skewness = -5.444), indicating a significant left skewness, and the kurtosis value of 31.275 suggests an extremely peaked distribution.

For the statement "Continuous assessment strategies contribute to a deeper understanding of students' learning needs and individualized instruction," the mean rating was 3.83. This indicates that, on average, respondents agreed that continuous assessment strategies play a role in gaining a deeper understanding of students' learning needs and supporting individualized instruction. The standard deviation of 0.049 suggests relatively low variability in the ratings. The data is negatively skewed (skewness = -3.449), suggesting a significant left skewness, and the kurtosis value of 13.444 indicates a highly peaked distribution. Regarding the statement "Continuous assessment strategies support the development of a growth mindset and resilience among students," the mean rating was 3.81. This suggests that, on average, respondents agreed that continuous assessment strategies contribute to the development of a growth mindset and resilience in students (Cooley & Larson, 2018). The standard deviation of 0.049 indicates relatively low variability in the ratings. The data is negatively skewed (skewness = -3.140), indicating a significant left skewness, and the kurtosis value of 12.138 suggests a highly peaked distribution. These findings highlight the potential benefits of incorporating continuous assessment strategies in educational settings to support students' learning and development.

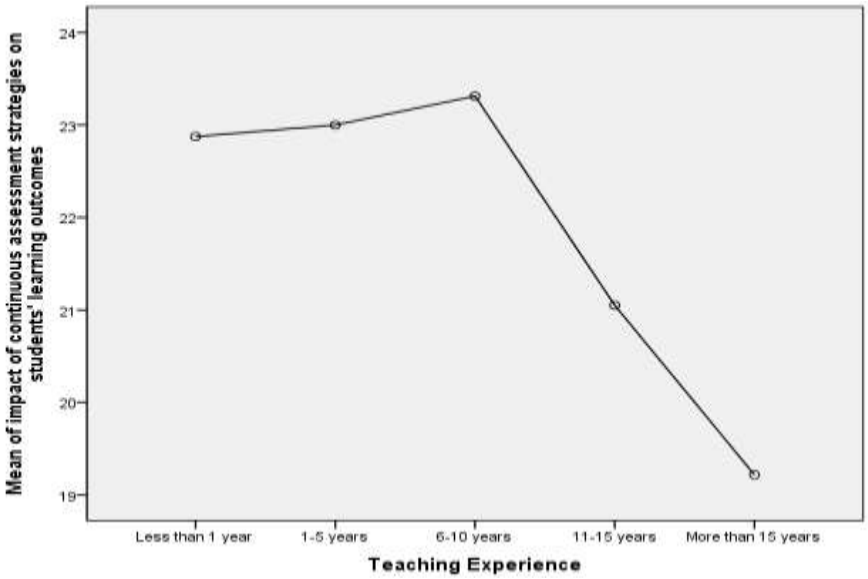

Figure 1. *Impact of continuous assessment strategies on students' learning outcomes based on lecturers' teaching experience*

Figure 1 presents the impact of continuous assessment strategies on students' learning outcomes based on teaching experience. The data is categorized into different teaching experience groups: less than 1 year, 1-5 years, 6-10 years, 11-15 years, and more than 15 years. The table includes the number of respondents (N) and the mean scores for each group. The mean scores represent the average ratings of the impact of continuous assessment strategies on students' learning outcomes within each teaching experience group. For example, lecturers with less than 1 year of experience had a mean score of 22.88, while lecturers with more than 15 years of experience had a mean score of 19.22. Based on the mean scores, it appears that lecturers with less experience (less than 1 year and 1-5 years) have slightly higher mean scores (22.88 and 23.00) compared to lecturers with more experience (6-10 years, 11-15 years, and more than 15 years) who have lower mean scores (23.31, 21.05, and 19.22). However, it's important to note that the differences in mean scores among the teaching experience groups are relatively small.

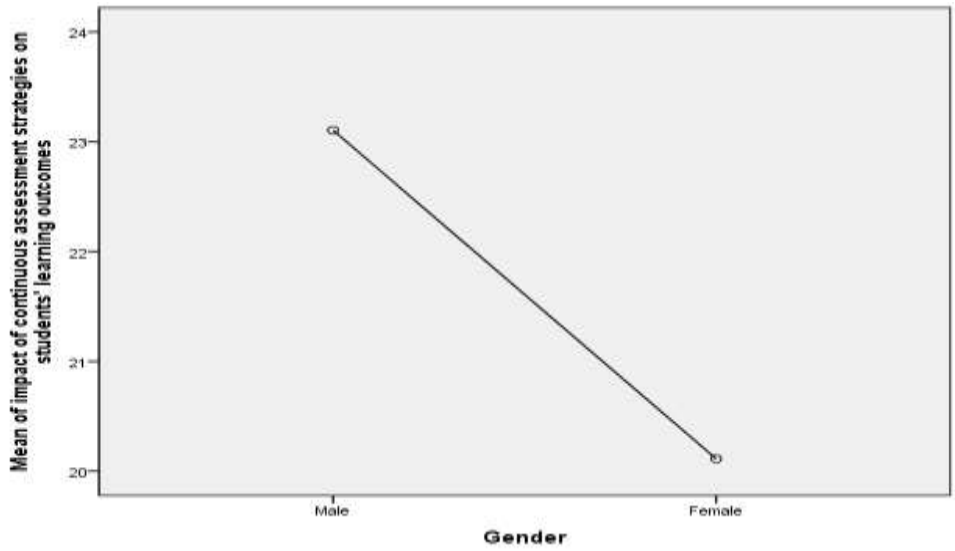

Figure 2. *Impact of continuous assessment strategies on students' learning outcomes based on lecturers' gender*

Figure 2. presents the impact of continuous assessment strategies on students' learning outcomes based on gender. The mean scores indicate that male respondents have a higher mean score of 23.11, while female respondents have a lower mean score of 20.11. This suggests that male lecturers perceive a more positive impact of continuous assessment strategies on their learning outcomes compared to female lecturers. The difference in mean scores between male and female lecturers is noticeable, indicating a gender disparity in the perception of the effectiveness of continuous assessment strategies.

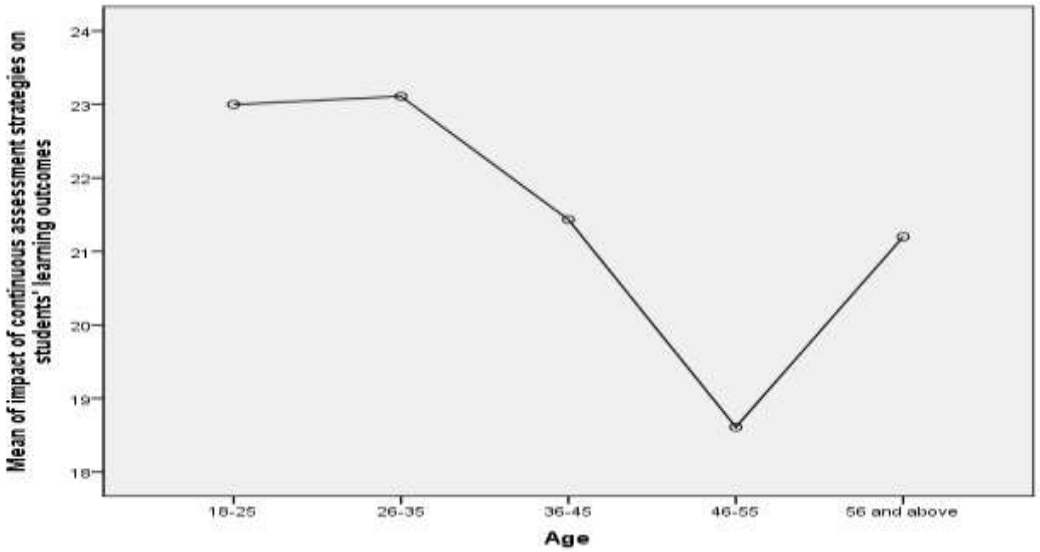

Figure 3. *Impact of continuous assessment strategies on students' learning outcomes based on lecturers' age*

Figure 3 presents the impact of continuous assessment strategies on students' learning outcomes based on lecturer's age. The mean scores indicate the average perception of the impact for each age group. The age group with the highest mean score is 26-35, with a score of 23.11. This suggests that lecturers in this age group perceive a more positive impact of continuous assessment strategies on students' learning outcomes. On the other hand, the age group with the lowest mean score is 46-55, with a score of 18.61, indicating a relatively lower perception of the impact.

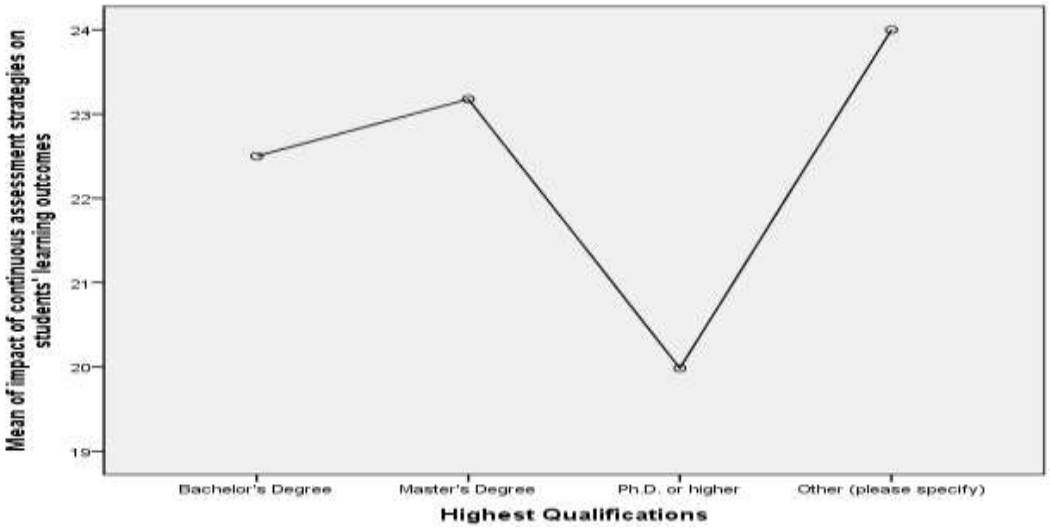

Figure 4. *Impact of continuous assessment strategies on students' learning outcomes based on lecturers' highest qualification*

Figure 4 presents the impact of continuous assessment strategies on students' learning outcomes based on lecturers' highest qualifications. The mean scores indicate the average perception of the impact for each qualification group. Lecturers with a Master's Degree have the highest mean score of 23.18, indicating a relatively more positive perception of the impact of continuous assessment strategies on students' learning outcomes. This suggests that lecturers with a Master's Degree perceive these strategies as more beneficial in enhancing students' learning. On the other hand, lecturers with a Ph.D. or higher qualification have a lower mean score of 19.98, suggesting a comparatively lower perception of the impact. This may be attributed to various factors, such as differences in teaching approaches, research-focused priorities, or a greater emphasis on other aspects of education.

IV. Conclusion

In conclusion, this study examined lecturers' perceptions of the impact of continuous assessment strategies on students' learning in Colleges of Education. The findings shed light on various aspects related to continuous assessment, including its benefits, challenges, and influence on learning outcomes. The results showed that lecturers generally perceived continuous assessment as an integral part of the teaching-learning process. They recognized its potential to provide a comprehensive understanding of students' strengths and areas for improvement. Additionally, lecturers believed that continuous assessment strategies enhance students' motivation, engagement, and facilitate timely feedback for their learning progress. Furthermore, continuous assessment was seen as a means to align instruction and curriculum with students' learning outcomes and cater to their individual needs. However, the study also identified challenges associated with continuous assessment. Lecturers expressed concerns about the potential hindrance of curriculum coverage, the lack of clarity in implementation guidelines, increased workload, the need for effective record-keeping, and the potential biases and subjectivity in grading.

These findings provide valuable insights for educational policymakers, administrators, and lecturers in Colleges of Education. They highlight the importance of continuous assessment strategies in promoting effective teaching and learning practices. The study emphasizes the need for clear guidelines and support mechanisms to address the challenges faced by lecturers in implementing continuous assessment. By addressing these concerns and leveraging the benefits of continuous assessment, Colleges of Education can enhance students' learning outcomes and promote a holistic approach to education. Overall, this study contributes to the existing body of knowledge on continuous assessment strategies and their impact on students' learning. It underscores the significance of continuous assessment as a valuable tool for educators in Colleges of Education to support students' learning and foster their overall development.

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