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Study of Assessment Practices of Secondary School Civic Education Teachers in Kaduna State, Nigeria

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Research Article

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Abstract

Background/purpose. This study investigated the assessment practices of secondary school civic education teachers in Kaduna State, Nigeria, focusing on the evaluation methods, tools, and strategies used to assess students' understanding and mastery of civic education content. Three (3) research objectives, research questions, and null hypotheses guided this study.

Materials/methods. This study employed a descriptive survey design. The study population comprised Civic Education teachers in public senior secondary schools across the three Senatorial Districts of Kaduna State, Nigeria. A sample size of four hundred (400) was selected using sampling techniques. The research supervisors validated the instrument, and a reliability coefficient of .82 was obtained. The mean and standard deviation were used to answer the research questions, and the t-test was used to test the null hypotheses.

Results. The study revealed no significant difference in teachers' opinions regarding the objectives of using assessment techniques in the teaching of Civic Education in senior secondary schools. In addition, no significant difference was found in the assessment techniques used, nor in the challenges teachers face when using these techniques for teaching Civic Education in senior secondary schools. Based on the findings, it was recommended, among others, that the Kaduna State Ministry of Education and other stakeholders in the sector should organize workshops and seminars for teachers to update their knowledge on the use of learners' assessment techniques for improving the teaching of Civic Education at the senior secondary school level in the state.

Conclusion. Government, Non-governmental Organizations, and other international partners in education development, such as ESSPIN, JAICA, UKAIDS, and UNICEF, should organize an update course for Civic Education teachers to improve their skills in using learners' assessment techniques at the senior secondary school level in Kaduna State.

1. Introduction

Civic education is widely recognized as a cornerstone in shaping knowledgeable, responsible, and actively involved individuals in democratic processes (Adeyemi & Adeyinka, 2017; Mahmud & Ibrahim, 2021; Yusuf & Ahmad, 2020). Within Nigeria, the inclusion of civic education in secondary schools is vital for nurturing national cohesion, instilling democratic principles, and equipping learners with participatory citizenship (Okafor & Emeka, 2020). This subject addresses key themes, such as governance, human rights, democracy, and civic duties, all of which are pivotal for national progress and sustainable growth (Ugwu & Okonkwo, 2019). However, the impact of civic education is closely linked to the assessment methods teachers use to gauge student comprehension and foster meaningful educational outcomes.

Assessments in this field go beyond standard examinations, incorporating a variety of approaches to evaluate students' understanding, abilities, attitudes, and civic skills (Adebayo & Kolawole, 2019; Clarke & Bezzina, 2018; Schulz et al., 2018). High-quality assessment in civic education should not only test rote knowledge but also assess critical thinking, ethical judgment, and the practical application of civic concepts in everyday situations (Torney-Purta & Amadeo, 2021; Umoh & Akpan, 2022). Research demonstrates that thoughtfully designed assessments can boost student motivation, deepen learning, and cultivate the analytical capacities essential to democratic engagement (Levinson, 2016). Moreover, the way assessments are structured can shape instructional practices, influence curriculum delivery, and determine the extent to which civic educational goals are met (Peterson & Bentley, 2020).

Secondary education serves as the foundational stage that supports future academic achievement and plays a significant role in a country's economic, social, political, technological, scientific, and cultural advancement (Kajuru et al., 2015). Although there is substantial literature on instructional strategies and their effects on learning (Adeyemo & Idris, 2014; Chang & Chen, 2021), the importance of assessment is frequently underemphasized. Several studies have underscored the critical role of secondary education. For instance, Akyol (2017) highlighted that solid grounding in essential subjects during secondary school prepares students for success in higher education, which in turn contributes to a more skilled workforce and economic development (Hanushek & Woessmann, 2015). Popli (2018) further noted that secondary education fosters essential skills, such as critical thinking, problem-solving, and communication, all of which are necessary for citizenship and societal participation. Additionally, the advancement of science and technology at the national level relies heavily on a robust secondary school system that encourages scientific and technological literacy (Davis & Martinez, 2020; Wang, 2020; Williams & Thompson, 2021). Despite the recognized value of secondary education, instructional methods often receive more attention than assessment practices. Wiliam and Black (2018) emphasized that effective assessment provides educators with valuable insights into student progress, enabling them to adjust teaching approaches, address learning gaps, and ultimately improve student outcomes (Crooks, 2016). Darling-Hammond and Haertel (2014) also noted that comprehensive assessment systems provide policymakers with critical data to track educational progress and identify areas that need reform.

The ramifications of inadequate assessments are considerable. Opondo et al. (2023) identified a correlation between subpar student achievements and ineffective assessment strategies. When assessments do not accurately reflect student learning, instructional adjustments may be misaligned, resulting in frustration and diminished performance (Black & Wiliam, 2019). Teaching, as defined by Ajongakoh and Achou (2022), involves guiding learners toward desired outcomes. Tang et al. (2022) argued that teachers require a diverse array of assessment tools to achieve this. When assessments are aligned with learning objectives, they provide constructive feedback to both educators and students (Popham, 2018). This feedback mechanism enables instructional refinement and student self-improvement, thus fostering academic growth (McMillan, 2018). Given the multifaceted

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challenges of contemporary education, there is a pressing need to enhance assessment literacy (Darling-Hammond et al., 2020; Guskey, 2017). As noted by these scholars, effective assessments are becoming increasingly vital in civic education.

1.1. Problem Statement

Civic education plays a vital role in nurturing responsible, engaged citizens. Effective assessment practices are crucial to ensure that students develop the critical knowledge, skills, and dispositions outlined in the curriculum. However, limited research has been conducted on the assessment practices used by secondary school Civic Education teachers in Kaduna. Thus, addressing the gap in research represents a critical step towards enhancing the quality and effectiveness of citizenship education among secondary students in the state. This study significantly contributes to the educational literature by providing empirical evidence on assessment practices in civic education within the Nigerian context. The findings will inform educational policymakers, curriculum developers, and teacher education programs about the current assessment practices and their effectiveness. Additionally, the study identifies specific professional development needs and resource requirements to enhance assessment quality in civic education, ultimately improving student learning outcomes and more effective citizenship education. The specific objectives of this study are as follows:

I. Determine teachers' opinions on the objectives of using assessment techniques in the teaching of Civic Education in senior secondary schools in Kaduna State.

II. Explored the assessment techniques used by teachers to teach Civic Education in senior secondary schools in Kaduna State.

III. examined the challenges of using assessment techniques in the teaching of Civic Education in senior secondary schools in Kaduna State.

1.2. Research Questions

The following research questions guided this study.

I. What are the opinions of teachers regarding the objectives of using assessment techniques in the teaching of Civic Education in senior secondary schools in Kaduna State?

II. What assessment techniques are used by teachers to teach Civic Education in senior secondary schools in Kaduna State?

III. What are the challenges in using assessment techniques in the teaching of Civic Education in senior secondary schools in Kaduna State?

1.3. Null Hypotheses

Based on these research questions, the following null hypotheses were formulated for this study.

HO_1: There was no significant difference in the opinions of teachers regarding the objectives of using assessment techniques in the teaching of Civic Education in senior secondary schools in Kaduna.

HO_2: There was no significant difference in the assessment techniques used by teachers in teaching Civic Education in senior secondary schools in Kaduna.

HO_3: There was no significant difference in teachers' use of assessment techniques in the teaching of Civic Education in senior secondary schools in Kaduna.

2. Literature Review

Prior research has demonstrated that assessment methods serve multiple purposes: they foster student learning, help pinpoint areas where learners face challenges, and reveal individual academic

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strengths and weaknesses, all of which contribute to improved performance (Adeyemo, 2018; Fajuyi, 2017; Mtetwa & Makwavarara, 2016; Otula, 2020; Osunde, 2019). Various studies have examined how different assessment strategies support learning. For example, Andrade and Cizek (2015) emphasized that peer assessment can enhance learners' analytical and communication abilities. Tools such as quizzes and exit slips offer educators valuable real-time insights to fine-tune their teaching (Sadler, 2019).

Formative assessments offer continual feedback throughout instruction, whereas summative assessments evaluate understanding after a unit or course. Summative assessments can also be designed to encourage further learning. According to Popham (2017), providing specific, meaningful feedback on these assessments helps learners recognize areas for improvement and set future academic goals. Kalantzis and Cope (2019) further explored how digital portfolios can cultivate students' self-evaluation and reflection. The success of an assessment approach often depends on the learning environment, curriculum demands, and learner profiles. A mixed approach to assessment is generally advised to ensure a more complete understanding of student progress (McMillan, 2018).

Research also indicates that educators commonly use essay writing, fill-in-the-blank exercises, debates, classroom observations, homework assignments, and multiple-choice tests. These tools are widely used and found to be effective regardless of differences in teacher gender, location, or qualification level (Lawal & Yakubu, 2018; Liu & Xu, 2023; Tomlinson, 2020; Yusuf & Dada, 2016). An expanding body of literature has focused on optimal assessment strategies in teacher preparation programs (Darling-Hammond et al., 2020). Complementing this, Yusuf and Dada (2016) outlined a diverse range of commonly employed methods, such as essays, quizzes, and debates, and advocated a holistic approach to assessment. Their findings reinforced the idea that diverse strategies lead to positive student outcomes across demographic variables, supporting the applicability of these practices across various contexts.

Despite the recognized importance of practical assessment, several challenges hinder its implementation. These include limited teacher experience, insufficient time, overcrowded classrooms, lack of motivation, and inadequate compensation (Aliyu & Ibrahim, 2022; Ajayi & Ogunsola, 2022; Achumba et al., 2020; Adedoyin & Jolayemi, 2017; Egwunyenga, 2021; Emaikwu, 2016; Ezenwa et al., 2023; Okeke & Iroegbu, 2018; Oloyede & Adeyemo, 2018; Oloyede, 2017). Inadequate training is another significant obstacle, as teachers often struggle to design suitable assessments, implement them effectively, or meaningfully analyze student outcomes meaningfully (Abd-El-Aziz & El-Degwy, 2017; Darling-Hammond et al., 2020; McMillan, 2018).

Consequently, educators may default on traditional assessment formats that may not reflect a student's full learning potential (Shuell, 2019). Furthermore, the pressure to complete curriculum content leaves little room for ongoing formative assessment (Guskey, 2017), and the associated assessment workload increases time pressure (Brookhart, 2017). Managing large student groups makes providing detailed, personalized feedback challenging, an essential feature of practical assessment (Black & Wiliam, 2019). Learner motivation also plays a critical role: when students lack interest, the quality of assessment data diminishes (Andrade, 2019). Moreover, low remuneration may lower teachers' morale, limiting the dedication they can bring to effective assessment practices (Hanushek et al., 2019). Despite the breadth of the existing research, no study has specifically examined the assessment strategies employed by Civic Education teachers at the secondary school level in Kaduna State, Nigeria. This study aims to address this gap in the literature.

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3. Methodology

3.1. Research Design

This study employed a descriptive survey research design to investigate Civic Education teachers' assessment techniques in senior secondary schools in Kaduna, Nigeria. The descriptive survey method was selected because it allows systematic collection and analysis of data to describe population characteristics without manipulating variables (Creswell & Creswell, 2018). This approach has enabled researchers to gather comprehensive information about current assessment practices among Civic Education teachers across different geographical zones within the state.

3.2. Population and Sample

The target population comprised of all Civic Education teachers in senior secondary schools across Kaduna State, totalling 5,683 teachers, as documented by the Kaduna State Ministry of Education (2017). A total of 415 Civic Education teachers were selected for this study, representing approximately 7.3% of the total population. The sample comprised 208 male teachers (50.1%) and 207 female teachers (49.9%), ensuring gender balance in the study.

3.3. Sampling Technique

This study employed a multistage approach combining stratified and simple random sampling techniques (Taherdoost, 2016). The sampling procedure is implemented as follows:

Stage 1: Stratified Sampling by Senatorial Zones: Kaduna State was stratified into three senatorial zones (Kaduna, Kaduna, and Kaduna) to ensure geographical representation across the state's political divisions.

Stage 2: Selection of Local Government Areas: Three Local Government Areas (LGAs) were randomly selected from each senatorial zone using simple random sampling, yielding nine LGAs. This approach ensured proportional representation across the state's administrative divisions.

Stage 3: Selection of Schools and Teachers: Senior secondary schools with Civic Education teachers were identified within each selected LGA. Teachers were then selected using simple random sampling based on the following inclusion criteria: current teaching of Civic Education in senior secondary schools, a minimum of 1 year of teaching experience in Civic Education, and employment as either permanent or contract staff in public secondary schools. The exclusion criteria included teachers on extended or study leave during the data collection period, newly employed teachers with less than 1 year of experience, and teachers primarily assigned to other subjects with a minimal Civic Education teaching load.

3.4. Research Instrument, Validation and Reliability

Data were collected using a researcher-developed "Civic Education Teachers' Assessment Techniques Scale" (CETATS) questionnaire. The instrument was constructed using a 4-point modified Likert scale with the following response options: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). A 4-point scale was deliberately chosen to eliminate neutral responses and encourage respondents to express decisive opinions (Chyung et al., 2017).

The questionnaire underwent rigorous validation procedures to ensure content validity and reliability. The instrument was reviewed by experts in Social Studies at the Faculty of Education, Ahmadu Bello University, Zaria. Language experts and statisticians conducted additional validations to ensure the clarity, appropriateness, and statistical soundness of the items.

A pilot study was conducted at the Government Secondary School Makarfi and Government Commercial College Makarfi, located in the Makarfi Local Government Area. LGA was excluded from

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the main study sample to avoid contamination. Thirty questionnaires were administered to teachers during the pilot phase to determine the reliability of the instrument, assess the difficulty level of the questionnaire items, identify and eliminate ambiguous questions, and evaluate the discriminatory power of the items.

Internal consistency of the instrument was assessed using Cronbach's alpha. The reliability analysis yielded a coefficient of $\alpha = .82$, which exceeded the minimum acceptable threshold of .70 for social science research (Taber, 2018), indicating good internal consistency of the scale.

3.5. Data Collection Procedure

The researcher personally administered the questionnaire to ensure high response rates and address any clarification required by the respondents. This approach also allowed immediate feedback and final corrections to questionnaire items before full-scale data collection commenced (Kumar, 2019).

3.6. Data Analysis

The research questions were addressed using descriptive statistics, specifically mean scores and standard deviations. Mean values were interpreted using the following scale based on the 4-point Likert scale: 3.50 - 4.00 (Strongly Agree); 2.50 - 3.49 (Agree); 1.50 - 2.49 (Disagree) and 1.00 - 1.49 (Strongly Disagree). Hypothesis testing was conducted using independent sample t-tests to determine significant differences between variables, particularly between male and female teachers' assessment practices. Before conducting t-tests, the normality assumption was assessed using the Shapiro-Wilk test for samples of size < 50 and the Kolmogorov-Smirnov test for samples of size> 50 (Field, 2018). Additional assumptions for t-tests were verified, including independence of observations, homogeneity of variance (tested using Levene's test), and interval-level data. Statistical significance was set at $\alpha = .05$ level. All data analyses were conducted using SPSS version 28.0, ensuring accurate and reliable statistical computations.

3.7. Ethical Considerations

Ethical approval for this study was obtained from the Kaduna State Ministry of Education. Informed consent was obtained from all the participants to ensure confidentiality and voluntary participation. Participants were informed of their right to withdraw from the study at any time without any consequences.

4. Results

A total of four hundred and fifteen (415) questionnaires were distributed, while four hundred (400), 96.4% were retrieved. Table 1 presents the results.

Table 1. Analysis of the Questionnaire

Questionnaire	Number	%
Total Number of Questionnaire Distributed	415	100
Number of Questionnaire Retrieved	400	96.4

Source: Field Survey, 2024

In terms of demographic data, 42.3% of the respondents held a Nigerian Certificate in Education (NCE) qualification in various courses, 31.5% had a bachelor's degree in education across various specialties, and 26.2% were first-degree holders in Science and Arts specialties.

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In addition, 51.5% of the respondents were subject specialists, that is, they had relevant qualifications in education and the social sciences for teaching Civic Education, while 48.5% were non-subject specialists with qualifications in either the sciences or the arts, without in-depth knowledge of how to teach Civic Education. Thus, two-thirds of the respondents had relevant qualifications for teaching Civic Education in senior secondary schools in Kaduna state. Of the 400 respondents, 221 (55.5%) were male and 179 (44.7%) were female. In addition, 214 (53.5%) Civic Education teachers were from urban secondary schools and 186 (46.5%) were from rural schools.

4.1. Answering Research Questions

The research questions stated for this study were answered in this section. Each research question was treated independently based on the variables of concern. Descriptive statistics of the means and standard deviations were used to answer the research question.

Research Question One: What are the opinions of teachers regarding the objectives of using assessment techniques in Civic Education in senior secondary schools in Kaduna State? To answer this research question, means, standard deviations, and mean differences were used. The computational results are listed in Table 2.

Table 2. Analysis of the Questionnaire

S/N	Items Statement Assessment in Civic Education……	Mean	S.D	Decision
1.	is necessary to encourage deep learning and understanding of the subject.	3.57	0.46	Agreed
2.	is used to give students feedback within a reasonable time to facilitate learning.	3.51	0.34	Agreed
3.	helps students to improve their learning.	3.22	0.45	Agreed
4.	is used to motivate student learning.	3.71	0.39	Agreed
5.	is used to rank students' achievement.	3.60	0.32	Agreed
6.	is used to identify students' strengths and weaknesses.	3.88	0.41	Agreed
7.	is designed to assess students' ability to develop new knowledge.	3.06	0.53	Agreed
8.	is given to assess students' ability to apply knowledge in the real life situation.	3.02	0.58	Agreed
	Cumulative Mean	**3.45**		

The results in Table 2 indicate that the respondents agreed with all items presented in the table. In other words, the objective of using assessment techniques in teaching Civic Education is to encourage deep learning and understanding of the subject, provide students with timely feedback to facilitate learning, help students improve, and motivate them to learn. In addition, assessment techniques are used to rank students' achievement, identify their strengths and weaknesses, and assess their ability to develop new knowledge and apply it to real-life situations. The cumulative mean of the tables is 3.45. This implies that the majority of the respondents agreed with the items presented in Table 2.

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Research Question Two: What assessment techniques are used by teachers to teach Civic Education in senior secondary schools in Kaduna State? To answer this research question, means, standard deviations, and mean differences were used. The computational results are listed in Table 3.

Table 3. Means and Standard Deviations of the Assessment Techniques Used by Teachers

S/N	Items Statement I use the following techniques to assess my students:	Mean	S.D	Decision
9.	short essay test.	3.88	0.31	Agreed
10.	take –home assignment.	3.69	0.38	Agreed
11.	checklist.	2.28	0.52	Disagreed
12.	classroom quiz to test performance.	2.19	0.89	Disagreed
13.	project work.	1.61	0.77	Disagreed
14.	multiple choice questions.	2.89	0.46	Agreed
15	portfolio method.	1.80	0.81	Disagreed
16	essay test.	3.56	0.42	Agreed
17.	anecdotal records to assess students' behaviours.	1.93	0.67	Disagreed
18.	observation.	2.86	0.53	Agreed
19.	rating scale.	2.56	0.32	Agreed
20.	oral examination.	1.88	0.85	Disagreed
21.	debate.	2.69	0.40	Agreed
22.	inquiry method.	1.83	0.84	Disagreed
23.	participatory method.	2.52	0.55	Agreed
24.	activity method.	2.42	0.34	Disagreed
	Cumulative Mean	**2.54**		

Table 3 shows a summary of teachers' responses to assessment techniques in teaching Civic Education at the senior secondary level in Kaduna. It can be observed that the respondents agreed with items 9, 10, 14, 16, 18, 19, 21, and 23, but disagreed with items 11, 12, 13, 15, 17, 20, 22, and 24. Put simply, the assessment techniques often used in Civic Education include short essay tests, take–home assignments, essay tests, multiple-choice questions, observation, rating scales, debate, and participatory methods. However, assessment methods such as checklists, classroom quizzes to test performance, project work, portfolio methods, anecdotal records to assess students' behaviors, oral examinations, inquiries, and activity methods were found to be less applied or not used at all by Civic Education teachers in Kaduna State. The cumulative mean of the table is 2.54. This implies that respondents had similar views on the items presented in Table 3.

Research Question Three: What are the challenges of using assessment techniques in the teaching of Civic Education in senior secondary schools in Kaduna State? To answer this research

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question, means, standard deviations, and mean differences were used. The computational results are listed in Table 4.

Table 4. Means and Standard Deviations of Challenges in Using Assessment Techniques.

S/N	Items Statement	Mean	S.D	Decision
25.	Lack of experience in using variety of learning assessment techniques.	3.81	0.29	Agreed
26.	Low remuneration package does not encourage teachers to use variety of learning assessment techniques.	2.41	0.81	Disagreed
27.	Most of the topics in Civic Education curriculum are difficult to assess.	2.36	0.92	Disagreed
28.	Civic Education lessons can only be assessed using test.	2.28	0.96	Disagreed
29.	Some topics in the Civic Education curriculum are very difficult for students to understand.	2.45	0.88	Disagreed
30.	Assessment of learning in Civic Education requires expertise.	3.88	0.32	Agreed
31	Most assessment techniques in Civic Education require mentoring for proper usage.	3.63	0.26	Agreed
32.	Giving students test is enough to assess their understanding.	2.30	0.89	Disagreed
33.	It is waste of time trying to assess students using variety of techniques.	1.89	0.97	Disagreed
34.	The population of students in class does not allow teachers to assess students using variety of techniques.	3.56	0.22	Agreed
35.	Lack of incentives/ motivation from government affects Civic Education teachers commitment to assessment of students	3.20	0.43	Agreed
36.	The periods allotted to Civic Education lessons in the school timetable are insufficient for the use of a variety of learning and assessment techniques.	2.42	0.88	Disagreed
	Cumulative Mean	**2.85**		

Source: Field Survey 2024

Table 4 presents the findings on the challenges in using assessment techniques for teaching Civic Education at the senior secondary school level in Kaduna. The table shows that the respondents agreed with items 25, 30, 31, 34, and 35, but disagreed with items 26, 27, 28, 29, 32, 33, and 36. In other words, the challenges include a lack of experience and expertise in using a variety of learning assessment techniques, poor mentor-mentee relationships, large student populations, and inadequate employer incentives and motivation. The cumulative mean of the tables is 2.85. Most respondents in the study shared a similar view of the items.

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4.2. Testing the Null Hypotheses

Based on the research questions, the following null hypotheses were tested at the p≤.05 level of significance. The results are as follows:

Null Hypothesis One: There is no significant difference in teachers' opinions regarding the objectives of using assessment techniques in the teaching of Civic Education in senior secondary schools in Kaduna. A one-sample t test was used to test the null hypothesis. The computational results are listed in Table 5.

Table 5. One-Sample T-Test Statistics on the Objectives of Using Assessment Techniques

Variable	N	Mean	SD	Mean Diff.	T	Df	P	Std. Error Diff.	95% CI of the Diff.	
									Lower	Upper
Objectives of using assessment techniques	400	3.45	0.372	2.75	1.372	399	0.221	0.123	2.51	2.99

Table 5 presents the summary t-test results for whether there was a significant difference in teachers' opinions on the objectives of using assessment techniques in the teaching of Civic Education in senior secondary schools in Kaduna. Thus, the findings indicate that the mean score was 3.45 with a standard deviation of 0.372. The mean difference is 2.75. Therefore, this difference was not significant at the 95% confidence interval, with a difference of 2.51 of 2.99. This was supported by t (399) = 1.372, p=0.221>0.05. The null hypothesis, which stated no significant difference, was retained. Therefore, there was a significant difference in teachers' opinions regarding the objectives of using assessment techniques in the teaching of Civic Education in senior secondary schools in Kaduna. This implies that the teachers who participated in the study had knowledge of the objectives of using assessment techniques in Civic Education at the senior secondary school level.

Null Hypothesis Two: There is no significant difference in the assessment techniques used by teachers to teach Civic Education in senior secondary schools in Kaduna.

A one-sample t test was used to test the null hypothesis. The computational results are listed in Table 6.

Table 6. One-Sample T-Test Statistics of Assessment Techniques Used by Teachers.

Variable	N	Mean	SD	Mean Diff.	t	Df	P	Std. Error Diff.	95% CI of the Diff.	
									Lower	Upper
Assessment techniques used by teachers	400	2.54	0.881	2.77	1.426	399	0. 311	0.150	2.48	3.07

Table 6 summarizes the one-sample t-test results on whether there is a significant difference in the assessment techniques used by teachers in teaching Civic Education in senior secondary schools in Kaduna. Thus, the result established that the mean score was 2.54 with standard deviation of 0.881. The mean difference was 2.77. Therefore, this difference was not significant at the 95% confidence interval, with a difference of 2.48 3.07. This was supported by t (399) = 1.426, p=0.311>0.05. The null hypothesis, which stated no significant difference, was retained. Hence, there

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was no significant difference in the assessment techniques used by teachers to teach Civic Education in senior secondary schools in Kaduna. It can be inferred that the finding is that Civic Education teachers in the state commonly use assessment techniques.

Null Hypothesis Three: There is no significant difference in the challenges of using assessment techniques to teach Civic Education in senior secondary schools in Kaduna State. A one-sample t test was used to test the null hypothesis. The computational results are listed in Table 7.

Table 7. One-Sample T-Test Statistics on the Challenges of Using Assessment Techniques.

Variable	N	Mean	SD	Mean Diff.	t	Df	P	Std. Error Diff.	95% CI of the Diff.	
									Lower	Upper
Assessment techniques used by teachers	400	2.85	0.540	2.25	1.622	399	0. 118	0.150	2.03	2.49

Table 7 shows the summary t-test results on whether there is a significant difference in the challenges of using assessment techniques in teaching Civic Education in senior secondary schools in Kaduna. Thus, the result found that the mean score was 2.85 with standard deviation of 0.540. The mean difference was 2.25. Hence, this difference was not significant at the 95% confidence interval, with a difference of 2.03/2.49. This was supported by t (399) = 1.622, p=0.118>0.05. The null hypothesis, which stated no significant difference, was retained. Consequently, there was no significant difference in the challenges of using assessment techniques to teach Civic Education in senior secondary schools in Kaduna. This implies that the challenges faced by Civic Education teachers, whether male or female, in urban and rural senior secondary schools, are similar across the state.

5. Discussion

The study established that there was no significant difference in teachers' opinions regarding the objectives of using assessment techniques in the teaching of Civic Education in senior secondary schools in Kaduna. The investigation demonstrated that pedagogical assessment serves multiple critical functions: fostering comprehensive subject comprehension, delivering timely educational feedback to enhance learning outcomes, supporting student advancement, and sustaining academic motivation. Furthermore, these evaluative approaches facilitate academic ranking, pinpoint individual learning strengths and areas for improvement, and measure students' capacity to apply knowledge in practical contexts. These outcomes align with those of Adeyemo (2018), Fajuyi (2017), Mtetwa and Makwavarara (2016), Otula (2020), and Osunde (2019), who similarly concluded that evaluative strategies enhance educational progress, target learning difficulties, and recognize both the capabilities and limitations to optimize student achievement.

In addition, the study found no significant difference in the assessment techniques used by teachers in teaching Civic Education in senior secondary schools in Kaduna. Hence, the assessment techniques often used in Civic Education include short essay tests, take–home assignments, essay tests, multiple-choice questions, observations, rating scales, debates, and participatory methods. However, assessment methods such as checklists, classroom quizzes to test performance, project work, portfolio methods, anecdotal records to assess students' behaviors, oral examinations, inquiries, and activity methods were found to be less applied or not used at all by Civic Education teachers in Kaduna State. These results correspond with those of Lawal and Yakubu (2018) and Yusuf and Dada (2016), who identified essay responses, completion exercises, discussions, observations,

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take-home tasks, and multiple-choice formats as the predominant assessment tools. Additionally, a strong positive correlation emerged between educators' assessment implementation and gender demographics, geographical placement, and educational credentials.

The study revealed no significant difference in the challenges of using assessment techniques in teaching Civic Education in senior secondary schools in Kaduna. Thus, the challenges faced include a lack of experience and expertise in using a variety of learning assessment techniques, poor mentor-mentee relationships, large student populations, and inadequate employer incentives and motivation. These findings correspond to those of Aliyu and Ibrahim (2022), Ajayi and Ogunsola (2022), Achumba et al. (2020), Adedoyin and Jolayemi (2017), Ezenwa et al. (2023), Egwunyenga (2021), Emaikwu (2016), Okeke and Iroegbu (2018), Oloyede and Adeyemo (2018), and Oloyede (2017), who identified comparable barriers, including limited professional expertise, time constraints, excessive classroom populations, insufficient motivation, and inadequate compensation structures.

6. Conclusion

Based on the findings of this study regarding the teaching of Civic Education in senior secondary schools in Kaduna State, it can be concluded that teachers' opinions regarding the objectives of using assessment techniques in the teaching of Civic Education were consistent across the sample. This suggests a uniform understanding of the purpose and goals of assessments in Civic Education among teachers in Kaduna State. In addition, teachers employ assessment techniques similar to Civic Education. This consistency in approach indicates common instructional practices in Civic Education across senior secondary schools in Kaduna. Additionally, the challenges teachers faced in using assessment techniques for Civic Education instruction were consistent across the sample. This implies that teachers encounter similar obstacles, regardless of the specific school setting or context within Kaduna. These findings suggest a degree of homogeneity in the perceptions, practices, and challenges related to the use of assessment techniques in Civic Education among senior secondary school teachers in Kaduna. This uniformity could inform efforts to develop targeted support and interventions to enhance Civic Education instruction.

7. Suggestion

Based on the findings of this study, the following recommendations were made to improve the use of learners' assessment techniques in Civic Education in senior secondary schools in Kaduna State:

I. The Kaduna State Ministry of Education and other stakeholders in the sector should organize workshops and seminars for teachers to update their knowledge on the use of learners' assessment techniques to improve the teaching of Civic Education at the senior secondary school level in the state.

II. Government, non-governmental organizations, and other international partners in education development, such as ESSPIN, JAICA, UKAIDS, and UNICEF, should organize an updated course for Civic Education teachers to improve their skills in using learner assessment techniques at the senior secondary school level in Kaduna State.

III. The Kaduna State Government should provide incentive packages for teachers to motivate and encourage them to put in their best to ensure quality learning through a variety of assessment techniques at the senior secondary school level.

Declarations

Author Contributions. (Asokan Vasudevan and Uthman Shehu Lawal: focused on Conceptualization. Suleiman Ibrahim Shelash Mohammad, Abike Folaranmi, and Munirat Binta Abdullahi: Data analysis and created the tables and figures. Anantha Raj A. Arokiasamy and Soon Eu Hui provided

technological expertise for the study. Uthman Shehu Lawal and Vijayesvaran Arumugam provided a factual review and helped edit the manuscript. All authors have read and approved the published on the final version of the article).

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