

## LECTURERS' USE OF ASSESSMENT IN IMPROVING THE QUALITY OF UNIVERSITY EDUCATION IN RIVERS STATE, NIGERIA

---

<sup>1</sup>OGIDI, R. C. & <sup>2</sup>UDECHUKWU J.

<sup>1</sup>Department of Educational Psychology, Guidance and Counselling  
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt  
[reubenogidi90@gmail.com](mailto:reubenogidi90@gmail.com)

<sup>2</sup>Department of Human Kinetics, Health and Safety Education  
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt  
[jonathan4udechukwu@gmail.com](mailto:jonathan4udechukwu@gmail.com)

---

### Abstract

*Quality university education is a catalyst for national development. The focus of this study is to determine the extent to which assessment can be used by lecturers to achieve quality university education in Rivers State. The study adopted survey research design. The population of the study comprised 459 lecturers in Faculty of Education in universities in Rivers State, Nigeria. The sample of the study consisted of 256 lecturers drawn through stratified sampling technique. The instrument for data collection was designed by the researchers and titled "Assessment and Quality University Education Questionnaire (AQUEQ)". The instrument yielded a reliability coefficient of 0.79 indicating that it is quite suitable for the study. Mean score and standard deviation was used in answering the research questions while two-way analysis of variance was used in testing the three hypotheses at 0.05 level of probability. The findings of the study indicated that there is no significant difference in the mean responses of lecturers on their use of assessment in improving academic activities among undergraduates in universities in Rivers State based on the lecturers' rank and years of experience amongst others. Based on the findings of the study, recommendation was made among others that, Halls and seats should be adequately provided in universities as this will aid the needed improvement in assessment in order to guarantee the quality of university education; Facilities and equipment for assessment should also be provided to strengthen the improvement in the quality of university education.*

**Keywords:** *Quality, university, education, university education, assessment, national development*

### Introduction

The relevance of education in the development of the nation and the individuals cannot be overemphasized. Kalagbor (2018) explained that it is the mechanism through which the culture, skills, knowledge and technology of a society is transmitted from one generation to another. It is the process through which human potentials are developed. Education had been the instrument for human and national development (FRN, 2014). Adeyemi and Odejebi (2011) observed that education in its everyday sense could mean the formal training that is given by schools and institutions, that is, the acquisition of the ability to read, write and calculate. In the wider sense, education could mean the training of the entire person to enable him/her not only to read, write and calculate or to be proficient in a given job, but also to enable him/her fit in a society. Agi (2017) explained that education produces the total man that ensures the development of the society where he lives.

Education involves the acquisition of knowledge, skills, attitudes, competencies, ideals and culture. It entails the process of developing a person mentally, physically, socially and spiritually so that he can be useful to himself and the society at large. It is a means of developing the entire person to enable him live effectively and efficiently in the society. There are three types of education: formal, informal and non-formal education. However, formal education is further sub-divided into four: tertiary, secondary, primary and nursery education. Tertiary education is also classified into: university education, teacher education, technology education (Polytechnics and Monotechnics). University education plays an important role for the undergraduates and the society in which he lives. It represents the growth of the individual which allows him/her to lead a better life.

Adiele (2017) hinted that university education have the following goals: (i) Contribute to national development through high level relevant manpower training (ii) Develop and inculcate proper values for the survival of the individual and society; (iii) Develop the intellectual capability of individuals to understand and appreciate their local and external environments; (iv) Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society (v) Promote and encourage scholarship and community service; (vi) Forge and cement national unity (vii) Promote national and international understanding and interaction.

Quality university education can generally be understood as being education that provide undergraduates with the relevant abilities required for them to function successfully in the society; it's appropriate in terms of the undergraduates; lives, aspirations and interests, as well as those of their families; and is inclusive and rights-based (Bada, 2011). Quality university education provided to the society inspires creativity and innovation and enhances rapid national development. Iwintolla (2014) explained that quality education among others involved; developing in individuals' awareness and sensitivity to the world, the community and humanity; tend to select persons for positions of influence and leadership; shape values (it should strongly influence the mentality of nations and condition peoples' attitude towards work, cooperation and relations with neighbouring countries); develops the skill, knowledge and capacities of persons for the present or future resource development. Ikegbusi, Ogbo, Obiye (2018) posited that it is only quality education that can produce the right type of individuals that will guarantee societal development. Such individuals should be able to think or reason (cognitive), have the right attitude, feelings and emotional maturity (affective) and be productive or use their hands and even part of their body effectively (psychomotor).

Assessment plays very important role in teaching. Nworgu (2010) explained that assessment is the process of investigating the status or standards of an undergraduate's achievement or attainment or the achievement of a group of undergraduates, where group instruction prevails, with reference to expected outcomes which must have been specified as objectives. Obioma in Anikweze (2018) enthused that assessment is the process of using the results obtained from measurement to take relevant decisions about a programme or individual assessed.

Asuru (2015) view assessment as the process of organizing measurement data and fashioning them in an interpretable manner on the basis of which judgments could be made. Nkwocha (2009) explained that assessment involves series of testing, measurement and organization of information collected in a way that facilitates examination. Adeleke (2010) noted that primarily, assessment is meant to diagnose areas where students are having difficulty to allow for concentration of efforts in those areas; and teachers can evaluate their

pedagogical strategies through assessment. Hence, assessment is a strategy the teacher cannot do away with as it helps in motivating students learn and strive for better performance. Assessment also helps the teachers in monitoring learning and performance.

Bandeale and Ayedele (2015) emphasized that to establish the level of students' progress in the cognitive, affective and psychomotor domains, most teachers' resort to the use of various forms of assessment strategies. Ababio and Dumba (2013) explained that assessment enhances quality cognitive activities in the universities. This includes strengthening students' attendance to lectures, ensures that undergraduates are busy all the times, and ensures that the students are serious in their study. Chikwe (2017) pointed out assessment enable undergraduates to develop good study habits and motivates them to improve in their academic achievement. In addition, through assessment, students participate effectively in classroom activities especially in practical works. Assessment monitors the various programmes in the universities in order to ensure quality and the extent to which the programmes are achieving its objectives. Adeleke (2010) explained that assessment helps in resolving students' learning difficulties. This is to ensure that there is quality in teaching and learning processes in the universities. Onuka and Onabamiro (2010) asserted that it is the process of collecting, synthesizing and interpreting information for the purpose of decision making. This is geared towards periodic and effective description of undergraduates' learning progress.

Asuru (2015) explained that assessment enhances quality in the affective domain. This is done through enhancing good social behaviours among undergraduates, improve soft skills among undergraduates, helps undergraduates to show concern for the welfare of others and inculcate in students the desire to obey rules and regulations. Also, assessment can improve quality in affective domain by developing a good value system, developing a disciplined live, it enhances listening skills and respecting the views of other students as well as formulating a life plan in line with their abilities, interacts and beliefs.

Shamim (2007) noted that assessment helps to improve the quality of activities in the psychomotor domain. Assessment is useful in monitoring how undergraduates handles equipment and facilities, operates an equipment, sketch or draw machine effortlessly, working with others to build or construct a device. Assessment can also be used to find out how undergraduates handle and store chemicals, speci'men, equipment, records before, during and after laboratory work. Negash (2014) reiterated that assessment enhances undergraduates to recognize a machine that has malfunction, choose or distinguish between different machines and implements' desire to type effectively using a computer and being able to design something.

This indicates that assessment aid improvement in educational practices and standards, thus ensuring quality in university education where it is in the cognitive, affective and psychomotor domains. This is due to the fact that quality education ensures that the recipients of university education acquire knowledge, skills, and attitudes which will lay the basic foundation for future jobs and careers (Ministry of Education, Science, Technology and Innovation, 2013). Fiesseha (2010) observed that the years of service of a lecturer determines the extent to which he/she can use assessment in improving the quality of intellectual activities among students. Experience is the best teacher. The more the number of years a teacher has spent on the job, may determine the worth or value that he/she may attach to assessment as one of the important practices in the school system. The cognitive domain is very essential in teaching. It appropriate assessment will help to improve the quality of education including university education.

Asuru (2015) explained that it is usually difficult to measure or assess the affective domain. This domain deals with emotional disposition, feelings and attitude of the students. Chikwe (2017) noted that the affective domain appropriately deal with the social behaviours. Thus issues such as interpersonal relationship among undergraduates and between the lecturers and undergraduates. Kanning, Bottcher and Hermann (2012) observed that the teachers' experiences or years of service is very important determinant in measuring or assessing this aspect of education. They highlighted that the teachers with many years of experience appreciates the assessment of this aspect of education than newly employed teachers. The authors noted that there is significant difference in the assessment of this aspect of education between teacher older and newly employed teachers. This may not be different from what is happening in the universities. Newly employed lecturers are still learning on the job. Proficiency in assessing the affective domain is likely to be part of this learning process.

Katane (2001) also identified the difficulty of assessing the psychomotor domain as one of the challenges confronting teachers in the school system. Madueke (2017) enthused that even in the introduction of the continuous assessment, the psychomotor domain has continued to posed serious difficulty in its assessment in a view to improving the quality in the education system. Nicklaus (2011) identified the competency and experience of the teachers as important criteria in the assessment of this aspect of education. Nworgu (2010) observed that poor knowledge of the assessment of the psychomotor domain is a bane towards its effective assessment among the undergraduates. Ogidi (2018) noted that the teachers require knowledge, expertise, skills, competencies and experience in the effective assessment of the psychomotor domain. Specifically, the study aims at:

1. Determining the extent to which lecturers use assessment in improving quality of academic activities among undergraduates in universities in Rivers State.
2. Investigate the extent to which lecturers use assessment in improving the quality of social behaviours among undergraduates in universities in Rivers State.
3. Examine the extent to which lectures use assessment in improving the quality of psychomotor activities among undergraduates in universities in Rivers State.

### **Research Questions**

The following research questions guided the conduct of the study.

1. To what extent do lecturers use assessment in improving the quality of academic activities among undergraduates in universities in Rivers State?
2. To what extent do lecturers use assessment in improving the quality of social behaviours among undergraduates in universities in Rivers State?
3. To what extent do lecturers use assessment in improving the quality of psychomotor activities among undergraduates in universities in Rivers State?

### **Research Hypotheses**

The following hypotheses guided the conduct of the study.

1. There is no significant difference in the mean responses of lecturers on their use of assessment in improving academic activities among undergraduates in universities in Rivers State based on the lecturers' rank and years of experience.



2. There is no significant difference in the mean responses of lecturers on their use of assessment in improving social behaviours among undergraduates in Rivers State based on the lecturers' rank and years of experience.
3. There is no significant difference in the mean responses of lecturers on their use of assessment in improving psychomotor activities among undergraduates in universities in Rivers State based on the lecturers rank and years of experience.

### **Methodology**

This study adopted descriptive survey research design. This is a type of research design which describes “what is” by recording, analyzing and interpreting condition that exist (Ajoku, 2006). Nwankwo (2013) explained that in this type of research design, the variables being studied for any sample are compared to the various identified strata of the simple. Survey design is appropriate for this study as the researchers will discuss the current situation of the use of assessment in improving the quality of university education in Rivers State, Nigeria.

The population of the study consisted of lecturers in Faculty of Education in the three universities in Rivers State, Nigeria (University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education), totaling 459; 182 lecturers from the University of Port Harcourt, 139 lecturer from the Rivers State University and 138 lecturers from the Ignatius Ajuru University of Education (the population was collected from the Faculty officers of the Faculties of Education in the universities in the state). Stratified sampling technique was used in selecting 266 lecturers for the study. The composition of the sample included: 24 Professors, 40 Readers, 52 senior Lectures, 75 lecturer I and 78 lecturer II. However, data cleaning showed that 10 lecturers did not either return the instrument administered to them or did not fill the instrument completely and were dropped from the data analysis. This indicates that 256 lecturers actually participated in the study. One major instrument was used in this study. It is titled “Assessment and Quality University Education Questionnaire (AQUEQ)”. The instrument was segmented into two parts: Part A and B. Part A requested for the biographic information of the lecturers such as rank and years of experience. Part B of the instrument requested for information on the use of assessment by lecturers in improving quality of university education among undergraduates in universities in Rivers State. The instrument has 30 items (10 items for each domain of learning). The responses and its weights are patterned along the modified Likert scale as follows: Very Great Extent (VGE) = 4, Great Extent (GD) = 3, Low Extent (LE) = 2 and Very Low Extent (VGE) = 1.

The Assessment and Quality University Education Questionnaire (AQUEQ) was validated by three lecturers in measurement and evaluation from the Ignatius Ajuru University of Education in Port Harcourt. The lecturers ascertained the face and content validity of the instrument for data collection. Their criticism and suggestions were incorporated in the final draft of the instrument. The reliability of the instrument was determined using Cronbach Alpha. The instrument was administered to 20 lecturers who did not participate in the study. The reliability of the instrument is 0.79 indicating that the instrument is quite reliable for use in the study. The researchers administered copies of the instrument with the assistance of Faculty officers in the Faculties of education in the universities selected for the study. This process lasted for four (4) weeks. Mean score and standard deviation were used in answering the research questions, while two-way analysis of variance was used in testing the hypotheses at 0.05 level of probability.

## Results

**Research Question One:** *To what extent do lecturers use assessment to improve the quality of academic activities among undergraduates in universities in Rivers State?*

**Table 1:** Mean and standard deviation analysis of lecturers on the use of assessment in improving academic activities among undergraduates in universities in Rivers State

S/N	Items	Sample Mean	Sample S	Criteria Mean	Remark
1	Assessment has helped undergraduates to be busy at all time	2.45	0.94	2.5	LE
2	Assessment is used to keep undergraduates serious on their study	2.58	0.98	2.5	GE
3	Assessment helps to improve study habits among undergraduates	2.63	1.03	2.5	GE
4	Assessment is used to motivate undergraduates in their academic achievement	2.33	0.91	2.5	LE
5	Assessment has helped undergraduates to participate effectively in classroom activities	2.42	0.98	2.5	LE
6	Assessment has enhance periodic measurement of undergraduates learning	2.54	1.01	2.5	GE
7	Assessment has enabled undergraduates to identify their areas of strengths and weaknesses	2.38	0.95	2.5	LE
8	Assessment has enable undergraduates resolve their learning difficulties	2.36	0.98	2.5	LE
9	Assessment has enhance the capacity in solving various academic problems (such as assignment and classroom test)	2.25	1.02	2.5	LE
10	It has helped undergraduates to make effective decision on their studies	2.22	0.97	2.5	LE
<b>Grand Mean</b>		<b>2.43</b>	<b>0.83</b>	<b>2.5</b>	<b>LE</b>

Key: N = 256; VLE = Very Low Extent; LE = Low Extent; GE = Great Extent; VGE = Very Great Extent

Data in Table 1 revealed that lecturers to a low extent use assessment to keep undergraduates busy all the time ( $\bar{X} = 2.45$ ), motivate undergraduates ( $\bar{X} = 2.33$ ), enable undergraduates to participate effectively in classroom activities ( $\bar{X} = 2.42$ ), identify undergraduates areas of strengths and weakness ( $\bar{X} = 2.38$ ), resolve students learning difficulties ( $\bar{X} = 2.36$ ), inability to solve students academic problems ( $\bar{X} = 2.25$ ) and does not enable undergraduates make effective decision on their studies ( $\bar{X} = 2.53$ ). On the other hand, the lecturers have used assessment to a great extent (GE) make undergraduates to be serious in their study ( $\bar{X} = 2.58$ ), improve study habits ( $\bar{X} = 2.63$ ) and enhance periodic measurement of students learning ( $\bar{X} = 2.54$ ). However, the grand mean ( $\bar{X} = 2.43$ ) revealed that to low extent lecturers have utilized assessment to improve academic activities among undergraduates in universities in Rivers State. The standard deviation indicates the extent of agreement of the lecturers on the extent to which they use assessment to improve academic activities among the undergraduates in universities in Rivers State, Nigeria.

**Research Question Two:** *To what extent do lecturers use assessment in improving the quality of social behaviours among undergraduates in universities in Rivers State?*

**Table 2:** Mean and standard deviation of lecturers on the use of assessment in improving the quality of social behaviours among undergraduates

S/N	Items	Sample Mean	Sample SD	Criteria Mean	Remark
1	Assessment has helped in enabling undergraduates formulate a life plan in line with their abilities, interests and beliefs	2.26	0.79	2.5	LE
2	It has stimulated undergraduates interest in university education	2.32	0.83	2.5	LE
3	It has enable undergraduates to maintain good relationship with others	2.28	0.81	2.5	LE
4	It has inculcate in undergraduates the desire to obey rules and regulations	2.44	1.02	2.5	LE
5	Assessment has enabled undergraduates show concern for the welfare of others	2.42	0.98	2.5	LE
6	It has improved soft skills among undergraduates	2.47	1.04	2.5	LE
7	It has enable undergraduates develop good value system	2.39	0.97	2.5	LE
8	It has minimized poor self concept among undergraduates	2.33	0.86	2.5	LE
9	It has enable undergraduates make academic adjustment in their studies	2.66	1.23	2.5	GE
10	It has helped undergraduates appreciate and have respect for work of others	2.45	1.01	2.5	LE
<b>Grand Mean</b>		<b>2.40</b>	<b>0.86</b>	<b>2.5</b>	<b>LE</b>

Key: N = 256; VLE = Very Low Extent; LE = Low Extent; GE = Great Extent; VGE = Very Great Extent

Data in Table 2 shows that lecturers to a low extent use assessment to help undergraduates to formulate a life plan in line with their abilities, interests and beliefs ( $\bar{X} = 2.26$ ), stimulate undergraduates interest in university education ( $\bar{X} = 2.32$ ), enable undergraduates to maintain good relationship with others ( $\bar{X} = 2.28$ ) and inculcating in undergraduates the desire to obey rules and regulations ( $\bar{X} = 2.44$ ). In addition, the lecturers to a low extent use assessment to enable undergraduates show concern for the welfare of others ( $\bar{X} = 2.42$ ), to improve soft skill among undergraduates ( $\bar{X} = 2.47$ ), develop good value system ( $\bar{X} = 2.39$ ), minimize poor self-concept among undergraduates ( $\bar{X} = 2.33$ ) and helped undergraduates to appreciate and have respect for the work of others ( $\bar{X} = 2.45$ ). On the other hand, the lecturers has used assessment to enable undergraduates indicated that to a low extent lecturers have utilized assessment to improve social behaviours among undergraduates in universities in Rivers State. The standard deviation shows the agreement of the lecturers on the extent to which they use assessment to improve social behaviours among undergraduates in universities in Rivers State, Nigeria.

**Research Question Three:** *To what extent do lecturers use assessment in improving the quality of psychomotor activities among undergraduates in universities in Rivers State?*

**Table 3:** Mean and standard deviation of lecturers' responses on their use of assessment in improving the quality of psychomotor behaviours among undergraduates

S/N	Items	Sample Mean	Sample S	Criteria Mean	Remark
1	Assessment has enabled undergraduates to exhibit mechanical skills	2.36	0.98	2.5	LE
2	It has enable undergraduates learn how to manipulate materials and objects	2.41	1.02	2.5	LE
3	It has helped undergraduates learn how to repair simple tools	2.22	0.84	2.5	LE
4	It has improved undergraduates proficient in a craft	2.27	0.86	2.5	LE
5	It has improved undergraduates ability to sketch or draw effortlessly	2.25	0.85	2.5	LE
6	Assessment has enhanced undergraduates' use of equipment and facilities	2.32	0.94	2.5	LE
7	Assessment has enable undergraduates to easily identify a device that has malfunction	2.44	1.06	2.5	LE
8	Assessment has enable undergraduates to handle and properly store chemicals, specimen, equipments, records etc.	2.33	0.95	2.5	LE
9	Assessment has helped undergraduates to work with others to build or construct a deice	2.39	0.99	2.5	LE
10	Assessment has improved undergraduates in terms of being innovative	2.28	0.88	2.5	LE
<b>Grand Mean</b>		<b>2.33</b>	<b>0.92</b>	<b>2.5</b>	<b>LE</b>

Key: N = 256; VLE = Very Low Extent; LE = Low Extent; GE = Great Extent; VGE = Very Great Extent

Data in Table 3 reveal that the mean response of the lecturers on the extent to which assessment helps in improving the quality of psychomotor activities among undergraduates are less than the criterion mean (2.5). This indicates that the lecturers to a low extent have used assessment to improve the quality of psychomotor activities among undergraduates in universities in Rivers State. The standard deviation (S) indicates the agreement of the lecturers on the extent to which they use assessment to improve psychomotor activities among undergraduates in universities in Rivers State, Nigeria.

**Hypothesis One:** *There is no significant difference in the mean responses of lecturers on their use of assessment in improving academic activities among undergraduates in universities in Rivers State, Nigeria.*



**Table 4:** Two-way Anova summary table of the mean responses of lecturers' use of assessment in improving academic activities among undergraduates

Source of variation	Sum of Squares	Degree of freedom	Mean Square	F-value
Row	96.78	1	96.78	2.68
Column	321.64	4	80.41	2.23
Within	8885.19	246	36.12	-
<b>Total</b>	<b>9303.61</b>	<b>251</b>	<b>-</b>	<b>-</b>

$F_{cal}$  for row, column and interaction  $< 0.05$

Data in Table 4 reveal that the calculated F-value for row (2.68) is not significant at 0.05 level of probability. Also, calculated F-value for column is also not significant at 0.05 level of probability. The null hypothesis is therefore accepted while alternate hypothesis is rejected at 0.05 level of probability. The finding of this hypothesis is that mean responses of lecturers on their use of assessment in improving the quality of academic activities among undergraduates in universities in Rivers State does not significantly differ based on rank of lecturers and their years of experience.

**Hypothesis Two:** *There is no significant difference in the mean responses of lecturers on their use of assessment in improving the quality of social behaviours among undergraduates in universities in Rivers State, Nigeria based on rank and years of experience.*

**Table 5:** Two-way ANOVA summary table of the mean responses of lecturers' use of assessment in improving the quality of social behaviours among undergraduates

Source of variation	Sum of Squares	Degree of freedom	Mean Square	F-value
Row	88.64	1	88.64	2.44
Column	307.33	4	76.83	2.12
Within	8934.23	246	36.32	-
<b>Total</b>	<b>9330.2</b>	<b>251</b>	<b>-</b>	<b>-</b>

$F_{cal}$  for row, column and interaction  $< 0.05$

Data in Table 5 indicated that the calculated F-value for row (2.44) and column (2.12) are not significant at 0.05 level of probability. This finding of this hypothesis is that the mean responses of lecturers on their use of assessment for improving the quality of social behaviours among the lecturers does not significantly differ based on rank and years of experience in universities in Rivers State, Nigeria.

**Hypothesis Three :** *There is no significant difference in the mean responses of lecturers on their use of assessment in improving the quality of psychometric activities among undergraduates in universities in Rivers State, Nigeria based on the lecturers' rank and years of experience.*

**Table 6:** Two-way Anovasummary table of the mean responses of lecturers' use of assessment in improving the quality of psychometric activities among undergraduates in universities in Rivers State, Nigeria based on rank and years of experience

Source of variation	Sum of Squares	Degree of freedom	Mean Square	F-value
Row	84.98	1	84.98	2.34
Column	305.21	4	76.30	2.10
Within	8916.44	246	36.25	-
<b>Total</b>	<b>9306.63</b>	<b>251</b>	<b>-</b>	<b>-</b>

$F_{cal}$  for row, column and interaction  $< 0.05$

Data in Table 6 revealed that the calculated F-value for row (2.34) and column (2.10) are not significant at 0.05 level of probability. The finding of the hypothesis is that the mean responses of lecturers on their use of assessment for improving the quality of psychomotor activities among the lecturers does not significantly differ based on rank and years of experience in universities in Rivers State, Nigeria.

### Discussion of Findings

The result of the study revealed that lecturers to a low extent use assessment in improving the quality of academic activities among undergraduates in universities in Rivers State. This is due to the fact that assessment to a low extent is used to motivate undergraduates, in participating effectively in classroom activities, enable students to identify undergraduates' areas of strengths and weaknesses, used to resolve undergraduates learning difficulties, solving undergraduates' academic problems. Academic activities do not occur in vacuum. Others variables such as dearth of availability of facilities and equipment, high lecturer-undergraduates ratio, poor conception of assessment among lecturers and perhaps corruption in the practice of assessment affect the use of assessment in improving the quality of academic activities among undergraduates in universities in Rivers State, Nigeria. When the mean responses of lecturers on the use of assessment in improving the quality of academic activities among undergraduates in universities in Rivers State was subjected to two-way analysis of variance, the calculated F-values was found not to be statistically significant at 0.05 level of probability. This result is in disagreement with Fisseha (2010) that the years of experience and rank of lecturers determines their effective use of assessment in improving the quality of academic activities in the schools system.

The result of the study indicated that lecturers to a low extent use assessment in improving the quality of social behaviours among undergraduates in universities in Rivers State, Nigeria. This result is due to the fact that most lecturers lack the capacity, competence and skills in assessing the quality of social behaviours among undergraduates in universities. When the mean responses of lecturers on the use of assessment in improving the quality of social behaviours among undergraduates in universities in Rivers State, Nigeria was subjected to two-way analysis of variance, the various calculated F-values was found not to be statistically significant at 0.05 level of probability. This finding is in agreement with Asuru (2015) that most lecturers find it difficult to assess the affective down. This situation has greatly affected the use of assessment to improve the quality of social behaviours among undergraduates.

The result of the study showed that the lecturers to a low extent have used assessment to improve the quality of psychomotor activities among undergraduates in universities in Rivers State, Nigeria. This is due to the fact that undergraduates to a low extent exhibit

mechanical skills, manipulate materials and objects, are not proficient in craft, use equipment and facilities etc. when the mean responses of the lecturers on the use of assessment in improving the quality of psychomotor activities among undergraduates in universities in Rivers State, Nigeria, was subjected to two-way analysis of variance, the calculated F-values was found not to be statistically significant at 0.05 level of probability. This finding is in agreement with Katane (2001) that there are several challenges facing the assessment of the psychomotor domain. This has seriously affected the extent to which assessment can be used in improving the quality of psychomotor activities among undergraduates in universities in Rivers State, Nigeria.

## Conclusion

Based on the findings of the study, the researchers concluded that lecturers to a low extent use assessment to improve the quality of academic activities, social behaviours and psychomotor activities among undergraduates in universities in Rivers State, Nigeria.

## Recommendations

The researchers therefore recommends as follows:

1. Lecturers should embrace the use of Information and Communication Technology in assessment practice in universities.
2. Regular training and re-training programmes on assessment should be organized for lecturers to improve their knowledge, skills, expertise and competence on the conduct of assessment in universities.
3. The quality assurance committee should be empowered to monitor the practice of assessment in universities because of its relevance in improving cognitive, affective and psychomotor activities among undergraduates in universities.

## References

- Ababio, B.T &Dumba, H. (2013).The value of continuous assessment strategies in students' learning of geography in senior high schools in Ghana. *Research on Human and Social Sciences*, 3(17), 71-78.
- Adeleke, J.O (2010). Continuous assessment in primary schools. *Journal of Educational Measurement and Evaluation*, 3(4), 31-42.
- Adeyemi, B.A &Odejobi, C.O (2011). Societal change: An impetus for educational development. *Nigerian Journal of Educational Research and Evaluation*, 10(3), 48-57.
- Agi, U.K (2017). *Educational management: A new approach*. Port Harcourt: Pearl publishers.
- Ajoku, L.I (2006). *Foundations of educational research and statistics*. Port Harcourt: Pearl publishers.
- Anikweze, C.M (2018). *Measurement and evaluation for teacher education*. Onitsha: Shiloh press associates.
- Asuru, V.A (2015). *Measurement and evaluation in education and psychology*. Port Harcourt: Pearl digital press.

- Bada, T.A (2011). The role of arts education in improving the quality of education. *Nigerian Journal of Educational Research and Evaluation*, 10(3), 81-88.
- Bandele, S.O & Ayodele, C.S (2015). Improving continuous assessment practice in Nigeria school. *Advances in Social Sciences Research Journal*, 2(4), 161-170.
- Chikwe, C.K (2017). *Fundamentals of test measurement and evaluation in education*. Port Harcourt: Emmanest ventures.
- Federal Republic of Nigeria (2014). National policy on education. Lagos: NERDC press.
- Fisseha, M. (2010). The role of assessment in curriculum practice and enhancement of learning. *Ethiopia Journal of Education and Science*, 5(2), 101-114.
- Iwintolla, P.C (2014). Evaluation of teachers competencies in assessment. *Journal of Multi-Disciplinary Studies*, 6(5), 43-54.
- Kalagbor, L.D (2018). *Legal issues in education*. Port Harcourt: Pearl publishers.
- Kanning, U.P, Bottcher, W. & Herrmann, C. (2012). Measuring social competences in the teaching profession: Development of a self-assessment procedure. *Journal for Educational Research*, 4(1), 140-154.
- Katane, P.I (2001). *Assessing students*. New York: Nicholas publishing company.
- Ministry of Education, Science, Technology and Innovation (2013) Zimbabwe.
- Nicklaus, K. (2011). *Assessment*. New York: Holt, Rhine Hart and Winston.
- Nkwocha, P.C (2009). *Educational measurement and evaluation for effective teaching*. Owerri: Liu house of excellence ventures.
- Nwankwo, O. C. (2013). *A Practical Guide to Research Writing*. Port Harcourt: University of Port Harcourt press.
- Nworgu, B.G (2010). Challenges of quality of assessment in a changing global economy. *Journal of Educational Assessment in Africa*, 5, 13-35.
- Ogidi, R.C (2018). Evaluation of teachers' competencies in the implementation of school based assessment in secondary schools in Rivers State. *Journal of Education in Developing Areas (JEDA)*, 26(2), 400-411.
- Onuka, A. & Onabamiro, A.T (2010). Effect of formative test, individual assignment and group assignment on students achievement in junior secondary school mathematics. *International Journal of Educational Leadership*, 3(3), 274-287.
- Shamim, M.F (2007). The use and principles of continuous assessment in the classroom. *Academic Leadership*, 8(2), 43-58.