

SUB - THEME
**ENSURING INCLUSIVE ASSESSMENT PRACTICES TO ADDRESS
DIVERSE LEARNERS' ABILITIES, TALENTS AND COMPETENCIES.**



TOPIC
**IMPLEMENTATION OF INCLUSIVE ASSESSMENT PRACTICES
AMONG TEACHERS IN TECHNICAL COLLEGES IN SOUTHERN
NIGERIA**



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INTRODUCTION

- Assessment
- Assessment can be summative or formative.
- Inclusive assessment has existed for some time and it is defined as ‘the design and use of fair and effective assessment methods and practices that enable all students to demonstrate to their full potential, what they know, understand and can do (Hockings, 2010
- Inclusive assessment design provides all students with equal opportunities to demonstrate their learning achievements and it reduces the need for individual adjustments to assessments (Tai et al, 2022).
- Inclusive assessment practices actively involve students in the learning process, thereby increasing their participation.



STATEMENT OF PROBLEM

Despite global and national policies promoting inclusive education, its implementation in technical colleges in Nigeria remains inconsistent and underdeveloped. Inclusive assessment is essential in ensuring that all students including those with diverse learning needs, disabilities, or from marginalized backgrounds are fairly evaluated and supported in their academic growth. However, in many Nigerian technical colleges, traditional assessment methods still dominate, often failing to accommodate the varied abilities and learning styles present in diverse classrooms. This study therefore investigate the implementation of inclusive assessment practices in technical colleges in Southern Nigeria.



RESEARCH QUESTIONS

Five research questions were formulated to guide this study:

- To what extent do teachers implement inclusive assessment practices that reflects learners diversity in technical colleges in Southern Nigeria?
- To what extent do learners perceive inclusive assessment practices as enhancing their participation and learning outcomes?
- What challenges hinder the implementation of inclusive assessment practices in Southern Nigeria technical colleges?
- What are the prospects for implementing inclusive assessment practices among teachers of technical colleges in Southern Nigeria?
- How knowledgeable and prepared are teachers in technical colleges in Southern Nigeria to implement inclusive assessment?



HYPOTHESIS

One hypothesis was tested:

- There is no significant difference in the responses of students and teachers regarding the implementation of inclusive assessment practices in Southern Nigerian technical colleges.



OBJECTIVE OF THE STUDY

The objective of this study is:

- to determine the extent to which inclusive assessment practices among teachers of technical colleges in Southern Nigeria reflect learners' diversity.
- To ascertain the extent to which learners' of technical colleges in Southern Nigeria perceive inclusive assessment practices to increase their participation and outcomes.
- To determine the extent to which teachers of technical colleges in Southern Nigeria implement inclusive assessment practices on learners.
- To ascertain the challenges inhibiting the implementation of inclusive assessment practices among teachers on learners of technical colleges in Southern Nigeria.
- To ascertain the prospects in the implementation of inclusive assessment practices among teachers of technical colleges in Southern Nigeria.
- To ascertain the knowledge and preparedness of teachers on inclusive assessment.



METHODOLOGY

- The study adopted mixed survey research design by employing quantitative and qualitative approaches.
- The population of the study consisted of all the teachers and students of technical colleges in Southern Nigeria.
- A random sample of 310 teachers and 690 students were selected.
- Data was collected through semi-structured interviews and Questionnaire on Students' Perception of Inclusive Assessment (QSPIA) with Cronbach Alpha reliability coefficient of 0.94 and 0.96 respectively.
- The responses were coded and subjected to SPSS Version 23 software analysis.
- Descriptive (mean and standard deviation) and independent sample t-test statistics were used to analyze the quantitative data, while the qualitative data were analyzed thematically.



RESULTS

Table 1: The extent to which inclusive assessment practices among teachers is implemented to reflect learners' diversity in technical colleges in Southern Nigeria

S/N	ITEMS	N		MEAN		STD	
		Teachers	Students	Teachers	Students	Teachers	Students
1.1	Designing assessment that are accessible and engaging for all students	310	690	1.68	1.63	1.020	.768
12	Providing support for students with disabilities	310	690	1.68	2.02	.985	690
1.3	Adjusting assessment content for students with significant disabilities	310	690	1.66	1.98	.985	1.101
1.4	Offering different assessment formats to cater for diverse learning styles	310	690	1.58	1.90	.955	1.188
1.5	Incorporating diverse perspectives and experiences	310	690	1.58	1.83	.955	1.089
1.6	Allowing students to complete assessments at different times	310	690	1.59	1.93	.987	1.233
TOTAL		310	690	9.75	11.29		
GRAND MEAN				1.63	1.88		



RESULTS CONT.

Table 1 shows the grand mean of respondents (Teachers and Students) 1.63 and 1.88 respectively which indicate little extent, using the criteria mean values.



RESULTS CONT.

Table 2: The extent to which learners' perceive inclusive assessment practices as enhancing their participation and learning outcome

S/N	Items	N		Mean		Std	
		Teaches	Students	Teachers	Students	Teachers	Students
2.1	Improves learners understanding	310	690	3.49	3.53	.775	.888
2.2	Students feel more confident	310	690	3.66	3.84	.475	.369
2.3	Allows them to showcase their abilities	310	690	3.77	3.88	.421	.322
2.4	Free from biases	310	690	3.65	3.62	.479	.486
2.5	Offers a wide range of assessment options	310	690	3.63	3.62	.484	.486
2.6	Increases learners participation	310	690	3.74	3.69	.442	.463
2.7	Improves learning outcomes	310	690	3.80	3.83	.403	.376
TOTAL				25.74	26.01		
GRAND MEAN				3.68	3.72		



RESULTS CONT.

Table 2 reveals the grand mean values of respondents (Teachers and Students) 3.68 and 3.72 respectively using the criteria mean values, this shows very great extent.



RESULTS CONT.

Table 3: The challenges associated with the implementation of inclusive assessment practices among teachers of technical colleges in Southern Nigeria

S/N	Items	N		MEAN		STD	
		Teaches	Students	Teachers	Students	Teachers	Students
3.1	Inadequate computer literate teachers	310	690	3.77	3.82	.419	.383
3.2	Lack of technological skills	310	690	3.94	3.98	.240	.131
3.3	Lack of funds	310	690	3.94	3.98	.240	.131
3.4	Limited data	310	690	3.92	3.98	.268	.131
3.5	Insufficient teacher education	310	690	3.92	3.98	.268	.131
3.6	Lack of in-service training	310	690	3.92	3.98	.268	.131
3.7	Limited application of human rights	310	690	3.92	3.98	.273	.155
3.8	Time consumption	310	690	3.92	3.98	.273	.155
3.9	Developing flexible curricula	310	690	3.92	3.98	.268	.125
TOTAL		310	690	35.17	35.66		
GRAND MEAN				3.91	3.96		



RESULTS CONT.

Table 3 shows that inadequate computer literate teachers, lack of technological skills, lack of funds , limited data collection, insufficient teacher education, lack of in-service training, limited application of human rights, time consumption and developing flexible curricula have grand mean of respondents (Teacher and Students) 3.91 and 3.96 respectively which indicate strongly agreed, using the criteria mean values.



RESULTS CONT.

Table 4: The prospects in the implementation of inclusive assessment practices among teachers of technical colleges in Southern Nigeria.

S/N	ITEMS	N		MEAN		STD	
		Teaches	Students	Teachers	Students	Teachers	Students
4.1	Provision of immediate feedback	310	690	3.96	3.99	.193	.093
4.2	Acquisition of new technological skills	310	690	3.96	3.99	.201	.114
4.3	Allows all learners have opportunity to demonstrate their knowledge	310	690	3.96	3.99	.193	.114
4.4	Promotes better learning outcomes	310	690	3.96	3.99	.193	.093
4.5	Improved service delivery	310	690	3.96	3.99	.193	.093
4.6	Prepare learners for diverse life and work contexts	310	690	3.96	3.99	.201	.114
TOTAL				23.76	23.94		
GRAND MEAN				3.96	3.99		



RESULTS CONT.

Table 4 reveals that the implementation of inclusive assessment practices have the following prospects: Provision of immediate feedback, acquisition of new technological skills, allows all learners have opportunity to demonstrate their knowledge, promotes better learning outcomes, improved service delivery and Prepare learners for diverse life and work contexts with grand mean of respondents(Teachers and Students) 3.96 and 3.99 respectively. Which indicate strongly agree using the criteria mean values.



RESULTS CONT.

The teachers also expressed their knowledge on inclusive assessment practices. From their responses 90% of them said the following:

- *Majority of the teachers admitted that they have not received any training on inclusive assessment.*
- *Teachers level of preparedness is low*
- *There is no institutional support*
- *Some teachers admitted relying heavily on traditional tests due to curriculum constraints or perceived unfairness*
- *Teachers highlighted the value of multiple and varied assessment formats: such as portfolios, peer assessment, oral presentations and visual tasks.*
- *Several teachers expressed the need for greater institutional support, including access to assistive technologies, assessment accommodation and collaborative planning time. In many cases, systemic constraints: such as rigid examinations policies and performance-based school evaluation-discouraged innovation in assessment practices*
- *A few teachers mentioned involving students in the assessment design process. Allowing learners to choose formats or reflect on their performance increased engagement and self-awareness*
- *Non implementation of inclusive assessment policy.*



RESULTS CONT.

Table 6: Independent Sample t-test on the Responses of the teachers and students on the extent of implementation of inclusive assessment on learners' in Southern Nigerian technical colleges.

Respondents	N	MEAN	Std	F	Sig.	T	Df	Decision
Teachers	310	94.39	5.332	57	.000	-5.668	998	Rejected
Students	690	96.92	6.983	755				

Note: Alpha level 0.05



RESULTS CONT.

The mean value for teachers shown in table 6 is 94.39 with standard deviation of 5.33 with 998 degree of freedom. While the mean value for students' is 96.92 with standard deviation of 6.98 with degree of freedom. The calculated t value of -5.668 is at .000 level of significance ($p \leq 0.05$). This means that there is significant difference in the responses of teachers and students on the extent to which inclusive assessment practices is implemented in Southern Nigeria technical colleges. Hence the null hypothesis that states there is no significant difference in the responses of students and teachers regarding the implementation of inclusive assessment practices in Southern Nigerian technical colleges was rejected.



DISCUSSION

The findings of this study reveal how inclusive assessment practices are

- implemented,
- perceived,
- challenges and
- prospects in technical colleges in Southern Nigeria.

Four main themes emerged:

- teachers' preparedness and mindset,
- flexibility and adaptation in assessment methods,
- students' engagement, institutional support and
- systemic challenges.



DISCUSSION CONT.

- The results reveal learners perception of inclusive assessment practices to have enhanced their participation and learning outcomes to a very great extent. This supports Sun et al. (2014) who demonstrated that peer assessment leads to significant gains in student achievement.
- Some teachers noted a lack of formal training in inclusive assessment, leading to uncertainty about how to modify tasks or grade fairly. This is consistent with Brookhart(2011), who identified professional development gaps as a barrier to implementing equitable assessment
- Few teachers mentioned involving students in the assessment design process. Allowing learners to choose formats or reflect on their performance increased participation and self-awareness. This supports Hargreaves (2005), who advocated for learner agency as a cornerstone of assessment for learning,
- The findings of this study shows a significant difference in the responses of teachers and students on the extent to which inclusive assessment practices is implemented in Southern Nigeria technical colleges. This is consistent with Florian and Black-Hawkins (2011), who argued that teachers may believe they are implementing inclusive practices, but students' experiences can vary significantly, especially among students with needs.



DISCUSSION CONT.

- Furthermore, the study reveal opportunities in the implementation of inclusive assessment as:
- Provision of immediate feedback,
- acquisition of new technological skills,
- allows all learners have opportunity to demonstrate their knowledge,
- promotes better learning outcomes,
- improved service delivery and
- prepare learners for diverse life and work contexts.



DISCUSSION CONT.

Despite these promising prospects in the implantation of inclusive assessment, it could be deduced from the findings that the implantation of inclusive assessment among teachers of technical colleges in Southern Nigeria was very low, primarily due to :

- inadequate computer literate teachers,
- lack of technological skills,
- lack of funds ,
- limited data collection,
- insufficient teacher education,
- lack of in-service training,
- limited application of human rights,
- time consumption and
- Lack of flexible curricula.

This is consistent with Jobir(2024) who asserted that inadequate computer literate teachers, lack of technological skills, lack of funds , limited data collection, insufficient teacher education, lack of in-service training, limited application of human rights, time consumption and lack of flexible curricula.



CONCLUSION

The study highlights both prospects and challenges of implementing inclusive assessment practices in Southern Nigerian technical colleges. Though many teachers recognize the importance of adapting inclusive assessment to meet diverse learners needs, their ability to do so is often limited due to:

- lack of training, lack of policy implementation,
- rigid curriculum structures and
- insufficient institutional support.

The study emphasizes the need for systemic changes, such as enhanced policy enforcement and comprehensive teacher training. It suffices to say that, the full implementation of inclusive assessment can only be realized when supported by enabling systems and policies.



RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proffered:

- Teachers should be developed through training programs on inclusive assessment practices periodically to be grounded in UDL and formative assessment.
- Teachers should be provided ongoing support and peer collaboration opportunities to share best practices and build confidence in differentiated assessment.
- Policies that promotes inclusivity should be fully implemented in Nigerian technical colleges.
- Schools should have access to assistive technologies, adapted materials, and learning support staff.
- Curriculum developers and policymakers should embed inclusivity into curriculum standards and assessment guidelines.
- Teachers should incorporate self-and peer-assessment techniques to empower learners and build metacognitive skills to enhance their performance



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APPRECIATION



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