



THE EFFECTIVENESS OF ELECTRONIC MARKING SYSTEM AT LESOTHO GENERAL CERTIFICATE OF SECONDARY EDUCATION: A CASE OF EKLAVVYA ONSCREEN MARKING SYSTEM

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PRESENTATION OUTLINE



- Introduction
- Purpose of the study
- Significance of the study
- Research questions
- Literature review
- Methodology
- Theoretical framework
- Discussions of the findings
- Conclusions and recommendations





INTRODUCTION



- Educational reforms evolve constantly due to the rapid change in technology.
- As a result, some countries advocate for e-marking to address various challenges be it; educational, health, political, etc. (Bailey, 2008; Shivakumar, 2020; Michael, 2020)

e.g. - during pandemics (COVID-19)

- political wars
- enhance accuracy in marking



PURPOSE AND SIGNIFICANCE OF THE STUDY

PURPOSE OF THE STUDY

- To investigate the effectiveness of electronic marking system at Lesotho General Certificate of Secondary Education (LGCSE)

SIGNIFICANCE

This is an untapped area of study, the findings will:

- Inform the Examinations Council of Lesotho (ECOL) about the use of e-marking at secondary schools in case of need.
- Inform policymakers about the use of e-marking in assessment

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RESEARCH QUESTIONS

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Main research question

1. What is the effectiveness of the electronic marking system at Lesotho General Certificate of Secondary education?

Sub - research questions

1. What are the challenges associated with e-marking in secondary education?
2. What are the opportunities associated with e-marking in secondary education?
3. What are the implications of the challenges and opportunities associated with e-marking in secondary education?



LITERATURE REVIEW



LITERATURE REVIEW

Opportunities associated with electronic marking

- It is perceived to be fast (Bailey 2018).
- It is efficient and consistent (Launer et al., 2009).

Challenges associated with electronic marking

- It needs consistent supply of strong internet connection (Jagannathan, 2011).
- Needs consistent supply of power/energy



CONT.

The implications of challenges and opportunities associated with e-marking

- Fair and consistent application of the mark scheme (Millsap, 2000).
- Prolonged marking if the infrastructure is poor/inadequate

METHODOLOGY

QUALITATIVE APPROACH

- Uses words to present the findings (Shank, 2002)

POPULATION

- All markers who electronically marked June 2023 examinations
- All the concerned/responsible ECoL Subject Officers

PURPOSIVE SAMPLING

- Only experienced participants (Thornhill and Sauders, 2012)

SAMPLES

- All markers (online questionnaire)
- 3 most active markers (interviewed telephonically)
- All responsible subject officers physically interviewed

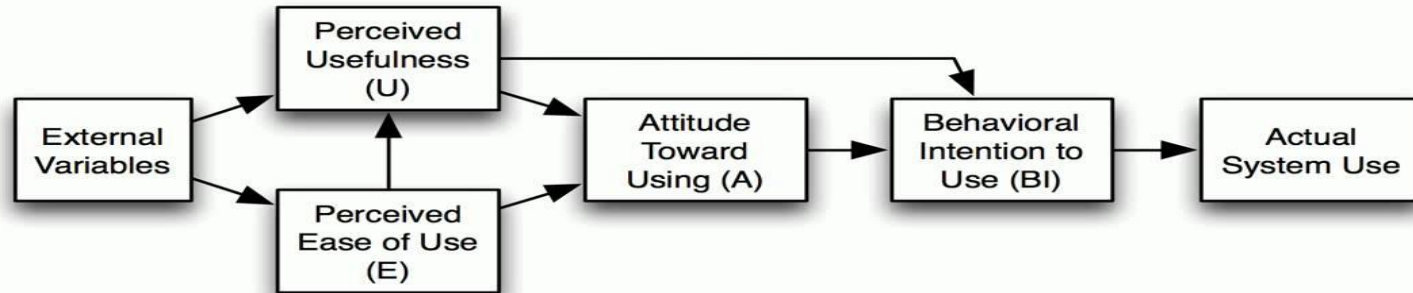
THEORETICAL FRAMEWORK

■ The study was grounded on the Technology Acceptance model developed by Davis in 1989 (Marikyan and Papagiannis, 2023)

■ The model has six(6) factors that influence how people adopt the use of new technology;

- External variables,
- Perceived usefulness,
- Perceived ease of use,
- Attitude towards the use,
- Behavioural intention
- The actual use of technology

Technology acceptance model



https://en.wikipedia.org/wiki/File:Technology_Acceptance_Model.png

DISCUSSION OF THE FINDINGS

Data was analysed thematically and discussed within the 6 factors of (TA).

UNRELIABLE POWER AND INTERNET SUPPLY

- The finding was disclosed by all data generating tools.
- According to TA model, unreliable power and internet supply as part of **external variables** can result to (-) influence on the perceived usefulness and attitude towards the use of the e-marking system.
- It is supported by Huseyn (2023) who reports that for effective use of e-marking there has to be reliable power and internet supply.

CONT.

INAPPROPRIATE PLACEMENT OF MARK ANNOTATIONS

- The finding was revealed by all English Language Paper 1 markers and 2 markers in Accounting.
- According to the TA model, inappropriate placement of mark annotations has a direct influence on the attitude towards using the system.

For example

(-) perception → (-) attitude **while** (+) perception → (+) attitude

- This is in line with Launer, Stetten and Eckhart (2009) comment that, once the system is programmed, it cannot do the opposite.

CONT.

INFORMATIVE REPORTING

- The finding was reported by all subject Officers interviewed
- As per TA model, informative reporting as part of **external variables** can result to (+/-) influence on the perceived usefulness and attitude towards the use of the system.

For example

(-)feedback → (-) perceptions and attitudes

(+)feedback → (+) perceptions and attitudes

- The finding is supported by Fosbery (2023).

CONT.



LACK OF MARK ANNOTATIONS

- The finding was disclosed by all English Language Paper 1 markers
- The TA model also supports that external variables can influence the actual use of the system

For example

Lack of mark annotations → (-) perception and (-) attitude



CONT.

CONSISTENCY

- The finding was disclosed from all sources of data except English Language paper 1 markers
- Consistency as part of **external variables** can result to (+) influence on the perceived usefulness and attitude towards the use of the system.
- It is supported by Bailey (2018).

CONT.

TIME EFFECIENCY

- The finding was disclosed from all sources of data except English Language paper 1 markers
- Time efficiency as part of **external variables** can result to (+/-) influence on the perceived usefulness and attitude towards the use of the system.
- The finding is supported by Bailey (2018).

CONT.

INADEQUATE INFRASTRUCTURE

- The finding was disclosed from all sources of data.
- Infrastructure as part of **external variables** can result to (+/-) influence on the perceived usefulness and attitude towards the use of e-marking system.
- The finding is supported by Bailey (2018).

CONT.

INADEQUATE TRAINING

- The finding was disclosed by from all sources of data
- Training as part of **external variables** can result to (+/-) influence on the perceived usefulness and attitude towards the use of the system.

CONCLUSION & RECOMMENDATIONS

CONCLUSIONS

- External factors e.g. unreliable power and internet supply can negatively/positively affect e-marking.
- Improper placement of mark annotations affected the marking of English essay writing negatively
- Inadequate training of markers negatively affected e-marking e.g slowed pace.

RECOMMENDATIONS

- Responsible stakeholders need to build the required infrastructure e-marking
- Rebuild the system to allow for meaningful placement of the mark annotations.
- Adequate training of markers needed.



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THANK YOU!