OPEN ACCESS
Journal of Advances in Education and Philosophy
Abbreviated Key Title: J Adv Educ Philos
ISSN 2523-2665 (Print) |ISSN 2523-2223 (Online)
Scholars Middle East Publishers, Dubai, United Arab Emirates
Journal homepage: https://saudijournals.com

Original Research Article

Innovative Assessment and Quality Education in Nigeria

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DOI: 10.36348/jaep.2022.v06i07.002 | **Received:** 29.05.2022 | **Accepted:** 21.06.2022 | **Published:** 05.07.2022

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Abstract

This study investigated the influence of innovative assessment on quality education in Rivers State, Nigeria. The study adopted the correlation research design. The population for the study was made up of all the teachers in the senior secondary schools in Rivers State. The proportionate stratified simple random sampling technique was used to draw 300 teachers as the sample size of the study. The instrument for data collection was titled "Influence of Innovative Assessment on Quality Education (INAQE)" designed by the researcher. The instrument was validated by experts in instrument designers, Quality Assurance and Measurement and Evaluation. In the internal consistency of the instrument the RULON statistical technique was used. Five research questions were answered using Pearson Product Moment Correlation (PPMC) while the five hypotheses were tested by transforming the scores to t-test statistics at 5% probability level. The results showed significant relationship between teachers' innovative assessment of, for and as learning and quality education, teachers' innovative assessment skills and quality education, teachers' non-uniformity in the innovative assessment techniques and quality education, teachers' innovative assessment of large class size and quality education. Consequently, recommendation such as teachers to employ the use of innovative assessment of, for and as learning, Federal and States ministries of education to commence the training of teachers on innovative assessment to enhance quality education.

Keywords: Assessment, Innovative Assessment and Quality Education.

INTRODUCTION

In Nigeria, one of the fundamental goals of education is to provide the necessary skills, knowledge and attitudes that could enhance effective teaching, learning and assessment. Assessment is the process of organizing measurement data into interpretable forms on a number of variables. The data are usually obtained through a wide variety of measuring instruments and from various sources.

Assessment could be carried out within the school system by teachers and those carried out outside the school system by the agencies. Assessment is the process of obtaining information that is used in taking decision about students, to give feedback to students about his/her progress, strengths, to judge instructional effectiveness and curricular adequacy and to inform policy makers (Kellangham & Greaney, 2001).

These would make them productive citizens of the society and the world at large. Education is seen as the bedrock of development of any society. It is nourished by the society and in turn nourishes the society as well with a lot of innovations. These innovations include innovative reasoning, critical thinking and good assessment skills that enhance quality education. To innovate simply means seeing beyond what we are currently seeing or doing so as to develop new ideas that could help us to do things in new ways. Again, innovation is the incremental, radical and revolutionary changes in thinking, products, processes or organisation.

In other ways, innovation is typically understood as something new and useful in life. In line with the foregoing, Akpan (2004) opined that innovation can be manifested by being innovative. Ekula (2009) defined innovation as an imaginative ability (i.e. the ability to use imagination to develop

new and original ideas in doing things. To Brewer and Tierney (2012), innovation is seen as the introduction of new things or new method of doing things. Innovation therefore, is all about imaginativeness, originality, ingenuity and creativity. Hence, the concept of innovation implies the application of knowledge or skills to create something new in all spheres of life. Conclusively, innovation is seen as the introduction of new things, ideas or ways of doing it, or things that have been introduced or discovered.

In the educational parlance, innovations are used in terms of effective teaching and learning and include: open distance learning, blended learning, collaborative learning and student-centered learning among others. In this wise, innovation attempts to introduce the student-centered, problem-solving based learning and technology rich learning environment to mention but these. Interestingly, innovation involves people implementing new ideas that are impacting and valuable in people's life. Hence, to raise up the quality of education, the school system has to embrace series of innovative variables and to lift up the culture of innovation into the educational system. Again, innovations simply mean new strategies of instruction (i.e. pedagogical theory, methodological approach, teaching technique, instructional tools, learning process among others). Thus, when these principles are followed to the later, significant changes in teaching and learning that could bring about increase in the quality of education will be our new song.

To this end, the innovative culture will embrace effective teaching and learning strategies, pedagogy, instructional resources, technology in teaching and learning, information and communication technology (ICT), teaching and learning evaluation, resourcefulness, counselling strategies, improvisation, instructional technology (i.e. creative education) among others (Akomolafe, 2011). To Sawyer (2010), creative education supports and enhances the development of creativity and innovation in teaching and learning. Innovation is a catalyst that accelerate the growth of the educational system and capable of improving the quality of the products. For that, innovation and creativity are powerful tools to raise high productivity and efficiency in the teaching and learning process.

Consequently, innovative or creative child generates novel and new ideas, making exceptional reasoning and has unequalled forms of doing things. It simply means an act of introducing something new and contrary to the established forms of doing things. Interestingly, innovative teaching ignites students' passion to learn and provide them with the necessary tools they need to achieve the innovative drive.

Sequel to the above, innovation accounts for the good quality of teaching, learning and assessment. From here, the process of teaching and learning are complementary while assessment is implemented in them. The innovative assessment help to produce the needed high quality teaching and learning across the globe. This is because it provides students with the opportunity to evaluate and make any judgment on the teaching and learning process and their products. It impacts positively as well as enhancing effective teaching strategies for the overall development of quality education.

The concept of assessment has been deeply understood by all stakeholders in the field of education, as an important component of teaching and learning process. Ojerinde (1997) viewed assessment as a process of estimating the nature, quality, value or worth of something. Okpala *et al*., (1993) defined assessment as the process of organizing measurement data into interpretable forms on a number of variables. Such data are usually obtained through a wide variety of measuring instruments and from various sources. To Asuquo *et al*., (2005), assessment is regarded as a multifaceted process that involves several procedures used in collecting information. Furthermore, the author maintained that the explicitness of the measuring process, objectivity of the procedure and the purpose to which the products are put into use actually determine whether or not an activity is an assessment.

Assessment constitutes the central focus in the educational industry. It includes the totality of the processes of collating information for decision making about the learner, the teacher, the instructional process, the curriculum, the school, educational policies and the society at large (Asuru, 2011, Afemikhe, Yakubu and Iguodala, 2016). Again, Growing Success (2010) identified seven standard key principles of assessment that are valid, reliable and capable of improving the learning for all students and these are as follows:

(i) Fair and equitable conditions for all students (learners).
(ii) Support for all the students including those with special needs.
(iii) The carefully planned curriculum to achieve the learning goals of the students (learners).
(iv) To communicate to the students and parents clearly at the beginning of the school year.
(v) To provide multiple opportunities for students based on the ongoing over a period of time.
(vi) To provide descriptive feedbacks that are clear, specific, and meaningful to support the improvised learning and achievement of students timely.
(vii) To develop students self-assessment skills to enable them to assess their own learning so as to set specific goals and plan the next steps for their learning.

In Nigeria educational system, there are two types of assessments namely internal and external assessments. The internal assessment includes

continuous assessment, terminal and promotion examinations. On the external assessments are the Junior School Certificate Examinations (JSCE) conducted by the respective states ministries of education in case of state schools and National Examination Council (NECO) in case of Federal government unity schools at the end of the Junior Secondary School programmes and Senior School Certificate Examinations (SSCE) conducted by West African Examination Council (WAEC) and National Examination Council (NECO) at the end of senior secondary school programmes. These external examinations are popularly referred to as the public examinations.

Asuk (2017) defined assessment as the gathering of relevant pieces of information to help an individual or group of individual to make valid decisions. To the author, assessment is the critical component of the educational process that enhances the students' academic performances vis-à-vis the quality of education. Furthermore, the author added that assessment is a mechanism whereby the evaluation of students' cognitive, affective and psychomotor domains of behaviour are carried out in a systematic way during a given period of schooling. Hence, assessment is tailored towards being comprehensive, cumulative, systematic and diagnostic in nature to achieve the set goals.

Generally speaking, there are three basic forms of learning assessment and these are: firstly, assessment of learning which is designed to provide proof of students' achievement to parents, guidance and students and how well is the learning process. Assessment of learning reveals what students can do in their innovative way and is characterised by cumulative principle. This is because it is used to evaluate students' achievement at the end of the instruction. In real sense, what makes an assessment summative is not the design of the instrument but the way the instrument is used to achieve the set objectives. On the whole, the teachers' role in the assessment of learning are to give descriptions of the intended learning and the various mechanisms to achieve students' outcomes.

Secondly, assessment for learning also referred to as formative assessment. It is an assessment designed to provide feedback throughout the period of instruction and this enhances the classroom interactions between the teachers and students. Assessment for learning focuses on the learning process and allow the students and classroom teachers to identify learning objectives. Thusly, to see what the classroom teacher will do in the response to what the students can do. These feedbacks will improve the learning process etc. Based on the foregoing, assessment for learning is used to shore-up students' motivation and commitment to learning because it clarifies their purpose (i.e. what to learn), their expectations and provides them appropriate feedback loop and guidance on how to improve their learning, hence it is formative in nature. Here, the teachers' roles are to identify the particular learning needs, selecting the learning materials and providing the required feedbacks and directions among others to the students.

Thirdly, assessment as learning involves students using their self-assessment to examine and monitor their own learning. This entails the use of task to allow students the opportunity to use assessment to further their own learning (Asuru, 2017). Here, the students are their own assessors, learn by themselves and become aware of how they learn by having the knowledge of their own thought process (i.e. become mega cognition). Consequently, this enables the students take responsibility for their own learning, monitor their future direction, set their own personal goals and identify the areas of strengths and weaknesses in the learning process. In a nutshell, assessment as learning provides evidence of the level of achievement in the learning process to the students, teachers, parents, school administrators, employers and other stakeholders to mention but these. Teachers' roles are to allow the students to ask questions, encourage peer assessment, self-assessment, create learning goals among others.

In this wise these assessment of, for and as learning outcomes forms the major integral part of teaching and learning. So, monitoring the quality and effectiveness of teaching and indeed the amount of knowledge, skills, attitudes, competencies and values gained by the learners had become very imperative now than before. This is because of knowledge explosion in the educational industry and the innovative drive for quality education in Nigeria.

Similarly, in education, students' innovative assessment is the fulcrum of many educational improvement that enhances the students' academic performance. Udoh (2008) in his study on the influence of assessment of, for and as learning on students' academic performance in science subjects using a sample size of 200 teachers. The results showed that assessment for and as learning positively influence teachers innovative assessment and enhance students' academic performances in science subjects. This is because the assessment of learning provide process to enable students demonstrate their skills, values, knowledge, etc and assessment for learning identifies every learner's strengths and weaknesses and makes remediation where necessary while assessment as learning provides students with ideas for adjusting, rethinking and articulating their understanding which leads to a cycle of feedback and extension of learning among others. These help to improve the quality of education and enhance innovative thinking, creative reasoning among others.

Again, McDowell and Sambell (2003) investigated the effect of comparative evaluation in oral presentation and workshop method on students' academic performance using different subjects with two (2) assessment (i.e. formative and summative) techniques. The results revealed correlation coefficients of 0.88 and 0.81 respectively. These results showed that there are high positive relationships between the two assessment techniques used. It is an indication that assessments improve students' academic performances.

On the other hand, OECD (2014) from their findings singled out the use of students' assessment method for monitoring the progress made overtime as part of innovative assessment in education. Conclusively, the finding anchored on good and effective innovative assessment to enhance teaching, learning and improve students' academic performance. This implies that quality education is a correlates with students good performances in schools.

In the light of the above, Sharratt and Harild (2015) in their study maintained that teachers' good quality assessments and innovations enrich the quality of education and significantly improve students' academic performances. This is so, because no education is greater than the quality of its teachers and therefore teachers' high level inspirations continuous to enhance creative mental ability and good innovative assessments and these are the panaceas for quality education in Nigeria.

Statement of the problem

The importance of good assessment in teaching and learning by teachers cannot be over-emphasized for the development of quality education and to increase students' academic achievement in Nigeria, specifically Rivers State. Assessment has been seen as a sine qua non for the development of quality education so there is urgent need to revalidate the assessment tools in our education system in order to achieve the optimum results. This therefore called for good assessment techniques to improve quality education and enhance students' academic performance.

Recently, it has been observed that students' progressive reports on their academic performance had not been encouraging despite the huge government investment on education and no appreciable landmark recorded. These problems had been recurring decimals and attributed to so many factors such as; poor school facilities, lack of adequate assessment materials, poor assessment tools, teachers poor innovative assessments among others are fingered.

Consequently, these justify the researcher's efforts to investigate teachers' innovative assessment on quality education in Rivers State. It is therefore, on this seemingly gap and other critical issues that the study intends to contribute.

The Purpose of the Study

The major purpose of the study is to investigate teachers' innovative assessment and quality education in Rivers State. In specific terms, the study is designed to:

1. Examine the relationship between teachers' innovative assessment of, for and as learning and quality education.
2. Look at the relationship between teachers' poor innovative assessment skills and quality education.
3. Identify the relationship between teachers' non-uniformity in the innovative assessment techniques and quality education.
4. Ascertain the relationship between teachers' large class size on innovative assessment and quality education.
5. Investigate the relationship between inadequate innovative assessment materials for teachers and quality education.

Research Questions

The following research questions are used to guide the study:

1. To what extent do teachers' innovative assessment of, for and as learning relate to quality education?
2. To what extent do teachers' poor innovative assessment skills relate to quality education?
3. To what extent do teachers' non-uniformity in the innovative assessment techniques relate to quality education?
4. To what extent do teachers innovative assessment of large class size relate to quality education?
5. To what extent do teachers' inadequate innovative assessment materials related to quality education?

Hypotheses

The following null hypotheses were formulated to guide the study.

1. Teachers innovative assessment of, for and as learning do not significantly relate to quality education.
2. There is no significant relationship between teachers' poor innovative assessment skills and quality education.
3. Teachers' non-uniformity in the innovative assessment techniques do not significantly relate to quality education.
4. Teachers' innovative assessment of large class size do not significantly relate to quality education.
5. Teachers' inadequate innovative assessment materials do not significantly relate to quality education.

Theoretical Review

Charles Spearman (1863-1975) a British psychologist propounded the "Theory of General Intelligence (TGI) (Uzoeshi & Iwundu, 2014). The authors employed factor analysis technique to study a number of mental aptitude tests and concluded that scores generated from these tests were remarkably and similarly. Another theory used is the Robert Sternberg. The Robert Sternberg in 1985 propounded the 'Triarchic Theory of Intelligence (TTI) (Uzoeshi & Iwundu, 2014). These two theories of TGI and TTI are underpinned in this study. In the TGI, the author pay special attention on intelligence as a general intelligence or a factor. The theorist uses factor analysis technique to study a number of mental tests (i.e. innovative and creative ability tasks) on teachers' innovative assessment and came to a conclusion that scores generated from these tests were remarkably similar. Spearman explained that the testees who did well on one cognitive test equally performed well on other tests, while those who did not perform well on one test tend to perform poorly. The author concluded that intelligence is generally a cognitive ability that could be quantified in terms of teachers innovative assessment.

On the TTI, the theorist assumes that intelligence is a mental activity directed towards a purposeful adaptation in selecting and shaping the real-work environment that is relevant to one's life. In this study, the implications of the foregoing showed that teachers are the architectural catalysts that can accelerate or impede quality education and thereby influence students' academic performances either in the positive or negative directions. This theory consists of three distinct factor namely: firstly, the analytical intelligence refers to the problem-solving abilities of the teachers and students. Secondly, the creative intelligence which embraces the ability to deal or create new situations using past experiences and current skills and thirdly, the practical intelligence which refers to teachers' abilities to adapt to the changing learning environment.

On the whole, the theorists see the mental ability of the individual talents as innovative i.e. the ability of doing something new and different from others. This is because there is certain level of intelligence that is required for one to be innovative in life. So, this study hinged on the two theoretical review of TGI and TTI.

Finally, the review of related literature and theoretical review had shown that past researchers on this subject focused more on the influence of school based assessment on students' academic performance and none had been carried out on teachers' innovative assessment on quality education. Therefore, this justify its undertaken.

METHODS

This study was guided by a plan of action as presented below:

Design: The correlational design was adopted for the study because it is a non-experimental study, and the variables have occurred. The design is aimed at critically examine the relationship between teachers' innovative assessment and quality education in Rivers State.

Area of Study: The area of this study is Rivers State, Nigeria. Rivers State has a population currently projected at 5.2 million people (Asuk, 2012). In Rivers State, there are 23 local government areas. The major occupation of the people are farming, fishing and petty trading. The State capital Port Harcourt is a metropolitan city with multinational companies.

Population: The population of the study consisted of all the senior secondary school teachers in the 23 local government areas of Rivers state.

Sample and Sampling Technique: The proportionate stratified random sampling technique was used to draw 300 teachers as the sample size of the study from the population of the study.

Instruments for Data Collection: The instrument used in this study for data collection was 20-items rating scale designed for teachers in the various senior secondary schools in Rivers State. The rating scale was designed on a 4-points Likert scale with Very High Extent (VHE), High Extent (HE), Low Extent (LH) and Very Low Extent (VLH) respectively. The rating scale was designed in two parts, part I is the bio-data while part II focused on the relationship between teachers' innovative assessment and quality education.

Validation of the Instrument: The research instrument is Innovative Assessment and Quality Education (IAQE) rating scale. The instrument was given to some experts in instrument design and measurement and evaluation to vet the items in terms of phrasing, content coverage and relevance of the items on the innovative assessment and quality education. The instrument was declared valid for the study.

Reliability of the Instrument: Twenty copies of innovative assessment and quality education rating scales were administered to senior secondary school teachers outside the scope of the study area. Rulon statistical technique was used for the two administrations and a correlation coefficient of 0.85 was obtained indicating that the instrument is reliable.

Method of Data Collection: The Innovative Assessment and Quality Education (IAQE) rating scales were administered to the respondents and this generated data for the study.

Method of Data Analysis: The data collected from the research instrument was analysed using Pearson Product Moment Correlation (PPMC) to answer the research question while the transformed scores into t-test were used to test the hypotheses at 5% probability level.

RESULTS

The results of the study are presented as follows and guided by the research questions answered and hypotheses tested at 5% probability level.

Research Question One: To what extent do teachers' innovative assessment of, for and as learning relate to quality education?

Table 1: Showing the Pearson Product Moment Correlation (PPMC) between teachers' innovative assessment of, for and as learning and quality education

Variable	N	R	R^2	$\sqrt{I-R2}$	Percentage
Teachers' innovative assessment of, for and as learning And Quality Education	300	.865	.746	.502	75

The results in Table 1 showed that the correlation coefficient .865, coefficient of determination .748, coefficient of alienation .502 and the percentage of variance between teachers' innovation assessment of, for and as learning and quality education was 75%. It is an indication that high positive relationship exist between teachers' innovative assessment of, for and as learning and quality education.

Research Question Two: To what extent do teachers poor innovative assessment skills relate to quality education?

Table 2: Showing the Pearson Product Moment Correlation (PPMC) between teachers' poor innovative assessment skills and quality education

Variable	N	R	R^2	$\sqrt{I-R2}$	Percentage
Teachers poor innovative assessment skills And Quality Education	300	-.848	.719	.530	92

In Table 2, it was observed that the correlation coefficient -.848, coefficient of determination .719, coefficient of alienation .530 and the percentage of variation 72. The results revealed that negative relationship exist between teachers' poor innovative assessment and quality education. Again, the percentage of the variance on teachers' poor innovative assessment and quality education is 72%. Hence, there is a negative relationship between teachers' poor innovative assessment and quality education.

Research Question Three: To what extent do teachers' non-uniformity in the innovative assessment techniques relate to quality education?

Table 3: Showing the Pearson Product Moment Correlate (PPMC) between teachers' non-uniformity in the innovative assessment techniques and quality education

Variable	N	R	R^2	$\sqrt{I-R2}$	Percentage
Teachers' non-uniformity in the innovative assessment technique And Quality Education	300	.760	.578	.650	58

Table 3, the result revealed that the correlation coefficient .760, coefficient of determination .578, coefficient of alienation .650 and 58% showed the relationship between teachers' non-uniformity in the innovative assessment techniques and quality education.

Research Question Four: To what extent do teachers' innovative assessment of large class size relate to quality education?

Table 4: Showing the Pearson Product Moment Correlation (PPMC) between teachers' innovative assessment of large class size and quality education

Variable	N	R	R^2	$\sqrt{I-R2}$	Percentage
Teachers' innovative assessment of large class size And Quality Education	300	.825	.681	.565	68

From table 4, the results showed that the correlation coefficient .825, coefficient of determination .681 and coefficient of alienation .565 respectively. The 68% was the influence of teachers' innovative assessment of large class size on quality education.

Research Question Five: To what extent do teacher inadequate innovative assessment materials relate to quality education?

Table 5: Showing the Pearson Product Moment Correlation (PPMC) between teachers' inadequate innovative assessment materials and quality education

Variable	N	R	R^2	$\sqrt{I-R2}$	Percentage
Teachers' inadequate innovative assessment materials And Quality Education	300	.882	.773	.471	78

In table 5, the following are observed: correlation coefficient .882, coefficient of determination .778, coefficient of alienation .471 while the percentage variance of teachers' innovative assessment materials on quality education is 78%, hence relationship exist between them.

Hypothesis One: Teachers' innovative assessment of, for and as learning do not significantly relate to quality education.

Table 6: Showing t-test statistical analysis on the relationship between teachers' innovative assessment of, for and as learning and quality education

Variable	N	R	Df	t-cal	t-crit	decision
Teachers' innovative assessment of, for and as learning And Quality Education	300	.865	298	5.12	1.96	Rejected

It was observed that in table 6 that the correlation coefficient .865, t-calculated value 5.12 was greater than the table critical value 1.96 with df 298 at 5% probability level. To this end, the null hypothesis was rejected and the alternate hypothesis accepted. The reason is that the t-calculated value 5.12 was greater than the table critical value 1.96.

Hypothesis Two: There is no significant relationship between teachers' poor innovative assessment skills and quality education.

Table 7: Showing t-test statistical analysis on the relationship between teachers' poor innovative assessment skills and quality education

Variable	N	R	Df	t-cal	t-crit	decision
Teachers poor innovative assessment skills And Quality Education	300	-.848	298	4.21	1.96	Rejected

In table 7, the results obtained show that the correlation coefficient -.848, t-calculated value 4.21 was greater than the t-critical value 1.96 with df 298 at 5% probability level. Hence, the null hypothesis rejected. This is because the t-critical value 1.96 was less than the t-calculated value 4.21.

Hypothesis Three: Teachers' non-uniformity in the innovative assessment techniques do not significantly relate to quality education.

Table 8: Showing the t-test statistical analysis on the relationship between teachers non-uniformity in the innovative assessment techniques and quality education

Variable	N	R	Df	t-cal	t-crit	decision
Teachers' non-uniformity in the innovative assessment techniques And Quality Education	300	.700	298	6.57	1.96	Rejected

The results in table 8 showed that the correlation coefficient .700 with df 298 at 5% probability level. Thus, the null hypothesis of no significant relationship was rejected and the alternative hypothesis was accepted. This is because the t-calculated value 6.57 was greater than the table critical value 1.96.

Hypothesis Four: Teachers' innovative assessment and large class size do not significantly relate to quality education.

Table 9: Showing the t-test statistical analysis on the relationship between teachers innovative assessment of large class size and quality education

Variable	N	R	Df	t-cal	t-crit	decision
Teachers' innovative assessment of, for and as learning And Quality Education	300	.825	298	5.40	1.96	Rejected

In Table 9, the results showed that the correlation coefficient .825, t-calculated value 5.40 was greater than the table critical value 1.96 with df 298 at 5% probability level. Thus, the null hypothesis of no significant relationship between teachers' innovative assessment of large class size and quality education was rejected and the alternate hypothesis was accepted.

Hypothesis Five: Teachers' inadequate innovative assessment materials do not significantly relate to quality education.

Table 10: Showing the t-test statistical analysis on the relationship between teachers inadequate innovative assessment material and quality education

Variable	N	R	Df	t-cal	t-crit	decision
Teachers' inadequate innovative assessment materials And Quality Education	300	.882	298	6.53	1.96	Accepted

The critical observation in Table 10 revealed that correlation coefficient .882, t-calculated value 6.52 was greater than the table critical value 1.96 with df 298 at 5% probability level. Hence, the null hypothesis of no significant relationship between teachers' inadequate innovative assessment materials and quality education was rejected while the alternate hypothesis of significant relationship was accepted.

DISCUSSION

The research questions answered and hypotheses tested at 5% probability level constitute the basis of discussion in this study. From table 1, the results revealed that the correlation coefficient .865, coefficient of determination .748, coefficient of alienation .502 while the percent of variation between teachers' innovative assessment of, for and as learning and quality education was 75%. This showed that there is a positive relationship between teachers' innovative assessment of, for and as learning and quality education.

Testing the null hypothesis with t-test statistics, the results showed that t-calculated value 5.12 was greater than the table critical value 1.96 with df 298 at 5% probability level. Therefore, the null hypothesis was rejected and the alternate hypothesis was accepted. This is because the table critical value 1.96 was less than the t-calculated value 5.12 indicating that the innovative assessment of, for and as learning relationship quality education.

This result corroborated with the findings of Udoh (2008) on the influence of assessment of, for and as learning on students' academic performances in science subjects. It showed that innovative assessment of, for and as learning influence quality education.

In research question two, in table 7, the results showed high negative correlation coefficient -0.848 coefficient of determination .719, coefficient of alienation .530 and the percentage influence of teachers poor innovative assessment on quality education was 72. The result revealed that there is a high negative relationship between teachers' poor innovative assessment skills and quality education. Subjecting the data to t-test statistical on table 7, the results revealed that the correlation coefficient -.848 and t-calculated value 4.21 was greater than the t-critical value 1.96 with df 298 at 5% probability level. Consequently, the null hypothesis was rejected. This showed that a high negative relationship exist between teachers poor innovative assessment skills and quality education. It is an indication that teachers' poor innovative assessment skills affect quality education.

The findings of this study is in agreement with that of Kellanghan and Greaney (2001) who maintained in their study that assessment is used to improve quality education. Furthermore, the author added that teachers with creative and critical thinking in innovative assessment will add value to quality education.

The results of research question three in table 3 showed that correlation coefficient .760, coefficient of determination .576, coefficient of alienation .650 while the percentage relationship between teachers' non-uniformity in the innovative assessment technique and quality education was 58%. These results revealed strong relationship between teachers' non-uniformity in the innovative assessment techniques and quality education.

Again, subjecting the data to the t-test statistics as shown in table 8 revealed that correlation coefficient .760 and calculated value 6.57 was greater than the table critical value 1.96 with 298 at 5% probability level. Therefore, the null hypothesis was rejected and the alternate hypothesis was accepted. It is an indication that there is a relationship between teachers' innovative assessment techniques and quality education.

The findings of this study is in line with that of Harild (2015) who submitted that quality education is a function of teachers assessment techniques. In furtherance, the author opined that teachers' poor innovative assessment techniques adversely influence the quality education. Hence, relationship exist between teachers' innovative assessment techniques and quality education.

In Table 4, the results of research question four indicated that correlation coefficient .825, coefficient of determination .681, coefficient of alienation .565 and the percentage influence of teachers' innovative assessment of large class size on quality education was 68%. These results showed the relationship between teachers' innovative assessment of large class size and quality education.

From Table 9, hypothesis four, the results obtained show that correlation coefficient .829, t-critical value 1.96 with df 298 at 5% probability level was less than the t-calculated value 5.40. Hence, the null hypothesis of no significant relationship between teachers large class size and quality education was rejected and the alternate hypothesis was accepted, the results showed that teachers' innovative assessment of large class size relate to quality education.

The results of this study supported the finding of Chukwuma (2012) who noted that overcrowding in the classrooms make it very difficult for students to learn and teachers to effectively carry out good assessments among others. This showed that large class size influence teachers' innovative assessment on quality education.

Finally, the research question five in Table 5, the results revealed that correlation coefficient (r) .882, coefficient of determination .778, coefficient of alienation .491 and the influence of teachers' inadequate innovative assessment materials on quality education is 78%. Hence, there is a high positive relationship.

Subjecting hypothesis five in table 10 to t-test statistics, the results obtained show that t-calculated value 6.53 was greater than the t-critical value 1.96 with df 298 at 5% probability level. Consequently, the null hypothesis was rejected and the alternate hypothesis accepted. From the foregoing, it could be adduced that teachers' inadequate innovative assessment materials influence quality education.

The finding of this study revalidates that of Udoh (2008) who maintained that absent of assessment materials affects quality education negatively. This is because assessment materials enhance teaching and learning vis-a-viz quality education. Students learn better when they are exposed to teaching and learning materials.

Educational Implication

This study has educational implications to the following group of people;

i. The students
ii. The Teachers
iii. Federal and State ministries of education among others.

CONCLUSION

Based on the result of the findings, the following conclusion are made:

i. That teachers' innovative assessment of, for and as learning significantly relate to quality education.
ii. That teachers' poor innovative assessment skills significantly relate to quality education.
iii. That teachers' non-uniformity in the innovative assessment techniques significantly relate to quality education.
iv. That teachers' innovative assessment of large class size significantly relate to quality education.
v. That the inadequate provision of innovative assessment materials significantly relate to quality education.

RECOMMENDATIONS

The following are recommended based on the result of the findings:

i. Teachers should employ the use of innovative assessment of, for and as learning to enhance quality education.
ii. The Federal and States ministries of education as a matter of urgency to commence the training of teachers on innovative assessment skills to raise up quality education.
iii. The Federal and State ministries of education should state in clear terms the innovative assessment tests and techniques approved for teachers in the educational industry to lift up quality education.
iv. The class size of 1:40 stipulated in the National Policy on Education should be strictly adhered to enhance quality education.
v. The Federal and States ministries of education should provide adequate innovative assessment materials to all schools to improved quality education.

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