

THE PERCEIVED EFFECT OF WAEC MARKING EXPERIENCE ON PERFORMANCE OF TEACHERS IN SCHOOLS

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ABSTRACT

It is assumed by students and the general public that teachers who have some working relationship with the West African Examinations Council have a better performance potential than their counterparts who do not. This study, therefore sought to assess the extent to which WAEC marking experience has impacted on the performance of teachers in schools.

The research questions included the following:

- (i) What are the perceived benefits/gains to teacher-examiners from their participation in the WAEC marking exercise?
- (ii) Do teacher-examiners perceive that their WAEC marking experience guides their teaching and enhances their internal assessment of students?
- (iii) Do the teacher-examiners share their experiences from WAEC marking with their colleagues?

A total of four hundred and eighty teacher-examiners of the four core subjects of Mathematics, English, Science and Social Studies were selected for this study which was based on the survey design. The purposive sampling technique was used during the subject coordination meetings to select the respondents.

Through the use of frequencies, percentages and graphs, it was found that teachers' participation in the marking exercise left them with inherent benefits and gains including the fact that their self confidence and teaching techniques had improved. Again, it was found that though the greater majority of respondents shared their experiences with colleagues, some examiners did not share theirs, because of the 'anonymity' demand by WAEC.

It was recommended among others that WAEC should make training programmes a lot more comprehensive and very regular and that for school based assessment to be effective, all categories of examiners should be encouraged to share their marking experience with their colleagues.