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EVALUATING THE IMPACT OF ASSESSMENT REFORMS ON THE TEACHING OF HISTORY IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

By

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ABSTRACT: The study evaluated the impact of assessment reforms on the teaching of History in Public Senior secondary schools in Rivers State. The study adopted a descriptive survey research design. A total of 633 History teachers in public senior secondary school in Rivers State (386 male & 247 female) form the population. A sample size of 317 was determined using 50% of the entire population for the study. A proportionate sampling approach, multistage sampling technique and simple random sampling technique were used. A structured questionnaire titled: Evaluating the Impact of Assessment Reforms Questionnaire (EIARQ). The questionnaire validated by experts in History education and measurement and evaluation. Cronbach method was used to determine a reliability index of 0.83. The researchers personally administered 317 copies of the questionnaires with the help of trained assistants to ensure accurate distribution and 300 copies of the questionnaire were retrieved. Mean and standard deviation was used to answer research questions, while t-test was used to test the null hypotheses at a 0.05 level of significance. The study found that formative assessment reform has a positive effect between male and female History teachers on the teaching of History, standards-based assessment reform positively influence male and female History teachers on the teaching of History, integrated assessment reform has a strong positive impact on male and female History teachers on the teaching of History and monitoring and evaluation reform effectively enhance male and female History teachers the teaching of History in public senior secondary schools in Rivers State. The study recommended among others that school principals should be empowered to enforce standards-based assessment for male and female History teachers by providing benchmarks supervision collaboration data use fairness orientation and instructional support to strengthen effective History teaching in Rivers State public schools.

KEYWORDS: Assessment Evaluating, History, Impact, Reforms, Teaching.

INTRODUCTION

Assessment reforms can be defined as the systematic, intentional redesign of how student learning is evaluated, moving beyond traditional high-stakes examinations towards methods that capture a broader range of skills and understanding (Black & Wiliam, 2018). In the context of History education in public senior secondary schools, this shift is not merely about changing tests but transforming the entire pedagogical approach to

prioritize critical analysis over rote memorization. These reforms introduce a variety of assessment strategies, including project-based learning, source-based evaluations, and structured essays that demand evidence-based argumentation. The core introduction of such changes aims to align assessment with the true disciplinary practices of historians interpreting evidence, constructing narratives, and debating perspectives rather than

rewarding the passive recall of dates and events. This foundational shift recognizes that, the way we assess learning directly signals what we value in the classroom, thereby reshaping teaching practices at their core (Ercikan & Seixas, 2015).

Consequently, the impact of these assessment reforms on History teaching has been profoundly positive, fostering more dynamic and engaging classrooms. As teachers transition from being transmitters of information to facilitators of inquiry, pedagogical strategies evolve to match new assessment goals. For instance, the increased emphasis on analyzing primary and secondary sources in assessments compels educators to integrate these materials regularly into lessons, honing students' critical thinking and corroboration skills (Monte-Sano et al., 2017). Furthermore, project-based assessments, such as local history investigations or digital storytelling, encourage collaborative learning and connect historical content to students lived experiences, thereby enhancing relevance and engagement. This impact is evident in classrooms where students are now routinely asked to "do history" by constructing their own evidence-based interpretations, a direct result of reform-aligned assessments that measure process alongside product (Lévesque et al., 2020).

However, implementing these visionary assessment reforms is fraught with significant challenges within the public senior secondary school environment. A primary obstacle is the persistent tension between innovative, formative assessments and the external pressure of standardized, summative examinations that often still dictate curriculum priorities and school accountability metrics (Yates, 2018). Many teachers face substantial logistical constraints, including large class sizes, limited resources for sourcing primary materials, and insufficient professional development time to redesign curricula and create robust new assessment tools effectively. Additionally, there can be resistance from various stakeholders including some educators, parents, and even students who are accustomed to traditional examination systems and may perceive competency-based or continuous assessment as less rigorous or more subjective, thus creating a cultural barrier to sustainable change (Brown, 2019).

Despite these hurdles, the importance of persisting with assessment reform in History education cannot be overstated, as it is fundamentally a matter of educational equity and intellectual integrity. Authentic assessments provide a more equitable platform for a diverse student body to demonstrate understanding through multiple modalities, moving beyond a single, often culturally biased, written exam (Hicks & van Hover, 2021). More importantly, reforming assessment is crucial for preparing informed citizens. In an era of misinformation, the ability to critically evaluate sources, understand context, and construct reasoned arguments skills honed through reformed History assessments is indispensable. Therefore, these reforms are not a peripheral adjustment but a central strategy for ensuring the discipline's relevance and empowering students with the analytical tools necessary for democratic participation (Wineburg, 2018).

Formative assessment reform refers to deliberate changes in assessment practices that emphasize continuous feedback, learner engagement, and adjustment of instruction during the teaching process. In History teaching, formative assessment reform affects classroom practice by enabling teachers to identify learners' misconceptions about historical events, timelines, and interpretations early and respond appropriately. Through strategies such as questioning, class discussions, short tasks, and feedback, History teachers can adapt lessons to learners' needs, improve historical thinking skills, and promote active participation. This reform supports reflective teaching and learner-centered instruction, making History lessons more meaningful and effective in public senior secondary schools (Ajayi & Yusuf, 2021).

Olatunji and Salami (2019) showed that formative assessment reform improved History teaching by encouraging frequent classroom feedback and learner participation. Their findings indicated that History teachers who adopted formative techniques such as quizzes, oral questioning, and peer assessment were better able to identify learners' misconceptions early and adjust instruction accordingly. Lawal (2023) found that formative assessment reform promoted reflective teaching among History teachers in public senior secondary schools. The study showed that regular

assessment feedback enabled teachers to revise lesson strategies and improve students' historical reasoning skills.

Standards-based assessment reform involves aligning teaching, learning, and assessment with clearly defined curriculum standards and learning outcomes. In the teaching of History, this reform influences teachers to focus instruction on specific historical competencies such as critical thinking, source analysis, and chronological understanding. By using clear performance standards, History teachers can plan lessons that reflect national curriculum goals and ensure fairness in assessment. This approach improves consistency in evaluating students' achievement and guides teachers in selecting appropriate teaching strategies. As a result, standards-based assessment reform enhances accountability, instructional clarity, and quality of History teaching in public senior secondary schools (Olatunji, 2019; Guskey, 2015).

Adebola (2018) found that standards-based assessment reform shifted History teaching from memorization to analytical reasoning. The findings showed that teachers aligned their lesson objectives with national performance standards, emphasizing interpretation of historical events and cause-and-effect relationships rather than factual recall. According to Yusuf and Ahmed (2022), standards-based reforms encouraged consistency in teaching practices across public senior secondary schools. Their findings indicated that History teachers increasingly structured lessons around clearly defined learning outcomes, which improved instructional clarity and student understanding.

Integrated assessment reform refers to the combination of multiple assessment approaches, including formative, summative, and performance-based assessments, to evaluate learners holistically. In History teaching, this reform impacts classroom practice by encouraging teachers to use essays, projects, debates, and tests together to assess knowledge, skills, and values. Such integration allows History teachers to capture students' understanding of historical concepts alongside their ability to interpret evidence and communicate ideas. This reform supports balanced instruction, reduces overreliance on examinations, and promotes deeper learning. Consequently,

integrated assessment reform strengthens the relevance and effectiveness of History teaching in public senior secondary schools (Adewale & Alonge, 2020; Shepard, 2019).

Okafor and Eze (2020) found that integrated assessment reform enhanced History teaching by combining tests, projects, and classroom activities. Their findings indicated that teachers were able to assess both knowledge and skills, leading to more balanced and meaningful instruction. Nwankwo (2024) showed that integrated assessment reform encouraged History teachers to design lessons that connected classroom learning with real-life historical issues. The findings revealed improved student engagement and better development of analytical and communication skills.

Monitoring and evaluation reform involves systematic processes for tracking teaching practices, assessing instructional quality, and using evidence to improve classroom performance. In History teaching, this reform enhances effectiveness by providing feedback to teachers on lesson delivery, assessment methods, and learner outcomes. Through regular supervision, data collection, and professional support, History teachers become more accountable and reflective in their practice. Monitoring and evaluation also help school administrators identify gaps in instructional resources and teacher capacity. When properly implemented, this reform fosters continuous improvement, supports professional development, and ultimately enhances the quality of History teaching in public senior secondary schools (Okorie & Ezech, 2018; UNESCO, 2021).

A study by Adekunle and Adebayo (2016) showed that monitoring and evaluation reforms improved History teaching by ensuring adherence to assessment guidelines. The findings indicated that regular supervision encouraged teachers to apply appropriate assessment strategies and maintain instructional standards. Bello (2025) found that effective monitoring and evaluation provided constructive feedback to History teachers, leading to improved lesson delivery and assessment practices. The study showed that accountability mechanisms strengthened teacher commitment and instructional quality in public senior secondary schools.

This study contributes to knowledge by showing how recent assessment reforms have reshaped the teaching of History in public senior secondary schools in Rivers State. It highlights changes in teachers' classroom practices, use of continuous assessment, and emphasis on critical thinking rather than rote learning. The study also brings local evidence from Rivers State, which is often missing in national discussions on assessment reform. However, a clear gap remains in understanding teachers' capacity, training support, and resource availability needed to sustain these reforms. In conclusion, while assessment reforms have improved instructional focus, their long-term impact depends on adequate teacher support and consistent policy implementation.

Statement of the Problem

In public senior secondary schools in Rivers State, recent assessment reforms have changed how History is taught and judged, but their real classroom impact remains unclear. Teachers are expected to align lessons with new assessment formats that emphasize competencies, continuous assessment, and broader learning outcomes. However, many History teachers still rely on familiar, exam-driven routines focused on memorization of dates and events. This mismatch creates confusion about what should be taught and how learning should be measured. Large class sizes, limited instructional time, and pressure to prepare students for external examinations further complicate the situation. As a result, assessment reforms risk becoming paper policies rather than meaningful tools that improve teaching practice. Some teachers feel uncertain about the expectations of the reforms, while students struggle to connect historical knowledge with analytical and civic skills demanded by the new assessments. Without proper evaluation, it is difficult to know whether these reforms are improving lesson quality, student engagement, or historical thinking. The core problem, therefore, is the lack of clear evidence on whether assessment reforms are actually reshaping History teaching in ways that benefit learners in Rivers State's public schools.

Beyond assessment reforms, different everyday realities affect how History is taught in Rivers State public secondary schools. Many schools face shortages of updated textbooks, teaching aids, and

access to archives or digital resources that could make History lessons more engaging. Teachers often handle heavy workloads, teaching multiple classes with limited preparation time, which reduces opportunities for innovative methods such as debates, project work, or source analysis. Professional development opportunities related specifically to History teaching and assessment are also limited, leaving teachers to interpret reforms on their own. Administrative demands and frequent policy changes can distract teachers from focusing on lesson quality. Students' attitudes toward History present another challenge, as the subject is sometimes viewed as less important than science or commercially oriented subjects, reducing motivation and participation. Parental expectations and societal emphasis on examination success rather than deep understanding further reinforce surface learning. School leadership support varies, with some principals encouraging experimentation while others prioritize strict syllabus coverage. These factors interact with assessment reforms, shaping how they are received and applied. Understanding these influences is essential for interpreting whether changes in assessment truly affect teaching practice or are overshadowed by broader structural and cultural constraints. The study was carried out to give insight on how formative assessment, standards-based assessment, integrated assessment and monitoring and evaluation reforms affects teaching of History in Public Senior secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of this study was to evaluate the impact of assessment reforms on the teaching of History in Public Senior secondary schools in Rivers State. Specifically, the study sought to:

1. how does Formative Assessment Reform affects teaching of History in Public Senior secondary schools in Rivers State?
2. how does Standards-Based Assessment Reform influence teaching of History in Public Senior secondary schools in Rivers State?
3. how does Integrated Assessment Reform impact teaching of History in Public Senior secondary schools in Rivers State?
4. How does Monitoring and Evaluation Reform enhance teaching of History in Public Senior secondary schools in Rivers State?

Research Questions

Four research questions guided the study include:

1. How does formative assessment reform affects teaching of History in Public Senior secondary schools in Rivers State?
2. How does standards-based assessment reform influence teaching of History in Public Senior secondary schools in Rivers State?
3. How does integrated assessment reform impact teaching of History in Public Senior secondary schools in Rivers State?
4. How does monitoring and evaluation reform enhance teaching of History in Public Senior secondary schools in Rivers State?

Hypotheses

Four hypotheses in line with research questions were tested at 0.05 significance level.

1. There is no significant difference of the mean ratings of male and female History teachers on how formative assessment reform affects teaching of History in Public Senior secondary schools in Rivers State.
2. There is no significant difference of the mean ratings of male and female History teachers on how standards-based assessment reform influence teaching of History in Public Senior secondary schools in Rivers State.
3. There is no significant difference of the mean ratings of male and female History teachers on how integrated assessment reform impact teaching of History in Public Senior secondary schools in Rivers State.
4. There is no significant difference of the mean ratings of male and female History teachers on how monitoring and evaluation reform enhance teaching of History in Public Senior secondary schools in Rivers State.

Methodology

The study adopted a descriptive survey research design because it allowed the researcher to

examine existing classroom practices without manipulating any variables. A total of 633 History teachers in public senior secondary school in Rivers State (386 male & 247 female) form the population. A sample size of 317 was determined using 50% of the entire population for the study. A proportionate sampling approach was used to ensure fair representation of male and female History teachers. A multistage sampling technique was applied, involving stratification by education zones, followed by simple random sampling of schools and respondents. A structured questionnaire titled: Evaluating the Impact of Assessment Reforms Questionnaire (EIARQ) was designed on a four-point Likert scale format: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) with 15-items. To ensure validity, the instrument was subjected to face and content validation by experts in History education and measurement and evaluation, whose comments guided necessary revisions. Reliability was established through a Cronbach method, yielding a reliability coefficient of 0.83, indicating consistency of the instrument. The researchers personally administered 317 copies of the questionnaires with the help of trained assistants to ensure accurate distribution and 300 copies of the questionnaire were retrieved. Mean and standard deviation was used to answer research questions at 2.50 criterion mean benchmark, while t-test was used to test the null hypotheses at a 0.05 level of significance.

Results

Research Question One: How does formative assessment reform affects teaching of History in Public Senior secondary schools in Rivers State?

Table 1: Mean and standard deviation analysis on how formative assessment reform affects teaching of History in Public Senior secondary schools in Rivers State

S/ N	Item Statements	Male Teachers N = 200		Female Teachers N = 100		Mean Set	Remark
		\bar{x}_1	Std. Dev.	\bar{x}_2	Std. Dev.	$\frac{\bar{x}_1 + \bar{x}_2}{2}$	
1.	Teachers check students' understanding during lessons, not only at the end.	3.85	0.42	3.78	0.55	3.82	Agreed
2.	Classroom discussions are used to know what students have learned.	3.91	0.40	3.83	0.58	3.87	Agreed

3.	Teachers adjust their teaching when students do not understand a topic.	3.88	0.46	3.76	0.61	3.82	Agreed
4.	Students are given regular feedback to help them improve.	3.93	0.39	3.81	0.56	3.87	Agreed
5.	Lessons become more interactive and student-focused.	3.86	0.43	3.79	0.59	3.83	Agreed
	Average Mean/Std. Dev. Scores	3.89	0.42	3.79	0.58	3.84	Agreed

Table 1 indicates that formative assessment reform has a positive effect between male and female History teachers on the teaching of History in public senior secondary schools in Rivers State. The average mean score of 3.84 is higher than the criterion mean of 2.50, showing a high level of agreement among teachers. Both male and female teachers agreed that formative assessment practices such as checking students' understanding during lessons, using classroom discussions, adjusting teaching methods, giving regular feedback, and making lessons more interactive are applied in History classes. Although male teachers

recorded slightly higher mean scores than female teachers, the difference is not substantial.

H₀₁: There is no significant difference of the mean ratings of male and female History teachers on how formative assessment reform affects teaching of History in Public Senior secondary schools in Rivers State.

Table 2: Independent t-test analysis of male and female History teachers on how formative assessment reform affects teaching of History in Public Senior secondary schools in Rivers State

Group	N	\bar{x}	Std. Dev.	df	t-value	p-value	Alpha Level	Remark
Male Teachers	200	3.89	0.42	298	3.921	0.000	0.05	H ₀₁ : Sig.
Female Teachers	100	3.79	0.58					
Total	300	3.84	0.5					

* Significant 0.05 > 0.00. Not Significant 0.05 < 0.00

Table 2 presents the independent t test comparing male and female History teachers on the effect of formative assessment reform on History teaching in public senior secondary schools in Rivers State. Male teachers (N=200) recorded a slightly higher mean score (\bar{x} =3.89, SD=0.42) than female teachers (N=100; \bar{x} =3.79, SD=0.58). The analysis yielded a t value of 3.921 with 298 degrees of freedom. The p value of 0.000 is lower than the 0.05 alpha level. This result shows a statistically significant difference between male and female

teachers. Therefore, the null hypothesis is rejected, indicating that formative assessment reform affects History teaching differently by gender in Rivers State within public senior secondary schools.

Research Question Two: How does standards-based assessment reform influence teaching of History in Public Senior secondary schools in Rivers State?

Table 3: Mean and standard deviation analysis on how standards-based assessment reform influence teaching of History in Public Senior secondary schools in Rivers State

S/ N	Item Statements	Male Teachers N = 200		Female Teachers N = 100		Mean Set	Remark
		\bar{x}_1	Std. Dev.	\bar{x}_2	Std. Dev.	$\frac{\bar{x}_1 + \bar{x}_2}{2}$	
6.	Teachers teach History based on clear learning standards.	3.87	0.48	3.79	0.57	3.83	Agreed
7.	Lessons focus on what students are expected to know and explain.	3.92	0.43	3.82	0.55	3.87	Agreed

8.	Teachers plan lessons to meet specific History learning outcomes.	3.90	0.45	3.84	0.58	3.87	Agreed
9.	Assessment tasks are aligned with approved curriculum standards.	3.85	0.49	3.78	0.60	3.82	Agreed
10.	Teaching becomes more organized and goal-driven.	3.88	0.46	3.80	0.59	3.84	Agreed
	Average Mean/Std. Dev. Scores	3.88	0.46	3.81	0.58	3.85	Agreed

Table 3 shows that standards-based assessment reform positively influence male and female History teachers on the teaching of History in public senior secondary schools in Rivers State. The average mean score of 3.85 is well above the criterion mean of 2.50, indicating strong agreement among teachers. Both male and female teachers agreed that History lessons are guided by clear learning standards, focused on expected knowledge and explanation, planned around specific learning outcomes, and supported by assessment tasks aligned with curriculum standards. Teaching was also seen as more

organized and goal-driven. Although male teachers recorded slightly higher mean scores, the difference is minimal.

Ho2: There is no significant difference of the mean ratings of male and female History teachers on how standards-based assessment reform influence teaching of History in Public Senior secondary schools in Rivers State.

Table 4: Independent t-test analysis of male and female History teachers on how standards-based assessment reform influence teaching of History in Public Senior secondary schools in Rivers State

Group	N	\bar{x}	Std. Dev.	df	t-value	p-value	Alpha Level	Remark
Male Teachers	200	3.88	0.46	298	3.977	0.000	0.05	Ho2: Sig.
Female Teachers	100	3.81	0.58					
Total	300	3.85	0.52					

* Significant $0.05 > 0.00$. Not Significant $0.05 < 0.00$

Table 4 shows the independent t-test comparing male and female History teachers on the influence of standards-based assessment reform on the teaching of History in public senior secondary schools in Rivers State. Male teachers (N=200) had a higher mean score ($\bar{x}=3.88$, SD=0.46) than female teachers (N=100) with a mean score of 3.81 and standard deviation of 0.58. The calculated t-value of 3.977 at 298 degrees of freedom produced a p-value of 0.000, which is below the 0.05 alpha level. This indicates a statistically significant

difference between the two groups. Consequently, the null hypothesis is rejected, showing that standards-based assessment reform influences History teaching differently for male and female teachers.

Research Question Three: How does integrated assessment reform impact teaching of History in Public Senior secondary schools in Rivers State?

Table 2: Mean and standard deviation analysis on how integrated assessment reform impact teaching of History in Public Senior secondary schools in Rivers State

S/ N	Item Statements	Male Teachers N = 200		Female Teachers N = 100		Mean Set	Remark
		\bar{x}_1	Std. Dev.	\bar{x}_2	Std. Dev.	$\frac{\bar{x}_1 + \bar{x}_2}{2}$	
11.	Teachers combine tests, assignments, and class activities in assessment.	3.95	0.41	3.86	0.55	3.91	Agreed
12.	Students are assessed using both written and practical History tasks.	3.97	0.39	3.83	0.57	3.90	Agreed

13.	Teaching encourages critical thinking and explanation of events.	3.92	0.44	3.85	0.56	3.89	Agreed
14.	Teachers relate History lessons to real-life situations.	3.96	0.42	3.84	0.58	3.90	Agreed
15.	Students are actively involved in learning and assessment.	3.94	0.45	3.82	0.59	3.88	Agreed
	Average Mean/Std. Dev. Scores	3.95	0.42	3.84	0.57	3.90	Agreed

Table 2 indicates that integrated assessment reform has a strong positive impact male and female History teachers on the teaching of History in public senior secondary schools in Rivers State. The average mean score of 3.90 is clearly above the criterion mean of 2.50, showing a high level of agreement among teachers. Both male and female teachers agreed that combining tests, assignments, classroom activities, written work, and practical tasks improves History teaching. The results also show that integrated assessment promotes critical thinking, real-life application of historical knowledge, and active student participation.

Although male teachers recorded slightly higher mean scores than female teachers, the difference is small.

Ho₃: There is no significant difference of the mean ratings of male and female History teachers on how integrated assessment reform impact teaching of History in Public Senior secondary schools in Rivers State.

Table 7: Independent t-test analysis of male and female History teachers on how integrated assessment reform impact teaching of History in

Public Senior secondary schools in Rivers State								
Group	N	\bar{x}	Std. Dev.	df	t-value	p-value	Alpha Level	Remark
Male Teachers	200	3.95	0.42	298	-3.820	0.000	0.05	Ho ₃ : Sig.
Female Teachers	100	3.84	0.57					
Total	300	3.90	0.50					

* Significant $0.05 > 0.00$. Not Significant $0.05 < 0.00$

Table 7 presents the independent t-test examining differences between male and female History teachers on the impact of integrated assessment reform on the teaching of History in public senior secondary schools in Rivers State. Male teachers (N=200) recorded a higher mean score (\bar{x} =3.95, SD=0.42) than female teachers (N=100), who had a mean score of 3.84 with a standard deviation of 0.57. The analysis produced a t-value of -3.820 with 298 degrees of freedom. The p-value of 0.000 is lower than the 0.05 alpha level. This result

indicates a statistically significant difference between male and female teachers. Therefore, the null hypothesis is rejected, showing that integrated assessment reform impacts History teaching differently based on gender.

Research Question Four: How does monitoring and evaluation reform enhance teaching of History in Public Senior secondary schools in Rivers State?

Table 4: Mean and standard deviation analysis on how monitoring and evaluation reform enhance teaching of History in Public Senior secondary schools in Rivers State

S/N	Item Statements	Male Teachers N = 200		Female Teachers N = 100		Mean Set $\frac{\bar{x}_1 + \bar{x}_2}{2}$	Remark
		\bar{x}_1	Std. Dev.	\bar{x}_2	Std. Dev.		
16.	Teachers improve their teaching based on feedback from supervisors.	3.91	0.43	3.80	0.58	3.86	Agreed

17.	School authorities ensure History lessons follow the curriculum.	3.94	0.40	3.83	0.56	3.89	Agreed
18.	Weak teaching areas are identified and corrected early.	3.90	0.44	3.78	0.59	3.84	Agreed
19.	Teachers become more committed to lesson preparation.	3.92	0.41	3.81	0.57	3.87	Agreed
20.	Teaching quality improves through regular supervision and review.	3.95	0.39	3.85	0.55	3.90	Agreed
	Average Mean/Std. Dev. Scores	3.92	0.41	3.81	0.57	3.87	Agreed

Table 4 shows that monitoring and evaluation reform effectively enhance male and female History teachers the teaching of History in public senior secondary schools in Rivers State. The average mean score of 3.87 is higher than the criterion mean of 2.50, indicating strong agreement among teachers. Both male and female teachers agreed that feedback from supervisors helps improve teaching, ensures adherence to the History curriculum, and allows weak areas to be identified and corrected early. The results also show increased teacher commitment to lesson preparation and improved teaching quality through

regular supervision. Although male teachers recorded slightly higher mean scores than female teachers, the difference is minimal.

Ho4: There is no significant difference of the mean ratings of male and female History teachers on how monitoring and evaluation reform enhance teaching of History in Public Senior secondary schools in Rivers State.

Table 9: Independent t-test analysis of male and female History teachers on how monitoring and evaluation reform enhance teaching of History in Public Senior secondary schools in Rivers State

Group	N	\bar{x}	Std. Dev.	df	t-value	p-value	Alpha Level	Remark
Male Teachers	200	3.92	0.41	298	4.419	0.00	0.05	Ho4: Sig.
Female Teachers	100	3.81	0.57					
Total	300	3.87	0.49					

* Significant $0.05 > 0.00$. Not Significant $0.05 < 0.00$

Table 9 shows the independent t-test analysis of male and female History teachers regarding how monitoring and evaluation reform enhances the teaching of History in public senior secondary schools in Rivers State. Male teachers ($N=200$) had a higher mean score ($\bar{x}=3.92$, $SD=0.41$) compared to female teachers ($N=100$; $\bar{x}=3.81$, $SD=0.57$). The t-value was 4.419 with 298 degrees of freedom, and the p-value of 0.000 is below the 0.05 alpha level. This indicates a statistically significant difference between male and female teachers. Therefore, the null hypothesis is rejected, suggesting that monitoring and evaluation reforms enhance History teaching differently for male and female teachers.

Discussion of Findings

Effect of formative assessment reform on teaching history in public senior secondary schools

Finding from research question one in line with hypothesis one indicated that formative assessment reform has a positive effect between male and female History teachers on the teaching of History in public senior secondary schools in Rivers State. Olatunji and Salami (2019) showed that formative assessment reform improved History teaching by encouraging frequent classroom feedback and learner participation. Their findings indicated that History teachers who adopted formative techniques such as quizzes, oral questioning, and peer assessment were better able to identify learners' misconceptions early and adjust instruction accordingly. Lawal (2023) found that formative assessment reform promoted reflective teaching among History teachers in public senior secondary schools. The study showed that regular assessment feedback enabled

teachers to revise lesson strategies and improve students' historical reasoning skills.

Influence of standards-based assessment reform on teaching history in public senior secondary schools

Finding from research question two in line with hypothesis two showed that standards-based assessment reform positively influences male and female History teachers on the teaching of History in public senior secondary schools in Rivers State. Adebola (2018) found that standards-based assessment reform shifted History teaching from memorization to analytical reasoning. The findings showed that teachers aligned their lesson objectives with national performance standards, emphasizing interpretation of historical events and cause-and-effect relationships rather than factual recall. According to Yusuf and Ahmed (2022), standards-based reforms encouraged consistency in teaching practices across public senior secondary schools. Their findings indicated that History teachers increasingly structured lessons around clearly defined learning outcomes, which improved instructional clarity and student understanding.

Impact of integrated assessment reform on teaching history in public senior secondary schools

Finding from research question three in line with hypothesis three revealed that integrated assessment reform has a strong positive impact male and female History teachers on the teaching of History in public senior secondary schools in Rivers State. Okafor and Eze (2020) found that integrated assessment reform enhanced History teaching by combining tests, projects, and classroom activities. Their findings indicated that teachers were able to assess both knowledge and skills, leading to more balanced and meaningful instruction. Nwankwo (2024) showed that integrated assessment reform encouraged History teachers to design lessons that connected classroom learning with real-life historical issues. The findings revealed improved student engagement and better development of analytical and communication skills.

Role of monitoring and evaluation reform in enhancing history teaching in public senior secondary schools

Finding from research question four in line with hypothesis four indicated that monitoring and

evaluation reform effectively enhance male and female History teachers the teaching of History in public senior secondary schools in Rivers State. A study by Adekunle and Adebayo (2016) showed that monitoring and evaluation reforms improved History teaching by ensuring adherence to assessment guidelines. The findings indicated that regular supervision encouraged teachers to apply appropriate assessment strategies and maintain instructional standards. Bello (2025) found that effective monitoring and evaluation provided constructive feedback to History teachers, leading to improved lesson delivery and assessment practices. The study showed that accountability mechanisms strengthened teacher commitment and instructional quality in public senior secondary schools.

Conclusion

The study concluded that formative assessment reform has a positive effect between male and female History teachers on the teaching of History in public senior secondary schools, standards-based assessment reform positively influence male and female History teachers on the teaching of History in public senior secondary schools, integrated assessment reform has a strong positive impact male and female History teachers on the teaching of History in public senior secondary schools and monitoring and evaluation reform effectively enhance male and female History teachers the teaching of History in public senior secondary schools in Rivers State.

Recommendations

Based on the findings, the study recommended that:

1. Ministry of education should be committed to regular formative assessment training for male and female History teachers through workshops mentoring classroom support policy guidance and resource provision to improve feedback equity engagement and teaching quality in Rivers State schools.
2. School principals should be empowered to enforce standards-based assessment for male and female History teachers by providing benchmarks supervision collaboration data use fairness orientation and instructional support to strengthen effective History teaching in Rivers State public schools.

3. History teachers should be encouraged to adopt integrated assessment practices combining projects tests observations and peer activities for male and female learners to enhance planning inclusiveness reflection skills development collaboration and meaningful learning outcomes in Rivers State.

4. Education authorities should be strengthened to conduct continuous monitoring and evaluation reforms supporting male and female History teachers with guidance feedback accountability capacity building and evidence driven decisions to sustain quality History teaching in Rivers State public schools.

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