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Overview Of Technology In Classroom Assessment From The Perspective Of Students, Educators, And Administrators

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A B S T R A C T

The application of technological widgets for classroom assessment will have a giant influence on students, educators, and administrators academic success. Entering a proper assessment is critical in developing and creating positive knowledge habits and learning success. Still, academic achievement depends upon close relationships between administrators, educators, and students in the design, development, and operation of technology-predicated assessments. This study, thus, delves into the overview of technology in classroom assessment from the perspective of the classroom and students, instructors, and administrators. The objectives of this study were to examine the perspective of students towards the use of technology for classroom assessment, inquiry the educator's perspective towards the use of technology for classroom assessment, and ascertain the usage of technology in classroom assessment from the perspective of administrators. The study espoused the cross-sectional check approach, using the quantitative exploration design. 175 respondents were the sample used for this study. A disquisition-designed questionnaire was used to gather data for the study. The data analysis fashion used to answer the exploration questions is frequency count and probabilities.

A R T I C L E   I N F O

1.INTRODUCTION

Assessment plays an important part in the training knowledge process and it's a dominant tool for enhancing students' and educators' accomplishments and easing academic progress (Broadfoot & Black, 2004; Hodges, 2014). In the twenty-first century, contemporary technology can supply great educational checks that are useful for educators and that more readily profit pupil knowledge (Bennett, 2011; Gonski, 2018; Koomen & Zoanetti, 2018). Technology-grounded, primarily predicated assessment can make the system of administrators spare, standardized, and effective and offer different ways in which students can demonstrate their knowledge. Assessment conditioning is intended to streamline the knowledge processes to match the awaited objects (Syaifuddin, 2019). Classroom assessment is a vital element of the educational process (Mardiana, 2020).

Gonski(2018) asserted that educators use new technology not for its own sake but to adopt ways of working that are more effective and effective. educators are being decreasingly encouraged to apply new technologies in their classroom assessment practices. This pressure comes from the pledge that the ICT contraptions can meet changing stakeholder prospects, fulfill new assessment purposes, be engaging for students, deliver timely and educational results, and be flexible and effective in administration and scoring (Bennett, 2011; Gonski, 2018; Koomen & Zoanetti, 2018). This high eventuality will continue to be unmet until educators are handed respectable training on sound classroom assessment practices and the use of technology bias. Research suggests that having upper-position assessment knowledge leads to increased use of colorful assessment tools in the classroom (Bailey & Heritage, 2008; Popham, 2009). In multitudinous cases, one of the predominant blessings of technology in primarily predicated assessment is its eventuality to automate the collation and scoring of evaluation data. This digitized or automatic scoring system complements performance and delicacy. This is completed with the aid of not taking people to carry out record entry, calculate raw scores, transfer scores, hunt and descry the applicable look-up tables, calculate sphere scores, and perform several score metamorphoses. Beyond the bettered delicacy and effectiveness of common scoring processes, technology-predicated assessments simply offer the capability to subsidize modern psychometric models. (Stuart, 2009) noted that successful technology perpetration in seminaries depends on effective leadership. (Stuart, 2009) commented that academe heads are regarded as technology titleholders that have great places to play in backing technology use in their seminaries. School heads function as part models when technologies are applied to the superintendent and functional tasks and grease educators' integration of technologies in training and knowledge. And also ensure that government regulations are stuck to and, at the same time, manage both the mortal and material resources of their seminaries.

(Frederick, et.al, 2006) vindicated that pupil mobility, unique conditions, and pressure over standardized check consequences are the primary demanding situations related to technology use. (Martin, 2010) also linked further walls from the pupil's perspective, including dissatisfactory technical chops that reduce access to technology in the Classroom; a shy wide variety of educational counsels and the absence of well-timed reflections from educators; and dropped interplay with buddies and educators. Lack of educator collaboration and pedagogical sustain, as well as a lack of skill among cooperating educators (Ertmer & Otternbreit- Leftwich, 2010); shy time to grasp new software programs in the course of

training (Almekhlafi & Almeqdadi, 2010); shy capacities for dealing with coaching or educational technology (Frederick, Schweizer & Lowe, 2006); Low software capability and habitual ways of conceptualizing what and how students should learn (Goktas, Yildirim & Yildirim, 2009), among others.

Walls should be conquered to permit the indefectible use and performance of assessment technology contraptions within the classroom. Hence, there is a need to examine the overview of technology in classroom assessment from the perspective of students, educators, and administrators. exploration Questions The following disquisition questions were formulated for this study 1. What are students' perspectives on using technology for classroom assessment? 2. What is the educator's perspective toward the use of technology for classroom assessment? 3. What's the use of technology towards classroom assessment from the perspective of administrators?

2. LITERATURE REVIEWED

The present review examines technology in classroom assessment from the perspective of students, educators, and administrators. Literature reviews have the eventuality to be an important assessment tool for administrators, educators, and students (Woloshyn, 2017). Ultimately, both educators will have the eventuality to effectively integrate new technologies into the classroom.

2.1 Students' Perspective towards the Use of Technology in Classroom Assessment

Students have an egregious perception of the utmost aspects of academic life as how they're assessed. Students also feel anxious about the significance and justice of the assessment task, the conformity they feel when in the schoolroom, and the applicability to real life (Syaifuddin, 2019). The information on students' capability mastery was attained during the process of knowledge and can be collected through the procedures and assessment tools by the capabilities to be assessed. Classroom Assessment refers to a practice wherein educators use assessment data from a variety of tools or products to document and enhance pupil knowledge (Randel & Clark, 2013). Tools generally used for classroom assessment include academy schoolteacher- made tests; the current review focuses on externally produced standardized tests by public, state, and quarter-position assessment formulators as well as marketable formulators. Gonski (2018) noted that students should be encouraged to acquire specific chops to grease knowledge in ICT surroundings. The use of technology to check objects in early life tests remains in large part untapped, and sensitive stability among invention, cost, and performance is wanted when designing particulars. The technological contraptions period can also offer one road for resolving the complications of classroom evaluation in the twenty-first century. The use of technology widgets in schoolroom evaluation guarantees superior capabilities now no longer feasible with paper-and-pencil tests, conforming to faster pupil feedback, and the computer-generated coming way that allows educators to make real-time data-driven opinions to inform their educational changes. To realize analogous perceptive and sophisticated technology, attention to pupil-centered assessment and educationally biddable assessments are largely recommended (Russell, 2010; William, 2010).

Technology can be used to enhance children's knowledge experience in the classroom, which is also anticipated to prepare active and informed citizens in a competitive global frugality (MCEETYA, 2008). The development of innovative computer-predicated assessments for children will bear a rich understanding of developmentally applicable design features,

happy moxie, performance wisdom, dimension, and an understanding of what students and educators need. (Gherheș et.al. 2021) asserted that the main challenges that students encountered during learning are vacuity, connectivity, lack of applicable bias, and social issues represented by a lack of communication and commerce with educators and peers.

2.2 The Perspective of Educators in the Use of Technology for Classroom Assessment

Classroom assessment is an assessment administered by educators to determine students' mastery position on certain capabilities, having internal characteristics, a part of knowledge, and as a base for perfecting the quality of students ' learning issues (Mardiana, 2020). Classroom assessment is not an assessment that is only done in the schoolroom, but it can be done outside the schoolroom as well, analogous as in a laboratory, field, official or unofficial way, or be purposely administered, and integrated into the literacy exertion (Syaifuddin, 2019). Educators play a pivotal part in administering assessments and using data to inform planning for training and knowledge. educators are obliged to assess pupil knowledge, give feedback to students on their knowledge, make harmonious and analogous judgments, interpret pupil data, and report on pupil success (Webster, 2017).

Technology offers a bargain for supporting educators in making data-driven educational variations. For illustration, the period may also help educators set practical educational conjurations that concurrently bear in mind a pupil's current gift position, his or her anticipated increase rate, demographic traits of the pupil, the usual misapprehensions of the prognosticate growth rate in light of test responsibility and several data points, and normative growth rates. students' development toward particular conjurations and normative marks may be estimated at every development tracking swell and educational changes made if necessary. Still, multitudinous educators are unrehearsed for the use of assessment in training and knowledge practices (Stiggins, 2002; Lopez & Pasquini, 2017), and assessment is constantly perceived by educators as high stakes, rank- concentrated, and a" commodity that competes with training rather than a fundamental part of training and instruction (Heritage, 2008).

Changes in technology enable educators to pierce information on a worldwide scale through the Internet to ameliorate their literacy, and students use information communication technology coffers to enrich literacy gests (Mardiana, 2020). Educators are the van professionals who have the responsibility for easing training and assessment. Assessment for Learning is constantly not well understood by educators (Deluca, 2012), is not strong in practice, and multitudinous educators are unprepared to make summative judgments (Lopez & Pasquini, 2017). Still, while utmost educators retain general knowledge about using new technologies in the classroom, some experience misgivings about their capabilities For meaningfully integrating tablets, computers, and cellular contraptions into the academe room for training, assessment, and covering learner progress (Woloshyn, 2017).

Clear validation and primarily predicated total pathways are wanted for the clean transition from traditional (paper and pencil) to technology-primarily predicated total assessment so that educators can seamlessly integrate technology into their approaches and take advantage of technology's strictness and mobility (Gonski, 2018). Indeed, it's been discovered that the successful use of training and knowledge technologies (such as, to get students ready for state assessments) in the classroom is dependent upon harmonious, extensive, and quality academy schoolteacher professional development programs (Penuel, 2007; Martin, 2010).

2.3 Classroom Assessment from the Perspective of Administrators towards the Use of Technology

The world is going through a period of revolutionary change (the technological revolution) induced by information and communication technologies that cut across all sectors. As the appearance of technologies is changing workplaces, the education sector is also being revolutionized by technologies, which are affecting training, knowledge, disquisition, operation, and administration. The profusion of innovative technological operations in seminaries is connected with changes, not only in the position of training and knowledge but also in carrying out administrative tasks in seminaries (Woloshyn, 2017). Therefore, ICT is a vital enabling tool that can no longer be ignored in the administration of seminaries.

Technologies have the eventuality to support the operation of complex, morals-related educational processes. (Maki, 2008) stated that technology integration in classroom assessment plays a vital part in supporting important and effective academe operations and that the integration of technologies is essential for labour force administration, pupil administration, general management, resource management and financial management. Technologies give several possibilities for educational administrators, allowing information to be transferred, stored, reacquired, and reused by nearly all who toil, study, or interact with the establishment. Technologies help in keeping quotidian records of students, assaying students' attendance records, marking students' scripts and recording results, class and instruction development, academe community connections, and academe business operations (Gonski, 2018). Indeed, though the emergence of technologies has been hailed as a major step towards working the problem of underdevelopment in developing countries (Lopez & Pasquini, 2017), multitudinous seminaries in Nigeria, especially the public, are yet to adopt technologies for training and administration.

(Randel and Clark, 2013) studied administrators' readiness for the use of technology in classroom assessment in Anambra State, Nigeria. Their findings showed that the maturity of secondary school headliners wasn't ready to borrow and use technology for school administration. (William, 2010) excavated into the part of technology in post-primary academe administration and the extent of its operation by post-primary administrators in southeastern Nigeria. Their findings revealed the extent of the operation of ICT in secondary seminaries was truly slow, as the post-primary administrators were unskilled in handling ICT installations for effective administration. (Liu et.al. 2017) carried out studies despite the provision of resources, support, and training, academe leaders must retain a strong positive outlook toward technology for its integration to be successful. The results of this study show a significant relationship between the outlook of technology held by academe leaders and their fulfillment of duties and opinions related to the integration of technology in the classroom. The relationship between technology leadership training and the performance of technology, in this disquisition, was not significant enough to be considered a pivotal determinant in the technology integration process in seminaries. These results lead to the conjecture that a significant amount of academe leaders suffer from technology leadership training but do not inevitably use it as a launching platform to come more engaged in integrating technology in the classroom. (Machado and Chung, 2015) asserted that academe leaders tend to depend on formerly established academe programs and the labor force designed to guide educators in administering technology.

In a recent study, an analysis of 94 hypotheticals used by technology leaders in seminaries revealed that technology is perceived as the driving force of an academe's class rather than the class directing the use of technology (Webster, 2017). The findings of the study also concluded that not enough disquisition of specific academics leads to decision-making strategies in technology performance that are ineffective or inadequately affecting knowledge in the classroom. Consequently, it's proposed that further disquisition be done on

assessing the effectiveness of performance enterprise and the academic employed in furnishing the necessary support to the integration process. The first disquisition question of this study tested the supposition that if academy leaders retain further technology training also technology performance would be more effectively executed. The results demonstrated that further training does not indicate better performance of technology in the classroom. (Machado and Chung, 2015) opined that school leaders could consider, during their technology drug, the need to have a well-developed lot plan that influences the use of technology in the classroom. Initially, along with having a lot of technology plans also have a strategic and well-coordinated plan of action to apply each phase of technology performance.

3. METHODS

The study espoused a quantitative exploration design of a check type. This design is set up applicable because it's a scientific system that involves observing and describing the behavior of the subject without impacting it in any way. Also, this design gives a clear description of the problem and the collection of applicable and accurate data. This design, thus, was used to gather information and collect data from the replies through the use of an experimenter-designed questionnaire. The population for this study comported of all administrators, educators, and students at secondary seminaries in the Oke- Ero Local Government Area of Kwara State. The target population for the study comported of administrators, educators, and students in five aimlessly named secondary seminaries. 100 secondary academy students, 50 educators, and 25 administrators, which make up an aggregate of 175 replies, were used for this study. An experimenter-designed questionnaire named " The overview of technology in classroom assessment from the perspective of students, educators, and administrators in Oke- Ero Local Government Area of Kwara State " was used for this study, it contained four (4) sections. Section A had demographic information similar to gender, Section B had particulars seeking information on the perception of students towards the use of technology for classroom assessment, and Section C is made up of particulars seeking information on the educator's perspective toward the use of technology for classroom assessment, Section D is made up of particulars seeking information on What's the use of technology in classroom assessment from the perspective of administrators. The questionnaire particulars will be rated on the response made Yes and No. The data attained from the respondents will be anatomized using frequency counts and probabilities were used to dissect this questionnaire.

3. RESULTS

Research Questions 1.
What is the perception of students towards the use of technology for classroom assessment?

S/N	STUDENT'S PERSPECTIVE	YES	NO
1	Fluctuation of ICT server/congestion always discourages me in the use of technological devices	74 (74%)	36(36%)
2	I believe that technology can be used to assess my academic performance.	80 (80%)	20(20%)
3	Lack of adequate ICT skills hinders me from using technological devices	65(65%)	35(35%)
4	I am sure I can do advanced work with the use of technology	68 (68%)	32(32%)

5	I have a lot of confidence when it comes to the use of technology	65(65%)	35(35%)
6	I am not good at the use of technology	30 (30%)	70(70%)
7	My teacher had never used technology to assess my classroom performance	50 (50%)	50(50%)

The result shows that most students believe that technology can be used to: assess their academic performance (80%), and do advanced work (68%) among others. However, very few of the students believe that they are not good at the use of technology (30%); few students believe that lack of ICT skills hinders them to use technology devices (35%) among others. This implies that the majority of the students perceive that technology can be used to assess their academic performance and the students are very good in the use of technology.

Research Questions 2.

What is the educator's perspective toward the use of technology for classroom assessment?

S/N	EDUCATOR'S PERSPECTIVES	YES	NO
1.	I dislike the use of technology for classroom assessment	15(30%)	35(70%)
2.	The use of technology for classroom assessment is a waste of time	13 (26%)	37 (74%)
3.	Technology makes my classroom assessment very easy	40 (80%)	10 (20%)
4.	I don't have access to technological devices that I can use to assess my student's performance	17 (34%)	33 (66%)
5.	I do not know the use of technology for classroom assessment.	14 (28%)	36 (72%)
6.	Inadequate technology personnel to assist me in terms of training in the use of technology for classroom assessment	38(76%)	12(24%)
7.	I have access to technological devices, but I don't know how to use them.	15 (30%)	35 (70%)
8.	The use of technology for classroom assessment is faster and more reliable than traditional ways of assessment.	45 (90%)	5 (10%)
9.	The use of technology for classroom assessment is very stressful and time-consuming	14 (28%)	36 (72%)

Result 2: shows that the majority of educators believe that: the use of technology for classroom assessment is faster and more reliable than traditional ways of assessment (90%); 80% of the educators opined that technology makes classroom assessment very easy among others. However, very few of the educators have access to technology devices but they don't know how to use them (30%); 28% of the educators do not have any knowledge of the use of technology for classroom assessment among others. This implied that the majority of educators opined that technology makes classroom assessment very easy and faster than traditional ways of assessment.

Research Questions 3.

What is the use of technology in classroom assessment from the perspective of administrators?

S/N	ADMINISTRATOR'S PERSPECTIVES	YES	NO

1	Buying technological devices for classroom assessment is a waste of money	7(28%)	18(72%)
2	I do not know how to use technology for classroom assessment	20(80%)	5 (20%)
3	Lack of funds makes me not encourage the use of technology for classroom assessment	17(68%)	8(32%)
4	I don't encourage both educators and students to use technology for classroom assessment regularly	8(32%)	17(68%)
5	I always organize seminars for all my teachers on how to use technology to assess the student's performance	6 (24%)	19(76%)
6	I don't have money to buy technological devices for my educators and students	8(32%)	17(68%)
7	I always provide technological devices for classroom assessment but my educators and students are not using them	4 (16%)	21(84%)

The result in 3 shows that the majority of administrators believe that buying technological devices for classroom assessment is not a waste of money (72%); 80% of the administrators do not know how to use technology for classroom assessment among others. However, very few of the administrators organize seminars regularly for their teachers on the use of technology to assess the student's performance (24%); 32% of the administrators didn't have money to buy technological devices for their educators and students among others. This implied that the majority of the administrators didn't know how to use technology for classroom assessment.

4. DISCUSSION OF FINDINGS

The research work was conducted to examine the overview of technology in classroom assessment from the perspective of students, educators, and administrators in Oke-Ero Local Government Area, Kwara State. What are students' perspectives on using technology for classroom assessment were examined in research question 1. The finding showed that the majority of the students perceive that technology can be used to assess their academic performance and they're veritably good in the use of technology. The finding is in line with (Kahveci's, 2010) asserted that students have helpful stations toward the use of information communication technology coffers for their assessment and literacy. Also, (Christen, 2009) editorialized that utmost students use some form of technology daily including; texting, social networking (facebook, whatsapp, telegram among others) and web surfing. Students see various types of technologies as useful and extremely pleasurable. These veritably same students that are habituated to these types of technologies will relate to using technology at the academy. On the negative side, (Obuh, 2010) noted that most students who use websites frequently patronize-academic websites. (Likewise and Hawi, 2012) revealed that students use technology for communication and entertainment substantially.

The educator's perspective toward the use of technology for classroom assessment was examined in exploration question 2. The finding revealed that the maturity of educators editorialized that technology makes classroom assessment veritably easy and brisker brisk than traditional ways of assessment. The result of this finding is in line with (Hsu's, 2010)

discovery that the better trained the schoolteacher was in the use of technology, the more prone he or she was to successfully integrate it into classroom instruction and assessment.

Also, (Royer, 2002) established that the further educators were involved in setting up instruction technology, the more prone they were to use that technology for instruction and assessment. Furthermore, (Anthony and Patravanich, 2014) carried out an exploration and the results revealed that educators felt unrehearsed to apply technology without having the necessary training to use technology to support instruction and enhance pupil literacy.

What's the use of technology towards classroom assessment from the perspective of administrators was examined in exploration question 3. The finding revealed the maturity of the administrators doesn't know how to use technology for classroom assessment. The finding is in line with (Albugami and Ahmed's, 2015) editorialized that numerous academy leaders still have inadequate understanding and capacities when it comes to duly incorporating technology into educational styles. Also, (Tangiri and Köprülü, 2021) asserted that several factors contributed to the ineffectiveness of technology integration in seminaries, including the academy star's vision and belief in the integration of distance literacy technology, a lack of foresight in the institution as an association in promoting the integration of technology in active literacy, a lack of fiscal coffers, and schoolteacher skill in distance education technology. Again, (Machado and Chung, 2015) noted that academy leaders tend to depend on formerly established academy programs and the labour force designed to guide educators in enforcing technology.

5. RECOMMENDATION

Based on the finding of the study, the following recommendations were postulated: Regular training should be organized for all administrators, educators, and students on how to use technology for classroom assessment. The government or administrator should improve the quality and accessibility of Internet facilities within the school. Provision of technological devices that can be used for classroom assessment for both educators and students.

6. CONCLUSION

The research examined the overview of technology in classroom assessment from the perspectives of students, educators, and administrators. The result obtained from the data gathered and analyzed in this study indicated that students perceive that technology can be used to assess their academic performance and they're veritably good in the use of technology. Also, large-numbers of educators confirmed that technology makes classroom assessment very easy and faster than traditional ways of assessment. Finally, majority of the administrators didn't know how to use technology for classroom assessment.

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