

## **TEACHING SUBJECTS AND EXPERIENCES AS FACTORS OF TEACHERS' ATTITUDE TOWARDS THE USE OF MARKING GUIDE IN SCORING ESSAY TESTS**

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### **ABSTRACT**

The study explored the attitude of secondary school teachers toward the use of marking scheme in scoring essay tests. It was conducted using 690 secondary school teachers in Rivers State, Nigeria. The study was guided by three research questions and three corresponding null hypotheses. A two-stage sampling method involving non-proportionate stratified random sampling and accidental/convenience alongside purposive sampling techniques. To collect data, a 15-itemed instrument tagged "Teachers Attitude Scale on the use of Marking Scheme" developed by the researchers was used. The instrument has face, and content validity. A reliability coefficient of 0.81 was obtained using Cronbach Alpha Method, indicating a very high internal consistency among the items. Data collected were analyzed using frequency, chi-square, mean, standard deviation and two-way analysis of variance (2-way ANOVA). It was revealed that, the number of teachers with positive and negative attitude vary based on their teaching subjects and experiences. Result further revealed that attitude of teachers toward the use of marking scheme differ significantly based on their teaching subjects and experiences. Thus it was recommended among others that schools administrators and principals should encourage intensive collaborative and mentoring policy in the school by pairing more experienced teachers with the less experienced ones.