**EFFECT OF CONTINOUS ASSESSMENT IN TEACHING AND LEARNING OF ECONOMICS IN SECONDARY SCHOOLS ENUGU SOUTH**

**LOCAL GOVERNEMENT AREA ENUGU STATE**

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**THINKERS CORNER ENUGU STATE**

**JULY, 2017**

**TITLE PAGE**

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**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION, FACULTY OF EDUCATION GODFREY OKOYE UNVERSITY THINKERS CORNER ENUGU STATE**

**A RESEARCH PROJECT PRESENTED TO DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION, FACULTY OF EDUCATION**

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**ENUGU STATE IN PARTIAL FULFILEMNT FOR**

**THE AWARD OF BACHELOR OF SOCIAL**

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**PROJECT SUPERVISIOR**

**MRS. BLESSING ANUKENYI**

**JULY, 2017**

**CERTIFICATION**

ADOGU CHIKODIRI. A. a student in the department of Arts and social science education (Economics Education) in faculty of education with Reg No. U13/EDU/ECO/006 has satisfactory completed the requirement for the Award of degree in Bachelor Art and Science Education (B.Sc Ed). The work embodied in this project is original and has not, to the best of my knowledge, been submitted or presented elsewhere.

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**ADOGU CHIKODIRI.A** DATE

The Researcher

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**DEDICATION**

This case study is dedicated to GOD Almighty for his grace, guidance, strength and protection throughout my academic endeavor.

Finally, my dedication goes to my loving parents Mr and Mrs Theodore Adogu, siblings relatives and mentors for their provision and their direction in the period of my academic training.

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***Abstract***

*This work sought to investigate the effect of continuous assessment in Teaching and Learning of Economic in Enugu south local government area of Enugu state. The researcher formulated four purposes of the study and four research questions that guided the study. Survey research design was used, the instrument used to obtain information was a structured questionnaire, the data collected were analyzed using mean. The population of the study is nine thousand, eight hundred and twenty one (9821) students and simple random sampling technique was used to select the sample. The instrument used was validated by two experts in measurement and evaluation. Test re-test was used to determine the reliability of the instrument and the result was 0.75. Mean statistics was used to answer the research questions. It was found that continuous assessment is an effective tools used in determine the performance of student in economic. based on these finding and many more the following Recommendation were made and it was recommended that; The ministry of Education or its relevant agencies should organize seminars and workshop for Economics teachers at least once in a term in order to update their knowledge on the practice of continuous assessment, The Ministry of Education or its relevant agencies should train and post enough professional guidance counselors in the area of to schools in the zone, Secondary schools in the zone should set up continuous assessment committees to perform the duties currently performed by Examination committee. Such duties include: Oversee the keeping of various assessment records, Develop time-table for assessment of pupils in the school. The committee is to be headed by the vice-principal (academics); members to include, the school guidance counselor, Head of social science section, Head of science Education sections, Trained officers from the Ministry of Education should visit schools in the zone from time to time for on the spot assessment of the scheme, The ministry of Education should grant study leave with pay to all qualified tutorial staff members to study statistics and computer in higher institutions to enable them acquire knowledge and improve on their efficiency in data collection and analysis involved in the practice of continuous assessment.*

**CHAPTER ONE**

**INTRODUCTION**

**1.0 Background to the Study**

One major innovation in our educational system is the introduction of continuous assessment as an important component for evaluation. Educational assessment and evaluation will be liberalized by basing them in whole or in part on continuous assessment of the progress of the individual. In all secondary schools, continuous assessment account for 40 percent of the pupils’ performance in each subject. Most higher institutions of learning allow between 20 and 30 percent in course assessment Alex (2010).

 Thus, in all institution of learning; assessment is not a new concept in education. In the United States for instance, continuous assessment is built into the teaching- learning process. In Nigeria, there are different views about the concept to the extent that some of them are misconceptions. In order to understand this concept, it is necessary to clarify these misconceptions. Continuous assessment is not continuous testing of the cognitive ability of students as practice in most of our secondary and secondary schools these days. For instance, what is practiced in many schools is continuous testing; where teachers administer test on students on weekly or monthly basis. Some schools set aside specific days in the month for what is referred to as continuous assessment scores for the term or year. The mode of interpretation does not take into consideration other factors that may affect the student and the learning process. Furthermore, the effective and psychomotor domains are neglected. Thus, the implementation of continuous assessment seems to have derailed from the mode of operation.

 Greaney (2011) defines assessment as any procedure or activity that is designed to collect information about the knowledge, attitude, or skills of the learner or group of learners. Assessment is therefore a process through which the quality of an individual’s work or performance is judged. When carried out as an on-going process, assessment is known a Continuous Assessment (CA). CA is a formative evaluation procedure concerned with finding out, in a systematic manner, the over-all gains that a student has made in terms of knowledge, attitude and skills after a given set of learning experience (Ogunnyi, 2014).

 According to Aggarwal (2010), Continuous assessment (CA) is not simply continuous testing. Continuous assessment doest not solely depend on formal tests. Continuous assessment is more than giving a test; it involves every decision made by the teacher in class to improve students’ achievement. Continuous assessment may take different forms such as formal questions given to students during class, take-home assignments/exercises and recapitulation exercises. Assessment is either internal or external. Internal assessment refers to school-based assessment, which includes class assignments, teacher-made tests, recap exercise, projects, field stEnugu south es and all these tools form part of the classroom continuous assessment strategies. A continuous assessment strategy refers to the different tools/procedures used in the classroom to understand the academic achievement levels of learners in terms of their knowledge, attitudes and values. Also a strategy in assessment is a purposefully conceived and determined plan of action. It is a pattern of assessment that seems to attain certain outcomes and to guard against other (Aggarwal, 2009). External assessment refers to tests that are produced by examining bodies away from school.

 In order to evaluation the new educational system, one policy that cuts across all educational levels throughout Nigeria is that on continuous assessment. In section 1 of the National Policy on Education (revised 2011), which deals with the philosophy and goals of education in Nigeria, paragraph 9(g) states that “educational assessment and evaluation shall be liberalized by their being based in whole or in part on continuous assessment of the progress of the individual”. This statement is well amplified in subsequent sections of the documents dealing with secondary Education (section 4), Secondary Education (section 5), and Tertiary Education and finally in section 12 which deals with the Planning, Administration and Supervision of Education. The repeated emphasis being placed on continuous assessment is a clear evidence of its importance. The National Steering Committee on Continuous Assessment in Nigeria schools led by Professor Yoloye regards Continuous Assessment as a method of ascertaining what a child gains from schooling in terms of knowledge, industry and character development, taking into account all his/her performances in tests, assignments, projects and other educational activities during a given period of term, year, or during the entire period of an educational level (Ipaye, 2012). It is also a method of using the recorded performances of each pupil to help him or her improve on his or her achievement through guidance. According to Ezewu and Okoye (2011), continuous assessment refers to a systematic and objective process of determining the extent of a student’s performance in all the expected changes in his behavior, from the day he enters upon a course of study and a jEnugu south cious from this purpose with a view to using them to guide and shape the student and to serve as basis for making important decisions about the child. In other words, continuous assessment should be systematic, comprehensive, cumulative and guidance oriented.

 Therefore Continuous assessment is said to be systematic in the sense that it is planned, graded to suit the age and experience of the children and is given at suitable intervals during the school year. Appropriate timing saves students from being tested to death or becoming bored with too frequent assessments. Comprehensiveness of continuous assessment means that it is not focused on academic skills alone. It embraces the cognitive, the psychomotor and the affective domains. A child is assessed as a total entity using all the psychometric devises such as test and non test techniques. Cumulative characteristics of continuous assessment means that all information gathered on the individual has to be pooled together before a decision can be taken. To say that continuous assessment is guidance oriented means that the information so collected is to be used for educational, vocational and personal-social decision-making for the child. Guidance and counseling activities thrive better on valid, sequential, systematic, continuous, cumulative and comprehensive information (Denga, 2013). Conceptually as well as in practice, continuous assessment provides feedback to children and teachers. Such feedback provides information which is used for purposes of improving on the child’s performance or modifying the content, context and methods of teaching, as well as in making a variety of other decisions. Based on these the study aimed to cover the evaluation of continuous assessment technique in teaching and learning of economics in Enugu south Local Government Area of Enugu State.

**1.1 Statement of the Problem**

 The introduction of continuous assessment technique in our school system brought in certain problems that require the attention of both the government and other agencies involved in educational administration. These problems need to be identified so that possible solution could be proffered to them.

 Continuous assessment increased the workload of teachers thereby reducing efficiency and productivity. The attempt to conduct and record assessment regularly often lowers the teacher’s ability to cover the scheme of work on schedule. Inadequate equipments and other instructional materials in teaching aids and understaffing of tend to reduce the efficiency and effectiveness expected of the students and this hampers the proper implementation of programme. Inadequate financing of continuous assessment technique in schools is also one of the problems affecting this programme.

The difficulties of quantifying and assessing hand work materials, local crafts and other subjects that are practically oriented and constant writing of reports, progress charts and record of other faults often deviate the attention of teachers from class work (Teaching). The problems of continuous assessment technique affect the record of transferring students because of the differences in timing of assessment between different schools within the same state, the researcher therefore, aim to find out the effect of continuous assessment in teaching and learning of economics in schools.

**1.2 Purpose of the Study**

Purpose of this study is to investigate the effect of continuous assessment in teaching and learning of economics in schools: specifically this study am,

1. To identify the extent to which continuous assessment techniques has been of great gain to the school system .
2. To examine the capabilities of schools using the Continuous assessment technique and to proffer solutions based on the observed problems on how to make the technique more indigenous and reflective of our local needs especially in our schools.
3. To determine the problems created by the introduction of continuous assessment technique in our school system.
4. To establish the benefits or gains recorded by school system as a result of the bringing into play of continuous assessment technique.

 **1.3** **Significance of the Study**

The study which will highlight the difficulties and prospects of using continuous assessment technique to evaluate the performance of students, teachers, school, parents, government and society.

**The students** are seen as those whom this technique is designed for. Continuous assessment helps to identify the areas where students are having difficulties concerning the lessons they have received. It is also carried out upon the students so as to ascertain the level of performance and how the knowledge the pupils acquired during the classroom lesson has been able to affect positively the cognitive, affective and psychomotor domain of the learners.

**The teachers** are the executors of this technique. The teacher’s classroom activities and duties include not only teachings and discipline in the class but also the execution of classroom continuous assessment to test the ability of the students in handling problems independently with the knowledge gained during the teaching activities in the classroom. Iketaku (2013), continuous assessment provides a more valid of the child’s overall ability and performance.

**School authority** will gain a lot by creating awareness of the importance of continuous assessment to the pupils as such is a method of intellectual measurement of the students. The school authority has it as a duty to see that pupils are tested from time to time for the purpose of finding areas of difficulties and introducing workable solution for the students’ intellectual development.

**The parent**s on the other hand do gain by asking for their children welfare thereby making sure that they checkmate the activities of their children both in the school and at home; also checkmate the action of school authority in respect to examination and other related matters.

**The Government** will known the necessary requisite for the implementation of continuous assessments; for instance, record keeping machine, writing materials, good environment etc. all these and more should be readily available if continuous assessment should be valuable in the development of pupils’ intellects.

**The** **Society** is the beneficiary of the out come of this technique if well applied to the training of the students. Finally, the society has an important duty in seeing that destructions that could hinder the pupils from partaking in the continuous assessment techniques are avoided as continuous assessment prepares students both academically and otherwise to face societal problems.

**1.4 Scope of the Study**

The study aimed to cover the effect of continuous assessment in teaching and learning of economic in secondary schools in Enugu south local government area of Enugu state. The study will also point out students’ academic performance in economics through the use of continuous assessment.

* 1. **Researcher Question**
1. To what extent does continuous assessment techniques has been of great gain to the school system .
2. To what extent can the capabilities of schools using the technique and to proffer solutions based on the observed problems on how to make the technique more indigenous and reflective of our local needs especially in our schools.
3. What are the problems created by the introduction of continuous assessment technique in our school system.
4. What are the benefits or gains recorded by school system as a result of the bringing into play of continuous assessment technique.

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

 The review is presented under the following sub headings.

**Conceptual Framework**

* Concept of Continuous Assessment
* Characteristic of Continuous Assessment of continuous assessment
* Techniques used in the administration

**Theoretical Framework**

* Behaviorist learning theory
* Cognitive, constructivist theories of learning

**Empirical Studies**

**Summary of Literature Review**

**2.0 Conceptual Framework**

**2.1 Concept of Continuous Assessment**

Continuous assessment can be seen as taking into account the child’s all round performance in the cognitive, affective and psychomotor during a given period of schooling using a wide range of instructions according to (Ebon: 2011) continuous assessment is the process of assessing a student in the cognitive, affective and psychomotor domains of behaviour over a period of time using several techniques in order to help him fully develop his ability. According to (Ajuonuma, 20010), it is a process of gathering and fashioning data into an interpretable form of making decisions. This process involves data collecting which will be used in making value judgment concerning the quality of a person, object, group or an event. A good continuous assessment can make the following contributions, promote the development of reading skills and encourage long term habits through reading, listening etc. These learning habits form the key to continuous success in school and to the personal enrichment of leisure (Obi, 2013).

Study habits are learning tendencies that enable students to work privately. It is also an adopted way and manner a student plans his or her private readings after classroom learning so as to attain mastery of these subjects .Good study habits are good assets to learners because the habits assist students to attain mastery in areas of specialization and consequent excellent performances (Azikwe, 2010). Senior secondary school is a post secondary school educational level in Nigeria 6-3-3-4 system with 3 years duration stEnugu south es, it is the final stage of secondary school level whereby a learner that has already gotten the necessary and basic foundation in cognitive affective and psychomotor domain of knowledge in junior secondary will be allowed to choose which areas to concentrate on, be it science, arts, commerce or technical stEnugu south es All senior secondary school students have to sit for a Senior Secondary Certificate Examination (S.S.C.E) which can be West African Senior secondary certificate examination (W.A.S.S.C.E) and National Examination Council (N.E.C.O). This is the final state before university education. Students must pass this examination before being admitted into any university.

 Teachers are those people that deliver education programs, assists student’s participation in an educational program, administer consistent and substantial leadership to an educational program prescribed under the educational program. The teaching must be in a school or in another setting delivering an educational program prescribed under the education curriculum. They must possess professional certificate in the subject area of teaching having great enthusiasm interest and focus on the area of teaching, demonstrate content knowledge and pedagogy competency, assisting students out of class time to understand better and showing patience during question sessions.

Teacher’s Perception can be seen or defined as teacher’s recognition and interpretation of sensory information relating to education. This means how teachers respond to the information from their environment and how to use that information in order to interact and make meaning out from that information. It is also teacher’s view or opinions resulting from experience and external factors acting on the teachers

In the Nigerian educational system, two sets of assessments are used to evaluate the level of student’s achievements. These are the Continuous Assessment: periodic course assessment and the final examination assessment. This replaced the one short system of assessment, which was observed to have several shortcomings (Michael and Odenu, 20010). Some of the shortcomings are lack of diagnostic and guidance oriented properties, creation of emotional problems, low context coverage and high rate of examination irregularities. According to Danjuma (2010), Continuous Assessment in the educational system serves several purposes, which include the following:

i. To provide more valid and reliable assessment of the student overall ability.

ii. To enable teachers to be more flexible and innovative in their teaching.

iii. To provide basic guidance for students.

iv. To reduce examination malpractice.

The Continuous Assessment policy requires that students be assessed through both Continuous Assessment and termly assessment to evaluate the progress and growth of students. The practice is further given a boost in the Colleges of Education Evaluation System by the requirements of the National Commission for Colleges of Education. Odile and Ajuar (20012), asserted that Continuous Assessment takes account of all the child's performances in tests, assignments, projects and other educational activities during a given period of term, year or during the entire period of an educational level. Teachers often take crucial decision on the promotion of students to the next class, identification of students who need remedial help and for grading and certification of students. Therefore, Continuous Assessment directly affects student’s achievements that were why the Federal Ministry of Education, Science and Technology trailing the same pathway of this exercise of Continuous Assessment and encouraging its practice observed that assessing the teaching/learning process is an integral part of the curriculum in which the teacher must be fully involved. He further observed that it is an all embracing exercise, which the learner should undergo throughout his schooling period. Continuous Assessment is therefore, a way of obtaining the most value assessment of the capabilities of a student. This is because it is an aggregate of all the achievement of a student from the beginning of the course to the end of it, which determines the final achievement.

**2.2 Characteristic of Continuous Assessment**

Based on the concept of Continuous Assessment, it has many characteristics such as:

**Systematic:** Continuous Assessment is said to be systematic in the sense that it requires an operational plan, which indicates what measurements are to be made of the student's performance or at what time interval, or times during the school year, the measurements are to be made and the results recorded, the nature of the instrument and tools to be used for the measurement. Ughamadu (2010), stressed that the systematic nature of Continuous Assessment is that its operations requires the working out in advance, a definite programme of the assessment. Thus, an operational plan that indicates or specifies what measurements are to be made, of the students achievement, the time interval when such measurements are to be made, the results recorded and the specific nature of instrument or strategies to be adopted for the measurement are usually decided in advance. This research is aimed at finding out the systematic nature of Continuous Assessment whether frequent administration of Continuous Assessment per semester will yield better achievements or not.

Ipaye (2011), stressed that Continuous Assessment is systematic only when the varieties and types of the assessment to be used are specified in advance for the students to know, the students should be aware of how frequent the Continuous Assessment should be whether on weekly basis or monthly at the end of the semester, he also stressed that students should know who is to be involved in the Continuous Assessment administration especially the teacher. Ipaye's view of the systematic nature of Continuous Assessment is in line with this research. Turton (2010) opined that Continuous Assessment should be planned and be periodic. This indicates that whatever is going to be used in the measurement of the students' achievements such as test - items and instruments should be well planned and the assessment should be made at intervals. This makes Continuous Assessment systematic.

**Comprehensive:** This has to do with a variety of instruments or assessment procedures used in ascertaining the achievement of students. Bloom (2010) and Ughamadu (2012), stated these instruments to include tests, assignments, questionnaires, interviews, sociometric technique checklist and inventory used in Continuous Assessment system. Therefore, Continuous Assessment is comprehensive because it does not only measure outcome of the instruction in terms of achievement, it also measures other aspects like the affective and psychomotor domains.

**Cummulative:** This occurs when the results of Continuous Assessment are recorded in a progressive manner showing trends and growth pattern over time, each data added on to the previous one and subsequent ones in a given ratio. The fate of the students lies with the teachers that assess them and are responsible for keeping up to date records of the student’s achievements. Hassan (2012), stressed that scores are added from the first term through the second to the third term and are considered for grading with the final examination scores for either promotion to the next class or for graduation. Danjuma (2011), pointed out that two sets of assessments are used to evaluate the level of students' achievements. These are: periodic course assessment marks, which is cumulative and the final examination marks. When two, three or four tests are given in a term, the scores should be added up to make the final Continuous Assessment, thus making the Continuous Assessment score to be cumulative.

**Guidance Oriented:** Guidance oriented Continuous Assessment stressed that those areas of students’ strength and weakness should be communicated to the students to enable them make adjustments. Aliyu and Ngadda (2014), examined that periodic assessments are very effective measures of academic achievements. Turton (2013) opined that guidance oriented Continuous Assessment shows greater validity of the process of Continuous Assessment because of the involvement of the classroom teacher in the assessment procedure. Guidance oriented Continuous Assessment indicates that information obtained is used to guide the students’ further development. In other words, information obtained from planned and frequent administration of the variety of tests in a Continuous Assessment practice can be very useful in guiding the students in the right part of learning not only in the cognitive but also in the affective and psychomotor areas.

**Diagnostic:** Another characteristic of Continuous Assessment is the diagnostic function. Ohuchi (2013), states that there are many uses for which assessment data scores may be put in our present system of education. Assessment for placement and/or certification is highly appreciated in Continuous Assessment, which serves as feedback to both teachers and students. It offers the opportunity of taking corrective actions whenever any undesirable trends are observed.

Prognostic**:** This aspect of Continuous Assessment looks into the future and predicts how well the student will perform on similar tasks or even completely different task in future (Nwaze, 2013).

**Formative:** Ezenwe (2014), observed that the objective of formative assessment is to enable the students to monitor his progress and with a view to identify his learning problems and correct them.

Summative**:** This type of assessment is given at the end of the term, semester or years. It is mostly concerned with decision-making at the end of the term, semester or end of the year and such decision takes into account the results of the formative assessment. Turton (2013) added five practical characteristics to school based Continuous Assessment and these include:

* **Simplicity:** This aspect stressed that Continuous Assessment should be simple in both design and operation. It stressed that any new idea to be introduced into the institutional setting has to be simple at the on set, the refinement could be later.
* **Comprehensibility:** In this aspect Continuous Assessment data or scores should be in form of what can be easily comprehended by all concerned one of the aims of the system is to communicate present information to the students. Comprehensibility is achieved through the adoption of a system of grading based on ranking students in order to merit within a particular year or group for each subject.
* **Security:** The security of Continuous Assessment is expressed in two areas namely; the physical security aspect and the security against forgery and misuse. Records of students had to be physically secured against natural hazards such as fire, rain and theft.
* **Validity:** This includes the content and face validity (that is, internal and external) within the institution and Continuous Assessment ensures internal consistency of results. Externally, it is affected by the system of moderation.
* **Integrity:** In this aspect, integrity is promoted within the system through making reasonable demands on the teachers in terms of training and materials. Well design forms of data recording and ensuring an equitable distribution of the extra work, which Continuous Assessment entails are equally important.

**2.3 Techniques used in the Administration of Continuous Assessment.**

Continuous Assessment is mainly teacher-oriented, that is why in some countries Continuous Assessment is referred to as "teacher assessment F. M. E., (2013). Detailed guidelines on how teachers should conduct Continuous Assessment are outlined; no single assessment tools may be adequate to measure all changes in behaviour or the objectives of a lesson. The objectives of a lesson have been categorized into three broad areas called domains. These are the cognitive domains, the affective domain and the psychomotor domain. The cognitive domain is concerned with knowledge and its use. The affective domain deals with emotional responses such as interest, appreciations, attitudes, feelings and values that one may attempt to teach through the lessons. The psychomotor domain is concerned with physical, motor and manipulative skills (NTI, 2011).

a. **Test:** The major and the most useful instrument for the assessment of cognitive behaviour, which are tests, are written down questions to be answered by students. According to Nitko (2012), testing and examining are the most formal assessment methods. Learning experience is represented by qualitative marks. It could come in the multiple choice or essay form, which students are expected to answer, it is their responses to the questions that give the measure of the level of achievement or performance. Measurement is the process of assigning the marks.

b. **Projects:** This is another instrument used for measuring achievement.

Projects can be used for the measurement of achievement in the cognitive affective and psychomotor domains according to Barclay and Breheny (2013); "project work involves collection and analysis of data, engaging in open-ended experiments. Identifying and endeavoring to solve problems in fields of learning and investigation underlying concepts and principles". Some projects may span over a month, a term or a year.

c. **Assignments:** These are specific tasks meant to be completed within a short time. They are usually meant to reinforce a previous lesson or to prepare for a forthcoming one. According to Ango (2013), assignments provide students the opportunity to practice an independence work. The objective of assignment must be stated, and then assignment will follow the same procedure as for other written works.

d. **Observation:** This is a very important procedure for psychomotor and affective domains. The teacher can learn a lot about the child's interest, attitude and ability to accomplish a particular task through observation. It is a technique of gathering information; the teacher will be better disposed to include such information in the students' report. F. M. E (2014) pointed out that the technique has the advantage of giving a record of actual behaviuour of the child, which would be free from teacher’s bias interpretation.

e. **Check** List**:** Check list consist essentially of the listing of steps, activities, behaviours or statement associated with a given behaviour traits that observer records when incidents occur. With check list, a teacher can determine whether or not a particular behaviour trait or characteristics are present or absent. Checklist can be utilized effectively in assessing affective and psychomotor behaviour. A checklist consist of list of things or statements, which pupils are expected to respond to by marking/ticking those that apply under the stated situation and leave unmarked those that do not apply. Example, reading checklist rate pupils using always; sometimes, never. Example, love story books - spends time with books, narrates stories from books. Checklist may also outline a particular procedure for carrying out a particular operation (NTI, 2011).

f. **Interview:** This technique provides for direct observation, the student is confronted by the observer, councilor or teacher and this confrontation could result in students being more cautious in the way they answer questions than they will normally be. According to Nwaeze (2016), interviews may be either structured or unstructured. In the structured interview, the interview schedule, which contains set of questions to be asked in specific order are used. The answers are written down or recorded while in the unstructured interview, the order and the exact form of the questions are not specified but the general idea of what is expected is known by the interviewer. The interviewer encourages the interviewee to expand on his answers by asking leading questions.

g. **Questionnaires:** Questioning people orally in a formal situation make them anxious. They may be worried about why they are being questioned, what they are expected to say and how their responses will be interpreted. While these are completely absent when you use questionnaire. The threat often inadvently associated with interviews is not there. Questionnaires are instruments that present information to a respondent in writing or through the use of pictures and then require a written response, a tick, a circle, a word, a sentence or several sentences. (NTI, 2012). According to Emmanuel (2013), questionnaires can be structure or open-ended. In the structured questionnaire, the respondent is required to select one or more responses from alternatives. The open-ended format gives the respondent freedom to answer in his own words. Teachers can get information relating to students' attitude, interest, studying habits and personal characteristics with the use of questionnaire. A questionnaire may be made up of statements in the affirmative, which can be agreed or disagreed with. A questionnaire may also be made up of incomplete statements that the student is expected to complete. Questionnaires can serve a number of useful purposes in the classroom, if carefully designed.

**2.4 Theoretical Framework**

Theory can mean very different things to different people; in general terms however, it is an explanation of what is going on in the situation, a phenomenon or whatever it is that we are investigating (Robson, 2002). A number of theories were relevant to understanding data on the effects of continuous assessment on lower attaining children in basic schools in Nigeria. However, the following two theories were found to be particularly relevant to the study:

• Behaviourist learning theory;

• Cognitive, constructivist theories of learning

**2.5 Behaviorist Learning Edward l (1874 1949) propounded by waston in 2010**

In Nigeria, the behaviourist learning theory has a long tradition in education policies. Many aspects of general and special education such as curriculum, pedagogy and assessment have been shaped by the principles of behaviourist learning theory. The behaviourists, according to Smith (2011) view learning as a change in behaviour and the purpose of learning is to produce a behavioural change in a desired direction. The teacher’s role is to arrange the environment to elicit the desired responses and assessment is used to ascertain whether all pupils, inclEnugu south ng lower achievers, have achieved the desired responses.

According to James (2011) behaviourism considers the environment for learning to be the determining factor. Learning is viewed as the conditioned response to external stimuli. Rewards and punishments, or at least the withholding of rewards, are powerful ways of forming or extinguishing habits. Praise may be part of such a reward system. These theories also take the view that complex wholes are assembled out of parts, so learning can best be accomplished when complex performances are reconstructed and when each element is practiced, reinforced and subsequently built upon. James (2011) explains that behaviourist theorists are interested in observable behaviour and claim that this is sufficient. From this perspective, achievement in learning is often equated with the accumulation of skills and the memorization of information (facts) in a given domain, demonstrated in the formation of habits that allow speedy performance. The implication is that the teacher’s role is to train pupils to respond to instruction correctly and rapidly. With respect to assessment, the implications are that progress is measured through unseen timed tests with items taken from progressive levels in a skill hierarchy. Performance is usually interpreted as either correct or incorrect and poor performance is remedied by more practice in the incorrect items, sometimes by deconstructing them further and going back to even the basic skills.

This view is endorsed by Harlen (2012) who suggests that since behaviourism is based upon the principle of reinforcing required behaviour with rewards and deterring unwanted behaviour with punishments, pupil assessment is generally used as the vehicle for applying these rewards and punishments. For their part, Torrance and Pryor (2012) state that in this model, teachers decide on the subject matter, provide instruction, pace the lesson, correct, assess and reinforce pupils’ responses. In this context, pupils play a passive role in their assessment.

However, Sebba, Byers and Rose (2013) explain that adherents to behavioural approach to teaching identify three suppositions which lie behind the methodology. One of the suppositions is that, in order to be effective, teachers need to prescribe clear objectives for learners. A neat cyclical process is proposed whereby teachers establish and maintain control over the learning process. Teachers assess learners; set objectives which describe, in terms of observable behaviours, the learners’ next steps on the learning ladder; and make records, on the basis of new assessments, of progress measured against performance criteria which are teacher-defined in the first place.

 **2.6 The Cognitive, Constructivist Theories of Learning by James (1849) propounded by Tomes in 2010**

Learning, according to the cognitive constructivist theorist, requires the active engagement of learners and is determined by what goes on in people’s heads. According to James (2016) the reference to ‘cognition’ makes clear; these theories are interested in ‘mind’ as a function of ‘brain’. Their focus is on how people construct meaning and make sense of the world through organizing structures, concepts and principles in schema (mental models). Prior knowledge is regarded as a powerful determinant of a pupil’s capacity to learn new material. James (2016) suggests that cognitive constructivists emphasize ‘understanding’. Problem solving is seen as the context for knowledge construction. Processing strategies, such as deductive reasoning from principles and inductive reasoning from evidence, are important. As a result, differences between experts and novices are marked by the way in which experts organize knowledge structures and their competence in processing strategies. The two components of meta-cognition, self monitoring and self-regulation are also important dimensions of learning.

However, James (2015) observes that cognitivist theories are complex and differentiated and it is difficult to summarize their overall implications. Nonetheless, the role of the teacher is to help ‘novices’ to acquire ‘expert’ understanding of conceptual structures and processing strategies to solve problems by symbolic manipulation with ‘less search’. Owing to the importance of prior learning as an influence on new learning, formative assessment/ assessment for learning emerges as an important integral element of pedagogical practice. Teaching and learning are blended towards the goals of learning, particularly the goal of closing the gap between current understanding and the new understanding sought.

In line with this, Gipps (2010) suggests that the current cognitive theory views learning as knowledge-dependent; and that learning is tuned to the situation in which it takes place. Learning occurs, not by recording information but by interpreting it; that is, instruction must be seen not as direct transfer of knowledge but as an intervention in an ongoing knowledge construction process. In constructivist learning theory, pupils learn best by actively making sense of new knowledge, making meaning from it and mapping it to their existing knowledge map/schemata. Gipps (2010) argues that this view of pupils’ learning which sees the pupil as active constructors of their own worldviews, inclEnugu south ng school subject matter, means that we can no longer use an atomistic model of assessment. We need to assess level of understanding and complexity of understanding rather than recognition or regurgitation of facts. Standardized achievement tests assess pupils’ abilities to recall and apply facts learnt routinely; even items which are designed to assess higher level activities often require no more than the ability to recall the appropriate formula and to make substitutions to get the correct answer.

According to Gipps (2010) many pupils are succeeding in objectives tests without necessarily understanding the material they are learning. But real learning involves constructing one’s own interpretations and relating this to existing knowledge and understanding. In the traditional model of teaching, the curriculum is seen as a distinct body of information, specified in detail that can be transmitted to the learner. Assessment here consists of checking whether the information has been received. However, the newer models of learning, which see learning as a process of personal knowledge construction and meaning making, describe a more complex and diverse process and therefore require assessment to be more diverse and assess in more depth than the structure and quality of pupils’ learning and understanding. Furthermore, Smith (2010) states that the cognitivist’ view learning as an internal mental process (inclEnugu south ng insight, information processing, memory, perception). The purpose of learning is to develop capacity and skills to learn better. The teacher’s role in the learning process is to structure the content of learning activities and assessment is used to find out whether pupils have acquired the skills. In line with this, Torrance and Pryor (2012) point out that the interaction between teacher-pupil goes further than just finding out whether the pupil has reached the target behaviour, as in behaviourism. Teacher-pupil interaction in a test situation goes beyond the communication of test results, the judgments of progress and the provision of additional instruction, to include a role for the teacher in assisting the pupil to comprehend and engage with new ideas and problems. The process of assessment itself is seen as having an impact on the pupil, as well as the product or the result.

Lambert and Lines (2010) add that the constructivists see learning as interactive. Therefore, quality of teaching and learning depends on communication based on mutual understanding. Teachers working within this framework are not satisfied with the identification of objectives and testing how well they are met but with trying to find out what the pupils can achieve with help. This is also what formative assessment is all about. Lambert and Lines suggest that:

• The processes of assessment are at least as important as the products (marks);

• Assessment processes, inasmuch as they can help pupils understand new concepts or refine old ones, are an integral part of teaching; and

• Because assessment processes are orchestrated with a future orientation, the role of feedback needs expansion to include notions of feed forward, with pupils shown strategies to promote improvement.

 Harlen (2012) states that the constructivists’ view of learning focuses attention on the processes of learning and the role of learners. Teachers engage pupils in self assessment and use their own assessment to try to identify their current understanding and levels of skills. In Nigeria, the MOE (2016) suggests that the Curriculum Research Development Division (CRDD) of the Ghana Education Service (GES) adopted principles from both behaviourist and the cognitive constructivist’s learning theories in developing the National Curriculum for basic education. It is however, not clear whether the principles are applied in teachers’ continuous assessment practices.

**2.7 Empirical Studies**

The study of Obioma, (2010) showed the use of continuous assessment (CA) to achieve the objectives of Biology Education and the goals of Education in general, is well-intended in Nigeria. But the level of functionality of CA practice has been poor and is not yielding the best results. The whole exercise needs to be enhanced. In light of this, this paper seeks to highlight the meaning of CA, its importance, and its set-backs with particular reference to biology teaching and evaluation. The paper suggests some enhancement-strategies which include devoting more time and attention to specially teach and evaluate challenging aspects of the course to inspire students to inquisitiveness and assiduity, to create lifelong experiences in learners in those topical areas to enable them contribute to national development, to internally make modifications in the subject's curriculum to bring about relevance and adaptability without altering requirements for external examinations, etc. Another recommendation is a strategy for the Government and Educational Institutions to continually organize intensive and rigorous pre-service and in-service training for teachers on the concept, modalities and techniques of CA. The paper concludes on the need to awake Biology-teachers to the burden of CA practice in Nigeria for optimal results.

The study by Nneji (2012) examined the effect of continuous assessment on academic performance of students in English language and Mathematics in secondary schools. The study adopted a descriptive survey research that utilized an ex-post facto design to collect secondary data of 840 students used for this study. Four hypotheses were tested for and analyzed using Pearson's Product Moment Correlation and t-test for independent samples analysis tested at the 0.05 level of significance. The result of the analysis showed that there were positive significant relationship between continuous assessment and academic performance in English language and Mathematics. Government, school administration and teachers should ensure effective implementation and practice of continuous assessment to improve on students' performance. Parents and the students should also respond positively to the feedback given by continuous assessment to enhance its remediation as well as teacher dwelling on its outcome to adjust the teaching and learning process. The government should also improve on the conditions of teaching and learning in the public secondary schools.

The study by obi (2013) carried out a study to explore the assessment practice in “A” level secondary schools with the major focus on Continuous Assessment Strategies. The study specifically sought to find out the different assessment strategies and their contribution to students’ performance. It was conducted in Masaka district involving 143 students, 39 teachers and 13 directors of Studies in “A” level secondary schools. The study was guided by the following questions: 1) what continuous assessment strategies were being used in “A” level secondary schools in Masaka District? 2) What is the relationship between the continuous assessment strategies used and students’ performance in “A” level secondary schools in Masaka district? 3) What are the teachers’ perceptions about whether students exposed to various continuous assessment strategies performed better? This study used qualitative descriptive survey research design to collect and analyze the data. Data was collected through questionnaires, interviews and focused group discussions. All these were applied to elicit opinion of all teachers, “A” level students and directors of studies. The information from the questionnaires was presented in figures and percentages in tables while the information obtained from interviews and focused group discussions were analyzed using qualitative techniques. The findings of the study revealed that: Numerous Continuous Assessment Strategies (i.e. the written tests, recap exercises, take-home assignments, check lists, observation, presentations and projects) were being used in “A” level secondary schools.

This study by Goodwell (2011) sought to determine the effect of continuous assessment. The instruments used were objectives test question. Two group of students were used, the control group and the experimental group. The experimental groups were tested three times, while the control group was tested once. The data collected were analyzed using simple percentage method. Haven analyzed the data the findings were as follows:    Students who were continuous assessed performed better than those who are not. Continuous assessment generally leads to high improvement in student’s academic performance. Based on these findings, it was recommended that qualified teachers should be sent to schools. Also proper and effective records should be kept in schools on each student’s performance. It was also recommended that a uniform mode of assessment should be adopted. It was equally suggested that, further study on the effect of continuous assessment under effect of continuous assessment under the present system in school should be carried out in the local government area.

The study by Ifeanyi (2010) investigated the effects of Continuous Assessment on academic achievement of NCE chemistry students in Kaduna state. The population of the study comprises of all chemistry students in colleges of education in Kaduna state. The sample consisted of 90 chemistry students drawn from the colleges of Education in Kaduna state. A pre-test post-test experimental control group design was used. The experimental group was further divided into two groups, E1 and E2, while only one group serves as control group. The experimental group EI was subjected to two sets of Continuous Assessment while E2, the second experimental group was subjected to four sets of Continuous Assessment and finally the control group C was left without any Continuous Assessment. Pre-test and post-test were administered to the three groups. Five hypotheses were stated. Two instruments, teacher made test (T.M.T) was used for the Continuous Assessment and Organic Chemistry Test (OCT) was used as both pretest and post test. The data obtained were analyzed using F-test, ANOVA, t-test, and Pearson product moment correlation coefficient (r) statistics at 0.05 level of significance. The findings of the study revealed that:- Continuous Assessment has significant effect on academic achievement of NCE students. There is no significant difference in the achievement of male and female students when exposed to fewer C.A's. There is significant difference in the achievement of male and female students when exposed to many C.A's. There is no significant correlation between C.A scores and final examination scores of NCE chemistry students. In the light of the findings from this study, it was recommended that chemistry teachers should strive to see that at least four C.A's are given to students per semester in order to improve their academic achievement and that teachers should also be properly trained on the methods and techniques of Continuous Assessment construction and administration for the system to be effective.

**2.8 Summary of Literature Review**

This review of related literature on the effect of the use of continuous assessment in evaluating the academic performance of students in secondary school, the study habits of students revealed essentially that assignments, class projects, class tests and examinations have immense positive impacts on the student’s study habits. Indeed, this exercise motivates and induces students to study regularly without waiting until when the examinations are forthcoming. It has the ability of infecting the consciousness of regular attendance to classes by the students, also, it is shown that teaching-learning and evaluation of misconceived to regard examination as an end in itself, as well as the excessive pursuit of certificate acquisition as improper. Continuous assessment adopts several techniques in its assessment process. According to Ughamadu (2014) there exist varieties of instruments that are used in the assessment of cognitive, affective and psychomotor domains/ behavior of the students. They include, class assignment, class projects, class tests, trebly examination, systematic examination, interviews whereas some of these cognitive behaviour and others are used to test affective and psychomotor behaviour respectively. With these techniques and instruments, continuous assessment in the opinion of Ohuche and Akeju (2015) states that continuous assessment acts as stimulants for studying. In order words, it directly influence, test the students or arouse their interest in studies. Therefore, the introduction of continuous assessment which is class projects, tests and tartly examination, had succeeded to bridge a long existing gap in education. Behavior Theory, cognitive and constructive theory was used for the study. Five other peoples work were reviewed as the empirical studies.

**CHAPTER THREE**

**RESEARCH METHOD**

This chapter presents the research design, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

**3.0 Research Design**

The research design adopted for this study was a survey design. According to (Iketaku 2011) it is one in which a group of people or items are studies by collecting and analyzing data from only a few or items considered to be representative of the entire group. This design is used to elicit different opinions of people on an issue of wide concern. This is the overall plan scheme or programme of the research. It is a design that enables us to describe a number of decisions which need to be taken regarding the collection of data before ever the data are collected. These decisions must undertake a systematic or scientific process. According to Kerlinger (1979) research design is the plan. Structure and strategy of investigation, conceived so as to obtain answers to research questions and to control variance. It implies an outline of what the investigator will do from writing the hypothesis through collection of relevant data to the final analysis of data. It is the description of the design that indicates the basics structure of the study. Research design gives the nature of the hypothesis, the variables involved and the constraints of the real world. All contribute to the design to be used.

**3.1 Area of the Study**

The study covers all the public secondary schools in Enugu south local government area of Enugu state. Enugu state has its headquarters at Uwani.

**3.2 Area of the Study**

The study was carried in all the secondary schools in Enugu south Local Government Area of Enugu State. The choice of the area was because of its geographical location and low educational development.

**3.3 Population of the Study**

Population of the study comprises all the student in the eight public secondary schools in Enugu South Local Government Area with total population of 9821 students. There are (15) government secondary schools in Enugu South Local Government Area.

**3.4 Sample and Sampling Technique**

Simple random sampling technique was used to select four (4) secondary schools as sample for the study. From the four (4) sampled schools, forty five (50) students were randomly selected which made up one hundred and eighty (200) respondents used in the study.

**3.5 Instrument for Data Collection**

The instrument used for the data collation for this study was questionnaire. The questionnaire was divided into part A which contain options for the personal data of the respondents and part B which comprises of section A-C. Each of the section dealt with each of the research questions. Also, the response mode were strongly Agreed (SA), Disagreed(D), SD for Strongly Disagreed, D Disagreed.

**3.6 Validation of the Instrument**

The questionnaire was administered directly by the face validated by two experts in measurement and evaluation of Godfrey okoye university. The language, content and structure of the items were critically examined and possible corrections and suggestion were made.

**3.7 Reliability of the Instrument**

The reliability of the instrument was established through test- retest of the instrument on 200 students drawn from eight secondary schools in Enugu South Local Government Area. . In order to determine how reliable the instruments were, the test-retest reliability procedure was adopted. The two sets of responses were scored and computed. The data gathered from the responses were statistically analyzed using Cronbach Alpha; this gave a reliability index of 0.75.

**3.8 Method of Data Collection**

The researcher used questionnaire, (200) questionnaire were administered directly by the researchers and was collected at the spot after they were filled by the respondents to ensure optimum return of the instruments.

**3.9 Method of Data Analysis**

Mean statistics and standard derivations was used to determine the scaling statements in the questionnaire nominal values were assigned to different sealing statements as follows.

Strongly Agreed 4

Agreed 3

Disagreed 2

Strongly Disagreed 1

A cut off was determined by finding the mean of the nominal values assigned to the options in each questionnaire item using the formula.

X = ∑fx

N

Where

X = mean score

X = the score

N = number of items

Thus;

X = 4+3+2+1 = 10 = 2.5

 4 4

**3.10 Decision Rule**

The decision rule would, be responses with mean score of 2.5 and above was regarded as accepted while responses below 2.5 was regarded rejected.

**CHAPTER FOUR**

**4.0 DATA PRESENTATIONS AND ANALYSIS**

 This data collection for the study was presented and analyzed in this chapter based on the research question that guided the study.

**4.1 Research Question 1:** to what extent does continuous assessment techniques has been of great gain to the school system?

Table 1:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Items** | **SA****4** | **A****3** | **D****2** | **SD****1** | **N** | **∑FX** | **X Mean** | **Remark** |
| 1 | Continuous assessment helps in assessing the 3 domains of educational development of a child | 80 | 60 | 40 | 20 | 200 | 600 | 3.0 | A |
| 2 | Continuous assessment helps in knowing the real ability of the development of the child | 100 | 60 | 30 | 10 | 200 | 650 | 3.2 | A |
| 3 | In terms of evaluation it helps the teacher to know if what he/she has taught is been understood by the pupils | 80 | 60 | 40 | 20 | 200 | 600 | 3.0 | A |
| 4 | In terms of placing pupils in their positions continuous assessment helps the teacher a lot but examination is not the true test of knowledge  | 30 | 10 | 120 | 40 | 200 | 430 | 2.1 | D |

From the computed mean in table 1: It was found that the mean of items 1,2,3 were above the cut-off point of 2.5 and therefore agreeing on the way is the present method of assessing pupils in secondary schools different from the termly examination. While item 4 were below 2.5 therefore not agreeing on the way is the present method of assessing pupils in secondary schools different from the termly examination.

**4.2 Research Question 2:** to what extent can the capability of school using the technique more indigenous and reflective of our local needs especially in our schools?

Table 2:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **s/n** | **Items** | **SA****4** | **A****3** | **D****2** | **SD****1** | **N** | **∑FX** | **X Mean** | **Remark** |
| 5 | Continuous assessment log books are being distributed to the teachers to enable them enter the scores of pupils in the different assessments  | 70 | 60 | 40 | 30 | 200 | 570 | 2.8 | A |
| 6 | Midterm test as assessment techniques is used by the teachers  | 90 | 60 | 40 | 10 | 200 | 630 | 3.1 | A |
| 7 | Sporting activities as assessment techniques is used by the teachers | 80 | 50 | 40 | 30 | 200 | 580 | 2.9 | A |

From the computed mean in table 2: It was found that the mean of items 5,6,7 were above the cut-off point of 2.5 and therefore agreeing on the resources are available to schools to enable them meet up with the demands of continuous assessment technique. While none items were below 2.5 therefore not agreeing on the resources are available to schools to enable them meet up with the demands of continuous assessment technique.

**Research Question 3:** What are the problems created by the introduction of continuous assessment techniques in our schools systems ?

Table 3:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **s/n** | **Items** | **SA****4** | **A****3** | **D****2** | **SD****1** | **N** | **∑FX** | **X Mean** | **Remark** |
| 8 | It made the teacher’s job more tedious  | 100 | 60 | 30 | 10 | 200 | 650 | 3.2 | A |
| 9 | It could lead the pupils to cheating in other to be awarded higher marks  | 30 | 20 | 40 | 110 | 200 | 370 | 1.8 | D |
| 10 | It will necessitate or mandate board of trustee/school board to employ only trained teachers  | 112 | 48 | 30 | 10 | 200 | 662 | 3.3 | A |
| 11 | It gives room for favoritism because teacher may decide to award higher marks to the child he/she likes  | 80 | 60 | 40 | 20 | 200 | 600 | 3.0 | A |

From the computed mean in table 3: it was found that the mean of items 8,10,11 were above the cut-off point of 2.5 and therefore agreeing on the problems created by the introduction of continuous assessment techniques in secondary schools. While item 9 were below 2.5 therefore not agreeing on the problems created by the introduction of continuous assessment techniques in secondary schools.

**Research Question 4:** What are the benefits or gains recorded by school system as a result of the bringing into play of continuous assessment ?

Table 4:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **s/n** | **Items** | **SA****4** | **A****3** | **D****2** | **SD****1** | **N** | **∑FX** | **X Mean** | **Remark** |
| 12 | It helps the child to be assessed in the 3 domains of the child development  | 84 | 66 | 40 | 10 | 200 | 624 | 3.1 | A |
| 13 | It helps the teacher in placing each child to their correct section (class A,B,C etc)  | 40 | 20 | 60 | 80 | 200 | 420 | 2.1 | D |
| 14 | Again, it helps the teachers to know the ability of each student in various subjects  | 96 | 50 | 30 | 24 | 200 | 618 | 3.0 | A |
| 15 | It helps to build teacher- pupils relationship | 50 | 20 | 30 | 100 | 200 | 420 | 2.1 | D |
| 16 | It helps the teachers to understand their level of teaching  | 80 | 60 | 40 | 20 | 200 | 600 | 3.0 | A |

From the computed mean in table 4: It was found that the mean of items 12,14,16 were above the cut-off point of 2.5 and therefore agreeing on benefits so far derived from the introduction of continuous assessment techniques in secondary schools?. While items 13,15 were below 2.5 therefore not agreeing on benefits so far derived from the introduction of continuous assessment techniques in secondary schools?

**CHAPTER FIVE**

**DISCUSSIONS OF FINDINGS, EDUCATIONAL IMPLICATIONS, LIMITATIONS, CONCLUSION, RECOMMENDATIONS, SUGGESTIONS AND SUMMARY**

 The research finding based on the data presented in chapter four are interpreted and discussed in this chapter. The outline of the chapter is as follows:

**5.0 Discussions of Findings**

**RESEARCH QUESTION ONE** – To what extent does continuous assessment techniques has been great gain to the school system. The responses found revealed that teachers always give home work to pupils, teachers motivate pupils after teaching while some of the pupils agreed that teachers motivate pupils while teaching and also teachers ensure that assessment scores are published after it.

 **RESEARCH QUESTION TWO** – To what extent can the capability of school using the technique more indigenous and reflective of our local needs especially in our school. The responses shows that Government should try and enroll the teachers in workshop on continuous assessment importance and also Government should ensure that necessary instructional materials needed for teaching and learning are provided. When it was also revealed that government should ensure provision of facilities such as laboratories, electricity and conducive learning environment to be made available in the secondary schools.

 **RESEARCH** **QUESTION** **THREE –**What are the problem created by the introduction of continuous assessment techniques in our school system. The responses show that continuous assessment leads the pupils to cheat in other to be awarded higher marks. It gives room for favoritism. This has link with findings of James (2012) opinion continuous of assessment is a way of evaluating pupils and teachers performance.

 **RESEARCH QUESTION FOUR** – what are the benefits or gains recorded by school system as a result of the bringing into play of continuous assessment. The responses show that continuous assessment helps the child to be assessed in the 3 domains of the child development. It helps the teacher to know the ability of each pupil in various subjects. It helps the teachers to understand their level of teaching.

**5.1 Educational Implication**

The basic reason for good continuous assessment can make the following contributions. Promote the development of ready skills and encourage long term habits through ready, listening and etc those learning habits from the key to continuous success in school and to the personal encouragement of leisure this throughout line. Assessment is not merely testing (Osokoya, 2006), it is a process through which the quality of an individual work or performance is judged (Mwebaza, 2010). In relation to school setting, Greaney (2001) defines assessment as any procedure or activity that is designed to collect information about the knowledge, attitude, or skills of the learner or group of learners. Thus, in the context of education, assessment can be defined as a predetermined process through which the quality of a student’s performance in the three domains of educational objectives (cognitive, affective, and psychomotor) is judged. Assessment of students learning of curriculum contents in the area of knowledge, skills, and values is a major pre-occupation of many educational reforms. This is because results from such assessment not only provide feedbacks regarding the educational progress of students but remain the authentic yardstick for gaining the effectiveness of the teacher, the quality of instruction and in part the functionality of any curriculum reform. Continuous assessment as an assessment carried out in an ongoing process (Mwebaza, 2010) is an objective judgment considered an important part of structured assessment purposely designed and administered to enable the teacher to evaluate some aspect of a students learning of a specific time.

        A number of characterizations of continuous assessment exist in the literature. According to Agawam cited in Mwebaza (2010) continuous assessment not simply continuous testing. Continuous assessment does not solely depend on formal tests. Continuous assessment is more than giving a test; it involves every decision made by the teacher in class to improve students’ achievement. Continuous assessment as only a part of the field of educational evaluation is a method of evaluating the process and achievement of students in educational institutions (Yoloye, 2006). This means that continuous assessment could be used to predict future student’s performance in the final examinations and the possible success of individuals at the work place or on a particular job. Continuous assessment is a formative evaluation procedure concerned with finding out in a systematic manner, all gains that a student’s has made in terms of knowledge, attitudes and skills after a given set of learning experience (Ogunniyi, 2004). A more comprehensive definition of continuous assessment is given by Ezewu and Okoye (2007). They see continuous assessment within the educational context as a systematic and objective process of determining the extent of a student’s performance and all the expected changes in his behaviour from the day he enter into a course of study in a continuous and progressive manner to the end of such a course of study and jEnugu south cious accumulation of all pieces of information derived from this purpose, with a view to using them to guide and shape the students in his learning from time to time and to serve as bases for important decision about the child.

**5.3 Limitation of the Study**

The researcher observed that there are some limitations which might have influenced the results of their findings, these limitations include: in as much as the findings of this study have provided good guides for explicative stEnugu south es in other populations, the results are most applicable in Enugu south Local Government Area.

1. Efforts to secure financial grants to increase the samples for this study were made but to no avail. The researcher therefore has to rely on his meagre earnings to undertake the study. This is one major reason why the sample size was limited to only the schools in Enugu south local government area.

**5.4 Conclusion**

This study was aimed to evaluation of continuous assessment techniques in secondary schools in Enugu south Local Government Area of Enugu state. The literature review indicates that rapid technological changes, innovations and knowledge explosion necessitate redefinition of the role of learning and teaching, which in turn necessitates a revisit of assessment strategies and methods. The teacher, through teaching, has to make learners aware of the fallibility of knowledge. Both the teacher and learner have to find out how the knowledge is constructed. One way this could be achieved, as mentioned earlier, is by assessing of learning and examining of alternatives assessment practices. Continuous assessment is used to test the learners’ knowledge although cognizance is taken of the fact that a particular method of assessment may serve more than one purposes. It should be stressed that all aspects of teaching, learning and assessment are interwoven and cannot be divorced from each other. Assessment in schools is an issue of quality assurance and thus it is a tool used as away to ensure quality educational outcomes. Therefore, negligence and or lack of planning for assessment in schools will compromise and counteract the quality of educational outcomes. The important role that teachers play or ought to play in the continuous assessment process cannot be overemphasized because it is vital for the success of continuous assessment practice in schools. Strengthening of the technical aspects of continuous assessment would help to meet the rigorous standards of reliability and validity. The underlying guiding principle of continuous assessment should be to ensure that it promotes and rewards desired learning activities and outcomes.

**5.5 Recommendations**

 Based on the fore-mentioned educational implications of the findings of this study, the following recommendations were made.

1. The ministry of Education or its relevant agencies should organize seminars and workshop for Economics teachers at least once in a term in order to update their knowledge on the practice of continuous assessment.
2. The Ministry of Education or its relevant agencies should train and post enough professional guidance counselors in the area of to schools in the zone.
3. Secondary schools in the zone should set up continuous assessment committees to perform the duties currently performed by Examination committee. Such duties include:
4. Oversee the keeping of various assessment records.
5. Develop time-table for assessment of pupils in the school. The committee is to be headed by the vice-principal (academics); members to include, the school guidance counselor, Head of social science section, Head of science Education sections.
6. Trained officers from the Ministry of Education should visit schools in the zone from time to time for on the spot assessment of the scheme.
7. The ministry of Education should grant study leave with pay to all qualified tutorial staff members to study statistics and computer in higher institutions to enable them acquire knowledge and improve on their efficiency in data collection and analysis involved in the practice of continuous assessment.
8. The school authority should ensure that the pupils’ populations in the classroom are within the ranges that favour effective supervision of teachers. In the same vein, teachers work load should be manageable to enhance their effectiveness.
9. Teachers should be motivated by both government and school authority through adequate incentives to boost their morale.
10. School authority should make fund available for teachers to take pupils out on field trips to widen their knowledge.

**5.6 Suggestions for Further Studies**

 Further studies could be carried out on the following:

* Developing effective and psychomotor assessment skills in teachers for effective teaching/learning.
* The role of Information and Communication Technology in the implementation of continuous assessment.

**5.7 Summary of the Study**

In summary, continuous assessment practice evidently changes the role of teachers as an assessment to one who enters into dialogue with the learner being assessed to find out their current level performance in their different course of study. Based on the research made, it was reviewed that the success of continuous assessment depends on teachers’ will, abilities and skills. The impact of continuous assessment helps to adjust the mind of teachers who were used to holding traditional way of assessment.

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**APPENDIX I**

**Department of Economic Godfrey Okoye University**

3rd may, 2017.

Dear Respondents,

 I am a final year student of the above mentioned institution, carrying out a research project on the topic: the effect of continuous assessment in teaching and learning of economic in Enugu south local government area of Enugu state. This project is for academic purpose. Please I would want you to respond objectively to the questions. I assure you that information obtained would be treated confidentially, I pray you will be able to co-operate with me.

Thanks for anticipated co-operation.

 Yours Faithfully,

 **ADOGU CHIKODIRI .A**

 **U13/EDU/ECO/006**

**QUESTIONNAIRE**

**INSTRUCTION**

Please carefully read the instructions in each section of this questionnaire before responding to the statements and or questions that follow. In each section, you are required to indicate how you “agree or disagree” with the statements and questions below where

Strongly agree (SA)

Agree (A)

Disagree (D)

Strongly Disagree (SD)

Using the key below, indicate your feelings by ticking (√ ) at the appropriate column.

 **Research Question 1:**

To what extent does continuous assessment techniques has been of great gain to the school system?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **Items** | **SA** | **A** | **D** | **SD** |
| 1 | Continuous assessment helps in assessing the 3 domains of educational development of a child |  |  |  |  |
| 2 | Continuous assessment helps in knowing the real ability of the development of the child |  |  |  |  |
| 3 | In terms of evaluation it helps the teacher to know if what he/she has taught is been understood by the pupils |  |  |  |  |
| 4 | In terms of placing pupils in their positions continuous assessment helps the teacher a lot but examination is not the true test of knowledge  |  |  |  |  |

**Research Question 2:**

 To what extent can the capability of school using the technique more indigenous and reflective of our local needs especially in our schools?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **s/n** | **Items** | **SA** | **A** | **D** | **SD** |
| 5 | Continuous assessment log books are being distributed to the teachers to enable them enter the scores of pupils in the different assessments  |  |  |  |  |
| 6 | Midterm test as assessment techniques is used by the teachers  |  |  |  |  |
| 7 | Sporting activities as assessment techniques is used by the teachers |  |  |  |  |

**Research Question 3:**

What are the problems created by the introduction of continuous assessment techniques in our schools systems ?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **s/n** | **Items** | **SA** | **A** | **D** | **SD** |
| 8 | It made the teacher’s job more tedious  |  |  |  |  |
| 9 | It could lead the pupils to cheating in other to be awarded higher marks  |  |  |  |  |
| 10 | It will necessitate or mandate board of trustee/school board to employ only trained teachers  |  |  |  |  |
| 11 | It gives room for favoritism because teacher may decide to award higher marks to the child he/she likes  |  |  |  |  |

**Research Question 4:** What are the benefits or gains recorded by school system as a result of the bringing into play of continuous assessment?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **s/n** | **Items** | **SA** | **A** | **D** | **SD** |
| 12 | It helps the child to be assessed in the 3 domains of the child development  |  |  |  |  |
| 13 | It helps the teacher in placing each child to their correct section (class A,B,C etc)  |  |  |  |  |
| 14 | Again, it helps the teachers to know the ability of each student in various subjects  |  |  |  |  |
| 15 | It helps to build teacher- pupils relationship |  |  |  |  |
| 16 | It helps the teachers to understand their level of teaching  |  |  |  |  |