CONTINUOUS ASSESSMENT AND ITS
effects on students performances
in Mkpat Enin Local
donment area of Akwa Ibom State, Nigeria

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Continuous Assessment and its Effect on Students

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CONTINUOUS ASSESSMENT AND ITS EFFECTS ON STUDENTS PERFORMANCES IN MKPAT ENIN LOCAL GOVERNMENT AREA OF AKWA IBOM STATE, NIGERIA

BY
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Abstract
This paper centres on Continuous Assessment and its effects on students' performances in Mkpat Enin L.G.A of Akwa Ibom State. The work was carried out through descriptive research, which was based on information gathering. Ten schools were chosen and ten students were selected from each of the schools. The instrument used to gather information was the questionnaire, which was distributed to the ten schools. The major finding showed that continuous assessment was a veritable tool for the improvement teaching and learning activities.

Background to the Study
This study seeks to find out the effects of continuous assessment in selected secondary schools in Mkpat Enin Local Government Area of Akwa Ibom State of Nigeria. Continuous assessment has been emphasized into educational system by National Policy on Education. It is a method of determining what the learner has gained from the learning activities, in terms of reasoning, thinking and knowledge of what he has learned (cognitive), character development (affective) and industrial attitude (psychomotor). The need for this type of assessment is predicated on the premise that in the classroom, like in other fields, some integrated assessments need to be made on both the products and the processes; and the fact that
decisions about the learner can only be effectively made if it is based on comprehensive, accurate and reliable information.

**Research Questions** This study seeks to answer the following questions:

1. To what extent does internally generated scores enhance the student performance in an external examination?
2. To what extent is the teacher’s influence on the student assessment?
3. Does non inclusion of the students cumulative scores in the class have effect on the final result of the student?

**Hypotheses**

Three hypotheses were formulated in null form to answer the research questions.

1. Internally generated scores do not have any influences on the student’s performances.
2. The teacher does not play any significant role in the student’s assessment.
3. Non inclusion of the students’ assessment scores can affect the students’ performance in the final examinations.

**Design of the Study:**

The research design used for this study is the survey influential design. The researcher used this approach rather than other design because the research is concerned with study of very large population through representative sampling in order to find out and try to explain the existing problem in the population. This technique is believe to be capable of providing the much needed data that can be analyzed since it is going to bring quite a meaningful response from the respondents. In choosing this design, it could allow for inference and generalization to be made for small representative sample size.

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**Population of the Study**

The population is made up of selected secondary schools in Mkpat Enim Local Government Area of Akwa Ibom State. This includes private and public schools. The principals of these schools were approached and the aims and the objectives of the research were explicitly explained to them. However, all of them accepted the idea in good faith. A total of one hundred (100) students were randomly selected from ten (10) secondary schools in this area. Hundred questionnaires were prepared, each containing ten questions and distributed to these schools.

These schools were as follows:

<table>
<thead>
<tr>
<th>S/N</th>
<th>NAMES OF SCHOOL</th>
<th>MAL</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>St. Vincent Secondary School, Ikot Nk 7</td>
<td>3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>QIC Community High School, Mkpat Enim 5</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ibiaku Commercial Secondary School, Ikot Etuk 6</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Christian Methodist secondary School, Ikot Abia 8</td>
<td>2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>St. Paul’s Secondary School, Ikot Esan 5</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Technical School, Ikot Akata 10</td>
<td>-</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>St. John’s Secondary School, Ukaim 6</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Community High School Ikot Ekp 8</td>
<td>2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Girl’s Secondary School, Minya - 10</td>
<td>-</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Government Science School Ilde 5</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Sixty (60) males and 40 females were selected from the ten schools.
Sample and Sampling Techniques
Ten secondary schools were selected from Mkpat Enin Local Government Area by simple random sampling technique. Ten students were drawn from the target population of the ten schools by simple random sample. The total number of students selected from the ten schools was one hundred. Their ages range from fifteen to eighteen years. There were sixty males and forty females. Each school received ten (10) questionnaires, and each questionnaire carried ten (10) questions. They were given sufficient period to go through the questions in questionnaire. The questionnaires were retrieved on stipulated date given to them by the researcher. On collection; ninety seven questionnaires were made available by the students. Three out of the hundred questionnaires were missing while one was blank no attempt was made to answer the questions in it. Ninety six questionnaires were rightly treated. Since each questionnaire carried ten questions, the numbers of questions treated were nine hundred and sixty in number.

Instrumentation
The instrument for this data collection for the study was a four point Administrative questionnaire. The title of it was “continuous Assessment and its effect on students’ performances” The instrument was designed from variables. The instrument was designed from variables. The design was made in such that it was applied to all area of students’ teaching and leaning activities. It was structured on the four point’s administrative response scale of strongly agreed, agreed, disagreed and strongly disagreed.

Research Question 1:
In what ways do continuous assessment contributes to the improvement of standard of education in schools?
1: Ways in which Continuous Assessment Contributes to the Improvement of Standard of Education in Schools.

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>RESPONSES</th>
<th>NUMBERS</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you assess the contribution of continuous assessment to the improvement of educational standard in schools?</td>
<td>Very high</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>35</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Very low</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

In the research question, the respondents were asked to assess the contribution of continuous assessment to improvement of educational standard in schools. 50 of the respondents which represent 50% confirmed that continuous assessment in schools has contributed to very high standard of educational improvement in schools. 35 respondents represent 35% say is high. 10 respondents say it is low, which represent 10%. 5 respondents representing 5% say it is very low. From the foregoing analysis of the research question above, one can say that continuous assessment has contributes immensely to improvement of educational standard in schools.

Research Question 2:
What role does continuous assessment play in students teaching / learning activities in schools?

2: Roles of Continuous Assessment in Student’s Teaching/Learning Activities.

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>RESPONSES</th>
<th>NUMBERS</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it true that continuous assessment plays important role in</td>
<td>Yes</td>
<td>85</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>15</td>
<td>15%</td>
</tr>
</tbody>
</table>
Continuous Assessment and its Effect on Students

Research Question 3:
Do you consider continuous assessment to have effect on the student’s final results?

3: The Influence of Continuous Assessment on Students’ Final Results.

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>RESPONSES</th>
<th>NUMBERS</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>In what way do you consider that continuous assessment has influenced students’ final results?</td>
<td>Very high</td>
<td>60</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Very low</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above respondents were asked to ascertain the role of continuous assessment in students teaching / learning activities in schools. 85 respondents representing 85% were of the view that continuous assessment plays vital role in students teaching / learning activities in schools. 15 respondents representing 15% responded negatively to the question. Going by the respondents responses above the table revealed that a greater number out of 100 respondents affirmed that continuous assessment plays a greater role in students teaching / learning activities in schools.

Research Question 4
Do you consider continuous assessment should be restricted to junior classes alone?

4: Restriction of Continuous Assessment to Junior Classes Alone.

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>RESPONSES</th>
<th>NUMBERS</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it good to restrict continuous assessment to junior classes alone?</td>
<td>Yes</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>85</td>
<td>85%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above the responses rate is clear. 15 respondents represented 15% agreed that continuous assessment should be restricted to junior seconding classes alone. 85 respondents, on the other hand in Mkpat Enin L.G.A gave negative responses, which means that it should not be restricted to junior classes alone. In conclusion, the continuous assessment in school has major roles to play in terms of revolutionizing education, and enhancing student’s effort toward improving education in the country. The result obtained from the research questions clearly show that a greater number of students agreed that continuous assessment has proved to be veritable tools for teaching/learning activities in schools. Observation shows that the number of students who agreed is greater than those who disagreed. This shows that the conclusion for the research proved that continuous assessment has been acceptable the students since its functions are well known. These students, who disagreed on this issue, may be considered to be lazy students, who...
are not ready to accept any other burdens, apart from classwork. It is understood that those students that have accepted the practice of continuous assessment in school are wise enough because they realize the basic functions of continuous assessment. Consideration is then given to the number of students that have agreed on this issue, it becomes obvious that every school should embark on this new development in order to improve and sustain our educational system, which is considered by many people to have fallen below the standard it was in the past years.

Discussion of Findings:
It has been observed that teachers play most significant role in the effective continuous assessment process. According to Nwana (1982), who held the view that, there is a strong and significant relationship between continuous assessment and external examinations at whatever level of education? This findings buttress the fact that a student who performs well in an internal examinations can equally do well in any external examinations e.g. West African School Certificate Examination (WASC), National Examinations Council Tests etc. As it has been observed through the findings, the success of continuous assessment depends ultimately on some factors such as qualifications of the teaching staff that are ready and willing to impart their teaching experiences to the students. Sufficient and standard teaching materials must be available. These materials will be used to enhance teaching/learning activities in addition; these must be provided in sufficient quantities. It is in the same vein found that an effective and efficient teachers use assessment to appraise how well their students are performing, and what is needed for further improvements. The teachers, as it is observed are at better position to tell whether their teachings are well absorbed and understood by the students. The popular saying practice makes perfect has a lot to do in terms of continuous assessment, since it has ingredients of improvement in educational sector. In utilizing assessment by the teachers in the best way, the learners keep on working in progressive manners devoid of laziness.

In line with these observant, it is been that whenever continuous assessment is carried out on systematic and purposive manner, feedback is given immediately. This would help the teaching practices and at the same time correct any anomaly noticed in teaching. Continuous assessment inspires students to be self-confident during examination period. This helps to eliminate unnecessary request for external aids in examination hall, and at the same time get rid of examination malpractice. The advocates of continuous assessment have advocated the following as useful functions of continuous assessment:

1. It provides useful information about the student’s academic progress.
2. It makes the learner to keep on working in a progressive manner.
3. It gives the true picture of the student’s academic performance as it is being conducted on weekly cases.

Summary:
As a basis for drawing summary from the study, three hypotheses were formulated as guiding principles. Several propositions which this study sought to verify had revealed that various variables such as illness, fatigue and stress can have a strong positive or negative influence on the child academic performances at both Junior and senior secondary levels. Using the survey design, (100) hundred questionnaires were designed and used in ten (10) selected schools in Mkpat Enin Local Government Area. The data were later collected and subjected to thorough analysis using the chi-square. The three independent variables were correlated with the dependent variables. Performance and outcomes of the analysis showed that the first two null hypotheses were rejected and the third one was upheld as being significantly and positively related to performance. It is sufficiently enough to say that internally generated scores through continuous assessment in all the school subjects have significant relationship with the student’s performance in the school external final examination results.
Conclusion Based on the Findings of the Study:

It is clear that not all the null hypotheses were rejected following the finding obtained from the analysis of the research hypotheses; the following conclusion can be drawn.

1. There is consistency in the student's performance in most of the subjects due to continuous assessment, especially in Junior Secondary school final examination results.

2. Continuous Assessment is compulsory subject in schools, as compare to compulsory subjects such as mathematics and English which are effective and useful as predictors on subsequent performance in other subjects.

3. Continuous assessment in the compulsory subjects will measure the students' performance in a progressive manner for effective follow up by strong positive relationship between internal scores in school and the external examination results in senior secondary school certificate examinations.

Available literature and theories on the subject of assessment maintain that the one shot examination at the end of academic period does not show the true performance of the students. According to Federal Ministry of Education hand book, Bloom (1966) postulated that local assessment of the students in the schools will provide useful information about the academic progress of the learners. It makes the learners to keep on working in a progressive manner. Bloom also maintained that assessment of students by the school teachers is the best way to determine the students' academic performance, since it is a continuous process rather than one duration type of test which may be affected by many variables such variables could be sickness, fatigue, stress etc. the process of continuous assessment progressively makes learning an active rather than passive process.

Teacher's role in the continuous assessment, according to the result obtained from the hypothetical test, it revealed that the teacher has a significant role to play in the continuous assessment of the students. This is in agreement with what Macintosh postulated. He sees the teachers as the boiling and melting point through which educational objectives are transmitted to the required audience. Bloom maintained that continuous assessment should be in all the three level of learning domains, namely, cognitive, affection and the psychomotor domains. Ogunniyi (1984) maintained that the teacher is the chief Master minder of final outcome of the students' continuous assessment. The teacher has the ultimate authority to make the continuous assessment to be purposeful and can equally destroy the purpose and its outcome. Some teachers are not experience in the professionality of teaching; they see the continuous assessment as an additional task, which is very difficult to do. Some teachers award marks to undeserving students. Some tests administer by some of them fall short of what Bloom says about testing of the students on the three level of learning. The teachers remain the only individuals who know the aptitude of the students and can adequately assess them accordingly.

Recommendations

Since Federal Ministry of Education hand book has given the meaning of continuous assessment as "A Mechanism whereby the final grading of students in cognitive, affective and psychomotor domains of behaviour takes account in the system of all their performances during a given period of schooling." This is an indication that the highest authority on education in the country has approved and endorsed for the practice of continuous assessment in schools.

In view of this the following recommendations are made:

1. It now becomes mandatory for the government and proprietors of the schools to put the necessary structures to facilitate the take off of the continuous assessment as it has a lot of functions to play in the area of improvement on teaching/learning activities.
Teachers who know the methods of assessing the student should be recruited.

There should be training programme for the teachers on various methods of assessment; this will eliminate the fear of using one single examination result to judge student’s performance on wide range of courses in the school.

The heads of schools should increase their supervisory role, to make sure that any test items used in the school meet the requirements, reliability and validity recommended for use.

**Limitations of the Study** During process of this research some short-comings or limitation were encountered first of all, the questionnaires given out to the students in order to express their opinions were incompletely returned. Three of the questionnaire papers were missing. In addition, one was returned blank. Since the bulk of the forms were returned by their teachers on the stipulated data, the students who mishandled the missing forms were not available for questioning, neither the one who brought the blank form was known. Some of their expressed opinions in the questionnaires seemed to take bandwagon effect. Most of the respondents’ way of thinking appeared to be influenced by someone among them. Financial constraint however, could not be ruled out. Finance was involved right from the beginning of the research until the end. Transportation to these schools was carried out by personal means of transport. In the absence of this I had to trek to nearby school due to constraint. Some of the respondents complained that due to over loaded class work they were unable to proffer their best opinion to the questions.

**Suggestion for Further Studies for Further Research on this Study:**
The researcher offers the following suggestions:-
1. There are still contradictions in the area of continuous assessment that it should cover the three tier system of education, namely primary, secondary and tertiary institutions, the implication of this is that more research work is needed in order to validate the claims made among various researchers.

2. It is envisaged that other statistical analysis should be used to test the acceptability and authenticity of the result of this study.

3. Findings from this study will serve as a guidance to other educational researchers

4. Last but not the least, the functions of continuous assessment in education and its effect on students academic performance should be carried out:
   i. In all primary and secondary schools
   ii. Higher institutions throughout Akwa Ibom State and the whole country at large.

**References**


Continuous Assessment and its Effect on Students


A REVIEW OF CHRISTOPHER CANDLAND'S LABOUR, DEMOCRATIZATION AND DEVELOPMENT IN INDIA AND PAKISTAN

LIONEL BAIXAS

New Mexico State University, La Cruces

This book, by Christopher Candland, sets out to provide a documented analytical and empirical study of the linkages between organized labor, development, and democratization in India and Pakistan from the colonial period till date. It attempts to explain why sustained economic growth has not led to a significant diminution of poverty in either of these countries. The overall argument is that only rights-based organized labor unions can allow “the transformation of wealth into well-being”. Unionism can hence sustain democratization by promoting the redistribution of wealth created through the process of capitalist accumulation. This analysis is welcome as it fills two important gaps in the study of the political economy of development and democracy in South Asia. First, it is one of the very few studies to directly address the issue of organized labor in South Asia. Second, it is an important addition to the rather neglected field of comparative studies between India and Pakistan. Moreover, Christopher Candland must be credited for putting forward a comprehensive understanding of development as a process not limited to economic growth but that includes a continuous improvement of the quality of life of the people, especially the poor, and of democracy, as more than just a set of political institutions and mechanisms, but as a system of governance that ought to deliver on social and economic rights and development in the broadest sense. Finally, he is cautious not to presuppose a causal link between democracy and development while acknowledging that an indirect and somewhat more complex link does exist. The author has produced a well-told narrative, which is both scholarly and accessible. The book is divided into five chapters plus an