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EVALUATION OF THE IMPLEMENTATION OF CONTINUOUS ASSESSMENT IN IKA SOUTH LOCAL GOVERNMENT AREA OF DELTA STATE

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Abstract

This study was carried out to evaluate the extent of implementation of continuous assessment Programme in Ika south Local Government Area of Delta State. A sample of 60 teachers in Senior Secondary Schools were involved in the study. A questionnaire method of data collection was used. The result of the analysis revealed that although continuous assessment is being implemented in one form or the other, the practice is not effectively carried out. It was therefore recommended ¹ that continuous assessment should be taken more seriously because of its importance in the 6-3-3-4 system of education by setting up appropriate committee on continuous assessment at various levels of the Nigerian educational system.

Introduction

Evaluation plays an important role in many aspects of the 6-3-3-4 System of education. In view of this, Egbule (2000) stated that continuous assessment contribute specifically to the teaching - learning process used in the classroom instruction. Ohuche and Akeju (1971) in agreement related that the traditional education was informal, pragmatic and non verbal and written tasks or formal education examination had no place in the evaluation but evaluation of tasks performance was practiced on no regular basis.

¹³ The coming of Western Education brought about the internal and external examination.

where people assessment is based on only a single examination, mostly at the end of a year or course of study.

However, this system of evaluation, a list of disadvantages stood against it and has not yielded any fruitful result. Records of pupils performances were usually not kept beyond a particular year or class. There was undue emphasis on paper qualification: as a result single examination at the end of the year or course of study was used for certification, grading and placement. Teachers taught exclusively for examination and are not allowed or opportuned in the final assessment of the students they taught and known better about. Without any doubt, the encouraged examination mal-practices, which of course a common place in our educational institutions today. What continuous assessment is about, is the actual assessment of the students effective psychomotor and cognitive domains, hence the reports that were sent to parents were deficient without regards to paper information. Due to these mentioned shortcomings of the traditional assessment, it has become obvious and this has been the motivating factor of the government at the curriculum conference of September 1969, and the idea of setting up a working committee to bring about **1 the assessment of all** aspect of the education and the learner. For this reason, it was recommended at the conference that, continuous assessment techniques be adopted. As a result of the recommendation, continuous assessment has been fused into **the National Policy on Education** (1981).

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The **importance of continuous assessment in the** new system of education in Nigeria cannot be over emphasized. According to Bajah et al (1983), **2 continuous assessment is** a devise for motivating and improving learning in schools and general performance of students based on systematic collection of data over a specified period of time. Bajah (1984) stated that teacher's attitudes are vital determinants in the success of any policy on education entrusted into their hands for execution. The attitude of teachers toward his profession affects the result of his teaching.

Hence, for us to have **1 effective implementation of continuous assessment,** teachers

should be well trained so that they could have the necessary skills that will help them carry out their duties successfully.

Implementation of the continuous assessment programme ¹¹ in Ika South Local Government Area in particular could be enhanced by the support of Government and teachers.

Continuous assessment, as records in the official handbook from the Federal Ministry of Education, ³ is a method of finding out what the student has gained from learning activities in terms of knowledge, thinking and reasoning, character development and industry. This includes tests, observation projects, assignments, interviews, questionnaires and other activities throughout the course.

Statement of the Problem

There is no individual without a problem. The growth and development of the individual is usually affected by these problems if not identified and properly handled. Consequently, ² this study is to evaluate the implementation of continuous assessment programme in Ika South Local Government Area.

The investigation will be guided by ¹ the following research questions.

- (1) Are the teachers well trained and prepared for effective implementation of the continuous assessment programme.
- (2) What problems of uniformity of standards are faced in continuous assessment in secondary schools in Ika South Local Government Area of Delta State.
- (3) What are the requirements for the full implementation of continuous assessment in the secondary schools in Ika South Local government Area of Delta State.
- (4) What government fault constitutes problems in the implementation of continuous assessment in secondary schools in Ika South Local Government Area of Delta State.

Population and Sample Selection

The population of this study is limited to all Principals, Vice Principals and Teachers in Post

Primary Schools in Ika South Local Government Area of Delta State. The population constitutes both male and female teachers.

Six Post Primary ⁶ Schools in Ika South Local Government Area of Delta State have been selected for this study. The schools were chosen by random sampling. The sampling technique was employed considering the time factor and financial involvement.

¹⁴ The sample consists of only the school principals, the school counselors, and eight teachers in each school, giving a total 10 respondents per school.

Research Instrument

A structured questionnaire was constructed and consisted of 20 items. Some of the items were ¹² broken down into different components. The questionnaire was grouped into sections A to D to elicit data based on background information, skills, records keeping and reporting, constraints and solution respectively.

Apart from the background information, section B and C consisted of questions constructed on 4(Four) points rating. In section B, respondents were to say Very Frequently (VF), frequently, rarely, never. However, in section C, the instrument was constructed on the basis ⁵ of Strongly Agreed (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). In section D, the option employed was Yes or No. It was meant to assist the respondents to identify the basic requirements for the effective ⁹ implementation of continuous assessment in Ika South Local Government Area in particular and Delta State in general.

Data Analysis and Presentation of Results

The summary of data analysis and interpretation is presented in four sections. Tables were used to display the results for each research questions ¹ for the purpose of easy understanding.

Table I

Teachers' Source of Training in Continuous Assessment

Item 1 Source of Training Response Percentage

A Institution attended 40 67

B Seminar/Workshop, 20 34

C In-Service Training 30 50

D Conference/Induction Courses --

E All of the above --

F No training N=60 20 34

In table 1, item A revealed that 67% of the teachers had their training in the institutions attended. 34 of the teachers were taught the skills and techniques on the continuous assessment practices at seminars and workshops. However, there was an overwhelming 30/20 of teachers who indicated that they had no training.

This presents a worse revelation of the teachers as they struggle to apply the new system of evaluation in schools. It should be noted that most seminars and workshops do not last more than two days and as such teachers may not acquire enough knowledge to cope adequately with a practice as complicated as the new continuous assessment.

Table II

Display of Teachers Responses on the use of Techniques and Skills Acquired **2** in the
Implementation of Continuous Assessment

Items Statement Responses in %

No. VF F R N

2 Scales in interpreting students scores

(a) T – Scores - - - -

(b) Z-Scores - - - -

(c) Percentile rank 4 6 10 80

(d) Ranked raw scores 40 35 10 15

(e) Weighed raw scores - - - -

(f) Stainee - - - -

(g) Administering tests - - - -

Achievement test 60 38 2 -

(ii) Personality tests 25 30 20 25

(h) Weighed scale scores 3 5 28 64

3 (a) Questions already validated - - - -

(b) Marking and scoring pupils, scripts - 60 30 10

4 Marking of tests and assignments - 100 - -

5 Return of scores and scripts - - - -

6 Utilization of outcomes of assessment 85 5 60 10

7 Record keeping

(a) Scheme of work broken down into modules - 80 15 5

(b) Dairy record of works done 14 85 - -

(c) Social development skills - 10 69 30

(d) Pupils achievement records 30 35 25 10

(e) Cumulative record card - 30 40 30

(f) Yearly summaries - 100 - -

No=60 Responses in percentage(5)

In table 2.item 2 shows that out of the seven scales used for assessing students reporting theory scores, few claimed to be used by teachers. The T - Scores and the Z- Scores were never in use in the six secondary schools visited while 80% of the teachers said "No" to the stainee. The instrument that represents high percentage of usage is the administrative test with 98%,55% and 90% respectively for achievement test. personality tests and projects/practicals.

However, only the administrative tests are inadequate to arrive at the actual leaving outcome of the student.

Table III

The Major Problems in the Implementation of the Continuous Assessment as Identified by Respondents

Factors Item

No Statement Responses

SA A D SD RMK

Teacher 8 Every teacher must know how to assess 6 7 33 14 D

9 Teachers set simple questions 4 29 15 12 A

10 (a) Programme is tedious 30 10 15 5 A

(b) Programme too laborious 40 10 15 4 A

(c) Inappropriate teacher/ pupil ration 45 7 8 - A

11 Lack of knowledge 3 35 10 12 A

Government Tractor 12 Inadequate provision of funds 50 10 - - A

13 Lack of C. A. materials 36 14 3 7 A

14 Irregular workshops organized 25 15 10 10 A

15 Improper supervision and co-ordination 38 16 9 6 A

16 Teachers not encouraged through in-service programme 18 30 8 4 A

17 15 Lack of Guidance and Counselling 15 24 12 7 A

Uniformity standard 18 Lack of uniformity of standards 25 30 4 1 A

19 Teachers are subjective 9 36 11 4 A

If you know how to teach, you must know how to assess.

The 47 out of 60 teachers saying 'No', it clearly shows that they disagreed.

Some teachers set simple questions to record high percentage pass.

Teachers lack the knowledge 4 of the use of instruments for data collection. The

respondents affirmed that they lack the knowledge of the use of assessment instruments.

Government fails to provide adequate funds. Government fails to organize regular workshops and seminars for teachers handling continuous assessment programmes.

Table Four

Basic Requirements **1** for the Effective Implementation of Continuous Assessment as Identified by Response

Item Suggested Basic Requirements	Responses	% Yes
(a) Provision of instructional materials	45	75
(b) Reduction of workload of teachers	60	100
(c) Adequate supply of continuous Assessment materials	60	100
(d) Provision of good libraries	40	60
(e) Creation of records unit C.A.records	45	75
(f) Regular in-service training seminars and workshops	42	70
(g) Test instruments must be reliable and valid	32	53
(h) Test instrument develop in the 3 domains	34	56
(i) Increase supervision and inspection by ministry of education	43	72
(j) Creation of functional continuous Assessment Committee in the Post-Primary Schools	30	50

Instructional materials are provided to facilitate teaching and learning.

With 75%, the respondents clearly accepted that provision of instructional materials facilitate teaching and learning.

Workload of teachers should be reduced by employing or recruiting more teachers.

If there is adequate supply of materials like folders, files, diaries etc. Equally all the 60 respondents considered asserted "Yes" that continuous assessment materials when made available will improve the practice.

Discussion

The use of scales in the assessment and evaluation of students' performance is very

crucial to the teachers and educational administrators. The findings reveal that teachers do not know how to apply most of the scales in the interpretation of scores. It was observed during an oral interview with some teachers ⁴ that most of them did not know some of the scales, including the ones they have filled as having used.

In continuous assessment, thorough and meticulous record keeping and reporting are very important. There should also be an efficient system of storage and retrieval of record kept. Most teachers complained that they are reluctant to implement ² continuous assessment as a result of the programme. Teaching as a profession is not meant for drop-outs. Some of the prominent characteristics of a teacher include intelligence, charisma, patience etc. these qualities are supposed to equip the teacher and prepare him to cope with the task of implementing educational programmes like the continuous assessment. However, continuous assessment programme has a lot of demands from the teacher. He conducts lesson, construct and score tests. evaluate records and records the performances of students etc.

Under continuous assessment programme, it is difficult to compare quality of students' performance across schools. All the suggested solution in items 20 received positive responses.

The suggestions were accepted by students as a means of achieving success ² in the implementation of continuous assessment.

Conclusion and Recommendations

This study noted that inspite of the acceptance ¹ of continuous assessment in our educational system: there have not been a real change from the traditional system due to lack of adequate knowledge about the nature of its end and what it entails.

² The implementation of the new system of education needs a careful handling of the teacher factor: Okure (1986), to ensure the realization of the expected results.

Consequently, the study recommends that:

teacher to acquire

- (1) Continuous assessment seminar should be organized for professional the required skills in the practice of school continuous assessment programme.
- (2) The course in **1 continuous assessment should be** made mandatory in teacher education programmes in Colleges of Education and Universities.
- (3) Appropriate continuous assessment committees should be set up in administering the school continuous assessment programme.
- (4) Federal and State Ministries of Education should be deeply involved in monitoring and supervision of the various **2 programme of continuous assessment** at the various level of Nigerian educational system.

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