ATTITUDE OF TEACHER AND STUDENTS TOWARDS IMPLEMENTATION OF CONTINUOUS ASSESSMENT IN SECONDARY SCHOOLS IN MAKURDI BENUE STATE

BY

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M.Ed/39276/2004/2005

A THESIS SUBMITTED TO THE POST GRADUATE SCHOOL, AHMADU BELLO UNIVERSITY ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATIONAL PSYCHOLOGY

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APRIL, 2011

DECLARATION

I hereby declare that this thesis submitted for the award of Master Degree in Educational Psychology is the original record of my own research work, after so many thorough screening by the supervisor and has never been presented any where for the purpose of any award to the best of my knowledge.

All sources of information have been acknowledged and referenced.

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CERTIFICATION

We certify that this thesis titled "Attitude of Teachers and Students towards Implementation of Continuous Assessment. A Case Study of Selected Secondary Schools in Makurdi Local Government Area, has been duly presented by Garba Umar Gwazawa M.Ed/39276/2004/005 of the Department of Educational Psychology, Faculty of Education, Ahmadu Bello University, Zaria. Copies of the Thesis are submitted for the evaluation by the panel of examiners and for the subsequent of oral defence by the candidates.

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DEDICATION

This work is dedicated to my lovely wife, Dazenem, Umar Gwazawa, my sons and daughter, Prince Silazeka Ebenezer Umar Gwazawa, Goodluck Elshaddai Emaka and Angel Ambombkoh Eunice Umar Gwazawa, and all my relations.

ACKNOWLEDGEMENTS

First and foremost, I will like to acknowledge God for His mercies, kindness, Love, protection, guidance, inspiration and compassion over our lives, and for giving me the opportunity to undergo this course.

I deeply appreciate the invaluable support of my supervisors Prof. (Mrs.) E.F. Adeniyi and Dr. A. Mohammed who painstakingly went through my work making meaningful corrections, contributions and criticisms to bring this work to a desired standard, and also Dr (Mrs.) Umma, Dr (Mrs) K. Mahmoud, Prof. M. Balarabe, Prof. Vankanswalu and entire Department of Education.

I acknowledge the support of my caring and beloved wife, son and daughter who supported me morally and financially.

My thanks also goes to my colleagues, friends and classmates for their understanding and cooperation. My appreciation also goes to staff of Benue State University library, State Library and Kaduna Polytechnic, (Technical Education Department) library for their consideration and assistance up to this level.

I thank you all, May God bless you abundantly.

ABSTRACT

This study investigated the attitude of students towards the implementation of Continuous Assessment in secondary school, Makurdi, Benue State. A total of 430 respondents made up of reading teachers and students were selected for the test. The cluster sampling technique was used in the selection. Among the major objectives of the study were the determination of the relationship between students continuous assessment and their performances in examination and the influence of teachers' years of teaching experiences on their conduct of continuous assessment. Data collected were subjected to statistical analysis using the correlation procedure. The result revealed that teachers' years of experience did not significantly correlate with their conduct of continuous assessment. Significant difference was observed in the students attitude towards their continuous assessment. The students' continuous assessment was observed to be significantly correlated with the students, performance in their examination. Among the recommendations, it was suggested that teachers should stick to the guideline, method of evaluation and implementation of continuous assessment so that marks awarded will always reflect the ability of the students and enhance their performance. Adequate attention should be given to the implementation of continuous assessment by the educational supervisors in the schools so as to facilitate examination outcome of the students.

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OPERATIONAL DEFINITION OF TERMS

The following terms are defined by the researcher in a simple term, such as:

Affective Domain: The learning behaviour that deals with the attitude, feeling, beliefs, emotions, co-operation, self-concepts, interest, honesty, punctuality, discipline etc of the learners in the schools.

Attitude: An individuals feeling, whether positive, negative or neutral to an object or event.

Cognitive Domain: The intellectual abilities of a leaner that concern with mastering of concepts, principles, skills and academic achievement in the school subjects.

Guidance oriented: The act of enabling learners make informed choice as to subject and career options.

In-service: A training provide for teachers which is carried out while actually on the job or while still working.

Psychomotor Domain: The learning behaviours that is concerned with physical attribute of the learners, such as muscular co-ordination and manipulative skills.

Pre-Service Training: A form of training given to teachers while in school before they are employed into the real teaching profession.

Seminar: A meeting or programme of continuous assessment periodically planned at intervals.

Test Materials: Instruments used for measuring the learners academic program and achievements.

Validity: The degree of accuracy, the extent to which an instrument measures what it has set out to measure.

ABBREVIATIONS

A. D:	Affective Domain
C.A:	Continuous Assessment
C.A.T:	Continuous Assessment Techniques
C.C.A:	Characteristics of Continuous Assessment
C.D:	Cognitive Domain
C.S.R	Cumulative Students Records
F.M.E:	Federal Ministry of Education
G. O.	Guidance Oriented.
L.S.:	In service
J.S.S	Junior Secondary School
J.S.SC.E	Junior Secondary School Certificate Examination
P. D	Psychomotor Domain
P.S.T	Pre-Service Training

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Attitude is a hypothetical construct that represents an individual's likes or dislike. It can be a positive, negative or neutral view of a person to an objects or events. Horbey (2001) states that attitude is the way you feel or think about a thing. Based on one's attitude or feeling towards something, one is pre-disposed to behave in a particular way. Attitude is related to beliefs and also emotional feelings.

Attitudes towards an event are practically as important as the event itself when it comes to facing it constructively. Thus, one's attitude towards subjects when faced constructively can lead to better assimilation, understanding, enhance interest, self-confidence and optimum production with positive out look to a career in such a field (Melgosa 2002). Attitude has been described as one's feeling, thought and pre-disposition to behave in some particular manner towards some aspect of the environment or as mental and neutral state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual response to all objects or situation with which it is related (Mukherjee 1978).

Attitude describes a tendency to re-act positively or negatively towards something. People behave in a certain way, depending on the situation that involves the object, idea, event or person.

Attitude has three major components; cognitive, affective and behavioural or operational. The cognitive component provides knowledge about the object or the

other person. The source of knowledge could be direct or indirect. The affective or evaluative component determines the feelings, either that of like or dislike. The operational component includes a predisposition to re-act favorably or otherwise. Thus, an attitude is a function of antecedent stimulus conditions and, in turn, as determinant of observable behavior that follows. When certain stimulus events occur, they result in attitude arousal, and in turn, the internal responses constituting the aroused attitude may cause certain observable behavior to occur. When the three components are positively interconnected, the individual has a positive attitude towards the object, person or situation. The reverse is also the case if the components are negatively interconnected. Attitude may also be seen as a form or appearance that an individual assumes to gain or achieve an egotistic preference, whether it is accepted, or manifestation of power or other self centered needs. Attitude may be considered as primitive attributes to the preservation of the self or of the ego. There are also implicit and explicit attitude, which are unconscious and conscious. Evans (1965) opines that "it is generally accepted that attitudes are learned and the wide spread interest in the process bears witness to its importance in the modern world".

The nature of the attitude of students towards implementation of continuous assessment needs to be studied to arrest the students' negative attitude towards the implementation of continuous assessment because government has introduced it to assess the students as part of their examination in the National Policy on Education

6-3-3-4 system, so, the attitude of the students have to be influence towards the policy.

Continuous assessment is an innovation in the Nigeria education system; unlike the old system that student had to wait until the end of the term before writing exams, continuous assessment is one of the important features of the National Policy on Education, that is, the 6-3-3-4 system of education, in Nigeria. In the revised edition of the National Policy on Education (NPE), emphasis was laid on the effective implementation of continuous assessment in the teaching learning process in schools. The National Policy on Education (2004) serves as a spring board for the development of curriculum in various subjects.

It is the desire of the Federal Government to use education to achieve her political, economic as well as social development. Education is considered as the most possible vehicle through which the country and people of Nigeria can accomplish the philosophy of Nigeria by giving them sound and moral education. Thus, through education the free, just, strong, united, dynamic and self-reliant nation with full opportunities for the citizen we desire will be achieved. Dubey (1980). Continuous assessment is not continuous testing of the cognitive ability of the learner alone. Rather, it takes into account the cognitive, affective and psychomotor ability of the learners or students. Continuous assessment has come to serve as a solution to the problems of total dependence on the old system of assessment which was based on only one single almighty end of the term, year or course examination.

As a matter of fact, the purpose of continuous assessment is to assess the totality of the individual learners in the teaching learning process, comprising their cognitive, affective and psychomotor behaviors using the frame work of the entire curriculum so as to ensure positive change in behavior, improvement in learning and also improvement in the entire school system. One of the important aspects of the National Policy on Education (2004) is the introduction of the continuous assessment in our educational system. The process of continuous assessment is therefore considered to be part and parcel of the teaching and learning process.

Firstly, it allows the teacher to employ variety of modes of evaluation, like the use of test, projects and examination. It also helps the teacher to infer easily how a student has mastered what the teacher feels has been imparted on the student through various teaching and learning techniques. The grades are carefully recorded in the cumulative card (Armstrong 1980). The use of continuous assessment gives the teacher the opportunity to assess the students through out his period of studies. And this makes the result of the students' evaluation to be more valid in final examination because the students have been already exposed to examinations, tests and projects or assessment. It helps the teacher to identify the problems and interest of students which directs his teaching process towards satisfying these needs and interest in Continuous Assessment.

In order to make the assessment of student more comprehensive, the national guideline on the implementation of continuous assessment stipulated for the subject teachers are as follows:

(a) Three tests in each term

(b) One project in each term

(c) Three class-home assignment and

(d) One class exercise per week

(Implementation committee, National Policy on Education (2004))

The process requires a teacher to pre test items before administering them to his student as part of continuous assessment, which will make the scores of the students more valid and reliable. The teacher also needs to develop skills of good observation and bring them to full use in his teaching and learning process. The continuous assessment for the term's work is fixed at forty percent (40%) while the ministry of education final exams takes sixty percent (60%). All the scores or raw scores of 1st, 2nd and 3rd term for each subject or student are standardized on t-scores., and the decision of selection and promotion is based on the overall result computed

1.1 Statement of the Problem

Several Studies might have been carried out on evaluation of implementation of continuous assessment in the areas of teaching materials, methodology, teaching aids and attitude of students. However, the researcher wants to know how teachers conduct their continuous assessment and how students' records are kept in the selected schools in Makurdi Local Government Area. It is also necessary to ascertain whether it is based on National Policy on Education or not.

To find out the attitude of the teachers towards continuous assessment because some teachers conduct continuous assessment tests before specified time

and not according to the policy of National Policy on Education. To find out if teachers really give;

a. Three tests in each term
b. One project in each term
c. Three class-home assignments and
d. One class exercise per week, and to find out if those records are kept as part of students examination and for future references.

Many teachers perceive continuous assessment as continuous testing of the cognitive domain of learning, thereby neglecting the affective and psychomotor domain in learning. Continuous assessment implementation in schools is associated with the problems of comparability of scores and assessment, materials, meticulous keeping of accurate records which can be considered by teachers to be a burden.

1.2 Objectives of the Study

1. To assess teachers and students' attitude towards implementation of continuous assessment.
2. To determine the relationship between students' performance in continuous assessment and their performance in examination.
3. To determine the influence of teachers' years of teaching experience on continuous assessment.
4. To determine how teachers carryout continuous assessment

1.3 Research Question

1. What is the attitude of teachers and students towards the implementation of continuous assessment?
2. How do teachers carryout continuous assessment?
3. Is there any relationship between performance in continuous assessment and performance in examination?
4. Does years of experience influence the implementation of continuous assessment?

1.4 Research Hypotheses

1. There is no significant relationship between teachers and students' attitude and their performance in continuous assessment
2. There is no significant difference between teachers and students in the mode of implementation of continuous assessment.
3. There is no significant relationship between students' performance in continuous assessment and their performance in examination
4. Teachers' years of experience has no significant relationship with the conduct of continuous assessment.

1.5 Significance of the Study

The significance of the study lies in the relevance of the continuous assessment to the 6-3-3-4 system of education. As much as the new system of continuous assessment has advantage over the old system where students were only examined at the end of the year or course of study, it could be that teachers who are

sole implementers of the education programme, may have difficulties in the proper implementation of continuous assessment. After the analysis of the data collected, the researcher offers suggestion on how to solve some of the problems that have been identified, so that the teacher could use them for the benefits of the students and the system as a whole.

The justification of this study is, its out come would be useful to so many people in the following ways:

- It will improve or provide a basis for improved pre-service and in service training programmes for teachers, National Policy on Education (2004). Yoloye (1984) states that "implementation of the policy of continuous assessment possesses certain significant problems in general and to teachers in particular" page 15. For this, the policy advocates a vigorous training programme for both pre-service and in-service for teachers who in the final analysis have to implement continuous assessment.
- It would reduce or entirely solve the problems of examination malpractices, as it may reduce failure in the senior school certificate examination, because the student has already sat for forty percent (40%) in continuous assessments, like tests, projects and take home assignments as part of his/her final examination.
- It would make the students to develop good habits of study through continuous learning without actually waiting for the one single end of the term, year or course examination. Continuous assessment is part of the

student's examination, which will determine students' performance at the end of the term, year or course.

- It would help the student or school authorities, guidance counselors, parents, policy makers and curriculum planners on how to make useful and wise decision about the students, after evaluating them.

The teachers in these schools would now be given the opportunity to reasonably play an active role in the final assessments thus giving a true reflection of the learner's out-comes. It would provide other researchers with a guide for further research on this topic or related studies.

1.6 Basic Assumptions of the Study

The following are the basic assumptions of the researcher in respects of the problems of the evaluation of the implementation of continuous assessment in secondary schools:

1. That continuous assessment is not being properly implemented in secondary schools in Nigeria as Stated in the national Policy on Education.
2. That continuous assessment in the schools would guide the teachers and school administrators in the placement and final assessment of the students on the completion of their schools.
3. That students are aware that scores obtained in continuous assessment are added to their final result for decision taking.

4. That both teachers and students know the importance of continuous assessment in the system of education, that is the 6-3-3-4 system.

1.7 Scope and Delimitation of the Study

The study is limited to some selected secondary schools and JSS III in Makurdi local government Area of Benue State of Nigeria. The schools are located in different part of the town. The researcher selected only four schools in Makurdi local government as random sampling for the representative of the population for the study because it will be impossible for the researcher to involve all the schools teachers and students in Makurdi.

One of the limitations of the study is finance or funds to run the cost of the printing and distribution of the questionnaire and subsequent collection and data analysis, inadequate time was also the limitation to which the study is to be conducted since the frame of time will be given within which the work to be completed and to be submitted.

Another limitation of the study was the unwillingness of some respondents to give accurate information. Besides, some respondents neglect some questions they needed to answer to enhance effectiveness of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The key variable in this study has been identified in the first chapter as the "Attitude of teachers and students towards implementations of Continuous assessment". In this chapter, the researcher will review some of the related literatures on the identified problem of the study, such as:-

1. Conceptual frame-work
2. Theoretical frame-work
3. Attitude and learning
4. Concept of Continuous Assessment
5. Characteristics of Continuous Assessment
6. Rationale for Continuous Assessment
7. Policy Implementation of Continuous Assessment
8. Examination and Continuous Assessment Process
9. Evaluation as part of Learning Process
10. Continuous Assessment Techniques
11. Cumulative Students Records
12. Review of Related Studies and Summary

2.1 Conceptual Frame-Work

Attitude is an enduring opinion that is based on combination of knowledge, feelings and behaviourable tendency. Mukherjee (2002) that the term attitude refers to one's feelings, thoughts and pre-dispositions to behave in some particular manner towards some aspects of ones environment. Attitude are arrived at, not through the result of careful thinking and deliberation, but are rather motivated by emotions which have or some reasons behind them. Wine Field and Peay (1981) define attitude as "a general predisposition to respond positively or negatively towards an object or person". Attitude refers to favourbleness or unfovourableness of people, reactions or dispositions towards some group, institution or position. Attitude is often built up slowly. Apart from home which wields an important influence on attitude change or formation, other important builders are schools, religion, peer group and others. Attitudes are developed to satisfy personality needs and therefore serve some functions. Attitude may be rooted in one's need for knowledge about his world, whatever information is available may determine one's attitude.

Attitude may be ego defensive in their functions, that is one may be prejudiced because he can not balance his reason with those of others and therefore resort to defence mechanism. Gagne (1997) describes attitude as an internal state that influences the choice of personal action made by an individual. According to him, the predisposition to classify sets of objective or events and to re-act to them with some degree of evaluative consistency, is manifestation of attitude while

attitudes that are logically are hypothetical constructs. They are manifested in conscious experience, verbal reports, gross behaviour and psychological system.

Attitude reflects perception maintained by individuals. These perceptions structure individual behaviour and they represent a key interior for change or improvement. Attitudes may be examined in terms of two contexts. One concerns the behaviour associated with scientific procedures and methods involved in critical reasoning. The nature of skills or knowledge acquired and of their application to real life situation depend largely on the attitude held by the individual and the society at large. Above all, the students attitude should be influenced positively towards the implementation of continuous assessment in secondary schools.

2.2 Theoretical Frame Work

Some explanations have been put forward in relation to the concept of attitude. Attitude can be explained in relation to either incentive or conflict. A person adopts the attitude which maximizes his gains, and in this situation he avoids conflicts.

1. Cognitive consistency views assume that the human mind has strong need for consistency. The balanced system of attitude which proposes that an individual, in order to achieve consistency in his behaviour and feeling, strives to make a choice in a manner that a balance can be achieved, that if as a result of new cognitive, the individual experiences in consistency between some beliefs and values, he strives to alter them so that they become consistent with each other. That the alteration is essential as

when certain combinations of cognition elements are in balance, it becomes cognitively uncomfortable for the individual. An example is when something one likes is positively related to something one dislikes, such as when one's friend likes one's enemy.

2. Cognitive dissonance theory, it is a motivating state of affairs that compel a person to change his opinion or behaviour, (Festinger, 1957). He proposes that cognitive dissonance would occur if two beliefs lead to contradictory conclusion. Two beliefs are in congruent if the observe of one element would follow from the obverse of the other. Though the attitude of an individual are normally consistent with each other, and though these sets of attitudes guide the behaviour, a dissonance can occur if a relation between two interrelated cognitive elements are up set from some experience. For example continuing to smoke is dissonance with the knowledge that it may lead to lung cancer. A state of dissonance is considered a noxious state whose reduction is rewarding. It is assumes that dissonance is the only factor that determines behaviour change. It is also possible for people to deliberately engage in dissonance producing activities if they will please others.
3. Affective forecasting, otherwise known as intuition or the prediction of emotion, also impacts attitude change. Researchers or research suggests that predicting emotions is an important component of decision making, in addition to the cognitive process, (Loewenstein, 2007). How we feel

about an out come may override purely cognitive rationales. In terms of research methodology, the challenge for researchers is measuring emotion and subsequent impacts on attitude. Since we can not see in to the brain, various models and measurement tools have been constructed to obtain emotion and attitude information. Measures may include the use of physiological cues like facial expression, vocal changes and other body rate measures (Breckler and Wiggins, 1992). That for instance, fear is associated with raised eye brow, increase in heart rate and increase in body tension.

Attitude has three major components; Cognitive, affective and behavioural or operational. The cognitive component provides the knowledge about the object or person. The sources of knowledge could be direct or indirect. The affective or evaluative component determines the feelings, either that of like or dislike.

The operational component includes a predisposition to re-act favourably or other wise. Thus an attitude is a function of antecedent stimulus conditions and in turn, as determinant of observable behaviour that follows. When certain stimulus events occur, the result is attitude arousal, and in turn, the internal responses constituting the aroused attitude may cause certain observable behaviours to occur. When the three components are positively interconnected the individual has a positive attitude

towards the concerned object, person or situation. The reverse is also the case if the components are negatively connected or interconnected.

Attitude may be seen as a form or appearance, that an individual assumes to gain or achieve an egotistic preference, whether it is accepted or manifestation of power or other self centered needs. Attitude may also be considered as a primitive attribute to the preservation of the self of the ego. There are implicit and explicit attitude which are unconscious and conscious attitude.

The formation of attitude is the belief that attitudes are acquired or learnt, just like any other habit. It is not inherited. As people acquire information and facts, they also acquire feelings and values associated with these facts. Learning process begins during childhood and continuous during adolescence. Once the attitudes are formed, the individual is no longer passive. He begins to process new information in terms of what he has learnt. He tends to reject inconsistent information and accept more readily information consistent with his attitude. Thus, well established attitudes tends to be extremely resistant to change.

Majority of the attitudes of the child are formed or acquired from members of the family, as the child grows, contact with persons at a school and neighbours feed them with new and additional information that guides his/her attitude to object and persons.

2.3 Attitude and Learning

Attitude are ego-involved, a person will acquire attitudes that match his personal relativity, that is his status in relations to other people. Some attitudes are also derived from personal experience. The effect of attitudes on learning influences personality, interpersonal relationship, behaviour and school learning. Attitude reveals a balance from interaction with several variables of the environment. Thus, the attitude of the child to school and to learning activities reveals a balance between the child, the school and to any other environmental factor, like the home. If a child has a positive attitude towards schools, he will be interested in what goes on in the school, he will attend school promptly, pay serious attention to his study and carry out all learning activities.

Negative attitude towards school usually signifies that the child's interest and energies are aimed else where, and the conditions that influence attitude to school negatively include physical conditions that result in pains, fear and anxiety that are caused by threats from teachers or peer, frustration that are caused when student's attempts are not appreciated and goals directed activities are blocked, humiliations and embarrassment resulting from shame and disgrace and boredom resulting from repetitive lessons and teacher's monotonous method of teaching and excluding students participations. These conditions can make him desire an escape from school activities.

Negative attitude to school are manifested when a child exhibits attitudes of lateness, truancy, bullying, rudeness, self assertion noise making, laziness and in

attentiveness, which shows that the child finds greater interest and purpose in an activity outside the school. The task facing the teachers is that of capturing the interest of the learners, attitude, knowledge of background, the child's attitude towards school and individual subjects should be of interest to the teachers so that he/she could help the child.

Attitude change can result from a number of conditions, such as; when one obtains new information, either through the mass media, from other people or through any other means, through direct experience, self-awareness, by changing a group membership and reference group on which a person's attitudes are anchored and through reward and punishment attached to certain behaviour may cause a change of attitude.

2.4 Concept of Continuous Assessment

Denga (2003:147) defines continuous assessment as "a method of determining the final grade for a given period of time through series of periodic assessment comprising of test and non-test measure:

Ezewu & Okoye, (1981) state that to assess is to determine the extent of performance of students in a unit of instructions or the overall progress of student in School up to a particular point in time. The Federal Ministry of Education (1980) also states that continuous assessment is "a mechanism whereby the final grading of student in the cognitive, affective and psychomotor domains of behavior take account in a systematic way of all his performance during a given period of school".

From the above definitions we can understand that continuous assessment is a systematic and objective process of determining the extent of a student's performances in all expected changes in his behavior from the day he/she enters upon a course of study in continuous and progressive manner to the end of such course of study. It is a judicious accumulation of pieces of information derived for this purpose with a view to use them to guide and shape the student in learning from time to time which serve as bases for important decision about him.

In the study on continuous assessment system, Turton (1983:55) made reference to the various sections of the National Policy on Education that advocate or spell out the rational for implementing continuous assessment in the Nigerian schools and says that "when the details of continuous assessment system are explained, at least the system has been liberated from a pupil assessment based on only on a single final backward looking examination which assessed only one aspect of the pupils, that is his academic progress and ignores those aspects of the whole person such as character, attitude, interest and physical skill which are in practice the major determinants of a person's worth in life". He further explains that continuous assessment should be based on bloom's taxonomy of Education whereby the cognitive, Affective and psychomotor development of pupils are emphasized and taken into account in making any decision about them.

Okpala, Onocha & Oyedeji, (1993:75) emphasize on the systematic nature of continuous assessment and say "Continuous assessment refers to a system of assessment which is carried out at predetermined intervals for the purpose of

monitoring and improving the overall performance of students and of the teaching learning environment".

Okonwo, Achuniex & Anukam (1991:57) sees continuous assessment as that

> *Aspect of education that takes into consideration of all academic and non academic activities in school in assessing the student's performance, this aspect of assessment include all tests and non tests measures where all the three domains of learning according to Blooms are assessed to obtain in depth information about each individual student.* (p. 45)

Ugoduluwa & Ugwanyi, (1999:62) like Ezewu and Okoye, say that "assessment is the determination of values and worth of things. They explain that it is a process of measuring behaviors and using the result so obtained in taking relevant decisions. According to them, assessment in educational settings means multifaceted process that involves far more than one administration of variety of tasks settings or contents. They went further to explain that continuous assessment is that process that involves measuring behavior of learners periodically and using the results obtained for taking relevant decision about the learners.

Abiola (2000:59) is of the view that continuous assessment is used as a method of finding out what the pupils have gained from learning activities in terms of knowledge, thinking and reasoning, character development and industry. He identifies various tools often used on finding out these out come of learning activities as: tests, assignments, projects, observations, interviews and

questionnaires. The data obtained will then be used to further development of the leaner.

In his write up on continuous assessment, Yoloye, (1984) feels that continuous assessment is a method of evaluating the process and achievement of students' ability so as to help him develop his ability to the fullest. He explains that in continuous assessment, the final grading of students takes account in a systematic way, their whole performance during a given period of school that should combine all the scores attained by each student in assignment, home work, tests, examination, the personality traits of the child and any other sources used during instruction to obtained an overall score, for a given period of time, either at the end of the unit, term, session or the entire system of schooling at a given level.

Ojerinde, Falayojo & Yoloye (1984:11) explain that continuous assessment is a method of finding out what the pupils have gained from learning activities in terms of knowledge, thinking and reasoning, character development and industry through the use of various tools, such as tests, assignments, projects, observations, interviews and questionnaires. The performance of the student will then be used to aid his development.

Finally, the definition given by the Federal Ministry of Education is comprehensive and summaries all other definitions given by other authors. It states that;

> *Continuous assessment is a mechanism where by the final grading of student in the cognitive, Affective and psychomotor domains of behavior takes into account in a systematic way of all his performance during a given period of time or schooling. This involves the variety or use of variety of modes of evaluation for the use or purpose of guiding and improving the learning and performance of student*. (p. 40)

Federal Ministry of Education (1980:45), say, to assess the students, in a learning situation, the three domains proposed by B. S Bloom and others are involved. The three domains are: (i) Cognitive (ii) Affective and (iii) Psychomotor domains. For example, Denga (2003) states that cognitive domain is as useful as Psychomotor domain, when one look at the varying talents in human beings. Psychomotor and cognitive domains are "concerned with skills with which students can identify objects, manipulate objects, perform, designed tasks or re-act to real or simulated situations" Ojerinde Falayajo and Yoloye (1984) also explaine the three domains as follows:

1. Cognitive domain: it consist of six categories, e.g (a) knowledge (b) Understanding (c) Application (d) Analysis (e) Syntheses (f) Evaluation.
2. Affective domain: This has to do with values and beliefs, attitude and appreciation, interest, social relation, emotional adjustment, habits and life styles.
3. Psychomotor domain: deals with manipulative skills and body movements, e.g writing, drawing, typing, playing music, playing ball, swimming, driving etc.

2.5 Characteristics of Continuous Assessment

The general characteristics of continuous assessment identified by many authors are:-

i. Continuous Assessment is Systematic

This implies that it is planned periodically using the cycle of the three term school year, (Turton 1983), Ojerinde, Falayajo et al (1984), Okpala et al (1993), Okonwo, Achinine & Anukam (1991), Ugoduluwa and Ugwuanyi (1991) all agree that continuous assessment is systematic in the sense that it involves an operational plan, and this plan involves.

(a) What modes of assessment to be adopted by the teachers, the interval measurement should be made from time to time during school year.

(b) What measurements are to be made of the learners' performances and the weight to be given to the different kinds of assessments?

ii. Continuous Assessment is comprehensive

According to Abiola (2000) along side with Okpala et al (1993), Ugoduluwa & Ugwuanyi (1999), Okonkwo, Achunine and Anukam (1984) that the comprehensiveness of continuous assessment implies application of a variety of measuring instruments to determine the activities and performance of the students which include class tests, assignments individual or group projects, observation methods,

interview/oral tests, rating scales and socio-metric measures. This in other words, means that continuous assessment focuses on the Cognitive, Affective and Psychomotor domains of behavior and makes use of a variety of instruments.

Turton (1983) holds the same view that continuous assessment is not only using a wide range of test instruments in assessing the pupils' performance, but also being concerned with the whole pupils and his development in the cognitive, Affective and psychomotor areas.

iii. Continuous Assessment is cumulative

It is cumulative since it takes into account of all previous records and assessments in making any decision about the child at any point in time during the period of school. (Ojerinde et al 1984) For continuous assessment to be cumulative, adequate keeping of up-to-date records is required on each student or pupil. It is also on this reason, Turton (1983) suggest the data flow recording system in the school.

iv. Continuous Assessment is Guidance Oriented

It is guidance oriented because proper guidance of the student is on the bases of cumulative records of their continuous assessment for their future progress and development in their educational and vocational careers (Yoloye 1984) and Achunine (1991). Another characteristics of continuous assessment described by Nworgu (1992) includes Diagnostic Assessment, which is monitoring students'

progress to identify each students strengths and weakness, which could be whether a child has difficulties in specific areas of learning or not. And Prognostic assessment is predicting how well the child will perform on a similar task or on different tasks in future from the diagnostic information.

Apart from the general characteristics of continuous assessment as discussed above, Turton, also identifies five other particular characteristics of the system as:-

(i) Simplicity
(ii) Comprehensiveness
(iii) Security
(iv) Validity
(v) Integrity

2.6 Rationale for Continuous Assessment

The reason for the advocacy of continuous assessment can be inferred from the policy statement that "Government plans that progress along the education cycle will be based on continuous assessment or continuous overall guidance Oriented assessment by teachers and headmaster. National Policy on Education (2004) states that "continuous assessment is seen as a tool that has come to serve as a solution to the problems of complete dependence on one single examination at the end of course of study for the purpose of promotion or placement to a higher class and certificate at primary, junior secondary and partly at the higher school.

Further more, continuous assessment is more valid and indicative procedure of determining the learners' progress since it takes into account of his performance throughout the period of schooling. Continuous assessment also helps the teacher to evaluate and assess himself and his teaching strategies from time to time with the view of making modification and improvements. It is also important to note that continuous assessment is an innovation in education in which the teacher on such innovation can serve as a whole or part of the final assessment of the learners.

Finally, continuous assessment helps the students to develop good study habits since student are encouraged to learn on continuous basis without actually waiting as it has always been the case where students normally read and cram learning materials over night only during or when examinations are fast approaching.

Apart from the above reasons, Ojerinde, Falayajo et al, (1984) and Okpala et al (1993) all agree that assessment is an integral part of the teaching learning process and therefore, it is very reasonable and necessary that the teachers should be involved in playing an active role in the final assessment of the leaner. And this is done through the practice of continuous assessment.

2.7 Policy Implementation of Continuous Assessment

Government has stated that for the benefit of all citizens, the country's educational goals shall be clearly set out in terms of their relevance to the needs of the individual and those of the society, in consonance with realities of our environment and the modern world. Educational services facilitate the implementation of educational policy, the

attainment of policy goals and the promotion of effectiveness of educational system. The government stated that selection for entry into secondary schools will be by incorporating continuous assessment into common entrance examination results. That primary school leaving certificates will be issued by the Headmaster of the individual schools and will be based on continuous assessment of the pupils and not on the result of a single final examination (National Policy on Education 2004).

That all teachers in educational institutions, from pre-primary to university, will be professionally trained. Teachers education programmes will be structured to equip teachers for the effective performance of their duties.

The policy stated that each state and local government authority shall establish teachers' resource centres where teachers will meet for discussion, investigations, study workshop, short courses and conferences. These centres shall also be used for development and testing of teaching materials (national Policy on Education 2004). In order to make the assessment of the student more comprehensive, the National guideline on the implementation of continuous assessment states for the subject teachers to conduct

(a) Three tests in each terms

(b) One project assignment in each term

(c) Three class-home work assignment in each terms and

(d) One class exercise per week.

(Implementation Committee, National Policy on Education 2004).

The process requires teachers to pretest items before administering them to students as part of continuous assessment which will make the score of the students more valid and reliable. The teacher also needs to develop skills of good observation and bring them to

full use in his teaching and learning process. Continuous assessment for the term's work is fixed at forty percent (40%) while the ministry of education final examination takes sixty percent (60%). All the scores of 1st, 2nd and 3rd terms for each subject or for student is standardized on T-scores. And the decision of selection and promotion is based on the overall result computed.

2.8 Examination and Continuous Assessment Process

According to Dwight & Eli (1971), the purpose of education is more than for job preparation, accumulation of credits and credentials. Instead, education should be geared towards personality development for citizenship. Brown & Thomas (1963) also state that the purpose of education is to give chance to those learners who aspire for it. For the benefit of the society, they explain that the idea of eliminating students through examination does not serve the interest of the students, the school and society. This is because the aim of education is defeated if it does not serve the interest of the students, the school and the society. They also explain that test and examinations only test one's ability for such a person to either be in sciences or in arts. Tests and examination do not test social ability, creativity and talents in arts, politics or music. They do not assess the quality of students motivation, cultural background or mental stability of a person. Test and examination are useful within their limitation in assessing academic performance. Their importance should be recognized but not over emphasized.

Brown (1985), states that most of the poor performance of students in test and examination, are due to poor methods of teaching and the quality of teachers,

not because of the ability of the learners. All students' assessment should be to make education more relevant and functional. Such an education would not only enable the learner to socialize but to help him/her to be aware of and be concerned with the problems around him and to be able to offer solution.

Balogun et al (1981:65) pointed out that although Nigerian education system places importance on test and examinations in all its levels, they warn against teachers who over emphasize their importance to test and examination and give little attention to the leaner and his needs. The authors further explained that the teachers' work is not primarily to drill students so that they succeed in tests and examinations, but to help each of them achieve his fullest development and become productive and useful citizen.

The national policy on education (2004), that is the 6-3-3-4, gave a lot of attention on the use of continuous assessment for admission, promotion and certification from primary to secondary school certificate. The aim of education is to establish a democratic society, needs of citizens, able and willing to assume responsibility.

Balogun et al (1981), test and examination in our educational system, should be integrated with the school programmed and never taken more than a tool for information, for decision making, for the interest of the learner and society. Balogun and others further explain that because of the attention, which Nigerian educational system had given to test, examination, and certificate, it has affected the type of primary and secondary education, because he or she has to pass exams

before given certificate or promoted. It has also made teachers to teach students for the purpose of examination only, and this has also made students to study the way they do, just to pass, it has also misguided parents and guardians, and their concern about their children to pass all tests and examination at all cost.

The students tend to cheat in examination because of fear of disapproval as a result of failure. Musgrave (1972:284) has advised that it is only when the students have been properly taught, using good and varieties of techniques, that examination should be used to test such students. No single examination, be it internal or external, can be a true way of assessing a learner, but, a combination of methods, such as cumulative records and observations, used to determine pupils progress is far more satisfactort.

Balogun et al (1981) most of young people who have gone through education system have become slaves rather than masters of their own. The education has not prepared them to use their education for productive living and useful citizenship. This is because all they have done in school, was to cram facts so as to pass examination, get passport for life, but not to be able to solve their social problems. Thus, the increase in unemployment and crime wave in our society. And this is the practice that the new system of education has tried to discourage by introducing some technical and vocational courses in the schools and the use of continuous assessment to test the skills and knowledge of the learners periodically.

2.9 Evaluation as Part of Learning Process

Onwuka (1981) said that the purpose of education is to bring about the desired changes in behavior of the learner for the good of the learner and the society. He considers evaluation as the process of determining the nature of the extent of these changes in the learner after instructions.

It is after evaluation that the teacher takes a number of decisions, he will decide that the student has understood the topic and is therefore ready for the next higher or complex unit or the student has not understood the information properly, where he can decide to re-introduce the topic using different teaching strategies and aids so as to enable the learner attain the set and desired unit objectives. By analyzing the achievement of the students, the teacher is able to identify the problem of the student and to be in position to solve such individual and specific problems. We also use evaluation to provide information to parents about the students' performance, Guidance and Programme in schools. We use evaluation information to counsel students on their academic, social and personal problems, Denga (1983:19).

Dubey & Barth (1980:115) and Norman (1971:7) say that many teachers get confused on what evaluation, tests and examination are. To them, evaluation is meant to find out how successful the programmed of instruction has been achieved, tests and examination, are intended to find out how factual information have been learnt.

Evaluation can be carried out at different levels-in class, at Local, State or National. Dubey emphasizes that for teachers to be able to compare what they (teachers) expect of the learner and what he has learnt, there is the need for them (teacher) to determine their methods of evaluation, just at the time they plan for instructional objectives and teaching techniques. It is also through continuous and comprehensive assessment that teachers would be aware of the type of adjustment he needs to make in teaching techniques, it is through the evaluation that teachers get to know of the student's interest, skills and other behavior.

Collection of records of behavior can provide teachers with documentary account of changes of behavior, which can be used for many desirable decisions like promotion, selection, placement, certification and provide information to parents and guidance and counseling personnel, so as to assist the student in learning situation.

According to Aiteen and William (1989) that evaluation is always present when teachers do their work. Evaluation involves making judgment, which can be based on the information provided by the process of assessment. Aiteen and William (1989) stressed that in evaluation, the instructions must be clear, devoid of negativism in stating of problems. Do not include clues to the right answers.

Noel (1988) points out that assessment procedures have their most immediate affect on how and what pupils learn. The school, or the examination board, determines the general procedures, but the teachers retains control over term assessment. Then through the type of questions asked and the extent and nature of

feed back provided, the pupils are given strong impression of what the teacher considers to be important and worth while.

2.10 Continuous Assessment Techniques

Techniques are method or manipulation of skills to improve great performance in a system. Denga (2003) identifies the following techniques to be utilized in assessment techniques as:-

1. The use of Psychological test
2. The use of teacher – made achievement tests
3. Observational techniques
4. Scheduled assignment and practical demonstration and
5. Interviews and questionnaires

Awoninyi (1981) states that although we accept that the society can not do without testing in education, idea of tests and examination should not over ride the purpose. He emphasizes that testing is part and parcel of teaching strategies.

And the purpose which teachers use tests and examination include the following:-

1. To test teaching method adopted as techniques in learning process.
2. To evaluate the programme, before, in the middle and at the end
3. To test specific skills and Knowledge
4. To test the progress of the students
5. To test between good and bad students
6. To place students in proper group

7. To select, promote and certify

Other questions teachers normally ask as part of techniques include best procedure to organize and evaluate, so test does not adversely affect the learner. But the test has to be valid and reliable. Awoniyi, also pointed out what makes a test to be unreliable and invalid as follows:-

1. The use of ambiguous questions
2. Cheating and spying on the part of the students
3. Un-fair scoring of students
4. Students unpreparedness, which may be due to emotional mind and sickness.
5. Questions that are not related to what has been taught.

Dubey (1981), and Dwight (1999) also support Awoniyi's view on evaluation.

Therefore, a continuous assessment or a continuous purposeful assessment should be made by the classroom teacher to help serve as a useful and more objective prediction of success at both primary and secondary schools. This views forms the backbone of the 6-3-3-4 system of education. It emphasizes the use of continuous assessment in the evaluation of the student performance.

2.11 Cumulative Students Records

Cumulative records are records concerning information about the character and progress of each student. It is a comprehensive and objective picture of the student's work over a period of time.

According to Paulette (1999), the main purpose of student's record is to determine the effectiveness of the school programme with regards to the student. There are some records that help us to understand the students, help parents and help the students to understand themselves also. For example attendance register is to write names of students, check and balance on the students in the school.

The academic records include:

1. Test records
2. Reading record
3. Grade record or grade sheet
4. Grade book and
5. Report card.

All these should be filed properly, while the information is still fresh and should be done with great care by recorder. These records form the bases for evaluation and modification of instructional programme. Balogun (1981). It is the classroom teacher who collects the necessary information by keeping many kinds of records. This information is then combined to form the basis for administration or administrative decision.

Information, individual differences, based on tests scores, grades and anecdotal records can only supply by the classroom teacher, Awoniyi (1981) states that the types of records a good teacher should keep include:-

i. The record of his own work like syllabus,

ii. The scheme of work

iii. The lesson notes and method of teaching that is lesson plan.

iv. Records of his students, such as individual's progress report and psychological reports, home address etc.

v. And records that are required to be kept by law, e.g register, logbook, diaries and the time book.

Awoniyi (1981) and David (1981) also point out that it is dis-hearting when a record on a particular student cannot be found. It creates some suspicion on the part of the school and the teacher. It shows incompetence. He adds that in developed countries students' information are computed and extracted on demand. SO in developing countries such as Nigeria, teachers should make sure they hand over such when a student changes from one class to another or posted to another place.

As a result of lack of proper student records, Leonard (1985) states that most children between the ages of 12-15 who come to America on transfer from Canada and South Africa, do not come with any cumulative record in their transfer files. This creates a lot of difficulties in finding out the correct academic group and the

skills of the form teacher and the head teacher in introducing the new comer to the school.

Leonard (1985) also finds out that some local education authorities in United Kingdom (U.K) felt reluctant to transfer records at the secondary stages. However, there are those schools or some schools that handle every bit of student record compressively and ensure smooth transfer of such records to the next school of the leaner.

2.12 Problems of Continuous Assessment

Implementing continuous assessment in Nigeria is characterized by many problems. Yoloye (1984) explaines that implementation of the policy of continuous assessment posses certain significant problems in general, and to teachers in particular.

For these, the policy advocates a vigorous training programme, both pre-service and in-service for teachers who in final analysis have to implement continuous assessment.

The Federal Ministry of Education (1984) Ojerinde, Falayajo and Yoloye (1984), Ugoduluwa and Ugwuanyi (1999) and Abiola (2000) and others identify the problems of continuous assessments as follows:

i. There is the problem of comparability of assessment scores and assessment materials between classes within schools and across schools due to a lot of differences that exist in the different schools and teachers.

ii. Continuous assessment needs uniformity and therefore, requires a meticulous keeping of accurate record on each student otherwise the practice will become meaningless.

iii. Poor and inadequate training of teachers and the art of the development and use of test and other measuring instrument is another problem. This has resulted into a variety of invalid results from one school to another school, one class to another and one teacher to another.

iv. Continuous assessment is perceived to be suspected of cheating since parents, friends, brothers and sisters of the students, give helping hands on projects and assignments, some times students copy other students' work which affects its objectivity.

v. Another problem of continuous assessment is the misconception of the concept where by many teachers perceive continuous assessment as continuous testing of the cognitive domain of learning, there by neglecting the affective and psychomotor domains of learning which is contrary to what has been spelt out in the national policy on education.

vi. Finally, continuous assessment makes demands on the teacher's time because of increase in their work load. Therefore, it should be noted that for effective operation of continuous assessment in schools

coupled with devoting teacher's time to teach effectively, the needs of the teachers should be considered and the materials to be used.

2.13 Review of Related Studies

A number of research work has been carried out by under graduates, post graduates and lecturers with different findings, achievement and problems encountered. For example Adekeye (1986) carried out a study programme at NCE level. Her study is limited to the colleges of Education, she used the teachers and students as her samples. In her findings, she establishes that "the objectives of social studies is being achieved, although with some limitation. She also discovers that the lecturers use mostly question, discussion and assignment to teach the NCE students, the teacher use essay, objectives and project as measure of evaluation.

Adewuyi (1989) studies problem and effect of the administration of continuous assessment in JSS in Okehi in Kwara State. He Found that majority of continuous assessment co-ordinators had never attended any seminar on continuous assessment. As a result of this, the Co-ordinator could not perform well in record keeping of continuous assessment in their zones. He reports that most teachers teaching social studies hardly keep good records of their students marks. This indicates that most students are given wrong records for the purpose of decision making about students. In the same research work, it was found that majority of teachers do not conduct tests at the right time.

Emenogu (1992) carries out the study on "operating continuous assessment". He states that the aim of the Federal Government of Nigeria in introducing

continuous assessment in schools can be dictated in the National Policy on Education (2004) as:-

1. To liberalize educational assessment and evaluation
2. To replace the basing of certification on one short final examination with a system that takes into account of the learner's performance through out the entire period of schooling, so that the result will be more valid and more indicative of the learner's ability.
3. To improve the method of selection into secondary schools by incorporating. Headmasters continuous assessment into the common entrance examination results.
4. To give the teacher the opportunity to participate in the final assessment of his students.
5. To encourage teachers to introduce innovation in their teaching since their assessment of students' performance on such innovations will become a part of the pupils/student final assessment.
6. To enable the use of assessment result for the guidance of pupils/students learning and preparation for a career.
7. To reduce the incidence of examination malpractice and leakage in final examination.
8. To enable the teachers regularly improve upon their own performance from the feed back he gets from the assessment.

9. To ensure consistency, clarity and uniformity in educational practices through out the federation and ensure even and orderly development in the country.

Emenogu (1992) also lists some of the problems of implementation of continuous assessment.

i. Comparability of standards

ii. Time constraints

iii. Competence of teachers who operate it

iv. Scarcity of resources for the programme

In another research work on continuous assessment, Peters (1992) carried out the study on "introduction to continuous assessment", and found out in the National Policy on Education (2004), which proposes that educational assessment /evaluation can be based on continuous assessment in all levels of the education system, that this mode of evaluation of students' ability or performance replaces the former one-short summative evaluation which used to be administered on students at the end of each school year for the purpose of promotion to the next class. Similarly, at the completion of programme or course of study an external evaluation body administers another such examination for the purpose of certification. That teacher's test results in old system were never incorporated in the final grading for any purpose. And this single examination among other irregularities associated with it has often been used to the cognitive aspect of the student's learning to the neglect of the manipulative skills, attitude and values, which the students must acquire

during the period of learning. That the document required the universities and other institutions of higher learning to reconsider the practice whereby examination performance in a limited number of papers determined the grading of graduates and encourages them to explore ways of introducing some continuous evaluation.

Osegbo (2006) carried out a study on "assessment of the practice of continuous assessment", in Onitsha metropolis secondary schools and found out that as a significant feature of 6-3-3-4 system of education, continuous assessment has replaced the one –short end – of – term assessment which according to West African Examination Council (WAEC) (1989) is summative, threatening and anxiety provoking in nature. Osegbo further explains in the words of Ezewu and Okoye (1981) and Oguneye (1987) that they have associated the one short end-of-tem assessment with a lot of shortcomings. That the most prominent of these include lack of diagnostic and guidance –oriented propensity, high failure rate and wastage in education, low coverage of content, encouragement of evaluation threat, high rate of examination irregularities, encouragement increase in cheating and other experiences indicated, resourceful and willing teachers on continuous assessment can bring about a lot of innovations and improvements in the educational system.

Oghonna, Jatau & Mangset (2006) carried out the study on "Teachers' Evaluation of the implementation of continuous assessment programme in primary school in Makurdi, Nigeria". They found out that, continuous assessment is both formative, that is counting for progressive learning experiences and summative,

giving a final picture of the achievement of the learner. According to Ogbonna & Dakun (2003), the following are characteristics of continuous assessment:-

i. Continuous assessment is systematic, that is it is systematic because it uses a process or step by step approach to constantly move from one domain to the other and from one technique to the other.

ii. It is comprehensive, that is it takes care of cognitive, Affective and psychomotor aspects of the child's personality development and learning and also makes use of variety of evaluation or evaluative methods and techniques.

iii. It is cumulative; in the sense that it uses cumulative records of constant regular and periodic evaluation of students' learning efforts.

iv. It is diagnostic, that is, it is used as means of identifying the strength and weakness of students with regards to the processes of knowledge and skill acquisition.

v. It is guidance - Oriented in the sense that it portrays accurate information about the child's weaknesses, strengths, attitudes, aptitudes and interest and serves as feed back which guidance counselors requires in order to guide the child to understand himself better so as to make the right efforts to improve his lot in life.

That in addition to these characteristics, continuous assessment serves the purpose of guiding children's Orientation in tests and other evaluation or evaluative experience. It helps in reducing tensions and anxieties associated with examination.

Also constant evaluation involved in continuous assessment programme contributes no small measure to the improvement of the children's study habits and educational standards. Continuous assessment is more relevant to the present Nigerian day educational objectives which emphases functional and scientific approach as it is based on the spot realities of pupils or students' effort today.

Peter, (2002) carried out research study on "An appraisal of implementation. Analysis of continuous Assessment in Makurdi State" and found out the following in his study.

i. Instrument for continuous assessment

ii. The role of the teacher in the conduct of continuous assessment and

iii. Advantages of continuous assessment on students' performance

In administering continuous assessment, Bakare (1987) maintain that certain instruments have to be used. These instruments include:-

i. Written test

ii. Assessment of students' notes

iii. Examination

iv. Taking attendance and

v. Assessment of the cognitive abilities of students

This is necessary because it would improve students overall performance, as students', punctuality would certainly make them grap what is taught to them in the school. A student that is a truant would certainly perform below average.

The primary aim of end of year examination being conducted by each school be it primary, secondary or post secondary is to help teachers make decisions regarding which pupils or student should proceed to the next higher class. For this reason, it is sometimes called the promotion or final examination. Many educators are unable to understand why only the end of the year examination is used for promotion purpose. They are of the view, that only examination should determine one's success or one's failure. And this issue raises the following arguments: as:

i. Are we really justified on educational ground in using only one examination to determine if a student should proceed to the next higher class or repeat a class?

ii. Could a combination of different methods of assessment better help us to know the system of assessing our students? This would reveal what the teacher actually teaches curriculum and the values and goal of both primary and secondary education. The whole purpose of education in the society is not to develop a person who simply performs in approved way with the school, but one who has acquired ways of thinking, feeling and act that are relevant to a much wider range of human experience. Student, have also shown that the result of any single examination either internal or external can not establish a trace and objective picture of each individual.

A combination of methods, such as continuous assessment cumulative records and observation, used to determine pupils or students' progress is more satisfactory.

Peter (2002) says that Farr (1970) strongly justifies the role of assessment in education when he states that,

> *Evaluation is essential to learning, that it is an incentive to both the instructors and the learners, and an intrinsic part of teaching and on aid to the administration and specialist in improving the programme. To the teacher, evaluation facilitates teaching and gives them a sense of direction.* (p. 35)

Psychological experience has repeatedly shows that teachers function teach better and effectively when they know how well their students are doing academically and what, especially they are doing wrong. This awareness of ones progress helps to build self confidence. Every student needs stimulus of success which assessment provides. To teachers too, they need a sense of progress and the stimulus of success. By broadening and sharpening objective and highlighting the results that have been achieved, teachers have increased sense of value of his work. Evaluation also shows the teacher where to begin by trying to estimate students' readiness and capacities as well as measuring their present skills and interest. The teacher can through continuous assessment provide learning experience that the students needs.

Derek further stresses that evaluation is needed for the purpose of selection of candidates, maintaining education standard as feedback to students and preparation of student for life.

As an important feature of continuous assessment, it is guidance –oriented since the system demands increased monitoring of a student strength and weakness. The student is given every encouragement for his/her area of strength while remedial programmes are arranged for him/her either by their teacher or the counselor to over come identified weakness.

The introduction of continuous assessment according to Yoloye (1984) is expected to encourage better study habits among students. This is because they would become aware of the need to work continuously and read at steady pace throughout the period of schooling rather than leaving materials to be studied, accumulate and be read at the end of year of schooling that it will also afford the student the opportunity of seeking help in their areas of deficiency or difficulty after every periodic assessment before a new one.

The advantages of continuous assessment include also the following:

i. Teacher involvement

ii. Minimizing examination malpractice

iii. Developing good study habits and

iv. Emphasis of cognitive and Non-cognitive domains.

Teacher involvement: Assessment is an integral part of the teaching learning process. This makes it necessary for teachers to play active

role in the final assessment of the student, in the old system. Teachers were marginalized during the terminal assessment. With skills initiative and innovativeness, continuous assessment, as envisaged, will provide opportunities for teachers involvement in this important component of the teaching function.

Minimizing Examination Malpractice: Examination malpractice in public examination is due to the craze for paper qualification and over emphasis given to the final examination. Therefore, a system of assessment in which performance of the student at all times during the course is taken into account in the award of the external certificate may reduce the tendency to cheat in examination.

Developing Good Study Habits: Students normally read only when examinations are fast approaching. Thus, there is the tendency to cram and keep awake most of the night during examinations. But if continuous assessment is properly built into teaching learning process, students will be encouraged to learn on continuous basis. Reading then will become an attitude and aptitude rather than a means towards success for its sake.

Emphasis on Cognitive and Non-cognitive Domains: Another notable advantage of continuous assessment is the emphasis on the affective and psychomotor domains of learning. Teachers are expected to asses the performance of the students in the cognitive

domain, observe and rate their attitude to school work, group relations, behavior in the laboratory, interest in the subject, ability to manipulate equipment, observe procedures and make measurement.

Some of the advantages of the new system with particular reference to the use of continuous assessment in our schools.

i. It offers a fairer picture of learners' level of achievement
ii. It could be source of motivation to learner
iii. It reduces examination pressure and so makes students less anxious during final examination.

Thorndike (1960), maintains that test determines when students study what they study and what they have studied, well constructed examination can give students an opportunity to test their knowledge and with prompt and constructive feed back can motivate student to improve on the performance.

Usman, et-al (2005) in their research, they carry out the study on "An Appraisal of the implementation of continuous Assessment in Gwagwalada Secondary School, Gwagwalada Area Council, Abuja" in their research work they found out that;

The work involve in continuous assessment in both administration and professional is of such magnitude that individual teachers cannot be expected to cope with it single handedly. Therefore, the first step to take is to set up a school committee which will take charge of continuous assessment in the school.

They suggested the following composition of the school committee for secondary schools, the composition is relevant where school examination committees are already in place.

i. The principal or Vice Principal (who will be Chairman)

ii. The school guidance counselor (where there is one in the school

iii. Head of Science Section

iv. Head of Arts Section

v. Head of Technical Section

They maintained that, if there is a member of staff who has had special training in evaluation test and measurement, psychology or similar fields, he/she should be a member of the school committee on continuous assessment as out lined by Federal Ministry of Education (1985) as follows:

1. To assign various duties relating continuous assessment
2. To give guidance to other teachers who may need some skills in continuous assessment
3. To oversee the keeping of various records
4. To develop a timetable of continuous assessment of students in the school.
5. To ensure the availability of appropriate materials.
6. To facilitate co-operative development of assessment installments among schools in the locality.

To bring about effective operation of continuous assessment at school level some important facilities need to be put in place. School level also or section of the administrative area in the school should be marked out as record office. This office of course under the principals' office. But there must be a physical area marked out as record office with the following equipment.

(a) Filing Cabinet of a durable, make good desk or portable electronic calculator, the usual paraphernalia of an office.

(b) A new category of school personnel should be considered, namely school record keeper. A person who will be reasonably competent in mathematical computations will carry out the routine school summaries of school socio-metric data, on academic and non academic activities and assessment of the cognitive, affective and psychomotor domains of students.

That the actual administration of continuous assessment occurs when a test instrument specially constructed is given to the students under an examination condition. There are three levels at which the quality of education may be ascertained, first classroom, conception quality, this is the stage at which skills and a given range of facts can be measured, and second stage is where the quality of education is measured by productivity. The third level is the stage at which quality is judged by broader criteria.

Cognitive assessment is directed by testing learning out comes or achievement. Questions are given in form of essay or objective test items.

Instructions are read and students are made to follow some rules like, time limit for test, number of questions to be answered and mode of response.

Ehiametalor (1983) assert that continuous assessment affects both cognitive, affective and psychomotor domains of the students.

National policy on Education (2004) makes it clear that classroom teachers are going to be the major operators of continuous assessment. Such a system necessitates the conducting of both formative and summative tests, using various measurement techniques.

Supervision is done to ensure that no child has any undue advantage on another through cheating or other negative unacademic behaviours. Answer sheets are uniformly collected from students and scored by the subject teachers. The scores so derived from part of continuous assessment are aspects of evaluation. About three of such tests are supposed to be administered and scored as part of the continuous assessment.

Akpore (1981) also asserts that West African Examination Council (WAEC) has been therefore, the award of school certificate should be based on continuous assessment of student's achievement which could eliminate examination leakages and malpractice.

The next to which the classroom test adequately measure the cognitive ability is questionable. Such tests should evenly cover all the six different categories of cognitive domains, such as: Knowledge, understanding, applications, analysis, synthesis and evaluation.

The personality characteristics of the child such as attributes, values interest, habits, temperament, social development should be considered in determining his overall performances. What a child values for example if properly identified and measured, could be used to assist the child in the choice of a future career.

Olomolaiye (1982) stresses the importance of continuous assessment as a new concept in Nigerians educational system. He emphasized the value of evaluating the outcomes not only of the cognitive but also the affective and Psychomotor development and the use of such evaluation for the proper training of the students. The affective assessment is not directed towards the academic ability of the child. The common teacher made classroom tests is inappropriate for the measuring of the affective domains.

According to Ojerinde & Falayajo (1984) to be able to measure such qualities that make up the affective domain, methods other than tests and projects are needed. They discussed such methods as observation, interview, socio-metric, questionnaires, rating scale, check list and inventory. Individual teachers should device ways of obtaining and objective measure of the essential characteristic/traits of the student that will form the affective assessment.

The aspects of psychomotor domain of students deals with the manipulative skill and physical movement of some of student who may not be academically good, but, might be able to use their heads, legs, and muscles in an organized and positive way. The continuous assessment process should recognize and measure this domain as part of the overall measurement

That according to Ojerinde & Falayajo (1984), the skills which children have acquired in the games, sports, vocational and technical skills are to be assessed under continuous assessment.

An objective way of the psychomotor ability is done in a similar way to that of the affective domain. Rating scales, questionnaires and observational techniques could be used to measure ability in the psychomotor domains (Okunrotifa 1977).

The suitable test administered at regular intervals could be used to obtain an assessment of student levels of achievement. However, the test need not be the only method. Other methods that could be used for continuous assessment are assignments and homework, practical tests and projects, essays and written reports.

The feature of the new educational structure lays emphasis on a continuous procedure for assessing students' learning not only in terms of intellectual attainment but also in these areas of attitude and manipulative skills. In assignment and homework, students are given some work to do at home or at spare time. The work turn in by each student is later graded or scored. Home work could involve the solving of problems in mathematics, collecting some information or discussing topics.

In practical tests, a student demonstrates his skill in the use of tools and equipment, in projects problems are posed and students are required to find solution to them. In technical and vocational courses suitable project can also be devised in other areas even in arts courses.

According to Ojerinde & Falayayo (1984) the skills which children have acquired in their games, sports, vocational and technical skills are to be assessed under continuous assessment.

Essay and writing reports are used in vocational and non-vocational subjects. In written reports, students are required to make in-depth studies of certain objects or phenomena and to make written reports of the findings. Written tests, assignment, home work, essays and written reports are usually employed in the cognitive domain. Laboratory assignments, practical test and projects can be used to assess in psychomotor domain questions, testing the attainment of objectives in the affective domain should be in corporate in the periodic written test.

Ojeruinde (1986) posited some reasons why many people advocated for continuous assessment in our schools such as involvement of the teacher in the final assessment of his/her pupils or student, the assignment of the learner would be more valid and indicates the overall ability of the leaner than a single examination. It encourages the teachers to be more flexible and innovation in the ability of the teacher to assess his instructional method from the data collected. It aids the students in the choice of career and relatively reduces or eliminates examination malpractice in our schools.

Continuous assessment is a systematic process of finding out how much a student has gained from learning activities in terms of thinking, knowledge, character development and motor development. Some of the advantages of continuous assessment asserted by Falayajo (1988) are also as follows:-

(a) Good study habits are encouraged since the students need to work continuously: Through such process they practice what they have learned instead of postponing all the learning for the end of the year. From the teacher's point of view, new ideas may be introduced in teaching process.

(b) The feed back obtained by students will help them to master previous skills (Some of the implications of this innovation in educational system are briefly discussed under the problems of continuous assessment).

(c) The teachers and school administrators must acquire the basic skills needed in constructing and making use of most of the instrument. For example, it is difficult to objectively observe students, and preparation of questionnaires for gathering personal data and defining variables that is being investigated. In some cases, professional tests need to be designed by specialists in the area being considered important.

Mustapha (2004) states that nearly all secondary school pupils in Nigeria opt for Biology as one of their science subjects in secondary school certificate examinations, and that pupils who are not science oriented equally offer Biology as their only science subject for the purpose of subject group satisfaction.

Akinmade (1995) points out that though Biology enjoys the highest enrolment in secondary schools compared to the other core sciences, yet there are indications that many candidates enroll for biology as last options. He emphasizes

that they did not necessarily enroll because they are interested in or can do well in the subject.

With the implementation of continuous assessment in the schools, the students need orientation about the system to know the importance of it to develop good attitude towards it. Mike (2005) in his studies on the "Attitude of Secondary School Students towards Agricultural Science in Kaduna Metropolis" came out with some factors that influence students' attitude towards learning as: peer group influence personal adjustment, poverty level, parental influence, sex and teachers' attitude.

i. Peer influence: The reference group with which students' identify provides the fertile soil for the development and change of attitudes (Shirif and Shriff 1964).

   Miller and Biggs (1958) state that students may readily accept the values of his peer while rejecting that of his teacher.

ii. Personal Adjustment: Well adjusted people normally adjust with reasonable success to any given situation, not of their own choice or liking (Hurlock, 1974).

   This is in direct contract to those who are poorly adjusted and show their annoyance and atomism by grumbling and criticizing

iii. Poverty Level: That the state of the nation's economy whereby people struggle to make ends meet is a problem in students attitude and

behaviour, youths are quick to opt for quick money making ventures without having the patience for long waiting to learn in school.

iv. Parental influence: The positive association between students' attitude and parents occupation do have an influence on the choice of their children's career. Where the influence is positive the attitude will also be positive, but where it is negative a negative attitude will result to it. Parents influence on their children from the home has a strong hold on their children in the school; therefore, the attitude of parents is transformed into the character exhibited by students concerning their perceptions of things.

v. Sex of students: sex has a role to play in attitude of student towards any subject.

Okpala (1975) observes that boys have more positive attitude towards science than girls in a study of mixed secondary school students towards selected arts and science subjects.

Bacdekale (1997) in a related study suggests that girls have the same attitude towards science as boys and girls both have the same level of intelligence and therefore girls should be stimulated in learning science subjects.

vi. Teachers' Attitude: The belief and assumptions of teachers determine to a large extent the effectiveness of the learning environment, the

attitude of the teachers is therefore a gate way to effective teaching and learning.

Trained teachers plays both facilitative and maintenance roles in the teaching and learning process.

Teachers have great influence during the process of transmitting knowledge to the learners.

A teacher who has positive attitude towards his work will have positive effects on his students.

Several studies might have been carried out on the evaluation of continuous assessment. Little has however been done on the areas of attitude of teachers and students towards implementation of continuous assessment. Little has however been done on the areas of students performance in evaluation of continuous assessment scores as compared with their performance in the final examination, usually set by the state ministry of Education. However, even if there has been such study or related study, it was not in secondary schools in Makurdi Local Government Area of Benue State of Nigeria. And that is why the researcher has a keen interest to carrying out the study.

2.14 Summary

Continuous assessment is a mechanism whereby the final grading of students in the cognitive, affective and psychomotor domains of behavior takes into account in a systematic way of his performance during a given period of schooling which

involves the use of variety of modes of evaluation for the purpose of guiding and improving the learning and performance of the student.

The general characteristics of continuous assessment are it is systematic, comprehensive, cumulative and guidance oriented. Four other particular characteristics are: its simplicity, comprehensibility, validity and integrity. The rationale for the introduction of continuous assessment is due to its vital contributions in enabling the students to continuously get themselves ready in the areas covered in the classroom instructions. They no longer wait for last minute for one final examination and get themselves involved in examination malpractices and subsequent failure in the schools.

The 6-3-3-4 National Policy on Education places great emphasis on the use of continuous assessment. The purpose of this is to make education more meaningful to learner than in the old system. To achieve the objective of the policy on education students have to be properly taught and tested over a period of time using valid and reliable tools for examination.

The researcher has reviewed related studies, both the published and unpublished as related to the topic of study. In the review, the focus is on the attitude of teachers and students towards continuous assessment in Nigeria education, the quality of professional teachers, examination, continuous assessment process and techniques, evaluation as a learning process and the pace of the student cumulative records in the system of education in the 6-3-3-4 system of education.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter of the research work, the researcher will describe: the design research method, the population, sample and sampling techniques, instrument used, validity and reliability of the instruments, procedure for data collection and statistical procedure.

3.2 Research Design

This is a descriptive survey research in which a representative sample of the population is drawn randomly from the target group or entire population. This method is suitable for the collection of information from a large population over a wide area. It provides avenue for selection of a representative sample that could be generalized to cover the entire population. The method is considered effective in survey research of this nature. It is the researchers' deliberate choice of design, it is considered appropriate and relevant to the topic of the study, and that the result obtained at the end of the study will enable the researcher and the readers to draw inference whether continuous assessment in the schools is implemented in accordance with the provision of the National Policy on Education.

3.3 Population

The target population of this study includes teaching staff of some selected secondary schools in Makurdi Local Government, in Benue State of Nigeria. From

interview in the Statistic Department and the data collected of the population of teachers and students at Teachers' Service Board (TSB) in Makurdi Local Government, the researcher found out that there are fourteen (14) recognized registered secondary schools in Makurdi Local Government Area in Benue State. (See appendix B for details).

3.4 Sample and Sampling Techniques

Anderson, (1999:45) observes that "a good sample is a representative of the parent population and method of its selection often affects the validity of the research work or results. Studies which cannot be generalized are wasteful studies which may be due to poor sampling procedure"

In the light of the above view on sampling, the researcher adopted both clustering and random, that is, proportionate sampling procedure in order to select a sample size that is truly a representation of the targeted schools for investigation. And the researcher selected four (4) schools as his sampling size of the study, because it will not be possible for the researcher to involve all the post primary schools in Makurdi Local Government area of Benue State.

Consideration was given to the current JSS 3 students in completing of the questionnaire because they are in better position to give more current and objective view about their teachers and experience in the evaluation process of continuous assessment. The teacher's questionnaire is designed to give information about the method and the modes of evaluation of students' continuous assessment.

The researcher adopts a proportionate random sampling technique to distribute the questionnaire because of the population of the school, and class. And some of the schools selected for sampling of the target population in Makurdi are indicated in the table one below:

. In education and psychological measurement page 607-610, Krejcie and Morgan (1970) suggest sample sizes of population. Therefore, the sample size of the teacher and students in the selected school are:

	Schools	**Teachers' Population**	**Teachers' Sample size**	**Student Population**	**Students' Sample size**
i.	Air –force Sec. school, Makurdi	52	20	680	50
Ii	Govt. Sec. Sch. Makurdi	41	20	759	50
iii.	Govt. Day Sec. Sch. Makurdi	46	20	416	50
iv.	Govt. Model Sec. Sch. Makurdi	84	20	1019	50
	Total	201	80	2840	200

The schools selected are located in different parts of the town, and they are recognized schools which the researcher has selected for sampling using random sampling techniques.

3.5 Instrumentation

Three types of questionnaires are used, one for teachers and the other one for students and for the attitude of students towards continuous assessment. The set of questionnaires both have structure and unstructured section. Both questionnaires are divided into sections. Continuous assessment examination results were collected.

3.5.1 Teacher's Questionnaire

The teachers' questionnaire has three sections. Section one focuses on seven personal information of the teachers. Like sex, age, educational background, areas of specialization, teaching experiences, year of teaching etc. Section two is directed at finding twenty –one items out from the teachers the mode and techniques that is used in implementing students continuous assessment, while section three requires teachers to list three in order of importance, some major problems they face in implementing continuous assessment programme in their various school (see appendix B for details).

3.5.2 Student Questionnaire

Section one is ten items on students' bio data, section two, students attitude toward Continuous Assessment, section three requires thirteen items for students attitude information on the methods, mode and techniques used by their teachers to assess them.

Section four is unstructured it requires students to state three major problems they face in test and examinations.

3.5.3 Measurement of Students Attitude

Attitude is measured by questionnaire (MukherJee Revise Edition 2002 Pp 154). He states that the method to measure attitude is by using likert scale of measurement on which the items are usually presented to agree or disagree. According to science study of Human behaviour, (fourth Edition Pp 84), the scale to measures a person's attitude on each dimension is called likert type scales, that it is composed with items statement with which all respondents indicate their agreement or disagreement, that the dimension of measurement deals with peoples beliefs about the trustworthiness of human nature.

3.5.4 Continuous Assessment and Examination

The continuous assessment of the students for 2002, 2003, 2004, 2005 and 2006 in social studies were collected along with the examination score of the students in respective sessions.

3.6 Validity and Reliability

Validity: Validity is the degree to which a test is capable of measuring what it purports or intends to measure. And there are three types of validity;

i. Content validity

ii. Criterion related validity

iii. Construct validity

Reliability: Reliability refers to the degree of consistency between two measures of the same thing or repeatability of results under slightly difference conditions. (D.I. Denga 3rd ed. 2003). The four types of reliability are;

i. Measure of stability

ii. Measure of equivalent

iii. Measure of equivalent and stability

iv. Measure of internal consistency, the methods used for internal consistency measures includes;

i. Split-halt method,

ii. Kuder-Rechardson,

iii. Co-efficient alpha

iv. Scorer i.e., (judge) reliability

3.6.1 Validity

After the construction of the instrument the initial draft was shown to experts who checked and ascertained its face and content validity, and for the face validity it was found that about five items were removed because they are not related to the field of study. All other correction observed has been effected.

3.6.2 Reliability

The instrument was subjected to statistical analysis to determine the reliability test re-tests reliability, and the total reliability is 0.8725. This gives the researcher some level of confidence in the relevance and reliability of the instrument. Text-retest reliability is administering a test twice or more and correlates the set of scores.

3.7 Procedure for Data Collection

The researcher went round to the selected schools and administered the questionnaires. Before embarking on data collection, the researcher collected an introduction letter, which was signed by the Department of Education, Faculty of

Education, Ahmadu Bello University Zaria, to allow the researcher to carry out the study in some selected schools in Makurdi Local Government Area of Benue State.

The researcher visited schools and administered the questionnaires, a letter of request for completion of questionnaire was on the top part of the questionnaires. In each of the classes, the researcher used the sitting arrangement to give out questionnaire to required number of students randomly selected in the class and give out the questionnaires.

3.8 Procedure for Data Analysis

The purpose of this research work is to find out if there is a relationship between students' attitude and the influences of teachers' experience on continuous assessment. The statistical procedures adopted for this study are those considered suitable in attaining the objective. The frequency and percentage were used for the personal data of the respondent. Apart from the frequency and percentage used, mean and standard deviations were included in the respondent opinion on the evaluation of continuous assessment.

To test specific hypotheses spearman rho correlation was used for hypotheses one, t-test was used for hypotheses two because of the two independent (teachers and students) groups involved in the study. The Pearson product moment correlation (r) was used in the testing of hypotheses three, and spearman rho correlation procedures was also used in hypotheses four. All hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter present the statistical analysis of the data collected from the respondents in the evaluation of the continuous assessment implementation in the selected schools in Makurdi and students attitude towards implementation of continuous assessment. The analysis is made up of two groups which are teachers and students. In the course of the analysis, common variables, especially demographic characteristics were presented together in the same table of frequencies and percentage. For the individual items, mean scores and standard deviation were used in determining the level of agreement or disagreement. Since the items were measured in a three point scale, the medium score for determining agreement or disagreement was fixed at 2.5. This point (2.5) stand for the minimum level of agreement on any of the items by the respondents. The four hypotheses were tested in a separate section in the chapter and the discussion of the findings are presented

4.1 The Demographic Characteristics of the Students

A total of eighty (80) teachers and two hundred (200) students were involved in this study. Their common demographic characteristics involved in the study were sex and age. For the teachers, their highest educational qualification, area of specialization and teaching experience were included in their demographic

characteristics. The sex of the students and the teachers are presented together in Table 4.1

Table 4.1.1: Distribution of the two groups of respondents by sex

Variables	Variable option	Teachers		Students	
		Frequency	%	Frequency	%
Sex	Male	50	6.25	200	57.1
	Female	30	377.5	150	42.9
	Total	80	100.00	350	100.00

No particular effort was made towards bias in gender selection. The distribution in the table is based on the proportional representation of the teachers as was observed in the schools. This was also the case of the students where the male tended to be the dominant group.

Table 4.1.2: Classification of the respondent by their ages

Variables	Variable option	Teachers		Students	
		Frequency	%	Frequency	%
Age	Below 15 years			120	34.3
	15-16 years			200	57.1
	Above 16 years			30	8.6
	19-24 years	20	25.0		
	25-19 years	40	50.0		
	30-34 years	10	12.5		
	Above 35 years	10	12.5		
	Total	80	100	350	100.

The age classification of the two groups are presented here together since it was a common variable between the two groups. However, the age ranges differs and are presented differently in the table for the respective groups. As indicated in the table most of the teachers were mostly within the age group of 31 and 40 years. The age group accounted for 75% of the number of teacher involved in the study. The teachers who were above this age group were relatively small.

Table 4.1.3: Teachers' Field of Specialization

Variables	**Variable option**	**Teachers**	
		Frequency	**%**
Area of specialization	Social studies	12	15.0
	Integrated Science	12	15.0
	Fine Art	12	15.0
	Home Economic	12	15.0
	English	12	15.0
	French	12	15.0
	Mathematics	8	10.0
	Total	80	100.0

In the selection of the teacher's field of specialization, equal representation was adopted as indicated in the table. It was only in mathematics that the selected teachers were relatively lower than was obtained in other subjects. Table 4.4 present the classification of the teachers by the year of teaching experience

Table 4.4: Classification of teachers by years of teaching experience

Variables	Variable option	Teachers	
		Frequency	%
Teaching Experience	Less than 1 year	8	10.0
	1-3 years	10	12.5
	4-6 years	20	25.0
	7-10 years	20	25.0
	Above 10 years	22	27.5
	Total	80	100.0

Though only 27.5% of the teachers said they have more than 10 years of teaching experience, most of them have been on the job for more than 3 years as indicated in the table. This means that the teachers have been exposed to various levels of different continuous assessment and examinations in the different schools for over many academic sessions. In table 4.5 the teachers are classified along with their highest educational qualifications.

Table 4.5 Classification of the Teachers by their Highest Educational Qualifications

Variables	Variable option	Teachers	
		Frequency	%
Highest Qualification	M.ED	10	12.5
	B.ED	20	25.0
	B.SC	20	25.0
	PGDE	10	12.5
	NCE	20	25.0
	Total	80	100.0

The total reveals that only 20 or 25.0% of the teachers could be outside the range of educationally trained teachers. This means that they (25.0%) did not obtained specialized teaching qualification. All the other 75% of the teachers could be said to be trained professional in the field. By implication, the teachers would be expected to understand the subject matter of this study and their responses would therefore be of much value in addressing the objective of the study.

4.2 Evaluation of the Teachers' Opinion on Students' Continuous Assessment

In the evaluation of the teachers' opinion on the students' continuous assessment, effort would be made here to proffer solutions to the relevant research questions. The first research questions of this study is:

1. What is the attitude of students towards the implementation of continuous assessment?

The opinion of the students on the attitude they exhibited towards the continuous assessment in the school is scored in frequencies and percentage in Table 4.9

Table 4.6 Students Opinion on their attitude towards Continuous Assessment

S/No	Attitude of Students towards Continuous Assessment	Agree	Not Sure	Disagree
1.	I fear writing Continuous Assessment	66(18.9)	28(8.0)	256(73.1)
2.	My heart beats faster when writing continuous assessment.	89(25.4)	14(4.0)	247(70.6)
3.	I hate Continuous Assessment because it is not always recorded in the final examination	56(16.0)	28(8.0)	266.(76.0)
4.	Continuous Assessment is additional work to students	25873.7)	14(4.0)	78(22.3)
5.	I don't like writing Continuous Assessment	244(69.7)	28(8.0)	78(22.3)
6	I usually do my Continuous Assessment	258(73.7)	14(4.0)	78(22.3)
7	I enjoy writing Continuous Assessment	273(78.0)	29(8.3)	48(13.7)
8.	I am always happy to write Continuous Assessment	65(18.6)	28(8.0)	257(73.4)
9.	Continuous Assessment prepares me for final examination	256(73.1)	29(8.3)	65(18.6)
10.	Teachers are not friendly when conducting Continuous Assessment	163(46.6)	42(12.0)	145(41.4)
11	I hate my teacher when conducting Continuous Assessment	93(26.6)	16(4.6)	241(68.9)
12.	Teachers Continuous Assessment is not encouraging to students	64(18.3)	15(4.3)	271(77.4)

The scores on the first item in the table reveales that most (73.1%) of the students do not fear writing of continuous assessment. Most (70.6%) of the students also disagreed with the notion that their hearts beats faster when writing continuous assessment. In item 3 of the table 76.0% of the students disagreed with the notion that they hate continuous assessment because it is always recorded in their final examination but in item 4 they (73.7%) agreed that continuous assessment is an additional work to students in the school. Thus 69.7% of the students were of the opinion that they do not like continuous assessment. Though most (69.7%) students claimed they do not like writing the continuous assessment, but in item 6, 73.7% of the student agreed that they usually write their continuous assessment and 78.0% of

the students claimed they enjoy writing continuous assessment. 73.4% of the students claimed that they were always happy to write the continuous assessment.

The response to item 10 in the table indicates that the exhibited attitude of the students could possibly be related to the idea that the continuous assessment will enhance their performance in the final examination. This is indicated in responses to the item where 73.1% of the students agree that the continuous assessment will help to prepare them for the final examination. The students do not have a consensus opinion on the disposition of the teachers during the continuous assessment exercise. While 46.6% of the student agreed with the opinion that the teachers were usually not friendly when conducting continuous assessment, 41.4% of the students disagree with this notion and 12.0% of the student do not express their view on the question. Most (68.9%) of the students disagree with the notion that they hate their teachers during the continuous assessment exercise. Though 4.6% of the students do not answer the question but 26.6% of the students agree that they hate their teachers during such assessment in the school. The use of continuous assessment was not really hateful to the students as indicated by their opinion in the item where 77.4% of the students disagree with the notion that teachers' use of continuous assessment was not encouraging to students. Though 4.3% of the student did not answer the questions, only 18.3% of the students claim to be hostile to the exercise in item 15 of the table.

2. How do teachers carry out Continuous Assessment?

The teachers' modalities of evaluating students continuous assessment included here the frequency of assessment through test, frequency of assignment in a term, engaging students in group discussion, field trip and examination procedure.

Table 4.7: Teachers Opinion on the Implementation of Students Continuous Assessment

S/No	Implementation of Continuous Assessment	Agree	Not Sure	Disagreed	Mean	STD
1	I assess students three times in a term	20	-	60		
		(25.0)		(75.0)	2.25	0.436)
2	My student always carry out one project assignment in a term	50	5	25		
		(62.5)	(6.3)	(31.3)	2.56	0.613
3	I always use teacher made test questions in evaluating student	65	-	15		
		(81.3)		(19.8)	2.81	0.394
4	I always use marking schemes to mark tests and examination	75	-	5		
		)93.8)		(6.3)	2.94	0.244
5.	I always rank students in order performance I continuous assessment	80	-	-		
		(100.0)			3.00	0.000
6.	I always ask students to carry out class discussions at least twice in a term	5	60	15		
		(6.3)	(75.0)	(18.8)	1.31	0.587
7.	I engage my students in debates twice in a term	15	10	55		
		(18.8)	(12.5)	(68.8)	2.06	0.559
8.	My students always participate in games once in a term	75		5	-	
		(93.8)		(6.3)	2.94	0.244
9	I always engage my students in scholastic activity once in a term	15	10	55		
		(18.8)	(12.5)	(68.8)	2.06	0.559
10.	I always engage my students one assignment in problem solving once in a term	60		20	-	
		(775.0)		(25.5)	2.75	0.436
11.	I give my students one assignment per session	30	-	50		
		(37.5)		(62.5)	2.38	0.487
12.	I give my student home-work once a wee	75	-	5		
		(93.8)		(6.2)	2.56	0.499
13.	I give my students two tests per term	20	5	55		
		(25.0)	(6.2)	(67.9)	2.81	0.393
14.	I give my student one project/assignment per term	40	10	30		
		(50.0)	(12.5)	(37.5)	2.38	0.700
15	I give my students one terminal examination per term	80	-	-		
		(100.0)			3.00	0.00
16.	In order to account for continuous assessment sores, I always grade students I percentage	80	-	-	3.00	0.00
		(100.0)				

The teachers expressed opinions on the items used in the assessment are in Table 4.6 above. The table presents the frequencies and percentage along the mean

score and standard deviation for the respective items. For this assessments, the mean score for agreement is fixed 2.5 since the value is approximately 3.00 which stands for the highest score for agreement in the three point scale used in the study. A mean equal or higher than 2.5 automatically means agreement while lower mean stand for disagreement. In the table, the teachers used all the procedures except 1, 6, 7, 10, 12 and 15 where they do not agree that the stated items are among their assessment criteria. The students opinion on their assessment is presented in table 4.8.

Table 4.8: Students opinion on the Implementation of continuous Assessment

S/No	Evaluation of Continuous Assessment	Agree	Not Sure	Disagreed	Mean	STD
1	Always write class assignment once in a week	90	50	210		
		(25.7)	(14.3)	(60.0)	2.11	0.623
2	My teacher give me one home work per week	70	40	240		
		(20.0)	(11.6)	(68.6)	2.09	0.555
3	My teachers give me one project assignment in a term	80	30	240		
		(22.9)	(8.6)	(68.6)	2.14	0.543
4	I always write two test in a term	290	-	60		
		(82.9)		(17.1)	2.83	0.377
5.	My teacher uses essay and objectives test to test me	350	-	-		
		(100.0)			3.00	0.000
6.	I always write one terminal examination in a term	60	90	200		
		(171.1)	(25.7)	(57.1)	1.91	0.650
7.	My teachers always engage me in a class discussion	80	90	200		
		(22.9)	(20.0)	(57.1)	2.03	0.655
8.	My teachers always organize debates once in a term	350	-	-		
		(100.0)			3.00	0.00
9	My teachers always organize games for us to participate one in a term	90	60	200		
		(25.7)	(17.1)	(57.1)	2.09	0.655
10.	My teachers always carry us on field trips excursion once in a term	60	80	210		
		(17.1)	(22.9)	(60.0)	1.94	0.631
11.	My teachers always engage me in Socratic activity once in a term	150	-	200		
		(42.9)		(57.1)	.43	0.496
12.	My teachers always engage me in problems solving in every term	40	11	200		
		(11.4)	31.4	(57.1)	1.79	0.616
13.	Teacher's questions for continuous assessment are comparable to the standard of NECO in JSCE	30	110	210		
		(8.6)	(31.4)	(60.0)	1.79	0.616

The student's opinion in the table does not seem to support the positive opinion of the teachers on the modalities of their continuous assessment in table 4.6. The only items where some consensus is established between the students and the teachers are in items 4, 5 and 8 where students agree that they always write two tests in a term and that both essay and objectives are used for their assessments combined with the periodic debates which the students agree that their teachers always organize once in a term. This means that the opinion of the students does not really tally with those of their teachers on the modalities used in the evaluation of the students' continuous assessment in the schools. In spite of the above opinion of the students on the continuous assessment, most (69.0%) of the students agree that they are contented with the teachers' assessment of their continuous assessment.

3. Is there any relationship between performance in continuous assessment and examination?

Table 4.9: Teachers Opinion on Students Continuous Assessment

S/No	Implementation of Continuous Assessment	Agree	Not Sure	Disagreed	Mean	STD
1	The mean score of my students in continuous assessment always reflect their mean in final JSCE	35	15	30		
		(43.8)	(18.8)	(37.5)	2.25	0.755
2	My students always go on field trips/excursion every term	20	5	55		
		(25.0)	(6.3)	(68.8)	2.19	0.530
3	I always attend seminars and workshops on test item writing once in a session	5	10	65		
		(6.3)	(12.5)	(81.3)	1.94	0.431
4	Qualification and years of experience can influence relationship between continuous assessment and exams	40	20	20		
		(50.0)	(25.0)	(25.0)	2.25	0.834
5.	There is relations between continuous assessment and performance in exams	35		45		
		(43.8)		(56.2)	2.44	0.499

The last research question in the study is related to the attitude of the students towards the continuous assessment in the school. The question raised in this regard is:

4. Do years of experience influence the evaluation of continuous assessment and exam?

The effect of teachers' years of teaching experience is indicated in item 4 of table 4.9 above. The mean score does not reveal that the two variables (qualification and year of experience) really have influence on the teachers' modalities of implementing the students' continuous assessment. The effects of these two variables are further tested.

4.3 Test of Hypotheses

The following hypotheses were raised in the study to give statistical validation to the solution proffered for the research questions above. The hypotheses are:

Hypothesis I: There is no significant relationship between students' attitude and their performance in continuous assessment.

The mean scores of attitude of the students towards continuous assessment were computed from Table 4.9. To test the hypothesis, the Spearman rho correlation procedure was adopted because of the non-parametric nature of the data used in the test. The mean achievement of the students based on only students who provided the necessary information on the attitude variable. The total number of students in

the test was therefore lower than the overall total (350) used in the test. The result of the test is shown in table 4.11.

Table 4.11: Correlation between students achievement in continuous assessment and attitude

Variable	Mean	SD	r	P
Attitude	8.96	0.93		
Achievement	10.59	2.98	0.234	0.000

The result in the table reveals that students' attitude is positively correlated with their academic achievement in the continuous assessment. The observed correction coefficient is 0.234 and the level of significance observed in the test is 0.000 ($P < 0.05$). The null hypothesis is rejected.

Hypothesis 2: There is no significant difference between teachers and students on mode of implementation of Continuous Assessment in the selected schools.

In the test of this hypothesis, the opinion of the students and those of the teachers expressed in table 4.6 and 4.7 were compared using the t-test. This was necessary because of the two categories of the independent groups involved in the test.

Table 4.12: t-test of difference on Teachers and Students on conduct of Continuous Assessment.

Variable	Mean	SD	t-calculated	t-critical	P
Teachers	2.6182	0.5413	2.160	1.96	0.016
Students	2.2432	0.4327			

The test reveals a significant different between the students and the teachers on the modalities of implementing continuous assessment in the selected schools. The null hypothesis can not be accepted since the students differed significantly from the teachers on the evaluation of the students' continuous assessment in the schools. (t = 2.160, P = 0.016)

Hypothesis III: There is no significant relationship between students' performance in continuous assessment and examination.

The examination scores and the scores of continuous assessment by the students over the period of the study were used for the hypothesis. The Pearson product Moment Correlation procedure was used in the test. The use of the procedure was informed by the quantitative nature of the two variables (CA and examination) involved in the test. The result of the test is presented in table 4.13.

Table 4.13 Correlation Analysis of JSSCE and Continuous Assessment Results

Groups	**Mean**	**SD**	**r**	**P**
Exam	31.86	1.79	0.566	0.00
CA	10.31	1.39		

The result reveals that the continuous assessment of the student is significantly related to their examination scores. The observed correlation coefficient (0.00) for the test is lower than the (0.05) level of significance. The null hypothesis is therefore rejected.

Hypothesis IV: Teachers experience has no significant relationship with the conduct of continuous assessment of JSS III students.

The year of experience of the teachers was used here in combination with the scores of the student's continuous assessment. The spearman rho correlation procedure was used in the test because of the non-parametric measurement of the teachers working experience which was used as one of the main variable hypothesis. The result of the test is presented in Table 4.14.

Table 4.14: Correlation of teachers' years of experience and students continuous assessment (CA)

Variable	Mean	SD	r	P
Experience	3.4750	1.2924	0.129	0.255
CA	10.3125	1.39251		

The result (r = 0.129, P = 0.255) did not indicate any significant difference between the years of experience of the teachers and their conduct of the students' continuous assessment. The observed correlation coefficient is higher than 2.0. This means that the null hypothesis can not be rejected.

4.4 Summary of Finding

1. There is a significant relationship between students' attitude and their performance in continuous assessment.
2. There is a significant difference between teachers and students on how they carryout continuous assessment.

3. There is a significant relationship between students' performance in continuous assessment and their performance in examination.
4. There is no significant relationship between teachers' years of experience and the conduct of continuous assessment.

4.5 Discussion

The main objective of the study is the determination of students' attitude towards the implementation of continuous assessment in some selected secondary schools in Makurdi. From the analysis of the data for this study, it was observed that teachers have very high and positive opinions of their mode of evaluating students' continuous assessment. Though most of the teachers did not agree that they assess students three times in a term but they were of the opinion that part of the modality of the continuous assessment implementation should be implemented in the school.

The qualification of teachers does not significantly correlate with their conduct of continuous assessment in the selected schools. This was tested in hypothesis II. The test did not reveal any significant effect of the teachers' training on their conduct of assessment. This finding is a reflection of Emenogu (1992) where it is pointed out that problem of implementing continuous assessment has to do with the competence of the teachers. The experience of the teachers was also tested to determine the effect of their years of teaching experience on the conduct of the students' continuous assessment.

There was also no significant influence on years of experience on the conduct of the continuous assessment by teachers. It was however observed that the continuous assessment scores by the student is significantly related to their examination score. Again, it is observed that the attitude of students towards continuous assessment is positively correlated with their performance.

In table 4.7 the teachers were also of the opinion that they always use marking schemes to mark tests and examinations they give to the students. This findings is in line with similar findings by Adeleke (1986) from the study on the National Colleges of Education where it was observed that lecturers use mostly questions and discussion combined with assignments to teach and assess their students.

All the teachers were of the opinion that they always rate students in order of performance in continuous assessment. However, the teachers did not agree that they usually ask students to carry out class discussions at least twice in a term. This means that the teachers do not use this mode of assessing the students in the respective schools. This findings is a reflection of the report of Bakare (1987) where it is reported that the continuous assessment administration included written test, assessment of students' notes, examination and the assessment of their cognitive abilities. The teachers do not use debate as a major mode of continuous assessment but they were of the opinion that their students always participate in games once in a term.

It was observed that the teachers do not always engage their students in scholastic activity in the selected schools as part of the continuous assessment but the teachers are of the opinion that they give their students home-work once in a week and that they give their student at least two tests within a term. All the teachers agree that they give their students one terminal examination per term. All the teachers were of the opinion that in order to account for continuous assessment scores, they always grade students in percentages. In a similar study, Ogbanna and Dakun (2003), points out that the continuous assessment is a comprehensive development, which make use of variety of evaluations and techniques.

This positive opinion of the teachers was not substantiated by the students. The students opinion was contrary to the researchers' own assessment of their continuous assessment. For example, the students do not agree that they write class assignment once in a week as a mode of continuous assessment. And the students do not agree that the teachers give them home-work on a weekly basis nor that the teachers give them one project assignment in a term, but they agree that they always write two test in a term as a mode for continuous assessment. This is one of the few modalities employed by the teachers in form of continuous assessment. All the students agree that essay and objective test are used in the selected schools.

It was observed that the students demonstrated their positive attitude towards the implementation of continuous assessment. The scores on the items in the table 4.6, reveals that 73.1% of the students do not fear writing continuous assessment. Most of the students disagreed with the notion that their hearts beats faster when

writing continuous assessment. Student also disagree that they hate continuous assessment because it is not always recorded in their final examination. But most of them agree that continuous assessment is an additional work to student in the school. Thus 69.7% of the students were of the opinion that they do not like continuous assessment. But some of the students agree that they usually write their continuous assessment and 78% of the students claimed they enjoy writing continuous assessment. Most (73.19) 73.1% of the student agree that the continuous assessment will help to prepare them for the final examination. The student do not have a consensus opinion on the disposition of the teachers during the continuous assessment exercises. Most of them do not express their view on the question, 68.9% of the students disagree that they hate their teachers during continuous assessment exercise while 26.6% agreed that they hate their teachers, others did not answer the question. The use of continuous assessment was not really hateful to the student as indicated by their opinion 77.4% of the students disagree with the notion that teachers' use of continuous assessment is not encouraging to students. Only 18.3% agree that teachers continuous assessment is not encouraging to students.

In the test of hypothesis the test reveals significant difference in the implementation of continuous assessment in the selected schools. This findings is in line with Peter (1992) where it is reported that the mode of evaluation of students continuous assessment has been replaced with the end of session exams.

The data shows that the teachers neither go for training nor attend workshop on the modalities for continuous assessment in the selected secondary schools. The

teachers do not agree that they attend workshops nor any form of training, Adewuyi (1989), reports that continuous assessment co-coordinators did not attend any training.

In hypothesis two the test reveals that there is a significant difference between the students and the teachers on the modalities of implementing continuous assessment.

Teachers' opinion on the assessment of the students' continuous assessment, the test reveals that there is a significant difference between the students and teachers on the modalities of evaluating continuous assessment in selected schools, this finding is in line with Peters (1992), which states that the mode of evaluation of students continuous assessment has been replaced with the end of season examinations.

Ojerinde, Falayajo and Yoloye (1984), Okpala and others (1993) all agree that assessment is an integral part of the teaching learning process and therefore, it is very reasonable and necessary that the teachers should be involved in playing an active role in the final assessment of the learner, which is to be done through the practice of continuous assessment.

The Federal Ministry of Education (1980), states that continuous assessment is a mechanism where the final grading of students in cognitive, Affective and psychomotor domains of behavior takes account in a systematic way for all students' performance during a given period of school. National Policy on Education (2004), states that continuous assessment is seen as a tool that has come to serve as a solution to the problems of complete dependence on a single

examination at the end of course of study for the purpose of promotion or placement to a higher class and certificate at primary, junior secondary and partly at the higher level.

It is also important to note that continuous assessment is an innovation in education in which the teacher on such innovation can serve as a whole or part of the final assessment of the learners. All students' assessment should be to make education more relevant and functional. Continuous assessment is systematic process of finding out how much students have gained from learning activities in terms of thinking, knowledge, character development and motor skills.

Attitude of students towards continuous assessment implementation, significant relationship was observed between students' attitude and their academic performance in continuous assessment, which shows that students' positive attitude towards continuous assessment has direct effect on their school achievement. This is in agreement with Melgosa (2002), who says that one's attitude towards subject when faced constructively can lead to better assimilation, understanding enhance interest, self-confidence and optimum productivity with positive out look to career in such afield.

Also Mukherjee (1978) states that attitude has been described as one's feeling, thought and pre-disposition to behave in some particular manner towards some aspect of the environment or as a mental and neutral state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual response to all objects or situation with which it is related.

Kuppuswamy (1973) ,opines that attitude is simply positive or negative evaluation of some persons. Attitude describe tendency to re-act positive or negatively towards something. Mike (2005), found out some factors that influence students attitude towards learning, such as peer group influence, personal adjustment, poverty level, parental influence, sex and teacher's attitude towards learning.

Miller and Biggs (1958),opine that students , may readily accept the values of his peer while rejecting that of his/her teacher. Ogunride (2000) reports a positive association between student attitude and parents do have an influence on their children, that where the influence is positive the attitude will also be positive, but where it is negative, a negative attitude will also result to it. Blain and others (1975) explain that parents influence on their children from home has strong hold on their children in the school, therefore, the attitude of parents is transformed into the character exhibited by students concerning their perceptions of things.

The result revealed, that the continuous assessment of the students is significantly related to their examination score, this is inline with the findings of Akpore (1981), explains that the West African Examination Council (WAEC) , the award of school certificate should be based on continuous assessment of the student, Peter (1992) states that the mode of evaluation of students continuous assessment has been replaced with the end of session examination.

Ojerinde (1986) states that many people advocated for continuous assessment in our schools, to involve the teachers in the final assessment of his/her

student, for assignment of the learner to be more valid and indicate the overall ability of the learner than a single examination. Balogun and others (1981) point out that although Nigerian education system places importance on test and examinations in all the levels, they warn against teachers who over emphasize their importance to test and examination and give little attention to the learner and his needs. Brown and Thomas (1963) explains that test and examinations only test one's ability, that test and examination do not test social ability, creativity and talent in arts, politics or music.

The result between the years of experience of the teachers and their conduct of students continuous assessment does not indicate any significant relationship, this is in line, with the finding of Bakare (1987), that certain instruments have to be used when administering continuous assessment, such as written test, assessment of students' note, examination, taking attendance and assessment of the cognitive abilities of the students, not just years of experience of teachers, and this is also related with the findings of Ogbanna and Dakun (2003), that continuous assessment is comprehensive development, learning and also make use of variety of evaluation and techniques.

Emenogu (1992) states that the problem of implementation of continuous assessment has to do with the competence of teachers, that it is not just having year of experience that matters. In view of the teachers' years of experience on continuous assessment, Yoloye (1984) explaines that implementation of the policy on continuous assessment posses certain significant problems in general, and to

teachers in particular, for these, the policy advocates a vigorous training programme, both for pre-service and in service for teachers who in the final analysis have to implement continuous assessment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter focuses on the highlights of the purpose of the study, the finding and the recommendations to ministry of education, it is the hope of the researcher that the ministries of education will see the need to implement all the recommendations. This if done, will surely lead to a lot of improvements in the teaching and assessing of students in the subjects taught at JSS.

It is also hoped that research students in related discipline will take interest to select some related topics for further research work.

5.1 Summary of the Study

The purpose of this study is to evaluate the implementation of continuous assessment and to find out attitude of students towards implementation of continuous assess in the selected schools in Makurdi Local Government Area of Benue State, with the view to offer recommendation where it is necessary.

This summary chapter describes the highlights of this research work, the general introduction, which is the background of the study, the objectives of the study significance of the study, Research questions, hypotheses, Basic assumption of the study and the scope and delimitation of the study.

In chapter two of this study, describes continuous assessment, characteristics of continuous assessment, rational for continuous assessment process, Evaluation as part of the learning process, continuous assessment techniques, cumulative

students' record, Review of related studies and problems of continuous assessment. In chapter three it describes the population, sample and sampling techniques, instrumentation, teachers questionnaire students questionnaire, procedure, validity and reliability and statistical procedure.

Chapter four also describes the demographic characteristics of the students, evaluation of the teachers' opinion on students' continuous assessment, test of hypotheses, summary of findings, result and discussions.

5.2 Conclusion

This research project is designed to evaluate the implementation of continuous assessment and to find out attitude of students towards implementation of continuous assessment in JSS III in some selected secondary schools in Makurdi Local Government area of Benue State with the aim of improving the implementation of continuous assessment in the schools as stated in the National Policy on education 6-3-3-4 system.

Relevant data were collected to each research question and hypothesis and were analyzed with their outcome for authentic of the study.

The continuous assessment implementation should be given full support of government by providing administrative support needed by the implementers of the continuous assessment programmes, experts should be invited as guest lecturers to educate teachers to update their knowledge on continuous assessment in the schools, this will aim at stimulating teachers' interest in implementing continuous assessment as stipulated in the national policy on education, 6-3-3-4 system.

Value re-orientation is needed for favourable attitude towards implementation of continuous assessment in the schools. The committee on continuous assessment implementation should re-examine the extent to which they equip trainees or teachers with competence for promoting successful implementing continuous assessment in the schools.

The government should provide research grants to the committee of continuous assessment implementation programmes, adequate workshops for continuous assessment implementation should be organized and micro teaching on continuous assessment implementation should be carried out by teachers especially during workshops to share ideas.

5.4 Recommendations

From the findings of this research work, the following recommendations are made for the purpose of improving attitude of students towards implementation of continuous assessment and to improve learning in the schools and for further research work.

1. There is the need for teacher to stick to the guideline, method of evaluation and implementation of continuous assessment, so that marks awarded could reflect the ability of the students to change the negative attitude of student towards implementation of continuous assessment.
2. There is also the need for the teachers to adopt variety of techniques of evaluation including non-directive strategies like visits, games, simulation and so on. This will expose the students to more creative situation and change their attitude to learning.

3. The state ministry of education should constitute the continuous assessment committee in schools, zones to monitor the effective implementation of continuous assessment in the state, so as to evaluate academic performance of students' in examination.
4. The state ministry of education should continuously give in service training to teachers, so as to improve their efficiency and up date their knowledge in implementation of continuous assessment. In-service training should also be given to the non-professional teachers so that they will acquire skills of teaching that will change student attitude.

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APPENDIX A

BRIEF HISTORY OF AREA OF STUDY

This research work was carried out in Makurdi Local Government, that is in Makurdi town, which is the headquarters of Makurdi Local Government Area in Benu State of Nigeria.

Makurdi Local Government was created in 1970. It lies in the Northern part of Benue state. Guma bound the local government in the North and East, Gwer bounds in the south and Gwer west in the West. Makurdi town is the capital city of Benue State.

Makurdi is also an important military base in the country in case of emergency, where Nigerian air Force base, Tactical Air Command Headquarters is located. There is also the Nigerian Army School of Military Engineering (NASME) and 72 Air born Battalion in the town for any eventuality. And all of these bases have primary and secondary schools where it is expected that teachers in these schools also use continuous assessment as it has been spelt out in the National Policy on Education, 6-3-3-4 system. The people of Makurdi Local Government Area are mostly farmers, fishermen and traders respectively.

APPENDIX B

SCHOOLS IN MARKUDI LOCAL GOVERNMENT, TEACHERS AND STUDENTS POPULATION

	SCHOOLS	TEACHERS POPULATION	STUDENTS POPULATION
1	Government College	78	759
2	Special Sc. Senior Secondary School	25	362
3	Community Secondary School	58	252
4	Government Girls College	75	475
5	St. Joseph Technical College	32	588
6	Government Model College	84	1019
7	Methodist High School	16	429
8	ECWA Secondary School	27	690
9	Government Secondary School NAF	46	416
10	Peniel College	31	351
11	Arabic Community Secondary School.	24	339
12	Airforce Secondary School	52	680
13	Government Secondary School	41	759
14	Anglican Secondary School	63	895

Source: The number of the schools in Markudi Local Government Area, Teachers and Students Population were collected at teachers' Service Board (TSB). Statistic Department in Markurdi, Benue State.

APPENDIX C

TEACHER'S QUESTIONNAIRE

Dear respondent,

This questionnaire is intended to collect data on continuous assessment process, your co-operation and sincere completion of the questionnaire will go along way in improving teaching in our schools. You are assured that all information supplied will be treated in strict confidence and will not be used against you, or any other purpose other than this research work.

Thank you.

SECTION A

Personal Information

1. Name of the School----------
2. Sex----------
3. Age----------
4. Nationality ----------
5. Qualification----------
6. Area of Specialization----------
7. Teaching experience ----------

SECTION B
IMPLEMENTATION OF STUDENTS' CONTINUOUS ASSESSMENT

Please give your opinion on the method and techniques of implementation and assessment of the students in continuous assessment. Tick the appropriate columns whether agree, disagree, (undecided) not sure on the items.

S/No	Implementation of Continuous Assessment	Disagree	Not Sure	Agree
1	I assess students three times in a term			
2	My student always carry out one project assignment in a term			
3	I always use teacher made test questions in evaluating student			
4	I always use marking schemes to mark tests and examination			
5.	I always rank students in order performance I continuous assessment			
6	I always attend seminars workshops on test item writing once in a session			
7.	I always ask students to carry out class discussions at least twice in a term			
8.	I engage my students in debates twice in a term			
9.	My students always participate in games once in a term			
10	My students always go on field trips/excursion every term			
11	I always engage my students in scholastic activity once in a term			
12.	I always engage my students in Socratic activity once in a term			
13.	I give my students one assignment per session			
14.	I give my student home-work once a week			
15.	I students to tests per term			
16.	I give my student one project/assignment per term			
17	I give my students one terminal examination per term			
18	The mean score of my students in continuous assessment always mirror their mean in final JSCE			
19.	Qualification and years of experience can influence relationship between continuous assessment and exams			
20	There is relationship between continuous assessment performance and exams			
21	In order to account for continuous assessment scores, I always grade students in percentage.			

SECTION C

PROBLEMS AND SUGGESTIONS OF CONTINUOUS ASSESSMENT AND EXAMS

What are the major problems you face in the conduct of tests and examination? Give the most important ones you face on the process.

i…….

ii……

iii……

23. Have you any suggestion(s) to make for the improvement of continuous assessment in your school?

STUDENTS' QUESTIONNAIRE: D

Dear Respondents

This questionnaire is not a test or examination, but method meant to help in finding solutions to the problems of teaching and implementation of Continuous Assessment in our secondary schools.

You are therefore, requested to complete the questionnaire by how actually you feel about the present position of continuous assessment. Your sincere answer to questionnaire will help in decision making which will help to improve the teaching subjects.

Your answers will be strictly treated as secret and will not be used against you.

SECTION A
BIO DATA OF STUDENTS

1. What class are you?
2. Your gender A. Made [ ] B. Female [ ]
3. Age ……
4. Do you have enough teachers in your schools? A. Yes [ ] B. No. ( ]
5. How many subjects do you offer?.....
6. Do you like continuous assessment A. Yes [ ] B. No [ ]
7. Do you receive close supervision when continuous assessment tests is given? A. Yes [ ] B. No [ ]
8. In your own opinion, do your teachers show any act of seriousness in continuous assessment?

   A. Yes [ ] B. No [ ]

9. Do the various teachers feed you back with your scores after the assignment? A yes [ ] B. No. [ ]
10. Are you satisfied with the way teachers assess your performance A Yes [ ] B. No [ ]

SECTION B

STUDENTS ATTITUDE TOWARDS CONTINUOUS ASSESSMENT

S/No	Attitude of Students towards Continuous Assessment	Agree	Not Sure	Disagree
1.	I fear writing Continuous Assessment			
2.	My heart beats faster when writing continuous assessment.			
3.	I hate Continuous Assessment because it is not always recorded in the final examination			
4.	Continuous Assessment is additional work to students			
5.	I don't like writing Continuous Assessment			
6	I usually do my Continuous Assessment			
7	I enjoy writing Continuous Assessment			
8.	I am always happy to write Continuous Assessment			
9.	Continuous Assessment prepares me for final examination			
10.	Teachers are not friendly when conducting Continuous Assessment			
11	I hate my teacher when conducting Continuous Assessment			
12.	Teachers Continuous Assessment is not encourage to students			

SECTION C

TEACHERS METHOD AND TECHNIQUES IN THE CONDUCT OF CONTINUOUS ASSESSMENT

Please give your opinion on the method and techniques teachers use in assessing and evaluating continuous assessment.

Tick the correct column whether you agree or not sure (undecided).

S/No	Implementation of Continuous Assessment	Agree	Not Sure	Disagreed
1	Always write class assignment once in a week			
2	My teacher give me one home work per week			
3	My teachers give me one project assignment in a term			
4	I always write two test in a term			
5.	My teacher uses essay and objectives test to test me			
6.	I always write one terminal examination in a term			
7.	My teachers always engage me in a class discussion			
8.	My teachers always organize debates once in a term			
9	My teachers always organizes games for use to participate one in a term			
10.	My teachers always carry us on field trips excursion once in a term			
11.	My teachers always engage me in Socratic activity once in a term			
12.	My teachers always engage me in problems solving in every term			
13.	Teacher's questions for continuous assessment are comparable to the standard of NECO in JSCE			

Section D

Problems of tests and Exams

14. List any three very important problems you face in tests and examination in the school

1……..
……

2……..
……

3……..
……

TEACHERS QUESTIONNAIRES E

……
…….

Attitude of Students towards implementation of continuous Assessment in secondary schools in Maurdi, Benue State.

PILOT STUDY BY GARBA UMAR GWAZAWA
RELIABILITY ANALYSIS SCALE (ALL)

1. 8 I assess students three times in
2. 9 My students Always carryout
3. 10 I always use teacher –made
4. 11 I always use marking scheme to
5. 12 I always rank students in order
6. 13 I always attend seminars, workshops on
7. 14 I always attend seminars, workshop on
8. 15 I engage my students in Debates
9. 16 My students always participate in
10. 17 My student always go on field
11. 18 I always engage my students in scholastic
12. 19 I always engage my student in Socratic
13. 20 I give my student one assignment
14. 21 I give my student home work
15. 22 I give student two tests
16. 23 I give my student one project
17. 24 I give my students one terminal
18. 25 The mean scores of my students in
19. 26 Qualifications and years of experience
20. 27 There is relationship between
21. 28 In order to account for continuous
22. 29 What are the major problems you
23. 30 Have you suggestions to make for

……

Attitudes of student towards implementation of continuous assessment in secondary schools in Maurdi, Benue State.

PILOT STUDY BY GARBA UMAR GWAZAWA

Reliability Analysis scale (All)
Reliability Coefficient
No. Of case = 30.0 No. of items = 23
Alpha = 0.8712

STUDENT QUESTIONNAIRES: F

……
…….
Attitude of Students towards implementation of continuous Assessment in secondary schools in Maurdi, Benue State.

PILOT STUDY BY GARBA UMAR GWAZAWA
RELIABILITY ANALYSIS SCALE (ALL)

1. 11 I always write clear assignment
2. 12 My teacher gives me one home
3. 13 My Teacher Gives me one project
4. 14 I always write two tests in
5. 15 My teachers use assay and
6. 16 I always write my terminal
7. 17 My teachers always engage me in
8. 18 my teachers always organize debates
9. 19 My teachers always organize games
10. 20 My teacher always carry us on
11. 21 My teachers always engage me in
12. 22 List any three very important
13. 23 I fear writing continuous assessment
14. 24 My heart beats faster when
15. 25 I hate continuous assessment because
16. 26 Continuous assessment is additional
17. 27 I don't like writing continuous
18. 28 I usually do my continuous Assessment
19. 29 I enjoy writing continuous Assessment
20. 30 I am always happy to write
21. 31 Continuous Assessment prepares me
22. 32 Teacher are not friendly when
23. 33 I hate my teacher when
24. 34 Teachers' continuous assessment is

……
……
Attitudes of student towards implementation of continuous assessment in secondary schools in Maurdi, Benue State.

PILOT STUDY BY GARBA UMAR GWAZAWA
Reliability Coefficient
No. Of case = 30.2 No. of items = 24
Alpha = 0.8725