A SURVEY OF CONTINUOUS ASSESSMENT PRACTICES IN KADUNA STATE.

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DEDICATION

This work is dedicated to my Parents, Reverend and Mrs Daniel Nyinya Akpam, my beloved husband and our five children.

DECLARATION

I do declare that, this project has been written by me. And that, it has not been presented in any previous work for a higher degree.

Esther J. Kagai (Mrs)

CERTIFICATION

This study of Continuous Assessment Practices in Kaduna State by Esther Kagai, has met the regulations governing the award of the degree of Master of Education in Instructional Technology, Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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Esther J. Kagai (Mrs).

ABSTRACT

The introduction of continuous Assessment in the Nigeria Educational system was an attempt to rectify the anomalies inherent in the old system of assessment, whereby, a single shot-examination at the end - of - year or course determined the future of the students.

The problem with which this study is concerned about is that of highlighting the continuous Assessment practices in Kaduna state. The study Was aimed at determining among others, the instruments used by the teachers in the assessment of students' performance; the extent to which the guidelines provided for the implementation of the policy were being followed: how much training, through workshops and refresher courses the teachers received to equip them for effective performance of this function.

The population of the study consisted of 391 form teachers, 11 guidance and counselling officers and 1,195 secondary school students in Kaduna state. A table of random numbers was used to draw out the sample for the study. Questionnaire, interview and Observation were the survey instruments used to obtain information for the study. Frequency tables, percentages and chi-square were used to analyse the data and to test the hypotheses. Based on the analysis of data, the following findings were made;-

1. That teachers did not have any basis in the assessment of students' performance, particularly, in the affective and psychomotor domains. This meant that, the guidelines provided by the Ministry, for the implementation of continuous assessment system were not being followed..

2. Lack of assessment instruments facilities and qualified teachers have made the system less effective.

3. Teachers were not appropriately trained through workshops and refresher courses to equip them for effective implementation of the x)rogramme.

4. Teachers did not use any assessment instrument(s) to ensure a realistic and practical assessment of the affective and psychomotor domains.

5. The aspect of record keeping was observed to be very poor and inconsistent. Most schools did not even have storage facilities to ensure proper record keeping.

Based on these findings, recommendations were made for consideration, it was recommended that; (1) Government should increase its budgetery allocation to education, specifically for the construction of facilities and the purchase of equipment; (2) principals should ensure that, facilities required for the implementation of the

continuous assessment system are made available in their schools. They should also supervise these facilities and their teachers to ensure safety and effeciency. (3) Teachers should be given appropriate training through workshops and refresher courses, to equip them for effective performance of the programme. (4) Guidance and counsellors in the various schools, should be given the responsibility of keeping all student's records. (5) suggestion on how to assess the students in the Affective and psychomotor Domains was made.

The general conclusion of this study is that, alot needs to be done by the government, the teachers, the students and their parents to ensure a successful implementation of continuous Assessment Programme.

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DEFINITION OF TERMS:

The following terms will be defined to suit the purpose for which they are used in this study.

1. CONTINUOUS ASSESSMENT:

This is a systematic and objective process of determining the extent of a student's performances in all the expected changes in his behaviour. This starts from the day he enters upon a course of study in a continuous and progressive manner to the end of course. It is also a judicious accumulation of all pieces of information derived with a view to using them to guide and shape the students in his learning and behaviour from time to time and to serve as bases for important decision about the individual.

2. EVALUATION:

This is the process of ascertaining the decision areas of concern, selecting appropriate information, and collecting and analysing information in order to report summary data useful to decision-makers in selecting among alternotives.

The above definitions of evaluation and assessment indicate that evaluation is a necessary tool for effective assessment. It is through evaluation that assessment results might be explained on the basis of valid evidence available.

Information obtained through evaluation helps to make sound decision on the value and appropriatemess of goals, problems and needs of programme.

3. COGNITIVE DOMAIN:

This comprises the knowledge content, understanding, ability to judge, and evaluate, analyse, synthesise and apply or bring about the transfer of initial learning.

4. AFFECTIVE DOMAIN:

It is the aspect of behavioural change expected of the individual student who has been exposed to instructional experiences and is concerned with value, character, beliefs, attitudes, interests, appreciation, life style, inter-social relationships, as well as emotional development and adjustment..

5. PSYCHOMOTOR DOMAIN:

This is the aspect of instructional outcomes which is concerned with physical skills such as manipulation, writing, drawing, playing, driving, sports and games.

6. LEARNING:

Gagne's definition will be adopted for the purpose of this study.

According to Gagne (1974:P.7) "Learning is a change in human disposition or capability, which can

be retained, and which is not simply ascribable to the process of growth."

7. CHANGE:- For the purpose of this study, "change" refers to a relatively long term alteration in the existing trend in education whether in its goals, its imputs or its processes.

8. DIFFUSION:- "Diffusion" is used here as a process through which innovations spread to members of a social group. It involves five categories of people: the innovators (change agents); the early adopters (opinion leaders) the early majority (targets); the late majority (targets), and the laggards.

9. INNOVATION:- Ogunbi's lecture notes to post - graduate students 1989 is adopted for the purpose of this study. Thus, innovation is a pre-planned and a delibrate attempt to introduce change in order to make things better and to improve the attitude and behaviour of those concerned.

10. FORMATIVE EVALUATION:- This is used here as a provess of diagnosing and feeding back information about barriers to the achievement of goals which lie within the instructional system.

11. SUMMATIVE EVALUATION:- This is concerned with determining the effectiveness of the overall out-comes of the educational programme. It determines whether the objectives of the educational system or methods have been accomplished.

Chapter I

1.1 Introduction

Before the coming of Western Education in Nigeria, Education was mostly oral and informal. At that time, the mode of assessing children's achievement was based on careful observations. However, with the coming of Western Education, Western methods of assessment were introduced in the form of two broad groups of internal and external examinations.

The former was the type of examination conducted by each institution for its own use in assessing the progress of its students, while the external examination was conducted by Colonial Cambridge University. This was later replaced by agencies such as Ministries of Education and West African Examination Council (WAEC), (Ipaye 1982). Education at this time was mostly evaluated by means of the end-of-course/year examination.

According to Ipaye (1982), this one - shot examination at the end of Primary, Secondary and to some extent tertiary education concentrated mainly on the content of the syllabus i.e. principles, knowledge skills and so on which students have been able to learn. He noted that nothing else was done

in relation to assessing behaviour, attitude, interest and other extra curricular activities. This system of evaluation created alot of tension, fear and anxiety among the students.

Recent trends, amongst which are series of examination leakages and related malpractices, certificate racketeering and a few psychological cases, had given rise to more discentent about examinations in our schools. For instance Yoloye et,al (1985) in "A handbook on Continuous Assessment" observed that for several years, in Nigeria and indeed, many West African Countries have been plagued with the occurence of examination leakages and other malpracties especially in the West African School Certificate Examination, mainly, for the fact that the single final examination was so crucial in deciding the future of the candidate that the temptation to ensure success by all means (fair/ foul) was very high.

The need therefore, to modify the formal examination and assessment procedure has thus become more strongly felt. According to Ipaye (1982), the most obvious modification is to assess the student's work continuously through-out the course and on the basis of this either wholly certify him or combine such continuous assessment in a pre-determined ration of the result of a back-up examination.

With the introduction of the new National Policy on Education a lot of emphasis is laid on continuous assessment, which according to Ipaye (1982), is a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behaviour systematically takes account of all his performances during a given period of schooling.

1.2 Statement of the Problem

The problem with which this study is concerned about is: why are the students still not being assessed in all the areas of learning?

Under the continuous assessment programme, decisions on the student are no longer to be based on only the end of year, or end of course examination. His behaviours, attributes, manipulative skills and dexterity are also to contribute in some way to the over all quantitative assessment of him. However, this has not been the practice in Kaduna State. An investigation into many of the schools in Kaduna State has shown that only in the area of cognitive domain that attempts are being made to assess the students. But in the areas of affective and psychomotor domains, teachers simply assigned grades

to the students even though, they might not know the individual students, infact, some students, may not even be in school for several months and yet are duly assessed in these areas.

1.3 Purpose of the Study

The purpose of this study will be to:-

1. Determine how the criteria are being used by teachers for assessing the cognitive, affective and psychomotor domains among students.

2. Formulate, if possible, a realistic and practical format which would serve as a guide for teachers as they use the criteria provided in the assessment of psychomotor and affective domains.

3. Find out the reason(s) people want the system reviewed.

4. Determine the effect(s) of continuous assessment on cognitive, affective and psychomotor domains, in order to interpret and disseminate the results so that teachers, adminstrators, counsellors, and to some extent, parents and students, will use the programme more effectively, and will also realize that it is designed for the benefit of all.

1.4 Research Questions

The following questions were proposed in order to throw light on the problem and guide the process of searching for answer.

1. What criteria are used by teachers in the assessment of students' performance?
2. To what extent are they in line with the guidelines provided by the Ministry for the implementation of the programme?
3. How much training through workshops and refresher courses do the teachers receive to equip them for effective performance of this function?
4. What formats are used for a realistic and practical assessment of the Affective and Psychomotor domains, such as attitudes and task performance?
5. To what extent are facilities and equipment, adequately supplied to ensure that assessments are sucessfully carried out?
6. How fair and consistent are record-keeping in this regard?

1.5 Hypotheses:

For the purpose of this study, the hypotheses are stated in null form and are as follows:

1. There is no significant difference between theformer method(s) of assessing students' performance and the method(s) used under the continuous Assessment System.

2. There is no relationship between the assessment instruments used and the guidelines provided by the Ministry for the implementation of the continuous assessment system.

3. There is no relationship between the courses teachers under go and those required to equip them for the effective performance of this function.

4. There is no difference between the former assessment procedures and the formats used now for a realistic and practical assessment of the affective and psychomotor domains, such as attitudes, task performance and so on.

5. Lack of adequate facilities and equipment does not make any difference in the assessment of students' performance in the cognitive, affective and psychomotor domains.

6. There is no relationship between students' record of achievement in regard to continuous assessment system and making a major conclusion about the students' character.

1.6 Significance of the Study

The importance of this study, to the students, is its attempt to help them choose their careers that may be of benefit to them. Suggestions on how to assess the affective and psychomotor domains, will help teachers and counsellors improve on their assessment of students in these areas. The findings of this study would also go a long way to assist administrators to identify and remove any impediments which could be a hinderance to the success of the new system of education.

It might also help remove some misconceptions in the minds of parents that, being good does not only mean passing promotion examinations and obtaining a certificate through good academic work, but also being good in emotional and physical capabilities.

1.7 Justification of the Study

In view of the recurrent failure of Government to successfully implement innovative programmes in the past (as could be seen in the Universal Primary Education Scheme of 1979; Government take over of

Private and Missionary Schools; the Operation Feed the Nation and the current Campaign for the Nomadic Education Scheme of 1987 which also appears to be a failure already, as can be read from some national dailies - New Nigerian, April 28, 1991, captioned "All not well with Nomadic Commission", and National Concord, May 1, 1991, which also carried the caption "Nomadic education ground"), this researcher is urged to conduct this research into the current system of continuous assessment so as to highlight if any, bottle-neck(s) in the system and offer suggestions for improving the system. This researcher has also observed that even though students are now continuously assessed, they are mostly assessed in the cognitive, domain (while the affective and psychomotor domains are ignored) by means of tests and assignments while tools such as scales, check-lists, observations and so on are hardly heard of. This short-coming could have been the reason for the improper assessments in these areas. This study, therefore, is necessary so that this problem, along with others that may be identified in the course of the study will be solved.

1.8 Scope and delimitation of the study

This study is confined to ten post primary

schools in Kaduna State. It is hoped that, information obtained will reflect what is happening in the whole State and that of other States of the Federation. The Schools selected reflect the four educational Zones in the States. These Schools are:- Alhuda-huda College Zaria, Government Secondary School Shika, Government Secondary School Pambeguwa, Government Secondary School Ikara, Government College Kagoro, Government Secondary School Kafanchan, Rimi College Kaduna, Government Girls' Secondary School Kawo, Government Technical School Malali and Commercial College Zaria. This purposive selection is made in order to cover those schools that are considered heavily populated (according to Educational Resource Centre (E.R.C.) students enrolment list, 1991). Also Technical and Commercial Schools, which are expected to be adequately prepared in terms of trained teachers, facilities and tools were included in this study to find out if there will be any difference in their continuous assessment practices.

Despite this procedure, generalization will be made to cover other schools that are not selected in this study.

The study is delimited to continuous assessment practices in Kaduna State.. It attempted only to

identify the current practices of continuous assessment system in the Post primary Schools in Kaduna State and how teachers are assessing students in the areas of cognitive, affective and psychomotor domains.

No attempt was made to cover all the problems associated with the operation of continuous assessment in school, such as comparability of standards.

1.9 Limitation of the Study

Due to the purposive sample, it would be difficult for the researcher to have an indication of the amount of bias introducedinto his findings. It would also be difficult to calculate the degree of reliability of the responses.

1.10 Basic Assumption

In a study like this, it is pertinent to make some assumptionsthat will enable the researcher to find out factual evidence that will form the basis of his conclusion.

The following assumptions are therefore, made for the purpose of this study:-

1. That, the new system of education is the best for the country.
2. That, students will be gainfully employed after passing through the system.

3. That, teachers are aware of the variety of assessment instruments available for operating continuous assement programme.

4. That, all Secondary Schools are well prepared for the smooth take-off and implementation of the new system.

5. That, there are adequate supply of trained and qualified teachers to teach the various subjects in the Schools.

Chapter 2

LITERATURE REVIEW

2.1. Introduction

The main focus of this chapter is to highlight the various articles, pamphlets, workshop reports research studies and publications that are relevant to this study. This review will be directed towards the concept of evaluation especially in the new 6-3-3-4 system of education.

Since continuous assessment system is new, and not many studies have been conducted on it, this review will, therefore, be mainly from secondary sources, especially Newspapers, seminar papers, books and journals.

In this chapter, some definitions, types and models of evaluation will be discussed. Relationship between evaluation and goal setting will be briefly examined. A short discussion on the colonial educational curriculum and the new National Policy on Education will be done with the view to determine the credibility of the new system.

Attempts will also be made to explain the concept of "change", "innovation", and "diffusion" processes in the context of the new system of education. This chapter will also highlight the

various definitions of continuous assessment, methods employed in continuous assessment, its importance, implementation, constraints (in continuous assessment) and its implication for the teacher.

Some theories of learning and their relationship to learning in the areas of cognitive, affective, and psychomotor domains will also be examined.

2.2 Definitions of evaluation

The term "evaluation" has been defined by many educationists. According to Provus (1979), evaluation is the process of agreeing upon programme standards and determining whether a discrepancy exists between some aspects of the programme. He went further to explain that, evaluation is a necessary tool that governs that aspect of the programme by providing useful information which could be used to identify the weakness of the programme.

Tyler (1930) stated that the process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the programme of curriculum and instruction. Scriven (1967) described

evaluation activity as consisting simply in gathering and combining of performance data with a weighted set of critical scales, to yield either comparative or numerical ratings, and in the justification of the data-gathering instruments, the weightings and the selection of criteria. Stufflebeam (1971) on the other hand described educational evaluation as a process of delineating, obtaining and providing useful information for judging decision alternatives.

Worthen and Sanders (1973) defined evaluation as the process of determining the worth of a thing. According to them, it includes obtaining information for the use of judging the worth of a programme, product, procedure, or objective or the potential utility of alternative approaches designed to attain specific objectives. They observed that, the major evaluation effort is not only addressed to the systematic identification and collection of data, but to the analysis of data to ascertain the worth of both programme process and products. In addition, they said that evaluation would also include appraisal of activities and materials used in the instructional programme. They claimed that through evaluation, the programme outcome, both anticipated and unanticipated, would be measured and conclusion of merit placed upon

them. This, they concluded, would bring about an appraisal in the form of conclusion and recommendation which would be presented to the body whose responsibility it is to make decisions about the programme.

Stenhouse (1975) summed up the many and varied definitionsinto two main groups: "product - testing" and the "New - wave evaluations". According to him, the product-testing definitions limit evaluation to the comparison of students performance to clearly defined objectives or lists of desired outcomes. This form of evaluation is seen as a process of determining how learning experiences and methods have succeeded in producing the desired competencies.

The New - wave evaluators on the other hand, view evaluation as an assessment of outcomes which may be intended or unintended. Prominent among this group are Scriven (1967), Stake (1967) and Worthen and Sanders (1973). According to this group, to evaluate implies judgment so as to ascertain the value of an entity. Cronbach in Bhola (1979) defined evaluation simply as the collection and use of information to make decisions about an educational programme. While Alkin, also in Bhola (1979) saw evaluation as the process of ascetaining the decision areas of concern,

selecting appropriate information, and collecting and analysing information in order to report summary data useful to decision-makers in selecting among alternatives.

According to Wentling (1980), evaluation is the collection of data and analysis or judgment to facilitate planning and or the improvement of programmes, so as to meet accountability demans. Tyler (1930), Stufflebean (1971), Cronbach and Alkin both in Bhola (1979) allcontend that evaluation is a process of gathering and providing information for the purpose of fostering better decision making about an educational programme.

From the above definitions, this researcher would define evaluation as an art of decisions and judgments based on data and observation. This means there can be no evaluations made without data, and data imply that measurement criteria (relevance, importance, scope, credibility, timeliness, pervasiveness, and effeciency) be applied to them.

2.3 Types of Evaluation

There are various types of evaluation, however, only three will be mentioned here.

2.3.1 Pre-training Evaluation

This is a kind of test given before instruction is started. It is meant to find out what the students know before the teaching.

2.3.2 Formative Evaluation

Formative evaluation is focused on the programmes or processes of education which, it is hoped, will produce certain accomplishments in students, teachers and organization. It is designed to develop information about the adequacy of smaller curricu curricular units and their learning and instructional materials while teaching is going on. Asher (1976) opined that formative evaluation should go beyond curriculum building. According to him, it should include appraisal of students' learning, teaching effectiveness, and adminstrative adequacy. According to Scriven in Asher (1976), the role of formative evaluation is to discover deficiencies and succcesses in the intermediate versions of a new curriculum. On his part, Asher (1976) said that formative evaluation is sometimes done to assure that indeed, the various parts of the curriculum, the teaching staff, the buildings, the students, the materials and the adminstrative actions have been actually procured, are operating or just do exist.

Scriven (1967) claimed that formative evaluation when conducted serves as a "feedback and guide", influencing the shaping of a curriculum through the successive revisions of the development phase. Shepherd and Regan (1977) looked at formative evaluations as the continuous assessment of goals or objectives achievement which enables the curriculum to achieve its set out goals.

Formative evaluation, according to the researcher, is a process of diagnosing and feeding back information about barriers to the achievement of goals which lie within the instructional system.

2.3.3 Summative Evaluation

Airasian (1968) defined summative evaluation as that type of evaluation which is designed to yield terminal judgments about a curriculum as a whole. According to him, formative evaluation is concerned with determining the effectiveness of the overall outcomes of the educational programme. He further pointed out that, summative evaluation determines whether the objectives of the educational system or methods have been accomplished. It involves collecting of data, defining the educational criteria and comparing them with the standards set by the curriculum developers and administrators.

According to Scriven (1967), summative evaluation is concerned with the appraisal of the emergent curriculum as it is offered to the school system. He further pointed out that, summative evaluation provides the data to be used at the completion of a programme or some terminal point there-of for the purposes of judging the success of the programme. He therefore, suggested that formative and summative evaluation procedures should be integrated as part of instructional programmes to enable the teacher to better provide the educational experiences most appropriate to the needs, readiness, and developmental level of the students through the tool of a continuous evaluation system.

2.4 Evaluation Models

According to Bhola (1979), evaluation models have been developed by specialists in order to communicate the results of their own experiences to others. He is of the opinion that evaluation practitioner needs to become familiar with the various models so that he can select the one most suitable for his purposes in a given situation and also to defend his choice of evaluation model.

In the Nigeria context according to this researcher, the absence of adequate evaluation of both National and State Government Policies could

indicate that the decision-makers as well as the implementers are not fully aware of these models.

It is therefore the intention of this researcher to briefly described few of these models which could be employed in evaluating educational programmes.

2.4.1 The Context-Input-Process-Product(CIPP)Model of Evaluation

According to Wilson (1974), Stufflebean and Guba developed this model which defines evaluation as the process of delineating, obtaining, and providing useful information for judging decision alternatives. By this definition, evaluation is a systematic, ongoing process which incorporates detailing questions to be answered and information to be found. This involves obtaining pertinent information and making it available to decision-makers for their consideration and then weighing the potential impact of alternative decisions upon improving ongoing educational programmes or activities and then, selecting an alternative and following up its consequences.

An indepth study of this model as indicated by Wilson (1974) reveals that:

(i) Context evaluation furnishes information about needs, difficulties and opportunities to

facilitate planning decision that determine goals and objectives.

(ii) Input evaluation provides information about the relative merits of alternative procedures for aiding structuring decisions, which involve selection of procedural designs and strategies for achieving objectives arising from planning decisions.

(iii) Process evaluation yields monitoring or quality control information regarding strengths and weaknesses of ongoing programme activities to support implementing decisions, which involve a choice of alternative ways for carrying out and improving upon the execution of previously selected procedures.

(iv) Product evaluation affords information to determine how effectively objectives are being realized and aids recycling decisions concerning whether the procedures being implemented should continued, modified,or terminated.

2.4.2 The Discrepancy Evaluation Model (D.E.M.)

This model was developed by provus. Under this model, evaluation basically involves making decisions

based on a determination of the differences, or discrepancies, which exist between standards and actual performance. Gay (1974) explained that evaluation here involves a comparison of the way things are with how they should be. When this is done, valid information is obtained which may help programme developers improve their programme by eliminating certain flaws so as to reach the desired goals.

For the purpose of this study, this researcher would recommend that the CIPP be used to evaluate the new system of education. This is because, the model includes most of the educational development and implementation processes. It is much of a service to the administrators of a school system than some evaluation models.

Asher (1976) outlined the functions of this model as follows:-

1. It provides the general background (context) and the specific information (input) to identify problems and to choose among the possible methods of solution.

2. The evaluation procedures in this model monitor the implementation of

the chosen solution and alert administrators to problems, failures and future decisions that will be made.

3. The records of the manner in which an educational programme was put into effect are also maintained.

4. Finally, a CIPP evaluation precedure assesses the product of all the foregoing, and the evaluators report the findings to the adminstrators.

2.5 Determination of Educational Aims and Objectives

It will be virtually impossible for the educational system to attempt to foster achievement of any programme if it does not endeavor to select the goals and objectives with which it will be concerned. Furthermore, unless the number is small, priorities must be established for any set of objectives. This, therefore, calls for needs assessment which should be based on individual, community and the society at large.

According to Morphet (1974), the major goal should be to ensure excellence in every aspect of life by continuously improving the quality and relevancy of every aspect of education. Thus, he

said that educational goals for individuals and the society should include intellectual, or what has traditionally been referred to as academic goals; practical goals concerning meaningful living in a complex society; personal goals in areas of achievement that are uniquely valuable to him and to the society; and appropriate emotional, moral and ethical goals. He further said that goals for education are essential to provide guidance, and thus, should be developed with the co-operation of competent lay citizens, educators and students. He stressed that goals should be widely discussed and agreed upon before they are officially adopted. He concluded by saying that until clearly stated educational goals are developed and accepted, there will be no defensible basis for evaluating progress or for establishing accountability.

This researcher agrees with Morphet that, responsible students and teacher organizations should be involved in the process of developing proposals for statements of goals that will affect them in many important ways. They, as well as lay citizens and other educators, most agree that any proposed goal is important and appropriate before it can be utilized successfully for guidance in developing programmes and learning procedures.

Gibson (1965) proposed that, all goals should be concerned with the dimensions of human quality, such as the quality of a person as a human being; the quality of the skills he needs; the quality of his knowledge about man and society; the quality of his learning; thinking and perceiving; and civic quality; concerned with what he should know and do to function as an effective citizen.

Gay (1979) said that, selection or development of the objectives is in fact, the most important aspect of any educational system, because they give direction to, or guide the activities of an effort. According to him, without objectives, activities are haphazard at worst and loosely directed at best. He opined that with objectives, activities are focused and organized. He further pointed out that the choice of objectives and the determination of relative importance involves value judgments. Thus, he suggested that, the needs assessment process should be based on consensus and should involve gathering imput from variety of educational and community groups.

It is therefore, not wrong to suggest that, the goals accepted should grow out of a number of co-operative studies, including a study of the community

in relation to the state, the nation, and the world. Also, there is need for analysis of the community and its problems, and needs to determine the implications for educational programmes. A study of the students in the community and of learners in general, is required to obtain information that may be used in developing appropriate objectives relating to learning needs and processes.

2.6 Relationship between Evaluation and Goal Setting

An educational programme does not operate in a vacuum. It is affected by the values, trends and forces prevailling in the surrounding society. Therefore, before developing a programme, decisions should be made concerning such matters as the major goals and objectives of the educational system.

However, our policy executors or bureaucrats almost always, do not see the need for a proper appraisal of government policies, programmes or projects to find out if the objectives for which they are set have been achieved. Even when they do the appraisals are not properly done. All that is done is to "bandy" about the amount of money allocated to given programmes as if that achieves the objectives.

If any governmental programme is to achieve any meaningful result, then, proper evaluation should

be carried out at all levels. For instance, at the planning stage, examination of the adequacy of objectives, contents and strategies should be properly done. A tryout is necessary so that evidence through observation, judgment, discussion etc. could be collected and evaluated to determine the degree to which the programme objectives are being met and to identify areas of strength and weakness in the total programme. This information the researcher believes, will provide feed-back which gives direction to the future activities of the innovative programme. But what we see done in the country today is, a policy is formulated and infact executed but little is heard of regarding the evaluation of such a policy and in most cases, such a policy dies a natural death.

It is thus, important that goals and objectives should be clearly defined so that evaluation can be performed at various stages of the programme development and implementation. Evaluation is therefore related to goal setting because, according to Tyler (1950), evaluation means an examination of whether desired educational objectives are or are not attained.

Scriven (1967) observed that, evaluation results provide information to the programme developers and enable them to correct flaws detected in the programme.

Stake (1969:P.112) on the other hand, is more concerned about the merits of the programme and thus, opined that as evaluators, they should make a record of:

> what the author or teacher or school boards intends to do, what is provided in the way of environment, the transactions between teacher and learner, the student progress, the side effects, and last and most important - the merit and shortcoming seen by persons from divergent view points.

Alkin (1970) believed that, evaluation is worth-while only if its results affect future action. He therefore, suggested that evaluation as the process of ascertaining the decision areas of concern, selecting appropriate information and collecting and analysing information is required in order to report a summary of data useful for decision makers in selecting among alternatives.

According to Morphet (1974), most goal statements point to or identify important ends to which efforts should be directed in attempts to achieve the major purpose of education.

To provide a description of each desired outcome, Morphet said that some sort of evaluation is necessary. He stated that evaluation should be based on clearly stated educational goals and objectives. According to him, the desirability, worth, or value of a given educational practice or product can be determined in relation to its contributions to the achievement of goals and objectives of the educational enterprise. Guba and Stufflebean in Morphet (1974) regarded evaluation as a tool that should be used by educational managers in making decisions about educational programmes and processes.

According to Gagne and Briggs (1979 P.207), educational evaluation should seek to answer specific questions such as:

> "To what extent have the stated objectives been met? In what ways and to what degree, is the programme better than the previous one and what additional, possibly unanticipated, effects has the programme had, and to what extent are these better or worse than supplanted one?"

Gay (1980) summed up that, evaluation is the only valid way to verify the effectiveness of any innovative programme hence it is done to determine the degree to which the programme objectives are being met and to identify areas of strength and weakness in the total programme.

From the above information one is bound to conclude that evaluation and goal setting go hand in hand since an evaluation undertakes to examine the effects of an educational innovation and assess the worth of these effects. It is therefore, when as evaluation is done that an educational product could be assessed on how well a new programme is working, leading to a decision to continue the programme, to drop it, or to modify it.

2.7 Colonial Educational Curriculum

The British system of education (the 6-5-2-4) which was designed specifically for the British was transplanted into Nigeria where it was embraced without much consideration.

According to Aiyepeku (1989), we stuck to this colonial system even when in Britain the system had already been modernised and restructured to take account of industrial, technological and social developments. He pointed out that the colonial system operated the "grammar" school curriculum which trained students only in literacy subjects and produced only white-collar workers.

According to Ozigi as was reported recently in one of the national dailies, the school

curriculum then laid emphasis on the three RS' (3 RS) (Reading, Writing and Arithmetic) in addition to other subjects like History, Geography, Agriculture and Nature study. (The New Nigerian, November 29, 1990).

Under the old colonial system, there was no uniformity. While what used to be the Eastern and Western regions had already introduced a Universal Primary Education, the then Northern region had elementary and senior Primary Schools. There were craft schools in the North but trade centres and or comprehensive grammar schools in other regions. (Fafunwa 1974).

These discrepancies and the unsuitability of the colonial system of education, therefore, called for a review of the nation's policy on education. Thus, numerous commissions and committees on education on the eve and after independence in 1960 were consequently set up in attempts by the Nigerian Government and people to bring about desirable changes to the inherited educational system. Some of the commissions and committees included Oldman (1960), Banjo (1961), Dike (1962), Ajayi (1964), Asabia (1967), and Taiwo (1968), (Aghenta 1987).

However, it was not until 1969 that a meaningful National Curriculum Conference was held. In his opening address to the Conference, the then Federal Commissioner for Education Colonel Ali, said:

> This conference, even at the time it was first conceived, was already long over due. One of our first preoccupations after independence should have been the revision and remodelling of our educational system, so that it may reflect the needs and aspirations of a free people. No doubt, the educational system we inherited was a good one - good, that is for the country and society for which it was planned. good for England and the English society. But it was not good for us, because it neglected to take into consideration our cultural and social background, because it has tended to produce an educated class of 'Pen - Pushers' and because it failed to lay the foundations of economic freedom by the manual skills and technical expertise necessary for successful industrial and agricultural development.
>
> It is therefore the task of this conference to help put things right. It is for you to identify the needs of this country as an independent and sovereign member of the community of nations in this space age, to spotlight the aspirations of the masses of our people so that they may be truly free in body and mind as they are politically. True independence is economic independence. (Adaralegbe 1972).

According to Aiyepeku (1989), the conference was a great success. It spelt out in great detail what it considered the "national philosophy, goals, purposes and objectives" of Nigerian education and made

recommendations for a national curriculun reform. He also observed that 1973 national curriculum which was held as a follow-up on the 1969 conference was again a huge success. Its recommendations were accepted by Government in the white paper published in March, 1977 as "the Federal Republic of Nigeria, National Policy on Education".

Thus, the Independent Nigeria now has an indigenous national policy on education.

Under this policy, there is an unequivocal statement in it that a technically-oriented uniform system of education tagged "the 6-3-3-4" is adopted in the country. All students passing through the system would spend six (6) years in Primary School, Six (6) years in Secondary school, which is to be in two stages of three (3) years each and four (4) years in tertiary institution. They must also acquire a vocational skill that will make them employable. There is also provisions for a new assessment techniques known as continuous assessment. Students' performance would no longer be based on a single examination but a cumulative record of their progress.

Other laudable aspects of the policy include provision for guidance and counselling masters in

schools, professionalization of teaching and the learning of any of the three (3) major Nigerian lauguages in addition to mother tougue. The policy also reoognises the presence of the disables and those who because of one roason or the other can not continue their education in the formal school. It therefore accorded a section each to special education and Adult and Non-formal education. (National Policy on Education, 1981 Revised).

2.8 The New Policy on Education

The old Nigerian Education system like those of other former colonial nations of Africa, has often been criticized as being not particulary relevant to the peculiar conditions and needs of the Nigerian children and society in general. Fafunwa (1967) pointed out that, apart from the primary aim of diffusing literacy to many so that they could be able to read the Bible, little attempt was made to produce textbooks that were relevant to the environment.

The present National Policy on Education, therefore, is an attempt to rectify the anomalies inherent in the old system to device a much more appropriate philosophy and curricula for the nation.

2.8.1 Philosophy of the New System

The National Policy on Education 1981 (Revised), lists the five main objectives and endorsed as the necessary foundation for the National Policy on Education as:-

1) a free and democratic society;
2) a just and egalitarian society;
3) a united, strong and self-reliant nation;
4) a great and dynamic economy;
5) a land of bright and full opportunities for all citizens.

Adeleye (1991) in a paper he presented during a workshop for Principals and Zonal Directors, highlighted the national aims and objectives to which the philosophy is linked. These, according to him are:-

1) the inculcation of national consciousness and national unity;
2) the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
3) the training of the mind in the understanding of the world around; and

4) the acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of his society.

This researcher agrees that, indeed, the philosophy and objectives of the new system are to correct existing deficiencies, irrelevancies and lack of comprehensiveness in the curriculum offerings.

2.8.2 The Structure of the System:

According to Adeleye (1991), the new National Policy on Education comprises two essential elements: the structure and the content. In terms of structure, he said that there is a change from 6-5-2-3, that is, Six years of Primary, Five years of Secondary, Two years of Higher School Certificate (H.S.C) and three years of University education to 6-3-3-4: that is Six years of Primary, Six years of Secondary (three Junior and three Senior) and four years of University education. He further pointed out that both structures add up to 16 years, and that what has been altered is the structure not the total number of years.

In terms of content, Adeleye (1991) said that, emphasis is being shifted to those subjects that would make the products of our educational system

more easily employed or self - employed.

2.8.2

(i) Primary School

According to the National Policy on Education 1981 (Revised), the child, at the primary level will be inculcated with Permanent literacy, numeracy, and the ability to communicate effectively.

The policy also requires that the foundation for a sound basis for scientific and reflective thinking should be laid. This also includes the basis for citizenship education, character and moral education. The policy states that the development of the child's manipulative skills is necessary so that it will enable him to function effectively in the society within the limit of his capacity.

2.8.2

(ii) Secondary School

According to para.19(i) of the National policy on Education 1981 (Revised), "Government plans that Secondary Education should be of six - year duration and be given in two stages, a Junior Secondary School stage and a Senior Secondary School stage; each stage being of three - year duration".

Aku (1991) explained that the policy provides for the Junior Secondary School to be pre-vocational oriented and should teach all the basic Introductory and Integrative subjects to enable each pupil acquire a broad knowledge and outlook as well as the manipulative skills basic to the vocations. According to him, there are a total of sixteen subjects to choose from. Each child in the Junior Secondary School is expected to offer all the basic subjects. He outlined these subjects as follows:-

1. Mathematics
2. English
3. Language of the Environment
4. One major Nigerian Language (Hausa, Igbo and Yoruba)
5. Integrated Science
6. Social Studies
7. Creative Arts (Music and Art)
8. Practical Agriculture
9. Religious Studies
10. Physical Education
11. Two Pre-vocational subjects - which could be chosen from the following:-

1. Introductory Technology
2. Local Crafts
3. Home Economics
4. Business Studies.

From the foregoing, therefore, each child in the Junior Secondary School is expected to offer a total of twelve (12) subjects. According to Adeleye (1991), students who leave school at the Junior Secondary School stage may then go to an apprenticeship system, vocational schools, technical schools, teachers' colleges or if able and willing, to the Senior Secondary School. He further pointed out that, to transit from Junior Secondary School to Senior Secondary School, a candidate must have passed in Six subjects including Mathematics and English.

For the Senior Secondary School, which is both academic and vocationally oriented, the policy states that, it is for those pupils "able and willing" to have a complete six - year Secondary Education. The policy stipulated the following core - subjects which every child here must offer as follows:

1. English Language
2. Mathematics
3. One major Nigerian Language (Igbo, Hausa, Yoruba)

4. One of Physics, Chemistry and Biology
5. One of Literature in English, History and Biology
6. Agricultural Science or a Vocational Subject.

(National Policy on Education, 1981 Revised).

According to Aku (1991), these core - subjects are basic and will enable every pupil to offer either Arts, Science, Technical or Commercial alternative combinations for Higher Education in pursuit of an envisaged career by selecting the appropriate electives.

This researcher has however, observed that Schools are having problems with this provision. Consequently, some students are entered for the Senior School Certificate Examinations for subjects which are unrelated to their envisaged future studies or career. In some cases, this is done out of ignorance of the stipulated conditions in the policy, in other cases, it is done simply to deceive that the conditions are being met. It is also the opinion of this reasearcher that, some students are entered for with or without the knowledge of either

the Principal or the students concerned. This researcher suggests that students should be given proper orientation and adequate guidance which will foster wise educational decisions which lead to a better future career.

Adeleye (1991) pointed out that, in addition to the core - subjects, every student is expected to select three elective subjects depending on the choice of career up to the end of the second year. He said that a student may drop one of the non-compulsory subjects out of the nine subjects in the last year of the Senior Secondary School. According to him, a candidate is expected to pass in five subjects at one sitting to be awarded a Certificate. He pointed out that a candidate with a re-sit is required to enter in all the subjects for a valid entry. From the brief outline of the new policy on education, this resesrcher believes that, the 6-3-3-4 system of education is certainly, the most revolutionary educational reform in the history of Nigeria.

The new system, apart from the wide and more comprehensive curriculum, has some major innovations such as continuous assessment, guidance and counselling, provision for the disabled education and

so on. However, for the purpose of this study, greater attention will be given to continuous assessment.

According to the National Policy on Education 1981 (Revised), the Federal Government has laid strong emphasis on continuous assessment at all levels of education. The following extracts from the policy illustrate clearly this emphasis.

2.8.3 The National Policy Statements On:-

(i) Primary Education - The National Policy on Education (Revised, 1981, Para. 15 (8 and 9))states that, "Government plans that progress along the educational cycle will be based on continuous overall guidance - oriented assessment by teachers and head-masters -------"; "Government will look into the possibility of abolishing the primary school leaving certificate examination as soon as the processes for continuous assessment have been worked out and validated. Meanwhile, certification at this level of education will be based on continuous assessment and the result of the primary school leaving certificate examination".

Paragraph 23. (2) states that, "The first school leaving Certificate Examination will ultimately be abolished and primary School Leaving

certificates will be issued by the headmasters of individual schools and will be based on continuous assessment of pupils and not on the results of a single final examination".

2.8.3

(ii) Secondary Education- The National Policy on Education (Revised, 1981 para. 23 (1 and 2))say that, "As an interim measure, the present system of National Entrance Examination will be allowed to continue until the Junior Secondary School system has taken off. The selection for entry into the Secondary will, as soon as possible, be improved by incorporating headmasters' continuous assessment into the Common Entrance Result". (2) "Junior Secondary School Leaving Certificates will also be based on the continuous assessment method".

2.8.3

(iii) Teacher Education

According to the new policy (Revised, 1981, Para. 70) "The existing practice in most of our institutions of learning of basing the assessment of students' work on one final examination and on one type only is no longer tenable. Continous Assessment based on a variety of evaluation techniques should be henceforth adopted, and there should be some means

for ensuring some common national standards both in the areas of public examinations as well as in the internal ones".

2.8.3

(iv) Higher Education

"The Universities and other institutions of higher learning will also be required to reconsider the practice whereby examination performance in a limited number of papers determines the grading of graduates and to explore ways of introducing an element of continuous evaluation". (National Policy on Education, Revised, 1981 Para. 43 (2)).

2.8.3

(v) Administration and Planning

(Para. 99 (1, 2 and 3), National Policy on Education, Revised, 1981) says that, "The Sixth Form Course will be abolished with the adoption of the 6-3-3-4 system and:

1. Ultimately there will be no formal examination at the end of the first six - years of Primary Education; Certificates will be based on Continuous Assessment;
2. at the end of the first three years following Primary Education, the Junior Secondary School Leaving Certificates will

be based on State Examination and Continuous Assessment method;

3. at the end of the Second three years course (Senior Secondary), a formal examination will be given, but the performance during the three years will be weighed and taken into account for certification purpose".

With this grand design which is already in operation, it is therefore, imperative that the concept of continuous assessment is thoroughly understood by educators for effective implementation. It is equally important that an evaluation of some sort should be conducted on this gigantic project. Ezeoma (1986) rightly pointed out that, such evaluation process will help to determine the suitability of the curriculum and the educative process, the effectiveness of teaching and the students' progress and ultimate level of achievement.

New Nigerian, February 26, (1990) quoted Fafunwa as saying that, the "Federal Government will not go back on the 6-3-3-4 system of education" because according to him, the system of education has come to stay with the realization that "it is the best for the country". Also in the same vein, the Ahmadu Bello University (A.B.U) Vice-Chancellor

described the system as "being much more relevant to our society and aimed at producing self-reliant citizens". (New Nigerian, February 26, 1990). This researcher agrees that the new system already in operation is the best for the country at least for now because, it is designed to operate a curriculum which embodies technical, commercial, and vocational education.

In a paper presented at the National Seminar on the Problems and Implications of the 6-3-3-4 policy on Nigerian Education, Bello (1985) outlined among others, the advantages that would accrue to Nigeria as a result of adopting the system, as thus:

1. The new curriculum would remove contradictions, ambiguities and lack of uniformity in educational practices which hitherto exist in different parts of this country.
2. That, the system is capable of guaranteering equal educational opportunities for all Nigerian citizens starting from primary to tertiary levels, both in and out of schools.

3. That, the new system will lead to the discovery of human talents in the areas of science and technology which could help propel the nation into the technological age because of its comprehensive nature.

4. The new system will provide opportunities for all those children who might have found the present six years secondary programme too long and too bookish to terminate their education at the end of the three - year Junior Secondary School without having to wear the dropout tags.

In another paper delivered at Zaria, Kaduna and Kagoro, for Principals and Zonal Directors, Shok (1991) outlined the innovative aspects of the new system as follows:

1. It sets out to do away once and for all the assessment in schools which is based on a single final examination.
2. It provides enough opportunities for all groups of equally talented individuals.

3. It provides general education to individual through exposure to communication skills, social interaction, technological levels and the value system of the community.

4. It is terminal in that each child must reach a level which will enable him to obtain gainful employment.

5. It is preparatory because the child can proceed to a higher institution for further specialization in the area in which he has shown specific aptitude.

This researcher agrees that the benefits of the new system of education are many and varied. Thus, the system should be pursued with dedication to ensure success.

2.9. <u>The Context of 'Change, "Innovation 'and 'Diffusion' 'Processes in the New System of Education</u>

Change is an inevitable fact of life and of the world in which we live. Nothing on earth is permanent except change and it occurs at all times. In general, change is perceived as a process in which

alteration occurs in the structure and function of an entity. According to Griffths (1959), change means an alteration in the structure of the organization, in any of its processes, or in its goals or purposes.

Smith (1973) looked at change as an alteration of existing field of forces, which no institution or organization is exempted from. Smith concluded that change is a fundamental law of nature. According to Roger and Shoemaker (1971), change can affect living organisms and organizations. They also observed that change may result to either positive or negative consequencies leading to growth or decay.

On the other hand, innovation means making somthing new from something old. Houghton et al (1975: P.397) looked at innovation as "an intentional and deliberate process and change, which can also include accidental or unintentional movements and shifts". Shipman et.al (1974) said that, innovations do not exist in any unchanging, objective sense; they are constantly being defined, changed and redefined as a result of experience and the deffering perceptions of the people who handle them. Hull et.al (1973) observed that, innovations come in three broad forms; information documents, training

materials and an installable system.

In addition to these, Houghton et.al (1975: Pp.397-398) opined that, many of the innovations generated at the user level come up in the form of untested, and often vaguely formulated ideas. They feel that "an innovation will also usually focus upon a particular aspect of the target user system; upon, for example, aims, values; or perspectives, organization and administration; role relationships, curriculum, pedagogy, and evaluation".

From these definitions therefore, the "6-3-3-4 system" of education, as the policy on education is now tagged, is an educational innovation programme deliberately planned and designed with clear guidelines and goals, philosophy and purposes. For this innovation to succeed, there is need to diffuse its implications and expectations to the school administrators, teachers (the implementors), students and to some extent the parents. This calls for an effective communication between the policy makers (change agents), the implementers (clients) and the beneficiaries (the targets).

The Implementation of Continuous Assessment

The concept of continuous assessment is relatively new in the Nigerian education system.

The introduction of the 6-3-3-4 scheme which was to be implemented in the academic session of 1982/83, gave rise to an increase in thought and discussion about the form in which students' achievement in school should be assessed. One such result was a wider interest in continuous assessment.

Prior to the introduction of continuous assessment in the curriculum, the evaluations of students' performance have been based solely on "one shot examination". The Nigerian Herald, March 17, (1989) stated that, this system of examination is "a very rigid formalistic and depersonalized system". Many teachers and parents have likewise expressed dissatisfaction about this examination practice. Mgbodile (1981) recommended the use of continuous assessment in evaluating students' performance. He is of the opinion that continuous assessment will eliminate examination leakages and other malpractices. It will also help to keep the students and teachers' efforts uniformly applied during the entire course rather than at the peak periods otherwise known as revision and final examinations. According to him, continuous assessment will above all help the country to judge more accurately, the extent to which its educational objectives are being achieved, and will offer great help on enhancing the accuracy of both

educational and occupational placements to the ultimate benefit of the nation's economy and man power development.

In a paper presented on the National Policy on Education with particular reference to the position of Senior School Certificate Repeat Students, Adeleye (1989) observed that, the greatest problem of implementation of the new system is the restricted dissemination of information about the policy itself and the lack of adequate enlightenment of the public. According to him, the parents are at a loss of what the system is all about; the teachers who are implementers of the system are yet to grasp the implications of the policy and our students cannot decipher the difference between the old 6-5-2-3 and the new 6-3-3-4 both of which add up to 16 years of schooling. He went further to say that, this confusion has given room to the scepticism of the system by the society. According to Adeleye (1989: P.6), it is very common to hear some people argue and ask; "what gains, if any, can a system which has the same total numbers of years as the old bring to the society; a restructive system that keeps out the large number of private candidates who hitherto satisfy their intellectual ambition through the

General Certificate Examination (G.C.E.); a system that has in-built mechanism for repeaters in the school system and a system too rigid and in-elastic to allow for a few subjects at examination level to make up for University requirements."

A closer look at the philosophy and objectives of the new system, however, shows that they are to correct existing deficiencies, irrelevances and lack of comprehensiveness in the offerings. In fact, as has been said earlier on, the policy is set out to do away with, once and for all, the system of assessment in schools which is based on a single final examination and to provide enough opportunities for all groups of equally talented individuals in a way that they are able to develop their intellect and capability to the best of their individual abilities.

To ensure appropriateness of the continuous assessment programme, Balmesis (1952) suggested that, attention should be given to a number of administrative matters: First, the administrator should be responsible for selecting specialists who are qualified to moderate continuous assessments. Provision should be for physical facilities and clerical help necessary for filling materials and data. Second, the administrator is also responsible

for developing a well defined philosophy of education among his staff in which the purposes of assessments and the role that they play in meeting the needs of the student will be clarified.

Third, administrators should help determine the number of areas to be tested. Depending upon the size of the school's assessment programme.

Fourth, the establishment of a schedule for giving the test should be provided by the adminstrators. The frequency of testing will depend upon such factors as availability of funds, amount of time available for processing the tests, and the purpose for which they are being used. Fifth, t[illegible]

Fifth, the administrator has the responsibility to provide the initiative and leadership in using assessment results. The value of the assessment programme will be determined by its utilization of information gained.

Going by the above mentioned points, this researcher wonders whether or not our administrators are up to their responsibilities. This researcher belives that the philosophy and objectives of the system are laudable but are only achievable if properly and faithfully implemented by those involved in the business of education.

2.10.1 Definitions of Continuous Assessment

Continuous assessment has been defined in various ways. Cohen and Manion (1978) defined continuous assessment as the practice of keeping regular records of an individual's performance over a period of time in order to be able to account for his progress and attainment in relation to other members of his group or class.

According to Ipaye (1982), the National Steering Committee on Continuous Assessment in Nigerian Schools led by Yoloye regards continuous assessment as a method of ascetaining what a student gains from schooling in terms of knowledge, industry and character development, taking into account all his or her performances in tests, assigments, projects and other educational activities during the entire period of an educational level. It is also a method of using the recorded performances of each student to help him or her improve on his or her achievements through guidance andihelping the teacher to improve his or her teaching by identifying areas of difficulties in the students' performance.

Obanya in Adesina and Ogunsaju (1984) regarded continuous assessment as the systematic observation and recording of the learner's overall progress which

includes his academic achievement, learning styles, characteristics, the social as well as his physical being. According to him, it is more than mere "pencil and Paper" test but a very complex process that includes a cumulative and systematic recording of students' progress in test, assignments, Projects, class exercises e.t.c. (New Nigerian, March 6, 1980).

Hoste and Bloomfield (1975:P.11) defined continuous assessment as:

> The systematic collection of marks or grades over a period of time and their aggregation into a final grade. Continuous Assessment gives scope to the teacher to make use of a wide variety of assessment procedures appropriate to the subject, General course work, practicals, oral, project and field-work can all have their place in a continuous assessment scheme.
>
> Marks (or grades) may be awarded to work which arises directly out of the process of learning and is the product of this experience (learning experience assessment) or to the result of a special separate exercises, set to test what learning has taken place (special assessment). The special exercise may take the form of written, practical or oral tests. In the opinion of teachers involved in continuous assessment; the choice is open to the teacher to suit his assessment procedure to the particular course and to the pupil; this is seen as an advantage which leads to increased motivation on the part of the pupil and a more valid assessment which reflects pupils' true ability.

New Nigerian, February 13, (1982) defined continuous assessment as "the systematic testing of students in-

between terms, session or throughout the duration of the course of study for the purposes of measuring or assessing the student's progress or lack of it on a continuous basis".

According to Yoloye et.al (1985:P:23), continuous assessment is "a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behaviours systematically takes account of all his performances during a given period of schooling". According to them, such an assessment involves the use of a great variety of models of evaluation for the purpose of guiding and improving the learning and performance of the student.

Continuous Assessment, according to this researcher, is a systematic and comprehensive process that allows for periodic assessment throughout the course, so as to build up a cumulative judgment about the performance of each individual. In this way, decision about an individual is based on the over-all assessment results and not just on a single - shot examination.

From the above definitions, continuous assessment demands that a variety of opportunities for assessing students' performance and progress be provided in

schools, that these opportunities should not be in the area of academic achievement only but should cover both the affective and psychomotor areas as well; records of such performance should be systematically and faithfully kept.

2.10.2 Methods in Continuous Assessment

Hoste and Bloomfield (1975) suggested two methods that are useful in continuous assessment: "Learning experience assessment which forms the basis of the assessment; and special assessment which comes in the forms of special exercises confined to sample learning ". They suggested that, in assessing studnet's performance in his or her school work, a teacher may use either of these methods or both.

Lennon (1962) claimed that, tests are inextricably related to the school. According to him, tests are one source of data essential for continuing evaluation. Shertzer and Stone (1976) stated that, tests can be useful in evaluating progress towards certain essential outcomes which most schools have in common. According to them, tests are also useful for judging instructional practices. Ipaye (1982) suggested that, the students' work should be continuously assessed by means of essays, home work, projects and periodic tests. While Yoloye et.al

(1985) in addition to the above tools, included assignments. observations, interviews and questionaries.

This researcher feels that most of these methods are good if properly employed. However, there is the problem of non-availability of trained teachers who will be able to use effectively, methods, like observations, interviews, and questionaries. Also, lack of teaching-learning materials would not allow some of these methods to be effectively employed.

2.10.3 Important Consideration in Continuous Assessment

Hoste et.al (1975) suggested that, the timing of assessment is important. According to them, the time at which assessments would take place varies. They felt that the nature of the subject, size of the class, skills of the teacher, and administrative policy which could influence the timing of assessment should be considered. They also opined that, if several forms of the same tests are administered during an academic year or over a period of years, the students' progress can be evaluated readily. But if different tests are used, a student's standing in one test can not be compared directly with his

standing in another test, unless the instruments have comparable norms.

Another area of consideration as pointed out by Eggleston (1971) is, validity of assessment procedure. He claimed that, an assessment procedure is valid if it measures what it purports to measure. Thus, according to him, continuous assessment procedure should have both face validity and content validity. He also indicated the importance of reliability of assessment procedure, saying that, an assessment is reliable if it produces consistent results. He therefore, identified the three most important determinants of reliability as the assessment procedure, the students and the assessor.

There are also many factors which may influence the level of reliability obtained in a particular testing situation that demands some adequate consideration. Hoste and Bloomfield (1975) have identified the relative power of an assessment procedure to discriminate between the more able and the less able candidates; the use of questions which are ambiguous or have several possible answers; the candidates preparedness and state of mind on that day: the distractions during the assessment; the markers' consistency from day to day and the fatique effect of marking too many papers on one day as the most

important factors which may influence the level of reliability.

Continuous assessment serves many purposes, however, this researcher will mention only those that are most relevant to the 6-3-3-4 scheme. It would then be helpful to consider what Willey and Andrew (1955) have observed as the significant contribution of test (special assessment) to education.

According to them, tests when given in a continual basis help teachers:

1. to determine the achievements level of the student so that he may begin his or her training at the best place for him;
2. to discover the scholastic aptitude of the student and then adapt the instructions to the level of his aptitude;
3. to discover the exceptionally bright and slow-learning students so that special provisions may be made for them.;

4. to diagnose individual student's weaknesses and abilities in the various subjects and give remedial treatment, based on the diagnosis; and

5. to provide a basis for motivation.

Ohuche (1988) also claimed that, continuous assessment will among other things:

1. encourage good study habits among students, who will see the need to work continuously at their studies rather than engaging in what may be termed "massed" learning or heaping things together until toward the end of the year;

2. help students to get feed-backs on their efforts;

3. on the part of the teacher, provide him opportunity for introducing innovative ideas into his teaching. He will also get the feed-back about which of his methods are achieving desired results and which are not;

4. to the educational system, provide objective data on the performance of the system---what standard is being attained and what the trends are, in a period of time.

According to Yoloye et.al (1985), continuous assessment would:

1. give the teacher greater involvement in the overall assessment of his or her students;
2. provide a more valid assessment of the students' overall ability and performance;
3. enable teachers to be more flexible and innovative in their instruction.
4. provide a basis for more effective guidance of the student;
5. provide a basis for the teacher to improve his or her instructional methods; and
6. reduce examination malpractices.

2.11 Constraints of Continuous Assessment

According to Yoloye et.al (1985:P.41), "government is aware that the implementation of the

policy of continuous assessment poses certain significant problems for the educational system in general and teachers in particular". They identified two major problems areas such as "Comparability of standards; and record - keeping and the continuity of records".

The Reporter, January 21, (1991) also highlighted some of the constraints of continuous assessment such as, absence of testing instruments in schools; lack of adequate psychologists to construct indigenous standardised tests for use in our schools; inadequate fund; lack of basic teaching-learning facilities such as laboratories, workshops and functional libraries. And of course, one would be right to add that, lack of specialised teachers, especially in technical and vocational subjects, has made the system less effective. There is also lack of training of the teachers who would implement the system.

2.12 The Implications for the Teacher

The implications of operating continous assessment call for total dedication on the part of the teacher. According to Ipaye (1977), there is the load of work for the teacher, the demand on his time and the heavy responsibility on him,

all suggesting that he must be attitudinally, physically, mentally and professionall prepared to accept operating the system. He further said that, teachers need more briefing and exposure to the 'philosophy' of continuous assessment by means of intensive in - service refresher courses and visitations. He also pointed out the problem of staff quality and expertise and thus, suggested that, teachers should have more training in tests and testing (construction of tests, administration etc) and have more exposure in a practical manner, to s simple statistical concepts that will help them to handle more quickly and easily the computations and similar activities involved in the record aspects of the system.

The researcher feels that, the teacher must also be well gr unded in the curriculum structure of the new system and the evaluation processes. This researcher also believes that, training, workshops and seminars are necessary for teachers so that, they (teachers) can be more dedicated to the programme of continuous assessment.

2.13 Learning Theories

Several theories have been advanced concerning learning. According to Thorndike in Mukherjee (1978),

learning takes place by trials and errors, especially among children. Thorndike also emphasized the laws of "readiness" "exercise" and "effects" especially on their positive effects. He explained that, the law of readiness implied preparatory adjustment of the organism confronted with the problems (it had nothing to do with maturation of the organism); the law of exercise emphasized the importance of practice or repetitive drill in learning, while the law of effect implied that, only those responses of the organism, followed by reward and satisfaction, would be learned, and those unsuccessful responses followed by punishment and annoyance would be eliminated from the behaviour repertoire of the organism.

The implication of this theory to learning is that, rewards would facilitate learning while punishments would decrease errors in learning. This researcher therefore, feels that, in order to promote learning especially in the light of continuous assessment, teachers should give rewards and punishments where possible.

Another learning theory accredited to Pavlov, also in Mukherjee (1978) says that, organisms could be conditioned to either learn desirable behaviours or dislearn undesirable behaviours. Bechterev, in

Mukherjee (1978) in his contribution to Pavlovian conditioning, claimed that punishments inflicted once may be a better strategy than continuous punishments.

Skinner, in his operant conditioning said that, a positive reinforcer increases the probability of an operant by its presence, and a negative reinforcer increases the probability of an operant by its absence. He suggested that, reinforcements can be given at intervals of time or number of operants and each of these two types of reinforcements can be either on a fixed or a variable basis. Skinner also said that, there is no such thing as free will or choice of behaviour, but that, what is usually regarded as choice behaviour is not genuine choice behaviour but behaviour representing the outcome of a history of reinforcement in the individual. (Mukherjee 1978).

Hull, also in Mukherjeer (1978) indicated in his theory of behaviourism that, before a behaviour can be manifested by an individual, the excitatory potential underlying the behaviour must be over its threshold value. He also pointed out that, for a certain stimulus situation, there is one response behaviour, then the organism will try to use the

shortest route to give that response.

This researcher believes that, there is no single learning theory that explains all forms of human learning but when we consider the wide varieties of human behaviour and wide variations in the forms of learning, it ceases to be a demerit for any particular learning theory. It is important for teachers to note that in every teaching situation, there is scope of application of the findings from each and every form of learning theory, and as long as they remain aware of their responsibilities to aid our children in the classroom, there would be no difficulty in finding the scopes of their applications in the right places.

Teachers should also be aware that, learning at cognitive, affective and psychomotor levels does not demand the same behavioural pattern.

According to Bertrand et.al (1977), cognitive understanding demands insightful questioning and structuring of the learning situation by the teachers. They pointed out that when this is done, students discover the excitement of solving problems and exploring alternatives with independence and self-confidence. Gagne and Briggs (1974) opined that learning at cognitive level demands that the learner

manages his own thinking behaviour. Similarly, Bruner (1971: P.111) stated that, cognitive strategies are ways of "using one's head" to focus one's knowledge and skills on problem situations that may not previously have been encountered. To Schofield (1978) learning at psychomotor level requires the learner to perform practically, cetain skills, with his hands and not just thinking and remembering how such skills are performed. According to Gagne and Briggs (1974), learning at affective level results to bringing out an individual's positive or negative reactions toward some person or thing, or situation.

The above points clearly show that, learning at cognitive, affective and psychomotor levels does not require the same behaviour patterns. And for the purpose of this study, this researcher feels that Skinner's theory would prove to be more useful in testing the hypothesis which states that, lack of adequate facilities and equipment do not make any difference in the assessment students 'performance in the cognitive, Affective and Psychomotor Domains.

Skinner's operant conditioning thoery would prove more useful for the purpose of this study because, the researcher believes that, by providing reinforcement in form of relevant materials,

facilities, tools and equipment as well as conducive learning environment, the teaching-learning process would be more effective. And the students would be given proper assessment.

S U M M A R Y

Different definitions of evaluation were discussed. Three types of evaluation were also explained, these are pre-test, formative and summative evaluations. Evaluation practitioner needs to become familiar with the various models of evaluation so that he can select the most suitable for his purposes in a given situation. Determination of educational aims and objectives is the most important aspect of any educational system, hence, they give direction to, or guide the activities of an effort.

It is necessary to carry out programme evaluation so that sound decision could be made whether to continue the programme, to drop it, or to modify it. The colonial system of education which was inadequate to the needs, aspirations and expectations of the Nigerian people has been replaced with a more dynamic and technically oriented system, tagged, the "6-3-3-4". This new system of education has laid alot of emphasis

on continuous assessment. The continuous assessment system entails that students are continuously assessed by means of tests, assignments, projects, observations, interviews and questionnaires. This calls for an intensive training of teachers through refresher courses, seminars/workshops. For continuous assessment to be meaningful, its timing, validity and reliability should be determined.

Teachers should know that behaviour is learned because it satisfies a basic need, therefore, they should set the conditions which call forth the appropriate response and immediately reinforce it, while deliberately refraining from reinforcing responses that are inappropriate. Teachers should also know that, learning in the cognitive, affective and psychomotor levels demands different behaviour patterns.

Chapter 3

METHODOLOGY: (DESIGN AND PROCEDURE)

3.1. Introduction

This study is an attempt to determine the effectiveness of continuous assessment system on the cognitive, affective and psychomotor domains as they affect the future of the students. It is also an attempt to find out methods used by teachers in assessing particularly, the afective and psychomotor domains amongst the students. This study, it is believed, will also bring to light whether or not the new system of education has made any significant achievement for what it was intended.

In this chapter, the method used will be discussed, the population and the sample will be described, the procedure for collection and analysis of data stated, the instruments used, and the time in which data is gathered will all be indicated.

3.2. Method Used for the Study

For the purpose of this research, a descriptive study was conducted so as to obtain a factual and accurate picture of the situation as it is found now in our schools.

3.3 Population of the Study

The population of this study consisted of all secondary school students, all technical and commercial schools students, all teachers and all guidance and counsellors in Kaduna State.

The teachers and guidance and counselling officers were considered necessary for this research because they are directly involved in the programme. They are responsible for handling:

1. "Form C.A. 2a (J.S) Annual Assessment summary" (cognitive domain).
2. "Form C.A. 2b (J.S.) Termly Continuous assessment sheet" (Affective and psychomotor domains).
3. "Form C.A. 3a (J.S.) Cumulative Record (Transcrpt)" (Cognitive domain).
4. "Form C.A. 3b (J.S.) Cummulative Record (Transcript)" (Affective and Psychomotor domains).

They were therefore, considered to be in a better position to provide valid and most reliable information as to how the continuous assessment programme is being implemented.

(d) The rationale for choosing only post-primary schools students is that, they are the ones directly affected by the outcomes of the continuous assessment results.

3.4 Sampling Procedure

Since it would be time consuming, costly and even impossible to reach such a large population, a representative sample was drawn in such a manner that it corresponded with the population characteristics.

Two schools from each of the four Educational Zones, except Kaduna and Zaria with one additional school each, were purposively selected, giving a total of ten schools. These additional two schools are expected to be heavily psychomotive and their inclusion was to determine if their practices of continuous assessment was slightly different or it was the same with other ordinary secondary schools.

These schools are:

(a) Alhuda-Huda College, Zaria
(b) Government Secondary School, Shika
(c) Government Secondary School, Pambeguwa
(d) Government Secondary School, Ikara
(e) Government Girls' Secondary School, Kawo
(f) Government College, Kagoro
(g) Government Secondary School, Kafanchan
(h) Rimi College Kaduna

(i) Government Technical School, Malali

(j) Commercial College, Zaria.

The sample was thus, determined from the population in the following way: A survey was conducted to find out the total number of students in the selected schools, using the 1991 enrolment record available at the Education Resource Centre (ERC) Zaria.

The students strength in all the ten selected schools was found to be 22,890. This constituted quite a large population. They were therefore, reduced through systematic sampling procedure whereby about 5% of the students in each school, giving a total of 1,145 students were thus, choosen randomly selected by using the table of random numbers.

Table 3.1 Students Population School by School

	Selected Schools	No. of Students	5%
a.	Alhuda-huda College Zaria	5,247	262
b.	Govt. Sec. Sch. Shika	450	23
c.	Govt. Sec. Sch. Pambeguwa	558	28
d.	Govt. Sec. Sch. Ikara	510	26
e.	Govt.Girls' Sec.Sch. Kawo	1,865	93
f.	Rimi College Kaduna	5,115	256
g.	Govt. College Kagoro	2,156	108
h.	Govt. Sec. Sch. Kafanchan	3,054	153
i.	Govt. Technical Sch. Malali	2,087	104
j.	Commercial College Zaria	1,848	92
	Total	22,890	1,145

A survey of all guidance and counselling officers and form teachers in all the selected schools was done by personal visits to these schools. Each of the schools had one guidance and counselling officer, except government College Kagoro which had two. This constituted a small population. They were therefore used as the only available sample for this study.

The teachers in all the selected schools were 579, they were reduced to 391 teachers by using the table of random numbers.

Table 3.2 Population of Form Teachers and Guidance and Counselling Officers School by School

S/No.	Selected Schools	Form Teachers	5%.	Guidance and Counselling officers	Total
1.	Alhuda-huda Zaria	68	34	1	35
2.	Govt.Sc.Sch.Shika	20	10	1	11
3.	Govt.Sec.Sch.P/Guwa	38	19	1	20
4.	Govt.Sec.Sch. Ikara	26	13	1	14
5.	G.G. " " Kawo	93	47	1	48
6.	Rimi Coll. Kaduna	137	70	1	71
7.	Govt.Coll.Kagoro	108	54	2	56
8.	Govt.Sec.Sch.Kaf.	97	49	1	50
9.	Govt.Tech.Sch.Malali	118	59	1	60
10.	Commercial Col.Zaria	72	36	1	37
	Total	579	391	11	402

3.5 Instrumentation

For the purpose of this study, questionnaire, interview and general observation (of the schools, continuous assessment practices, general attitudes of teachers and students) were employed as the main tools in collecting data.

Two structured questionnaires were used. One was meant to find out students' attitudes and their acceptance of the continuous assessment system; and the other, to determine from the form teachers and the guidance and counselling officers, what criteria they use in the assessment of students in the cognitive, affective and psychomotor domains, following the guidelines provided for them (teachers). The staff questionnaire also sought to find out the effect of continuous assessment on the overall grade of students' results.

The questionnaires were reviewed through vetting by measurement and evaluation experts as well as the research supervisor so as to ascertain the validity of the study. The students' questionnaires demanded chosing alternative reactions in most cases. Few cases required the "Likert Attitude Scale" responses as follows:

i. Strongly Agree

ii. Agree

iii. Undecided

iv. Disagree

v. Strongly Disagree

From these items, respondents were required to choose one that best described their feelings, views, preferences, options, opinions and so on.

Oral interview was also conducted by the researcher and research clerks with some students. This was done to cross-check and confirm the information obtained from the questionnaire items.

Teachers, guidance and counselling officers' questionnaire was divided into two sections:

1. Section A: Backgound information, this consisted of information such as: the name of school, date established, number of classess taught, qualification(s) and years of experience.

2. Section B: <u>Adequacy of Continuous Assessment Materials</u>

   This included how the materials were obtained, who handled them, problems encountered (if any), how the materials were stored, how the guidelines were followed to assess cognitive,

psychomotor and affective domains, whether or not the new system was significantly different from the old inherited British system; whether or not students performed better under the new system and so on.

The students' questionnaire was designed, as has been mentioned earlier, to seek students' attitude towards continuous assessment system in education and their opinions on how they (students) were being assessed in the areas of cognitive, affective and psychomotor domains; whether or not the new system has positively changed their dispositions and so on.

The questionnaire consisted of two sections.
Section A: Backround information such as name of the school, class, type of school (day/boarding), Sex, age of respondent and so on.
Section B: Students' attitude towards continuous assessment system, whether they felt the system should be changed or not, how they perceived their teachers' assessment in the cognitive, affective and psychomotor domains, whether they were sufficiently enlightened or were ignorant about the system, what gains they expected to get from the system and so on.

A pilot test using teachers and students who were considered similar to the target population was carried out in Barewa Government Secondary School. This was done to determine:

1. the appropriateness of the method and the reliability of instruments used.
2. the suitability of the proposed statistical analysis.
3. other administrative problems that were likely to hinder the successful completion of all the tasks in the study so that appropriate measures would be taken to ensure high success and validity.

It was decided that, the best time to gather data for this research was during christmas season when the subjects were expected to be in their best mood, happy and more joyous which this season brings. This period was also chosen to minimise and if possible, eliminate the negative influence of external validity which might result, if subjects were under some sort of stress, such as during examination period, fasting and the likes.

3.6 Procedure for Data Gathering

The distribution of the questionnaires to the various schools was done personally by the researcher.

However, some reliable research clerks were employed to distribute and retrieve from the subjects, the completed questionnaires in their various schools on behalf of the researcher.

3.7 Logistics

For the purpose of data collection, the researcher had personally travelled to the selected schools within the four educational zones under the study to distribute the questionnaires. The questionnaires were strictly distributed to 391 teachers, 11 guidance and counselling officers and 1,145 students.

Research clerks were trained and given guidelines to enable them conduct interviews, do observations and also retrieve the completed questionnaires on behalf of the researcher. About 5 students from each school were enterviewed.

The researcher was convinced that the [illegible] instruments, data collection and processing processing procedures were relevant, valid [illegible]

and reliable for the purpose of this study.

3.8 Procedure for Data Analysis

The responses to the questionnaire items, interviews and observations were categorized recorded and the raw scores computed in frequency tables and percentages. Further analysis was done using the chi-square to test the hypotheses.

Chapter 4

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This study attempts to find out continuous assessment practices in Secondary Schools in Kaduna State. Emphasis is laid on how teachers assess the students in the areas of cognitive, affective and psychomotor domains.

In this chapter, the findings of the study will be presented, discussed and the hypotheses tested statistically to enable the researcher draw some conclusions and make recommendations.

442.1 Constraints on the Data Collection Exercise

Four hundred and two (form and guidance and counselling) teachers and one thousand, one hundred and ninety-five students were involved in this study. However, only two hundred teachers and two hundred and fifty students duly filled and returned their questionnaires. This was believed to be so due to the closure of some schools in Kaduna and its environs in the wake of students' demonstration against the state Book Policy, that made it difficult to retrieve most of the questionnaires, particularly from the students.

Table 4.1 below indicates a total number of respondents per school.

TABLE 4.1 Total Number of Respondents Per School

School	Teachers	Students	No of students Inter-viewed	Total
Alhuda-Huda College	23	24	5	52
G.S.S. Shika	15	19	5	39
G.G. Kawo	24	17	5	46
Rimi College	18	19	5	42
G.S.S. Ikara	20	15	5	40
G.S.S. P/Guwa	14	12	5	31
G.S.S. Kafanchan	19	30	5	54
G.C. Kagara	27	12	5	44
G.T.C. Malali	22	20	5	47
Comm.College Zaria	18	82	5	105
TOTAL	200	250	50	500

4.3 Presentation of the Results: Questionnaires, Interviews, Observation

4.3 (1) Teachers' Questionnaire/Responses

Teachers' questionnaires sought to obtain background information such as, name of the school, date established, sex of the respondents, number of classes taught, qualification, teaching experience, courses/workshops attended and how often students were assessed

in the three domains.

Table 4.2 (1), (2), (3) and (4) below show the number of trained and untrained teachers, teaching experience, number of classess taught, number of teachers who attended a course/workshop and the number of times students were assessed in the three areas respectively.

Table 4.2 (1) Number of Trained and Untrained Teachers School by School

School	Number of Trained Teachers	Sample %	Number of Un-Trained Teachers	Sample %
Alhuda-huda College	12	6	11	5.5
G. S. S. Shika	4	2	11	5.5
G. G. Kaso	14	7	10	5
Rimi College	10	5	8	4
G. S. S. Ikara	7	3.5	13	6.5
G. S. S. P/Guwa	6	3	8	4
G. S. S. Kafanchan	13	6.5	6	3
G. C. Kagoro	22	11	11	2.5
G. T. C. Malali	18	9	4	2
Commercial Coll. Zaria	12	6	6	3
TOTAL	118	159	82	41

Table 4.2 (1) above shows that, 59% (118) of the teachers were trained, while 41% (82) were untrained.

Explanation: From the above information, it could be said that, the number of trained teachers, out of two

hundred teachers was slightly above average. It was observed that, 35.5% (4[illegible]) were technical and vocational teachers as revealed in Table 4.9(3). This revelation could also be said that, the quality of teaching staff is poor, both in quality and quantity. This finding agreed with The Reporter, January 21, (1991) that, there is lack of specialized teachers, especially in technical and vocational subjects. It is believed that, there is no educational system that can succeed without adequate supply of qualified teachers. Infact, [illegible] without skilled manpower, our goals of industrial and economic development can never be achieved.

Table 4.2 (2): Teaching Experience

Experience	Frequency	Percent
Above 10 years	36	18%
7-10 Years	29	14.5%
3- 7 Years	74	37%
Less than 3 Years	61	30.5%

Table 4.2 (3): Number of classes Taught

No of classes	Frequency	Percent
Above 12 class.	76	38%
10-12-classes	58	29%
8-12-classes	29	14.5
7- 8-classes 6	20	10%
5- 7-classes	10	5%
4- 5-classes	3	1.5%
2- 4-classes	4	2%

TABLE 4.2 (4): Number of Times Students Are Assessed

Area	Never	%	Once a term	%	Once a month	%	Once in two weeks	%	Once a week	%
Cognitive	-	-	17	8.5	82	40	41	205	50	25
Affective	127	63.5	13	6.5	26	13	20	10	14	7
Psychomotor	121	60.5	30	15	18	9	14	7	17	08.5

It could be observed in Table 4.2 (2) that, 18% (36) of the teachers had been teaching for over 10 years. About 14.5% (29) had put in between 7-10 years, 37% (74) had between 3-7 years teaching experience, while 30.5% (61) had less than three years experience.

Explanation: Going by this information, it could be said that, majority of the teachers had less than 10 years teaching exprerience to be able to put in their best, particularly in areas of teaching techniques and improvising teaching materials.

Table 4.2 (3) shows that, 38% (76) of the teachers taught over 12 classes, 29% (59) had between 10-12 classes. About 14.5% (29) handled between 8-10 classes: 10% (20) had 7-8 classes: 5% (10) had 5-7 classes: 1.5% (3) had 4-5 classes while 2% (4) taught between 2-4 classes.

Explanation: Personal observation and experience have shown that, there is student population explosion in all the secondary school in Kaduna state. Thus, teachers, who would normally be expected to handled between 30-40 students in a normal school setting find themselves assigned to over 70 students per class, and most of them as Table 4.2 (3) has indicated, handled such large classes up to 12. This means that, teachers, no matter how

hard working and dedicated they may be, can never put in their best under such poor conditions as is found in many schools today. This also explains why most teachers, 63.5% (127) and 60.5% (121) never assessed the students in the affective and psychomotor domains respectively, as shown in Table 4.2 (4). All the teachers indicated assessing students in the cognitive at one time or the other. However, about 63.5% (127) indicated that, they never assessed the students in the affective domain. Similarly, 60.5% (121) of the teachers never assessed students in the psychomotor domain. (Table 4.2 (4)).

Explanation: This finding agreed with the researcher's claim in chapter one that, teachers just assigned grades to students without actually knowing them personally. This revelation has also shown that, decisions about students were still based on their intellectual capabilities, with no consideration for their attitude, feelings and physical skills. It is felt that, lack of measuring students in such aspects as character, discipline, habit of industry, honesty, personality development, creativity and so on, would not give a true picture of what capabilities a student has.

4.3 (2) Assessment Instrument

There are varieties of assessment instruments that teachers could use to assess the totality of the students. Hoste and Bloomfield (1975), Shertzer and Stone (1976), Ipaye (1982), and Yoloye et.al (1985) all pointed out these assessment techniques that are available for use.

Table 4.3 below, shows those instruments used by teachers in Kaduna State in assessing the Cognitive. Affective and Psychomotor Domains

TABLE 4.3: Instrument Used in Assessment

Area	Instrument	Response YES	%	NO	%	TOTAL
Cognitive	Teacher made Tests	150	75	50	25	200
	Assignments	126	63	74	37	200
	Projects	11	5.5	189	94.5	200
	Interview	6	3	194	97	200
Affective	Questionnaire	64	32	136	68	200
	Check list	31	15.5	169	84.5	200
	Rating Scale	39	19.5	161	80.5	200
	Anecdotal Records	12	6	188	94	200
Psychomotor	Practicals	140	70	160	80	200
	Projects	36	18	164	82	200
	Observation	52	26	148	74	200
	Checklist	5	2.5	195	97.5	200

Table 4.3 above shows that, 75% (150) of the teachers made use of teacher made - tests: 63% (126) employed assignments, 5.5% (11) gave projects and 3% (6) used interview as techniques to assesst the students cognitively. Thirty - two percent (64) of the teachers indicated the use of questionnaire, 15.5% (31) used checklist, about 19.5% (39) used rating scale, while 6% (12) used anecdotal records in assessing the affective domain. The Table also shows that, 70% (140) of the teachers did practicals, 18% (36) assigned projects, about 26% (52) used observation, while 2.5% (5) indicated the use of checklist in assessing the psychomotor domain.

Explanation: This information conformed with the observation of the researcher earlier mentioned in this study that most teachers used mainly tests and assignments to assess the cognitive while little or nothing is heard of other instruments in the assessment procedures.

SECTION B: This section of the teachers' questionnaire dealt with their attitude/views towards the adequacy of continuous assessment programme and materials in general. It also sought information on the availability of facilities and equipment, problems identified with the implementation of continuous assessment system and the reason why individuals were calling on the Federal Government to review/change the policy on Education.

Adequacy of Continuous Assessment Programme and Materials:

TABLE 4.4 (1) Information on the Continuous Assessment form Is Adequate to give a Comprehensive Report About a Student.

	SA	A	U	D	SD	TOTAL
Frequency	37	117	71	22	3	200
Percent	18.5	58.5	10.5	11	1.5	100%

TABLE 4.4 (2) Continuous Assessment Materials must always be Available For Effective Implementation of Continuous Assessment System

	SA	A	U	D	SD	TOTAL
Frequency	116	76	4	3	1	200
Percent	58	38	2	1.5	.5	100%

TABLE 4.4 (3) Continuous Assessment Materials Are Always Available In Schools since Students pay for them

	SA	A	U	D	SD	TOTAL
Frequency	10	24	18	95	44	200
Percent	5.5	12	9	47.5	22	100%

TABLE 4.4 (4) Record-Keeping in Continuous Assessment is Important, however, most schools have No Storage Facilities

	SA	A	U	DD	SD	TOTAL
Frequency	50	104	16	20	10	200
Percent	5.5	19	15.5	46	14	100%

TABLE 4.4 (5): Marking Tests and Assignments is a Problem, but filling the Affective and Psychomotor Domains is no Problem

	SA	A	U	D	SD	TOTAL
Frequency	11	38	31	92	28	200
Percent	5.5	19	15.5	46	14	100%

TABLE 4.4. (6): The Guidelines on the Continuous Assessment form do not define a specific mode of assessing the cognitive, Affective and Psychomotor Domains

	SA	A	U	D	SD	TOTAL
Frequency	22	80	32	49	17	200
Percent	11	40	16	24.5	8.5	100%

TABLE 4.4 (7): Continuous Assessment System makes students Work Harder

	SA	A	U	D	SD	TOTAL
Frequency	52	111	15	12	10	200
Percent	26	55.5	7.5	6	5	100%

TABLE 4.4 (8): Continuous Assessment takes into account, Previous Achievements of Students, it is better than the one single-test assessment

	SA	A	U	D	SD	TOTAL
Frequency	42	107	21	17	13	200
Percent	21	53.5	10.5	8.5	6.5	100%

TABLE 4.4 (9): Punctuality to school, Prompt doing of Assignments and increased interest in Practical work by the students, indicate positive result of continuous Assessment System

	SA	A	U	D	SD	TOTAL
Frequency	22	86	29	46	17	200
Percent	11	43	14.5	23	8.5	100%

TABLE 4.4. (10) Students armed with Technical and Vocational Skills would be gainfully employed

	SA	A	U	D	SD	TOTAL
Frequency	22	77	30	45	26	200
Percent	11	38.5	15	22.5	13	100%

TABLE 4.4 (11) Assessment of Psychomotor domain has increased Students' Participation in Practical work ..

	SA	A	U	D	SD	TOTAL
Frequency	22	81	38	49	10	200
Percent	11	40.5	19	24.5	5	100%

TABLE 4.4 (12): Student shows knowledge of Continuous Assessment, Knows what is expected in in the system

	SA	A	U	D	SD	TOTAL
Frequency	28	94	21	44	13	200
Percent	14	47	10.5	22	6.5	100%

TABLE 4.4 (13): Teacher shows ignorance of the Appropriate Assessment Instruments

	SA	A	U	D	SD	TOTAL
Frequency	52	86	28	27	7	200
Percent	26	43	14	13.5	3.5	100%

TABLE 4.4 (14) Teacher just Assigns grades, shows gross ignorance of Methods to use in Assessing the Affective and the Psychomotor Domains

	SA	A	U	D	SD	TOTAL
Frequency	39	76	20	47	18	200
Percent	19.5	38	10	23.5	9	100%

TABLE 4.4 (15): Teacher gives only tests, ignores Projects, Practicals and Assignments, shows negative attitude

	SA	A	U	D	SD	TOTAL
Frequency	53	72	22	36	17	200
Percent	26.5	36	11	18	8.5	100%

TABLE 4.4 (16): Teacher Considers only monthly test and end of term examination results, shows Ignorant of the Implication of Continuous Assessment System

	SA	A	U	D	SD	TOTAL
Frequency	42	101	8	35	14	200
Percent	21	50.5	4	17.5	7	100%

TABLE 4.4 (17): Educationalist Requires Training, to Assess Students More Appropriately

	SA	A	U	D	SD	TOTAL
Frequency	132	60	3	4	1	200
Percent	66	30	1.5	2	5	100%

TABLE 4.4 (18): Students and Parents, not Adequately Enlightened on Continuous Assessment system

	SA	A	U	D	SD	TOTAL
Frequency	75	104	12	7	2	200
Percent	37.5	52	6	3.5	1	100%

TABLE 4.4 (19) Termly Assessment Includes all or most of Assessment data obtained during the Term

	SA	A	U	D	SD	TOTAL
Frequency	32	121	32	13	2	200
Percent	16	60.5	16	6.5	1	100%

TABLE 4.4 (20): Student's Final Report does not Reflect all the Data Collected During his Schooling Period

	SA	A	U	D	SD	TOTAL
Frequency	49	83	25	33	10	200
Percent	24.5	41.5	12.5	16.5	5	100%

TABLE 4.4 (21): Students Are Mainly Assessed in the Cognitive Domain

	SA	A	U	D	SD	TOTAL
Frequency	50	95	17	30	8	200
Percent	25	47.5	8.5	15	4	100%

TABLE 4.4 (22): Final Decision on a Student does not include assessments in the Affective Psychomotor Domains

	SA	A	U	D	SD	TOTAL
Frequency	37	65	31	53	14	200
Percent	18.5	32.5	15.5	26.5	7	100%

TABLE 4.4(23): Inadquate Facilities and Equipment hamper Effective Assessment of Students

	SA	A	U	D	SD	TOTAL
Frequency	93	81	6	11	9	200
Percent	46.5	40.5	3	5.5	4.5	100%

TABLE 4.4 (24): Schools have Adequate Number of Qualified Technical and Vocational Teachers

	SA	A	U	D	SD	TOTAL
Frequency	18	23	21	78	60	200
Percent	9	11.5	10.5	39	30	100%

TABLE 4.4 (25) Qualification, Experience and Age of Teachers, Affect Student's Assessment

	SA	A	U	D	SD	TOTAL
Frequency	37	79	21	40	23	200
Percent	18.5	39.5	10.5	20	11.5	100%

TABLE 4.4 (26): Female Teachers work harder than the Male

	SA	A	U	D	SD	TOTAL
Frequency	13	28	35	56	63	200
Percent	6.5	14	17.5	28	34	100%

TABLE 4.4(27): Location of the School influences Behaviour, Academic Performance of Students

	SA	A	U	D	SD	TOTAL
Frequency	53	96	21	24	6	200
Percent	26.5	48	10.5	12	3	100%

TABLE 4.4 (28): Schools are Adequately Prepared for the Implementation of the new System

	SA	A	U	D	SD	TOTAL
Frequency	12	37	23	63	65	200
Percent	6	18.5	11.5	31.5	32.5	100%

KEY

SA - Strongly Agree

A - Agree

U - Undecided

D - Disagree

SD - Strongly Disagree

It should be noted in Table 4.4 (1-28) that, responses indicating SA and A were taken as "Agreed," those indicating SD and D were considered as "Disagreed", while U still stood as "Undecided" responses.

It could be observed in Table 4.4 (1) that, 77% (154) of the respondents "agreed" that, the information contained on continuous assessment forms is adequate enough to give a comprehensive report about a student." On the need of always making continuous assessment materials available, Table 4.4(2) shows that, 96% (192) of the teachers "agreed" that, it was necessary if the continuous assessment system is to be effective, when asked whether these materials were always available, 69.5% (139) "disagreed", and said that, even though, students were made to pay for the materials, the materials were not always available in schools. (Table 4.4(3)).

Infact, personal experience and observation have shown that, most teachers resorted to using fullscape sheets to record students' grades and other

necessary information about students. Table 4.4(4) shows that, 77% (154) of the teachers "agreed" that, most schools had no storage facilities for continuous assessment records. Table 4.4(5) shows that, 60%(120) of the teachers "disagreed" with the statement that said "there was no problem with filling the affective and psychomotor domains." Fifty-one percent (102), as shown in table 4.4(6) "agreed" that, there was no specification on how the guidelines provided on the continuous assessment forms should be followed in assessing the cognitives, affective and psychomotor domains.

Explanation:

This information implied that, teachers were "free" to assess their students anyhow and without necessarily using any standard instrument(s).

Table 4.4 (7) shows that, 81.5% (163) of the teachers "agreed" that, "continuous assessment system is significantly better than the former single-test assessment because, it makes students to work harder."

Explanation:

The above information agreed with the opinion of Ohuche (1988) that, continuous assessment would encourage good study habits among students, who would see the need to work continuously at their studies.

In Table 4.4(8), it could be observed that, 74.5% (149) of the teachers "agreed" that, academic performance of the students was significantly better under the continuous assessment system. Fifty-four percent (108) "agreed" that, continuous assessment system has improved the behaviour and the manipulative skills of the students. On whether students trained under the new system of education would be gainfully employed in some trade after completion of the course, Table 4.4(10) shows that, 49% (99) of the teachers "agreed", while 35.5% (7) "disagreed." Table 4.4(11) shows that, 51.5% (103) of the teachers "agreed" that, assessment of psychomotor domain has increased students' participation in practical work.

Table 4.4 (12) shows that, 61% (122) "agreed" that students were adequately enlightened on continuous assessment, while 28.5% (57) "disagreed". Table 4.4 (13) shows that, 69% (138) of the teachers "agreed" that, most teachers were ignorant of the appropriate instruments required in continuous assessment.

Table 4.4 (14) shows that, 57.5% (115) of the respondents "agreed" that, teachers just assigned grades to students in the affective and psychomotor domains because, they were ignorant of the assessment methods they would use. However, 32.5% (65) "disagreed" with the statement. Table 4.4 (15) shows that, 62.5% (125) of the teachers "agreed" that, teachers gave only tests

to students while they ignored projects, practicals and assignments. Table 4.4(16) indicates that, the majority, 71.5% (143) of the teachers "agreed" that, teachers were ignorant of the implication of continuous assessment system, 24.5% (49) however, "disagreed". It could be observed in Table 4.4(17) that, 96% (192) of the teachers "agreed" that, "there is a great need for teachers and school administrators to undergo courses/workshops/seminars on continuous assessment, so that, they could assess their students more appropriately". Table 4.4(18) shows that, 89.5% (179) of the teachers also "agreed" that, the students and their parents were not fully enlightened on the importance of continuous assessment.

Explanation: This information confirmed what Adeleye (1989) observed as being one of the greatest problems of implementation of the new system.

Table 4.4 (19) shows that, about 76.5% (153) of the teachers "agreed" that, the final assessment at the end of a term should include all or most of the assessment data obtained during the term. On the statement that, "it has not been the practice in schools to consider student's data at the end of the year with those of subsequent years until the student graduated from all levels of education," 66% (132) of the teachers "agreed," as could be seen in Table

4.4 (20) that, this has not been the practice in the schools. Table 4.4 (21) shows that, 72.5% (145) of the teachers "agreed" that, "at present, students were mainly assessed in the cognitive domain." About 51% (102) of the respondents "agreed" with the statement that, "the final decision on a student does not necessarily require the assessment in the affective and psychomotor domains," while, 33.5% (67) "disagreed," (Table 4.4 (22).

Explanation: This information confirmed the earlier statement that, teachers were ignorant of the implication of continuous assessment system, hence, most teachers, 72.5% (143) still used only intellectual capabilities to take decisions about students. The above information also run contrary to the views expressed by Yoloye et.al (1985) that, continuous assessment should be seen as a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behaviour actually takes into account, all his performances during a given period of schooling.

Table 4.4 (23) shows that, 87% (174) of the teachers "agreed" that, lack of adequate facilities and equipment affected effective assessment of the students.

Explanation: This confirmed with the views expressed in The Reporter, January, 21, (1991) that, "lack of

basic teaching-learning facilities and equipment have made the system less effective".

Table 4.4 (24) shows that, the majority 69% (139) of the teachers "disagreed" that, there were adequate number of qualified teachers for technical and vocational subjects in the Secondary Schools.

Explanation: This information also agreed with the observation made in the same Reporter that, there was lack of trained teachers, who would implement the system. This also conformed with Ipaye's (1977) claim that, there is the problem of staff quality and expertise to implement the policy on education. Table 4.4. (25) shows that 58% (116) of the teachers "agreed" that, teachers' qualification, experience and age did affect the assessment of the students. Table 4.4(26) shows that; 62% (124) of the teachers "disagreed" that, female teachers worked harder than their male counterpart. Table 4.4 (27) indicates that 74.5% (149) of the teachers "agreeds that, the location of the school did influence the behaviour and the academic performance of Secondary schools students.

Explanation: This fact was observed to be true by this researcher by way of punctuality to school, politeness and academic record of the students. It was observed that, students in the rural areas were more punctual to school and more polite than the students in

the urban areas. However, the academic performance of the students in the urban schools were better than those from rural schools. This could be as a result of the availability of few facilities and equipment in the urban schools, but which were lacking in most schools in the rural areas.

Table 4.4 (28) shows that, 64% (128) of the respondents "disagreed" that, schools were adequately prepared for the successful implementation of the new policy on education.

Explanation: This was observed to be true in terms of teacher training, facilities, equipment and so on, that were grossly inadequate.

4.3 (3) Preparedness of Secondary Schools for the Implementation of the new Policy on Education

The Table below shows the number of qualified respondents per subject

TABLE 4.5: Total Number of Qualified Respondents Per Subject.

Subject	Frequency	Percent
Arts and Social Science	136	68.5%
Physical and Biological	26	13%
Commercial	9	4.5%
Technical	28	14%
Total	200	100%

The above table 4.5 shows that majority of the

teachers, 68.5% (137) were Arts and Social Science Teachers, 13% (26) were for Physical and Biological; 4.5% (9) were Commercial teachers, while 14% (28) were Technical specialists.

Explanation: This information could be explained that, there were no adequate qualified technical teachers to handle effectively, the implementation of the new policy on education.

TABLE 4.6: Problems of Implementing Continuous Assessment system in School

Identified Problem	Response			
	YES	%	NO	%
Lack of Qualified Teachers	130	65.5	61	30.5
Lack of tools and Equipment	180	91	18	9
Lack of interest from teachers and students	131	65.5	69	34
Lack of Materials	177	88.5	23	11.5
Lack of facilities	182	91	18	9
Lack of assessment instruments	161	80.5	39	19.5
Lack of Record-Keeping	159	79.5	41	20.5
Lack of electricity	102	51	98	49
Lack of relevant Text books	187	93.5	13	6.5
Lack of Attending Workshop	193	96.5	7	3.5

Table 4.6: above shows that, all the schools were facing the problems identified with the implementation of continuous assessment system.

TABLE 4.7: Responses Regarding Review of the National Policy on Education

Statement	NO.	%
I strongly support the call.	130	65
I strongly do not support the call.	70	35

Table 4.7 above shows that, majority 65% (130) of the respondents supported the call being made to the Federal Government to review the National Policy on Education. The following were the common reasons given for their support:

(i) Lack of facilities and equipment

(ii) Lack of funds.

(iii) Too much demand from teachers, and yet, no adequate compensation.

(iv) Lack of specialised teachers.

4.3 (4) Students' Questionnaire/Responses

Students' questionnaire was designed to find out their experience and their views about continuous assessment system. They were asked to indicate their ages, number of times they attended school per a week, their subjects of study and how often their teachers called them by names. They were to indicate the facilities and equipment available in their schools, students were also to indicate the number of qualified teachers in their schools, how often they had practical lessons in their various subjects of specialization.

Students were also to express their feelings about continuous assessment system by responding to some statements provided.

TABLE 4.8 (1): Age Range of students

Age Range	Frequency	Percent
Less than 12	0	0%
12-15 years	14	5.6%
15-18 years	167	66.8%
Above 18 years	69	27.6
Total	250	100%

TABLE 4.8 (2): Number of Times students Attended School Per Week

Number of Times	Frequency	Percent
Only when-liked	4	1.6%
1-2 times	3	1.2%
3-4 times	6	2.4%
Every schooling Day	237	94.8%
Total	250	100%

TABLE 4.8 (3): Calling students by their Names

Calling Names	Frequency	Percent
Often	85	34%
Sometimes	148	59.2%
Never	17	6.8
Total	250	100%

TABLE 4.8 (1) shows that, 66.8% (167) of the students were within the range of between 15-18 years of age.

It should be noted that, this age range is believed to be most crucial in child development and formation of habits. Table 4.8 (2) shows that majority of the students, 94.8% (237) attended schools every schooling day. About 59.2% (148) of the students indicated that their teachers "sometimes" called them by their names as shown in table 4.8 (3). Explanation: This confirmed with the observation of the researcher earlier mentioned in this study that, most teachers never knew their students by their names, and yet filled in wonderful grades for them.

TABLE 4.8 (4) Subjects studying in schools

Subject	Frequency	Percent
General subjects	16	6.4%
Arts and social science	82	32.8%
Physical and Biological	76	30.4%
Commercial Education	45	18%
Technical Education	31	12.4%
Total	250	100%

TABLE 4.8 (4) Shows that, 32.8% (82) of the students offered Arts and Social Science subjects. Explanation: It should be noted that this information run contrary to the statement of the National Policy on Education, whose philosophy is "to develop the child's manipulative skills basic to the vocations."

TABLE 4.9 (1) Facilities and Equipment Available in Schools

	Response					
	Functional		Non-Functional		Non-Available	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Wood-work workshop	0	0%	91	36.4%	159	63.0%
Metalwork workshop	0	0%	91	36.4%	159	63.6%
Library	0	0%	233	93.2%	17	6.8%
Science Laboratory	0	0%	208	83.6	41	16.4%
Welding and Cutting Machines	0	0%	52	20.8%	198	79.2%
Radio	0	0%	3	12%	247	98.8%
Television	3	1.2%	0	0%	247	98.8%
Film Strips	0	0%	1	.4%	249	99.6%
Projector	0	0%	21	8.4%	229	91.6%
Electricity	206	82.4%	0	0%	44	17.8%
Hammer	0	0%	78	31.2%	172	68.8%
Nails	0	0%	30	32%	170	68%
Pliers	0	0%	67	26.8%	183	73.2%
Type Writer	37	14.8%	0	0%	213	85.2%

Table 4.9 (1) above shows that, more than 60% of the students claimed there were neither woodwork nor metalwork workshops in their schools. About 36.4% (91) indicated that, both the woodwork and the metal work workshops were available, however, they were non-functional. This could mean that, even though the structures and possibly the equipment were available, there was no qualified person to put then into use. About 93.2% (233) of the students indicated that, their libraries were non-functional while, 6.8% (17) showed that there were no libraries at all

in their schools. About 83.6% (208) of the respondents indicated that, science laboratories were available, but non-functional, about 16.4% (4) however, claimed that science laboratories were not available. On whether welding and cutting machines were available, the majority 79.2 (198) of the students indicated that these were not available while 20.8% (52) indicated that, theirs were non-funcational. Table 4.9 (1) also shows that, most schools had no radios, television, film strips, projectors, hammers, nails, pliers and type writers. Infact, even where these were available, the indication showed that, they were non-functional.

Explanation: With such poor conditions in schools, it is felt that, it would be almost impossible to inpart the desired skills to students as stipulated in the policy. It is felt that, this lack of facilities and equipment could have been responsible for the students not being properly assessed especially in the area of psyehomotor domain.

TABLE 4.9 (2): Number of Times Practical Lessons are Done

Area/Subject	Never		Once a term		Twice a term		More than twice	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	percent
Intro.Tech.	148	59.2%	27	10.8%	41	16.4%	34	13.6%
Arts and Social Science	55	22%.	34	13.6%	41	16.6%	120	48%
Physical and Biology	99	39.6%	37	14.8%	30	12%	84	33.6%
Comercial	88	35.2%	9	3.6%	8	3.2%	145	58%
Technical	56	22.4%	23	9.2%	67	26.8%	104	41.6%

Table 4.9 (2) above shows that, 59.2% (148) of the students never had any practical lessons in Introductory Technology. About 10.8% (72) of the students had practicals once a term; 16.4% (41) had practicals twice in a term and 13.6% (34) claimed to have had practicals for more than twice in a term. In the Arts and gocial science, 48% (12) of the students had practicals for more than twice in a term, while 39.6% (99) of the students claimed that, they never had practicals. About 14.8% (37) indicated having practicals once in a term; while 12% (30) had practicals twice in term; about 33.6% (84) of the students claimed to have had practicals more than twice in a term.

Explanation: It should be noted here that, even schools which are supposed to be heavily psychomotive oriented (commercial and Technical Schools) were not significantly better in conducting practical lessons than the ordinary secondary schools. This meant then, that, students from these technical and vocational oriented schools were also not being properly trained, hence most of the students, about 68% (170) of them as indicated in table 4.10 "agreed" that, if they happened to drop out of schooling, they would not know what to do because, they had not acquired the necessary skill(s) in any trade.

TABLE 4.9 (3): Number of Qualified Technical and Vocational Teachers School by School

School	No.
Alhuda-huda College	5
G. S. S. Shika	1
G. G. Kawo	4
Kimi College	5
G. S. S. Ikara	2
G. S. S. P/Guwa	3
G. S. S. Kafanchan	4
G. C. Kagoro	6
G. T. C. Malali	5
Commercial College Zaria	7
TOTAL	42

The above table 4.9 (3) shows that, there were 42 technical and vocational teachers in all the 10 schools put together.

Explanation: This information conformed with the teachers' responses as shown in Table 4.9 that, there were inadequate number of qualified technical and vocational teachers in the secondary schools.

TABLE 4.10 (1): Students not Trained to acquire skills

	SA	A	U	D	SD	TOTAL
Frequency	80	84	30	37	19	250
Percent	32	33.8	12	14.8	7.6	100%

TABLE 4.10 (2): Teacher Assesses Cognitive, Uses Tests and Assignments

	SA	A	U	D	SD	TOTAL
Frequency	84	145	8	9	4	250
Percent	33.6	58	3.2	3.6	1.6	100%

TABLE 4.10 (3) Teacher Assesses Affective and Psychomotor Domains, Yet, Does not Know Student

	SA	A	U	D	SD	TOTAL
Frequency	41	104	76	23	15	250
Percent	16	41.6	26.8	9.2	6	100%

TABLE 4.10 (4): Student works harder in continuous Assessment System, fears Failing Examination

	SA	A	U	D	SD	TOTAL
Frequency	100	93	25	25	7	250
Percent	40	37.2	10	10	2.8	100%

TABLE 4.10 (5): Student Not sure of Employment, Has Not Acquired Skill(s)

	SA	A	U	D	SD	TOTAL
Frequency	51	119	38	31	11	250
Percent	20.4	47.6	15.2	12.4	4.4	100%

TABLE 4.10 (6): Student Sure of Employment, Has Acquired Skill(s)

	SA	A	U	D	SD	TOTAL
Frequency	20	23	114	65	28	250
Percent	8	9.2	45.6	26	11.2	100%

TABLE 4.10 (7): Continuous Assessment determines Student's Final Result

	SA	A	U	D	SD	TOTAL
Frequency	99	110	14	12	15	250
Percent	39.6	44	5.6	4.8	6	100%

TABLE 4.10 (8): Student Has No Knowledge of the Assessment In Affective and Psychomotor Domains

	SA	A	U	D	SD	TOTAL
Frequency	53	127	39	22	9	250
Percent	21.2	50.8	15.6	8.8	3.6	100%

TABLE 4.10 (5): Continuous Assessment system puts too much demands, It should be stopped

	SA	A	U	D	SD	TOTAL
Frequency	22	9	22	92	105	250
Percent	8.8	3.6	8.8	36.8	42	100%

KEY:

SA - Strongly Agree

A - Agree

U - Undecided

D - Disagree

SD - Strongly Disagree

It should be noted in table 4.10 (1-5) that, responses indicating SA and A were taken as "Agreed" and those indicating SD and Dewere considered as "disagreed", while U still stood as "Undecided" responses.

Table 4.10 (1) shows that, 65.6% (164) of the students "agreed" that, students were not fully trained to enable them acquire the necessary skills. About 51.6% (129) "agreed" that, teachers gave mainly tests, and assignments to assess the cognitive domain. (Table 4.10 (2)). Table 4.10 (3) shows that, about 57.6% (145) of the students "agreed" that, teachers rated students in the affective and psychomotor domains without actually knowing individual students personally. About 77.2% (193) of the students, as could be seen in table 4.10 (4) claimed that, students worked harder under the continuous assessment system for fear of failing examinations. Table 4.10 (5) shows that, 68% (170) of the students "agreed" that, they would not know what to do after their schooling. About 45.6 (114)

were "Undecided" as indicated in table 4.10(6) when asked further on the issue of being gainfully employed after their course. About 37.2% (93) however, "disagreed" with the statement because, they claimed, they had not acquired any skill to earn them a job. Table 4.10 (7) shows that, 83.6% (209) of the students "agreed" with the statement that, "continuous assessment plays a major role in the finalanalysis of the students' results."

Explanation: This was in line with the views expressed by Yoloye et.al (1985) that, continuous assessment should take into account all of the students' performances during a given period of schooling. Table 4.10 (8) shows that, 72% (180) of the students claimed that, they did not know how, the affective and psychomotor domains were assessed. When suggested that, continuous assessment system should be stopped because it demanded too much from the students and the teachers, 78.8% were "undecided," while 12.4% (32) indicated in the affirmative. (Table 4.10 (9).

Table 4.3 (5): Students' Interview/Responses

About 50 students, five from each selected school were interviewed to cross-check the information obtained from the two questionnaires. Students were asked to indicate: how often they came to school; the area of technical and vocational subjects taught in their schools, facilities and equipment available; the kind of job they would prefer to do and why. Students were also expected to identify the characteristics of their teachers, say

how information on personal and social qualities were obtained, and say what continuous assessment means to them.

TABLE 4.11: Number of times students attended school Per week

Number of Times	Frequency	Percent
1-2 Times	0	0%
3-4 Times	0	0%
More Than 4 Times	50	100%
Total	50	100%

TABLE 4.11 shows that, all the 50 students interviewed came to school more than 4 times in a week.

Explanation: This information confirmed with that obtained in Table 4.8 (2) whereby, more than 90% of the students claimed they came to school on every schooling day.

TABLE 4.12: Facilities and Equipment Available in the Schools

Facilities and Equipment	Response					
	Functional		Non-Functional		Non-Available	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Library	0	0%	49	98%	1	2%
Metalwork workshop	0	0%	29	58%	21	42%
Woodwork workshop	0	0%	24	48%	26	52%
Cutting and welding Machine	0	0%	19	38%	31	62%
Science Laboratory	0	0%	44	88%	6	12%
Electricity	43	86%	0	0%	7	14%
Radio/Television	0	0%	0	0%	50	100%
Type Writers	5	10%	0	0%	45	90%

The students' response as indicated in Table 4.12 above,

concerning the facilities and the equipment available in their schools corresponded with those of their teachers and colluages as could be seen in table 4.9(1).

TABLE 4.13: Students' Job Preference

Job	Frequency	Percent
Teaching	13	26%
Plumping	0	0%
Brick - Laying	0	0%
Electrician	0	0%
Motor Mechanic	0	0%
Carpentry	2	4%
Farming	29	58%
Trading	4	8%
Catering	0	0%
Welder	1	2%
Technician	1	2%

Fifty-eight Percent (29) of the students interviewed, prefered going into farming, their reason was that, their parents were full-time farmers, and as such, they did not need to be taught the art of farming in the schools. About 26% (13) opted for teaching, According to this group, any body could become a teachers without necessarily being trained as one; and thus, they felt that, that was the only job they believed were capable of doing without going through teacher training college. About 22% (11) prefered to become traders, because, their parents were also traders and as such, they were sure of doing very well in that area.

Explanation: This information has proved right, the students' responses in table 4.10 that, they had not acquired the necessary skill(s) in any trade that will earn them a job.

TABLE 4.14: Teachers' Highest Qualification School by School Put Together.

Qualification	No.
NCE	15
N.C.E. Technical	6
O.N.D. Electricity	0
O.N.D. Radio	0
O.N.D. Building	0
O.N.D. Marketing	0
O.N.D. Catering	0
H.N.D. Electricity	0
H.N.D. Radio	0
H.N.D. Building	0
H.N.D. Marketing	1
H.N.D. Catering	0
B.SC.	5
B.SC. Ed.	0
B. Ed.	22
B.A.Ed.	1
M. SC.	0
M. SC. Ed.	0
Ph. D.	0

KEY:

NCE-National certificate in Education

OND-Ordinary National Diploma

HND-Higher National Diploma

B.Sc-Bacherlor of Science

B.SC. Ed-Bacherlor of Science in Education

B.Ed-Bacherlor in Education

B.A. Ed-Bacherlor of Arts in Education

M.SC.-Masters in Science

M.SC.Ed. Masters in Science & Education

Ph.D.-Doctorate

Explanation: Table 4.14 revealed that, even though the

teachers were trained, only few had technical and vocational education.

TABLE 4.15(1): Identification of Teachers' Characteristics by the students

Characteristics	Response			
	YES		NO	
	Frequency	Percent	Frequency	Percent
Punctual to school and Lessons	39	78%	11	22%
Give and mark Assignment	49	98%	1	2%
Participate in extra-curricular Activities	20	40%	30	60%
Attend most of their Lessons	33	66%	17	34%
Teach with examples	33	66%	17	34%
Use teaching aids	20	40%	30	60%
Know students by names	19	38%	31	62%

Table 4.15 (1) above shows the characteristics of the teachers as percieved by the students. About 78% (39) of the students indicated that, their teachers were punctual to schools and in attending lessons. Ninety-eight percent (49) claimed that, teachers gave and marked assignments. About 60% (30) claimed that the teachers did not participate in extra-curricular activities, (33) 66% of the students interviewed showed that, teachers attended most of their lessons, about 66% (33) said teachers taught with examples, while 60% (30) of the students were of the opinion that, teachers did not usetaching aids in teaching. About 62% (31) claimed that teachers did not

know the students by their names.

Explanation: This information confirmed with the observation of the researcher in chapter one that, teachers did not know their individual students. The researcher felt that, the inability of teachers to know their students personnlly could be due to the large number of students enrolment in schools.

TABLE 4.15(2): Methods used to Obtain Information on Personal and Social Qualities

Methods	Response			
	YES		NO	
	Frequency	Percent	Frequency	Percent
Questionnaire	4	8%	45	92%
Interview	23	46%	27	54%
Sciometric	1	2%	49	98%
Checklist	5	10%	45	90%

Table 4.15(2) shows that assessment techniques such as Questionnaire, Interview, Sociometric and Checklist were not popular in schools in Kaduna State. This information is in line with what is obtained in Table 4.3 which shows that apart from teacher made-tests, assignments projects and sometimes practicals, other assessment instruments were hardly used in the assessment.

TABLE 4.16: What Continuous Assessment means According to the Students

Meaning of Continuous Assessment	Frequency	Percent
Tests and assignment every week	5	10%
Tests and assignment every two weeks	8	16%
Tests and assignment every month	37	74%
No idea	0	0%
Others (Specify)	0	0%
TOTAL	50	100%

Explanation:

From the above Table 4.16, it could be seen that majority 74% (37) of the students understood continuous assessment as "tests and assignments every month". It is felt that, the students have not been adequately enlightened on the concept of continuous assessment. This information also confirmed the observation made by Adeleye (1989) that, the students had not seen the difference between the old and the new system of education because, they have not been adequately informed. This researcher suggests that the students should be made aware that, continuous assessment is more than mere "pencil and paper," but, it is a cumulative record of their academic achievement, industry and character development.

4.3 (6) General Observation of Teachers, Students and the Schools

In addition to the questionnaires and interview conducted, some kind of obervation was also done to cross-check and or obtain additional information: that were not included in either of the two instruments. Each of the selected schools was observed by the research clerks using the guidelines provided. The research clerks were to rate the responses about their teachers, students and schools accordingly.

TABLE 4.17: Guidelines on General Observation of Teachers, Students and Schools.

What to observe	Rating									
	5		4		3		2		1	
	No	%	No	%	No	%	No	%	No	%
Punctuality to School and Classes	-	-	2	20	8	80	-	-	-	-
Registration of Teachers and students	1	10	-	-	5	50	3	30	1	10
Relationship between Teachers/students	-	-	10	100	-	-	-	-	-	-
Teachers call students by their names	-	-	1	10	9	90	-	-	-	-
Students know their Teachers by names	-	-	-	-	8	80	2	20	-	-
Prompt resumption to classes	-	-	2	20	6	60	2	20	-	-
Students' Activities:										
(i) Quizzes	-	-	-	-	3	30	4	40	3	30
(ii) Assignments	6	60	3	30	1	10	-	-	-	-
(iii) Tests	-	-	-	-	1	10	6	60	3	30
(iv) Projects	-	-	-	-	-	-	-	-	-	0
(v) Others (Specify)	-	-	-	-	2	20	4	40	4	40
Availability of Teachers' Lesson Notes	-	-	-	-	2	20	4	40	4	40
Availability of Marks Sheets	2	20	6	60	2	20	-	-	-	-
Assessment of Affective and Psychomotor domains	-	-	-							
(i) Availability of Instrument	-	-	-	-	2	20	4	40	4	40
(ii) Team/individual Assessment	-	-	3	30	7	70	-	-	-	-
(iii) Usage/Feed back	-	-	3	30	7	70	-	-	-	-
Availability of Continuous A/Committee	-	-	8	80	1	10	1	10	-	-
Availability of storage Facility	-	-	-	-	4	40	5	50	1	10

KEY

5 = Excellent

4 = Good

3 = Fair

2 = Poor

1 = Very Poor

Explanation:

Table 4.17 above shows that, punctuality of the teachers and the students to school and classes was fairly good. Registration of both teachers and students was also fairly good. The observation showed that, the relationship between the teachers and the students was "good". It was observed that, the teachers hardly called their students by names, neither did the students know their teachers by their names. About 60% (6) of the observers felt that, teachers and the students did not resume classes promptly after break. The observation of the students' activities showed that; schools were generally poor in giving quizzes and projects. However, they (schools) were excellent in giving tests and assignments. It was observed that, teachers did not make lesson notes. Availability of marks sheets was rated very good. The observation also showed that schools had no assessment instruments to measure the affective and psychomotor domains. Team/individual assessment of the students was observed to be "fair".

It was also observed that, the teachers gave feedback to the students after marking and grading their (students) work. Most schools, as it was observed, had continuous assessment committees. However, the availability of storage facility in most of the schools was"poor".

4.4 Analysis and Explanation of Results

Statistical tools such as frequency tables, percentages and chi-square were used to analyse and explain the results. A cribical level of confidence was set at 5% to determine the extent of risk to be taken in accepting or rejecting the significance of the hypotheses.

4.5 Hypotheses Testing

4.5 (1)

HO:1

There is No significant difference between the Former method(s) of Assessing Students Performance and the method(s) used under the Continuous Assessment System

From the data collected, chi-square was used at 0.05 level of significance to determine the instruments used by teachers in the schools for assessing the cognitive, Affective and Psychomotor domains.

TAPLE 4.10 (1): Instrument used in Assessing the Cognitive Domain

School	Teacher made Tests	Assign-ments	Pro-jects	Inter-view	Total
Aluda-huda College	4	6	13	0	23
G.S.S. Shika	6	3	6	0	15
G.G.S.S. Kawo	5	3	17	1	24
Rimi College	4	2	11	1	18
G. S. S. Ikara	9	9	2	00	20
G. S. S P/Guwa	6	0	0	0	14
G.S.S. Kafanchan	8	5	6	0	19
G. C. Kagoro	12	6	09	0	27
Govt.Tech. Malali	4	3	13	0	22
Commercial College zaria	5	4	9	0	18
TOTAL	63	41	92	4	200

0.05 O	E	O.E	$(O.E)^2$	$\frac{(O.E)^2}{E}$
23	7.25	15.75	248.625	34.2155
15	4.73	10.27	105.4729	22.2987
24	7.56	16.44	270.2736	35.7504
18	5.67	12.33	153.0289	26.8128
2[illegible]	6.3	13.7	187.69	29.7920
14	4.41	9.59	91.97	20.8548
1[illegible]	5.[illegible]	13.0	169.26	28.2570
27	8.51	18.49	341.88	12.6622
22	6.93	15.07	227.1049	32.7712
19	5.67	12.33	152.0289	26.8128

$X^2 = 270.2274$

df = 27

X^2 critical = 40.11

KEY:

df = degrees of freedom

Decision:

Based on this evidence, the null hypothesis is rejected and the conclusion therefore, is that, there is

significant difference in the mode of assessing students' performance in the cognitive domain. This fact is also evident fron the responses of teachers from the questionnaire which appeared in Table 4.3 that, 75% (150) of the teachers used teacher-made tests, 63% (126) indicated the use of assignments. Few 5.5% (11) and (6) 3% (6) used projects and interviews respectively.

TABLE 4.18 (2): Instrument Used in Assessing the Affective Domain

School	Questionnaire	Check list	Rating scale	Anecdotal Record	Total
Alhuda-huda College	17	3	3	0	23
G.S.S. Shika	10	1	2	2	15
G.G.S.S. Kawo	17	1	1	4	24
Rimi College	8	2	7	1	18
G.S.S. Ikara	11	1	7	11	20
G.S.S. P/Guwa	10	2	2	1	14
G.S.S. Kafanchan	17	1	1	0	19
G.C. Kagoro	16	4	3	4	27
G.T.C. Malali	21	1	0	0	22
Commercial College Zaria	13	3	1	1	18
TOTAL	140	20	26	14	200

& = 0.05	O	E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$
	23	16.1	6.9	47.61	2.9571
	15	10.5	4.5	20.25	1.9285
	24	16.8	7.2	51.84	3.0857
	18	12.6	5.3	29.16	2.3142
	20	14	6	36	2.5714
	14	9.8	4.2	17.64	1.8
	19	13.3	5.7	32.49	2.4428
	27	18.9	8.1	65.61	3.4714
	22	15.4	6.6	43.56	2.8285
	18	12.6	5.4	29.16	2.3142

$X^2 = 27.7138$

df = 27 KEY:

X^2 Critical = 40.11 df = degrees of freedom

Decision:

Based on the above evidence, the null hypothesis is accepted and the conclusion is that, there is no significant difference in the mode of assessing students' performance in the affective domain. Table 4.3 confirmed this fact. In Table 4.3 it was observed that 51.5% (103) of the teachers indicated that, they did not use questionnaire, 65% (131) indicated not using checklist, 64% (128) said, they never used Rating scale and 65% (131) of the teachers never used Anecdotal Records as means of assessing the affective domain.

TABLE 4.18 (3): Instrument Used in Assessing Psychomotor Domain

School	Practicals	Projects	Observation	Checklist	Total
Ahuda-huda College	14	2	3	4	23
G. S. S. Shika	13	1	0	1	15
G.G.S.S. Kawo	16	2	2	4	24
Rimi College	8	4	3	3	18
G.S.S. Ikara	14	1	1	4	20
G.S.S. P/Guwa	11	1	2	0	14
G.S.S. Kafanchan	17	1	0	1	19
G. C. Kagoro	20	2	2	3	27
Govt. Tech. Maiali	12	1	2	7	22
Commercial Coolege Zaria	12	0	3	3	18
TOTAL	137	15	18	30	200

& = 0.05	O	E	O-E	(O-E)	$\frac{(O-E)^2}{E}$
	23	15.76	7.24	52.42	3.3261
	15	10.28	4.72	22.28	2.1673
	24	16.44	7.56	57.15	3.4762
	18	12.33	5.67	32.15	2.6074
	20	13.7	6.3	39.69	2.8970
	14	9.59	4.41	19.45	2.0281
	19	13.02	5.98	35.76	2.7465
	27	18.5	8.5	72.25	3.9054
	22	15.07	6.93	48.02	3.1864
	18	12.33	5.67	32.15	2.6074

df = 27 X^2 = 20.9478

X^2 Critical = 40.11 KEY:

Decision: df = degrees of freedom

From the evidence above, the null hypothesis is accepted, and the conclusion is that, there is no significant difference in the mode of assessing students' performance in the psychomotor domain. This evidence is further seen from the responses of the respondents in Table 4.3. It was observed in Table 4.3 that, only 18% (36) of the teachers used projects, 26% (52) indicated the use of observation, 2.5% (5) of the teachers claimed to use checklist as instrument to assess the students in the psychomotor domain.

4.5 (2)

HO:2 There is No Relationship between the Assessment Instruments Used and the Guidelines Provided by the Ministry for Implementation of the Continuous Assessment System

TABLE 4.19: Instruments Used by Teachers in Assessment

Instrument Required	Instrument Used	
	Frequency	Percent
Teachers Made-Tests	140	24%
Assignment	158	26%
Projects	107	18%
Interview	4	1%
Questionnaire	20	3%
Checklist	50	8%
Rating Scale	25	4%
Anecdotal Record	14	2%
Practicals	63	11%
Observation	18	33%
TOTAL	600	100%

Explanation:

The above information shows that, teachers made use of mostly tests and assignments in assessments. This meant that, assessments were done mainly in the cognitive domain, while the affective and the psychomotor domains of learning were completely neglected. This findings showed that, teachers were not using any criteria in line with the guidelines provided.

4.5 (3)

HO:3 There is No Relationship between the Courses Teachers undergo and those required to Equip them for Effective Implementations of the Programme

TABLE 4.20: Number of Times Teachers Attended Workshops and Refresher Courses

Number of Times	Frequency	Percent
None	108	54%
Once	62	31%
Twice	18	9%
More than Twice	12	6%
TOTAL	200	100%

Table 4.20· above shows the number of times the teachers attended workshops and refresher courses for the purpose of equipping themselves for the effective implementation of the new policy on Education. It could be observed that only 6% (12) of the teachers indicated attending workshops/refresher courses for more than twice. Nine percent (18) indicated attending twice. About 31% (62) attended just once, while the majority 54% (108) of the teachers had never attended a workshop or had a refresher course.

Explanation:

This finding is contrary to what Ipaye (1977) has suggested, that teachers needed more briefing and exposure to the philosophy of continuous assessment by means of intensive in-service refresher courses and visitations, so that they know what is expected of them in the new policy of Education. It is felt that, if the

new policy on Education is to succeed, teachers need to thoroughly understand the current structure and alternative combinations of subjects in Arts and Social Science, Commerce, Science and Technical within the available resources of the school in order not to narrow the chances of the students. They could only do this through attending workshops, seminars and refresher courses regularly.

4.5 (4)

HO:4 There is No Difference between the Former Assessment Procedures and the Formats Used now for a realistic and Practical assessment of Affective and Psychomotor Domains such as attitudes and task performance

Table 4.21 Formats used in the Assessment of Affective and Psychomotor Domains

Area	Format	Frequency	Percent
Attitude	Likert Scale	39	19.5%
	Adjective Che Check-list	30	15%
	Semantic Differential Scale	0	0%
Task performance	Observation Schedule	52	26%
	Self-reporting Technique	36	18%
	Project	43	21.5%

It may be observed in Table 4.21 above that, 19.5% (38) of the teachers used Likert scale; 15% (30) used Adjective checklist and none, (0%) made use of Semantic Differential scale in the assessment of affective domain. In the area of psychomotor domain, 26% (52) of the teachers

indicated using observation schedule; less than 20% used self - reporting technique, while about 21.5% (43) indicated that they used projects in the assessment of psychomotor domain. Explanation:

Since none of the formats had scores up to 50%, the information obtained could not be said to be true. A look at Table 4.4 (14) showed that, 57.5% (115) of the teachers "agreed" that, teachers 'just' assigned grades to students in the assessment of affective and psychomotor.

4.5 (5)

HO.5 Lack of Adequate Facilities and Equipment does not make any difference in the Assessment of Students' Performance in the Cognitive, Affective and Psychomotor Domains.

TABLE 4.22: Facilities and Equipment Available in the Schools

Facilities & Equipment	Respons					
	Adequate		Inadequate		Non-Available	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Classroom blocks	0	0%	189	94.5%	11	5.5%
Tables/Chairs	0	0%	137	68.5%	63	31.5%
Officers	0	0%	160	80%	40	20%
Library	0	0%	161	80.5%	39	19.5%
Wood-Work Workshop	0	0%	104	52%	96	48%
Metalwork Workshop	0	0%	93	46.5%	107	53.5%
Science Laboratory	0	0%	34	17%	166	83%
Welding and Cutting Machine	0	0%	83	41.5%	117	58.5%
Hammer/Nails/screw Driver	0	0%	76	38%	124	62%
See-Saw	0	0%	85	42.5%	115	57.5%
Games Field	0	0%	177	88.5%	23	11.5%
Farm/Garden Field	60	30%	121	60.5%	19	9.5%
Electricity	0	0%	153	76.5%	47	23.5%
Type Writers	0	0%	53	26.5%	147	73.5%

Table 4.22 above shows that, more than 90% of the schools had classroom blocks, however, they were inadequate. The table also shows that apart from farm/garden fields, all other facilities and equipment were inadequate or non-available.

Explanation:

The above information confirmed with the researcher's observation when he visted the schools. It was observed that, most of the schools had no adequate number of classrooms. Some schools were overcrowded even with the shifting system adopted by such schools. Many students sat either on windows or bare floor during classess. Also, in many of the schools, particularly schools in the rural areas, there was no evidence of good libraries. What was present in most of them could be called reading rooms. The books were scanty and mostly obsolete. It was also observed that most of these schools had no workshops of any kind. Some of the schools had illequipped multi-purpose laboratories, which were in some cases not even used. This situation could not be said to be ideal for effective teaching/learning process.

4.5 (6)

HO:6 There is No Relationship between student's Record of Achievement and making a Decision About the Students.

TABLE 4.23: Keeping Continuous Assessment Records in the Schools

Person Responsible	Frequency	Percent
Subject Teacher	46	23%
Form Teacher	30	15%
Year Group Master	12	6%
Head of Departments	32	16%
Guidance Master	18	9%
Continuous Assessment Chairman	62	31%
TOTAL	200	100%

Table 4.23 Above shows that, 23% (46) of the teachers said subject teachers kept continuous assessment records in their schools. About 15% (30) indicated that the form teachers were in-charge of record-keeping. Six percent (12) showed that, year group masters were responsible for record-keeping. About 16% (32) showed that heads of departments well in-charge, 9% indicated that, guidance masters kept all records in their schools, while 31% (62) of the teachers said the continuous assessment chairmen were responsible for keeping records.

Explanation:

It could be observed that, most schools left the task of record-keeping to other teachers instead of assigning that responsibility to the guidance and counsellers. It is felt that, even though other teachers are involved in continuous assessment, all records should be kept by the guidance and counsellors in every school. The records, however, should be made accessible to teachers whenever the need them. Counsellors most refer to these records when making a decision about student.

4.6 Summary of Findings

This study has confirmed the claims made in the Reporter, January 21, (1991) that; the absence of testing instruments and lack of basic teaching-learning facilities, among others have made the system less effective.

The following findings were made from this study:

1. That, teachers did not have any basic in the assessment of students' performance, particularly in the affective and psychomotor domains. This showed

that, the guidelines provided by the Ministry for the implementation of continuous assessment system were not being followed.

2. It was found that, lack of assessment instruments, indigenous standardised tests, lack of funds and lack of teaching - learning facilities, such as laboratories, workshops, functional libraries, as well as shortage of qualified teachers, particularly in the technical and vocational subjects have hampered the effective implementation of the programme.

3. It was also found that, Secondary Schools in Kaduna State were not adequately prepared for the implementation of the new policy on Education.

4. It was revealed that, teachers were not adequately trained through workshops, seminars and refresher courses to enable them implement the programme more effectively.

5. It was observed that, since there were no formats used for a realistic and practical assessments of the students' performance, they (teachers) just assigned grades to students particularly in the areas of affective and psychomotor domains.

6. It was also observed that, even where facilities and equipment were available, they were not even used. Infact, most of these equipment are being stolen both at the Zonal Offices and in schools

7. This study has also revealed that, the aspect of record-keeping was inconsistent and poorly handled. It was felt that, lack of storage facilities could have been responsible for this short-coming.

8. It was found that, most people were yet, to feel the impact of the new policy on Education, hence, many individuals felt that, the policy should be reviewed. However, a closer look at the policy itself shows that, it is so far, the best for the country and thus, efforts should be made by all those concerned to make it a success.

Chapter 5

INTRODUCTION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this Chapter, a brief summary of the study will be made. Attempts will also made to highlight the conclusions arrived at. Recommendations based on the findings will also be made for consideration.

5.2 Summary

Traditionally, there is an aura of fears, anxiety and tension associated with formal tests and examinations. Furthermore, a pre-ponderant reliance on the one-shot end-of-course examination places heavy pressures on students, some of who go to all length to cheat. One way of making examinations less anxiety provoking is the introduction of continuous assessment system in our school setting.

This study was undertaken to determine the criteria used by teachers in assessing students in the cognitive, affective and psychomotor domains. It was also to determine the preparedness of secondary schools for the implementation of the new policy.

Chapter two, of this study dealt with the review of literature. The review highlighted the different definitions, types and models of evaluation. It also talked about the importance of needs assessment, which

should be based on individual, community and the society at large. The review also pointed out that, goals and objectives should be clearly defined so that evaluation can be performed at various stages of the programme development and implementation. This will help determine the degree to which the programme objectives are being met, and to identify areas of strength and weakness in the total programme. The review pointed out that, the old colonial system of education, which was not relevant to the needs and aspirations of the Nigerian children and the society, has been replaced with a new system of education tagged the "6-3-3-4" system. It was noted that, the policy on education has some major innovations such as, continuous assessment, guidance and counselling, provision for the disabled and so on.

For the purpose of this study, emphasis was laid on continuous assessment. Continuous Assessment was defined as a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behaviour systematically takes account of all his performances during a given period of schooling. The review highlighted useful methods in continuous assessments such as, tests, assignments, projects, observations, interviews etc. Timing and validity of assessment were said to be important in

continuous assessment. Constraints of continuous assessment such as, comparability of standards, record-keeping, absence of testing instruments, lack of funds, facilities e.t.c were identified.

The review suggested that, the teacher must be attitudinally, physically, mentally and professinaly prepared to accept operating the system. Teachers need more training through workshops, seminars and refresher courses to be able to effectively implement the programme. A review of some learning theories showed that, learning in the cognitive, affective and psychomotor levels does not require the same behaviour patterns.

Chapter three treated the methodology-design and procedure of data gathering and analysis. Ten post-primary schools in Kaduna State were involved. About 1,597 respondents made up of 391 teachers, 11 guidance and conselling officers and 1,195 students were involved in the data gathering process.

The respondents were sampled using the table of random numbers. Questionnaires. Interview and observation were used as instruments for collecting data.

Chapter four dealt with presentation, analysis and explanation of data in the study. Responses from the teachers, the students and the general observation

were converted to aggregate scores. Chi-square, frequency tables and percentages (%) were test the hypotheses. It was found that; (1) teachers did not use any criteria in the assessment of students' performance, particularly in the affective and psychomotor domains; (2) Lack of assessment instruments, funds and facilities, among others, have made the implementation of the programme less effective; (3) Schools were not adequately prepared for the programme; (4) Teachers were not adequatly trained to ensure effective implementation of the programme; (5) The aspect of record-keeping was inconsistent and poorly handled in most schools; (6) Majority 65% (130) of the teachers wanted the Federal Government to review the Policy on Education.

Constraints associated with the implementation of the programme included: (1) inadequate number of qualified teachers, particularly, in the technical and vocational education; (2) lack of tools, equipment and facilities; (3) non-availability of appropriate assessment instruments; (4) lack of attending workshops/courses etc.

5.3 Conclusion

Since the school teachers were not adequately prepared for the implementation, it is not surprising that, the affective' and 'psychomotor' aspect of

learning were not attended to. Because of this focus on cognitive aspect only, one can see why students want to cheat to obtain the grades. There is no way a student can decieve the teacher about the kind of character he has over a period of a year. But since this has not been emphasized, the students also did not bother to develop it.

The school teachers were ignorant of the assessment instruments, thus, one could understand why they gave only tests and assignments but ignored projects, practicals and so on. It is not surprising therefore, that, they 'just' assigned grades to the students in order to fill the spaces. Since there were no facilities, equipment and qualified technical and vocational teachers to impart the necessary skills to students, there is no way a student would be gainfully employed after graduation. Morever, without skilled manpower, the national objective of producing a self-reliant nation, economically and technologically, through the acquisition of appropriate skills, abilities and competences, both mental and physical as equipment for the individual to live and contribute to the development of his society, may not be realized.

Since continuous assessment records were poorly kept, one can not rule out the possibility of external interferance and falsification of grades and information.

One can also see why school authorities are nether willing to recommend candidates nor able to do so objectively.

5.4 Recommendations

On the basis of the findings, the following recommendations would be made for consideration:

5.4.1 Budget for Facilities

It was observed that, most secondary schools had no facilities necessary for the implementation of the new Policy on Education. Government should increase its budgetery allocation to education and ensure that building of more classrooms, workshops, Science Laboratories, Libraries, storage and retrieval facilities is given top priority. This will ensure effective implementation of the programme.

5.4.2 Provision and Supervision of Facilities and Teachers

It was observed in table 4.9 (1) that, only few schools had facilities. However, these were non-functional. Principals should understand the policy well and request for teachers and the facilities needed in their various schools. They should ensure that these facilities are provided. They should also supervise these facilities and the teachers to ensure safety and effeciency. They should encourage their teachers to improve and up-date their

competency in operating the programme more effectively.

5.4.3 Training to Acquire the Skills

Lack of qualified teachers was identified as one of the problems affecting the effective implementation of the programme. Teachers should get themselves adequately trained by attending workshops, conferences, seminars and refresher courses to equip themselves with the necessary skills for evaluation and assessment. Teachers also need training in technical and vocational subjects to acquire and impart the necessary skills to the students.

5.4.4 Record-Keeping

It was observed in table 4.23 that, continuous assessment records were not being kept properly, guidance and counsellors in all schools, should be given the responsibility of keeping all forms of records for the students. They should however, make the records accessible to teachers when ever they need them.

5.4.5 Awareness of the Importance of Affective and Psychomotor Domains

Since teachers were mainly assessing the students in the cognitive domain while ignoring the affective and psychomotor aspects as was observed in Table 4.2(4),

the students too did not attach any importance to these other areas. This explains why the students indicated that, continuous assessment meant only tests and assignments every month. (Table 4.16). Students should be made aware of the importance of affective and psychomotor domains as they form part of their cumulative record that is necessary for giving accurate information about a student.

5.4.6 Assessing the Affective and the Psychomotor Domains

It was observed that, no formats were used for a realistic and pratical assessment of the Affective and Psychomotor Domains. Suggestion on how to assess the students in the affective and psychomotor domains could therefore be seeing on page 174, Appendix F.

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APPENDIX 'A'
CONTINUOUS ASSESSMENT PRACTICES IN
KADUNA STATE

QUESTIONNAIRE FOR TEACHERS AND GUIDANCE
AND COUNSELLING OFFICERS:

This questionnaire is designed to obtain factual information about how continuous assessment programme is being carried out in Kaduna State Secondary Schools. The researcher sincerely request you to record your honest opinion in response to all the items provided in the questionnaire. Your frank and honest contribution is indispensable to the success of this study.

All information would be treated as highly confidential. Do not write your name as it is not necessary.

Thank you very much for your co-operation.

SECTION 'A': Background Information:

1. Name of School .....Zone.....
2. Date School was established .....
3. SEX: MALE/FEMALE
4. Number of Classes taught.....
5. Indicate by ticking (/) your highest educational qualification:
   (a) N.C.E./N.C.E. Technical
   (b) O.N.D./Electricity/Radio/Building/Marketing/ Foods and Nutrition.
   H. H.N.D/Electricity/Radio/Building/Marketing/ Foods and Nutrition.
   (c) B. SC/B.SC.Ed/B.Ed.

(d) M.SC/M.SC./Ed/M.Ed.

(e) Ph. D.

6. How long have you been teaching?

Tick (/) as appropriate.

(a) Less than 3 years_____

(b) 3 years up to 7 years_____

(c) 7 years up to 10 years_____

(d) Above 10 years_____

7. Indicate below how many times you have attended a course/workshop/seminar on the implementation of continuous assessment.

(a) None_____

(b) Once_____

(c) Twice_____

(d) More than twice_____

8. How often do you assess the students?

	Cognitive	Affective	Psychomotor
(a) Once a week			
(b) Once in two weeks			
(c) Once a month			
(d) Once a term			

Assessing the three domains:

The cognitive aspect is concerned with the knowledge content of the learner, his level of understanding, his ability to judge and evaluate, ability to analyse, synthesize and the ability to apply or bring about the transfer of initial learning.

9. Indicate the methods you employ in assessing this area (cognitive).

   (a) Teacher - made tests

   (b) Assignments

   (c) Projects

   (d) Interviews

The affective domain is concerned with the emotional build-up of the students as observed in the students value and believe system, attitudes, interest, appreciation for objects, persons and ideas, interpersonal relationships, emotional adjustment, habit formation and the students' overall life-style.

10. Indicate the method(s) you use in order to assess students in this (affective) area.

   (a) Questionnaire

   (b) Checklist

   (c) Rating Scale

   (d) Anecdotal Record.

The aspect of psychomotor domain is concerned with physical skills such as handling tools and materials, handwriting, drawing, painting, musical skills and ability in games and sports e.t.c.

11. (a) In what way(s) do you assess psychomotor behaviour?

   By way of: (a) Practicals (performance test)

   (b) Projects

   (c) Observation

   (d) Checklist

   (b) Indicate the format(s) you use in the assessment of Attitude and Task Performance.

Attitude: (a) Likert scale

(b) Adjective check-list

(c) Semantic Differential scale

(d) Observation Schedule

Task Performance: (e) Self-Reporting Technique

(f) Project.

(c) Who is responsible for keeping Continuous Assessment Records in your school?

(a) Subject Teacher

(b) Form Master

(c) Year Group Master

(d) Head of Department

(e) Guidance Master

(f) Continuous Assessment Committee.

SECTION 'B' ADEQUACY OF CONTINUOUS ASSESSMENT PROGRAMME AND MATERIALS:

Each of the statements on this questionnaire expresses a feeling which a particular person has towards continuous assessment. You are to express on five - point scale, the extend of agreement and your own personal feeling.

Thus, read the following statements and indicate by putting a tick (/) in the column that most appropriately describes how you agree or disagree with the feeling expressed in each statements as it concerns you.

The five points are given as follows:-

SA - Strongly Agree

A - Agree

U - Undecided

D - Disagree

SD - Strongly Disagree.

	SD	A	U	D	SD
12. The information contained on Continuous Assessment forms is adequate enough to give a comprehensive report about a student.					
13. For Continuous Assessment to be effective, continuous assessment materials must always be available.					
14. Since students pay for their continuous assessment materials, the materials are always available in schools for use.					
15. One important aspect of continuous assessment is the practice of keeping the records of students' achievements as they are scored and graded according to the component area that has been assessed. However, most schools have no storage facilities for continuous assessment records.					
16. Apart from the problem of marking and grading tests and assignments, there is no problem with filling the affective and psychomotor domain forms.					
17. There is no specification on how the criteria provided on the continuous assessment forms should be followed in assessing cognitive, affective and psychomotor domains					

	SA	A	U	D	SD
18. Continuous Assessment is significantly better than the former single-test assessment because, it makes students towork hard.					
19. Students' Academic Performance is significantly better under the continuous assessment system than the former system of one single-test assessment because it takes into account all previous achievements of students					
20. Continuous Assessment system has significantly improved the behaviour and the manipulative skills of students. This is evident in the areas of puncuality to school, prompt doing of assignments and in practical work.					
21. Students trained under the new system would be gainfully employed in some trade, since they might have acquired the necessary skills in technical and vocational subjects.					
22. The assessment of psychomotor domain has lead to an increase in practical work by the students in various subjects.					

	SA'	'A	U'	D	SD
23. Students are adequately enlightened about continuous assessment and on what is expected of them under the continuous assessment system.					
24. The most crucial implication of continuous assessment is the variety of assessment instruments that must be available. However, most teachers are ignorant of the appropriate instruments that are required for continuous assessment.					
25. Because teachers are grossly ignorant of the methods they would use to assess the affective and psychomotor domains they (teachers) just assign grades to students as the case may be.					
26. Teachers show negative attitude towards continuous assessment by giving only tests to students and ignore projects, practicals and assignments.					
27. Teachers are ignorant of the implication of continuous assessment hence most teachers still use only monthly continuous assessment tests and the end of terms' examination results as a final assessment for students.					

	SD'	'A	U'	'D	SD
28. There is a great need for teachers and school administrators to undergo courses on continuous assessment so that they could assess their students more appropriately.					
29. It is important to enlightened the students and parents on the importance of continuous assessment. However, this has not been fully done.					
30. In continuous assessment, the assessment at the end of a term includes all or most of the assessment data during the term.					
31. Ideally, all the students data at the end of the year are to be considered, and those for this year add on to those for the next untill the student graduate from all levels of education. However, this has not been the practice in our schools.					
32. At present, students are mainly assessed in the cognitive domain.					
33. The final decision on students does not necessarily require the assessments in the affective and psychomotor domains.					

	SA	'A	'U	D'	SD
34. Lack of adeauate facilities and eauipment affect proper assessment of Secondary School students.					
35. There are adequate qualified teachers for technical and vocational subjects in Secondary Schools.					
36. Teachers' qualification, experience and age do affect their assessment of students.					
37. Female teachers work harder than Male teachers under continuous assessment system.					
38. The location of the school will greatly influence the behaviour and the academic performance of Secondary Schools students.					
39. Secondary Schools are adequately equipped for the successful implementation of the new system of education:					

40. Tick (/) the response that is applicable to your school.

a. Classroom blocks-Adequate/Inadequate/Non-Available.

b. Table/Chairs-Adequate/Inadequate/Non-Available

c. Offices-Adequate/Inadequate/Non-Available

d. Library-Adequate/Inadequate/Non-Available

e. Woodwork workshop-Adequate/Inadequate/Non-Available.

f. Metalwork workshop-Adequate/Inadequate/Non-Available.

g. Laboratories-Adequate/Inadequate/Non-Available.

h. Welding and Cutting Machines-Adequate/Inadequate/Non-Available.

i. Hammers, Nails, Screw-drivers-Adequate/Inadequate/Non-Available.

j. See-saw Adequate/Inadequate/Non-Available

k. Games fields Adequate/Inadequate/Non-Available.

l. Gardens/Farms-Adequate/Inadequate/Non-Available

m. Electricity-Adequate/Inadequate/Non-Available

n. Water-Adequate/Inadequate/Non-Available

41. The following problems have generally been identified in the implementation of continuous assessment. Tick the ones that apply to your school.

1. Lack of qualified teachers
2. Lack of tools and equipments
3. Lack of interest on the part of teachers and students.
4. Lack of continuous assessment materials (forms)
5. Lack of facilities such as laboratories, work-shops, Libraries, Stores etc.
6. Lack of skills in construction of appropriate instruments, data analysis and interpretation.
7. Lack of record-keeping and the continuouity of records.
8. Lack of electricity.
9. Lack of relevant textbooks
10. Lack of attending workshop/seminars.

Dissatisfaction with the new policy on Education:

42. Some people believe that the National Policy on Education is still very far from meeting the needs and aspirations of this country. They are therefore, calling on the Federal Government to change/review the system.

a) What is your own opinion? Tick(/) as appropriate

a) I strongly support their call.

b) I strongly do not support their call.

b) Give reasoh(s) for your choice:.....
.....
.....
.....
.....

APPENDIX 'B'

STUDENTS' QUESTIONNAIRE:

This questionnaire is designed to find out your experience and feelings on the continuous assessment system being implemented in your school.

Read each statement carefully and respond accordingly. Your responses will be treated in strict confidence. Do not write your name.

Thank you for your co-operation.

SECTION' 'A': BACKGROUND INFORMATION:

1. Name of School .....Zone.....Day/Boarding.
2. Class.....
3. Sex: Male ( )/Female( ).
4. Type of School. Put a tick (/) as appropriate.
   a) All boys ( )
   b) All girls( )
   c) Mixed ( )
5. Indicate your age range by ticking (/) as appropriate.
   a) Less than 12 years_____
   b) 12 years up to 15 years_____
   c) 15 years up to 18 years_____
   d) Above 18 years_____
6. How many times do you go to School in a week? Tick(/)
   a) Every Schooling day_____

b) 1 to 2 times a week _____

c) 3 to 4 times a week _____

d) Only when you feel like _____

7. How often does your teacher call you by name?

Often	Sometimes	Never

8. What type of subjects do you study in your school? Tick (/) as appropriate.

a) General subjects

b) Arts and Social Science Alternative Combinations

c) Physical and Biological Alternative Combinations

d) Commercial Education

e) Technical Education

9. Tick (/) the response that is applicable to your school.

a) Woodwork Workshop Functional/Non-Functional/ Non-Available

b) Metalwork Workshop Functional/Non-Functional/ Non-Available

c) Library Functional/Non-Functional/Non-Available

d) Science Laboratory Functional/Non-Functional/ Non-Available

e) Welding and Cutting Machine Functional/Non-Functional Non-Available.

f) Radio Functional/Non-Functional/Non-Available

g) Television Functional/Non-Functional/Non-Available

i) Film Strips Functional/Non-Functional/Non-Available

j) Projector Functional/Non-Functional/Non-Available

k) Electricity Functional/Non-Functional/Non-Available

m) Nails Functional/Non-Functional/Non-Available

n) Plier/screw-driver Functional/Non-Functional/Non-Available

o) Type-writer Functional/Non-Functional/Non-Available.

10. How often do you have practical lessons?

	Never	Once a Term	Twice a term	More than twice
a) Intro. Technology				
b) Arts and Social Sciences				
c) Physical and Biological				
d) Commercial				
e) Technical				

11. How many qualified technical and vocational teachers do you have in your school?

a) None _____

b) One _____

c) Two _____

d) More than two _____

SECTION 'B': STUDENTS' FEELINGS ABOUT CONTINUOUS ASSESSMENT:

Put a tick (/) in the column that best describes your feelings. The responses are given as follows:

SA - Strongly Agree

A - Agree

U - Undecided

D - Disagree

SD - Strongly Disagree

	SA	A	U	D	SD
12. Students are expected to be fully trained under the continuous assessment system to enable them acquire the necessary skills. However, this is not the case in our schools.					
13. Teachers give tests and assignments to enable them assess the (cognitive domain) intellect of the students.					
14. Teachers rate students without actually knowing them (students) personally in the areas of affective (feelings) and psychomotor (physical performance) domains.					
15. Continuous assessment makes students to work harder for fear of failing their examinations.					

	SA	A	U	D	SD
16. If you happen to drop out of the school after your Secondary School Education, you would not know what to do because you have not acquired the necessary skill(s) in any trade.					
17. You are sure of being gainfully employed in one trade or the other because you have acquired the necessary skill(s) to earn you a job.					
18. Continuous assessment plays a major role in the final analysis of student's result.					
19. Students do not know how teachers assess them (students) in the affective (feelings) and psychomotor (physical skills) domains.					
20. Continuous assessment system should be stopped because it puts too much demands on students and teachers.					

APPENDIX 'C'

ORAL INTERVIEW/INTER ACTIONS BETWEEN STUDENTS AND AN INTERROGATOR:

Introduction:

This short discussion is to help highlight the problems we encounter in implementing the new system of education. Your responses will be treated in confidence, so feel free to express your opinions.

1. Name of School:.....
2. Sex:.....
   Age:.....

1. What class are you? class _____
   _____
2. How often do you come to School?
   1 to 2 times a week
   2 to 3 times a week
   3 to 4 times a week
   more than 4 times a week
3. Which of these vocational and technical subjects are taught in your school?
   woodwork/Metal work/Plumbing/Bricklaying/Electricity/ Motor Mechanic/Agriculture/Home Economic/Typing.
4. Which of the following tools and facilities are functional in your school?
   a) Library YES/NO

b) Metal Workshop YES/NO

c) Wood Workshop YES/NO

d) Cutting and Welding Machines YES/NO

e) Science Laboratory YES/NO

f) Electricity YES/NO

g) Radio and Television YES/NO

h) Type - writer YES/NO

5. At the end of your course, you may decide not to continue with schooling. What job would you prefer to do?

a) Teaching

b) Plumbing

c) Brick-laying

d) Electrician

e) Motor Mechanic

f) Carpentry

g) Farming

h) Trading

i) Catering

j) Welder

B) Give reason for your preference _____

_____

6. What is the highest qualification of your teacher?

a) N.C.E./N.C.E. Technical

b) O.N.D. Electricity/Radio/Building/Marketing/ Catering or H.N.D. Electricity/Radio/Building/Marketing/ Catering

c) B.SC/B.SC.Ed/B.Ed.

d) M.SC/M.SC/Ed/M.Ed.

e) Ph. D.

f) No idea

7. Continuous Assessment calls for hard work and dedication on the part of students and teachers. Tick the following characteristics that best describe your teachers.

a) Punctuality to School and Lessons. YES/NO

b) Give and mark assignment YES/NO

c) Participate in extra-curricular activities. YES/NO

d) Attend most of their lessons YES/NO

e) Teaching with examples YES/NO

f) Use teaching aids YES/NO

g) Know students by names YES/NO

8. In your own opinion, how is information on personal and social qualities obtained?

a) questionnaire YES/NO

b) interview YES/NO

c) sociometric YES/NO

d) Checklist YES/NO

9. What do you understand by Continuous Assessment? choose one.

a) Tests and assignment every week

b) Tests and assignment every two weeks

c) Tests and assignment every month

d) No idea

e) Others (specify):.....

APPENDIX 'D'

Guidelines on the general observation of teachers students and the schools.

	Rating				
	5	4	3	2	1
1. Puntuality to School and Clasess.					
2. Registration of Teachers and Students.					
3. Relationship between teachers and students.					
4. Teachers call students by their names.					
5. Students know their teachers by name.					
6. Promp resumption to classes after break.					
7. Pupils' activities:					
(i) Quizzes					
(ii) Assignment					
(iii) Tests					
(iv) Projects					
(v) Others (specify)					
8. Availability of teachers'lesson notes.					
9. Availability of marks sheets					
10. Assessment of affective and psychomotor domain:					
(i) Availability of Instrument					
(ii) Team/Individual Assessment					
(iii) Usage/Feed back					
11. Availability of Continuous Assessment Committee.					
12. Availability of storage facility.					

APPENDIX 'E': Continuous Assessment Scores Record Sheets.

Logo

MINISTRY OF EDUCATION KADUNA STATE
SENIOR SECONDARY SCHOOL
REPORT CARD
SECOND TERM 19.....

ORIGINAL

SCHOOL ..... ZONE .....

NAME ..... SEX (M/F) .....

S. S..... SSCE NO..... NO. IN CLASS.....

HOUSE ..... ADMISSION NO.....

PART A: PERFORMANCE IN SUBJECTS

SUBJECTS	C.A. 30	C.A. 30	Exam. - 40	Total score	1st term Score	Class Average Score	Class Highest Score	Grade	Position	1st term Position	Teacher's Sign.
English Language											
Mathematics											
Hausa/Igbo/Yoruba											
Physics											
Chemistry											
Biology											
History											
Geography											
Lit. in English											
C.R.K./IRK											
Agric/Voc.											
Electives											

PART B: BEHAVIOURAL AND PHYSICAL ABILITIES

BEHAVIOUR AND ACTIVITIES	RATINGS 2nd Term	RATINGS 1st Term
Punctuality		
Class attendance		
Carrying out assignments		
Neatness		
Politeness		
Relationship with staff		
Relationship with students		
Attentiveness		
Initiative		
Emotional stability		
Attitude to study		
Attitude to school		
Attitude to property		
Clubs and Societies		
Games and Sports		
Manual skills		
Handwriting		

KEY: 5 = VERY GOOD
4 = GOOD
3 = FAIR
2 = WEAK
1 = POOR

Total number of Days School open .....

Number of Days Present ..... No. of Days Absent .....

Form Master's comments .....

House Master's comments .....

School Fees for next term ..... Next term commences .....

Principal's comments .....

Signature ..... Date .....

APPENDIX 'E': Continuous Assessment Scores Record Sheets.

Logo

MINISTRY OF EDUCATION KADUNA STATE
SENIOR SECONDARY SCHOOL
REPORT CARD
SECOND TERM 19.....

ORIGINAL

SCHOOL ..... ZONE .....

NAME ..... SEX (M/F) .....

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PART A: PERFORMANCE IN SUBJECTS

SUBJECTS	C.A. 30	C.A. 30	Exam. - 40	Total score	1st term Score	Class Average Score	Class Highest Score	Grade	Position	1st term Position	Teacher's Sign.
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Mathematics											
Hausa/Igbo/Yoruba											
Physics											
Chemistry											
Biology											
History											
Geography											
Lit. in English											
C.R.K./IRK											
Agric/Voc.											
Electives											

PART B: BEHAVIOURAL AND PHYSICAL ABILITIES

BEHAVIOUR AND ACTIVITIES	RATINGS 2nd Term	1st Term
Punctuality		
Class attendance		
Carrying out assignments		
Neatness		
Politeness		
Relationship with staff		
Relationship with students		
Attentiveness		
Initiative		
Emotional stability		
Attitude to study		
Attitude to school		
Attitude to property		
Clubs and Societies		
Games and Sports		
Manual skills		
Handwriting		

KEY: 5 = VERY GOOD
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Total number of Days School open .....

Number of Days Present ..... No. of Days Absent .....

Form Master's comments .....

House Master's comments .....

School Fees for next term ..... Next term commences .....

Principal's comments .....

Signature ..... Date .....

EDUCATIONAL RESOURCE CENTRE
KADUNA STATE MINISTRY OF EDUCATION ZARIA. E.R.C/CA 2

SUBJECT CONTINUOUS ASSESSMENT RECORD.

SCHOOL ..... SECOND TERM YEAR.....

SUBJECT ..... CLASS .....

S/No.	NAMES	TERM TOTAL C.A. 60	TERM EXAM 40	GRAND TOTAL 100	PREVIOUS TERM SCORE

JUNIOR SECONDARY SCHOOL ORIGINAL

STUDENT TRANSCRIPT FOR TRANSFER/GRADUATION

School: .....

Name of Student ..... SEX .M/F.

State of Origin ..... L.G.A. ..... ADM. NO. ....

Class of Entry ..... Date ..... Age .....

Class on leaving ..... Date ..... Age .....

Date of Birth ..... Place of Birth .....

Offices held in School .....

.....

Reason for leaving .....

A. ACADEMIC RECORDS

YEARLY SUMMARY

	YR I	YR II	YR III	Total	Remarks	Sign.
English Lang.						
Mathematics						
Int. Science						
Social Studies						
I.R.S.						
C.R.S.						
Hausa						
Yoruba						
Igbo						
Intro. Tech.						
Bus. Studies						
Pract. Agric						
H/Economics						
Fine Arts						
Phy/Education						
Arabic						
French						

	RATING			
	YR I	YR II	YR III	AV
Punctuality				
Attendance in Class				
Carrying out assignment				
Neatness				
Politeness				
Relationship with staff				
Relationship with students				
Attentiveness				
Initiative				
Emotional stability				
Attitude to study				
Attitude to school				
Attitude to property				
Club and Societies				
Games and Sports				
Manual skill				
Handwriting				

KEY: 5 = VERY GOOD
4 = GOOD
3 = FAIR
2 = WEAK
1 = POOR

B PHYSICAL AND HEALTH RECORDS (INDICATE NORMAL WHERE APPLICABLE)

Date	Height	Weight	Vision	Speech	Hearing	Immunization	Special Health Problem	Remark	Sign.
YR I									
YR II									
YR III									

PART C. SPECIAL OBSERVATION AND REMARKS

SIGNATURE ..... DATE .....

PART D. INTERVIEW WITH PARENTS OR GUARDIAN AND DATES.

DATE		SIGN.

Principal's Remarks

PRINCIPAL'S STAMP AND SIGNATURE

APPENDIX 'F'

ASSESSING AFFECTIVE AND PSYCHOMOTOR DOMAINS

AFFECTIVE:

NAME:.....

CLASS:.....

DATE:.....

AGE:.....

SEX:.....

Direction:

Please use the rating scale below to rate yourself on each of the following items. Rate items most descriptive of your person of high scales in increasing order of magnitude (4.5). Rate items least descriptive of low scales in a decreasing order of magnitude (3.2). One being your rating for an item that is totally unlike you.

BEHAVIOUR INVENTORY SCALE

How accurate are the following descriptions for your person?

CHARACTERISTICS	Rating					
	5	4	3	2	1	0
1. Doing my school assignments						
2. Playing musical instruments						
3. Drawing Paintings.						
4. Looking for new ways of doing things						
5. Criticizing others						
6. Usually attracted to difficult jobs.						

CHARACTERISTICS	Rating							
	5	4	3	2	1	0		
7. Tackling problems that others may avoid.								
8. Proposing new approaches to a problems.								
9. Playing a game that requires mental arithmetic.								
10. Willing to take risks.								
11, Arguing on trivial issues								
12. Keeping unusually long hours on a problem.								
13. Doing things my own way.								
14. Questionning orders of authorities when they are not clear								
15. Seeking recognition for Contribution I Make								
16. Describing a scene as accurately as possible within a limited given time.								

KEY

5 - Very Good

4 - Good

3 - Fair

2 - Poor

1 - Very Poor

PSYCHOMOTOR: (Practical Assessment)

NAME:.....

CLASS:.....

DATE:.....

AGE:.....

SEX:.....

Direction

The teacher is required to: select the experiments which are relevant to the objectives being assessed; prepare task sheets and assemble the equipment, tools and materials required by the students. Let the students carry out the desired experiment. Assess the students in the criteria of mastery for practical skills as follows:

Task	Task Element	Out Come/Result		
		Knowledge	Skill/Ability	Grade
Practicals (General) (Science)	1.Apply experimental techniques	1.Setting up experiment and following instructions Application of suitable techniques with relevant manipulative skills. Presentation of the components of the investigation.	Has reached indenpendence in effective demononstrating competence.	5
	2.Apply and Carry out investigations.	Recognises the problem and forms valid and testable hypotheses. Chooses appropriate instrument.	Can carry out most of the listed procedures effectively and with little assistance from the teacher.	4

Task	Task Element	Out Come/Result Knowledge	Skill/ Ability	Grade
		Recognises sources of error modifies method and produces a logical and sequential work plan.	Can successfully carry out a number of procedures, but only with considerable assistance from the teacher.	3
	3.Observes and records the results of investigation.	Records observations accurately and correctly	Finds difficulty in achieving any significant success, even though an attempt is made with consderable Assistant from the teacher.	2
		Makes accurate drawings or diagrams.		
	4.Interpretes Observations.	Recognises and makes allowance for errors of measurement Interpretes the results.		
		Evaluates findings.	Makes little attempt to undertake practical work or follow through a series of activities.	1
		Draws correct conclusings.		
		Suggests further and relevant areas of research.	No acceptable work produced.	0