A STUDY OF IMPLEMENTATION OF CONTINUOUS ASSESSMENT: A CASE STUDY OF JUNIOR SECONDARY SCHOOLS OF TARABA STATE

BY

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DECLARATION

This project is on the study of the implementation of Continuous Assessment in Social Studies. As far as the present writer knows, no study in this area has been undertaken by researchers in the Faculty of Education, Ahmadu Bello University Zaria. On this score this study claims to be a pioneer effort.

For the purpose of research work, permission is here by granted to all research students to make reference to the work by acknowledging the name of the author.

DANGA SIMON INJUWE
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CERTIFICATION

This thesis, titled A study of implementation of Continuous Assessment in Social Studies: A case study of J.S.S. of Taraba State, written by Danga Simon Injuwe, Social Studies Section in the Department of Education, Faculty of Education, in partial fulfilment of the requirement of a Master Degree in Curriculum and Instruction (Social Studies) of Ahmadu Bello University, is approved for its contribution to Social Studies Education in Nigeria.

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DEDICATION

This work is dedicated to:

(a) My wife,

Mrs Mary Simon Danga.

Behind every successful man
Is a woman,
So Mary S. Danga
Has been to me.

(b) My Parents,

Mr. and Mrs. Danga Yarafa,

(c) My children,

Awukwa I. Danga, Danga I. Danga,
Imbaji I. Danga, Ebeshi I. Danga,
Amupiunu I. Danga and Emama Y.I. Danga.

To my children, I pray and hope that this work would be an inspiration in you for hardwork and dedication to the course of your life.

DANGA S. INJUWE

ABSTRACT

This project, titled A study of the Implementation of Continuous Assessment in Social Studies: A case study of J.S.S. of Taraba State, is to find out how the continuous assessment is being implemented in Taraba State, 10 years (1982-1992) after it was introduced in the educational system.

Three research questions and two hypotheses are advanced for the study. The population of the study are the students in JSS III and Social Studies teachers. The sample size is 38 and 300, teachers and students respectively.

Two sets of questionnaire were used in collecting data. In addition, students' scores in continuous assessment and Junior School Certificate Examination (JSCE) for 1989, 1990 and 1991 were used for the study.

Correlation Research Method, Pearson Product Moment Correlation of Association r., t-test and percentage were used as statistical methods.

The following are some of the findings

1. **It was found that majority of teachers do not use variety of techniques and methods of evaluation.**

2. Most of the teachers do not follow the guidelines. The teachers used classroom discussion, essay and objectives more than any other methods to evaluate students.
3. It was also found that majority of teachers never pre-tested their test items.
4. Most teachers (61%) had never attended workshop even once.
5. Some of the problems teachers faced with students of Social Studies, is students' irregularity at tests and examination, cheating among students in examination; overload of students examination scripts and the teachers inability to assess students in the affective domain.
6. From students point of view, most teachers set difficult questions, do not teach concepts and supervise students well during examinations.

The following recommendations are made:

1. The Taraba State Ministry of Education should employ more qualified Social Studies teachers to replace the nonprofessionals.

2. Teachers should stick to the stipulated guidelines and methods for implementing the continuous

assessment.

3. **Social Studies teachers should be given money to take their students on visit and carry out project work.**

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ABBREVIATIONS, DEFINITION OF TERMS: AND VARIABLES:

Continuous Assessment Process:- It is an organized educational procedures for assessment evaluating students and educational programmes.

Class-discussion:

It is a designed class room lesson in Social Studies in which students through the guidance of a teacher discuss concepts, facts and generalization in rational way. It is also an evaluation technique.

Debate:

This is a lesson in Social Studies in which students discuss in group of two over an exciting issue with a view of compromise, cooperation and acceptance of popular opinions. Such issues could be economical, political or social in nature. It is one of evaluation method used in Social Studies.

Federal Ministry of Education:

It is a ministerial organisation charged with duty of planning, implementation and inspection of educational programmes decided by the National Council of Education.

Finding Solution (Research) to problems:

This is a technique used in Social Studies lessons during which students could make fact finding against political, social, economical and technological issues at stake. It could be normal lesson activities or an evaluation tool.

Games:

Games in Social Studies lessons are aimed and organized to develop several skills in students. Such skills could be cooperation, friendiness, creactivity leadership and others. Teachers assess students skills through the method.

Junior Secondary School Certificate Examination (JSCE):

An examination set by the State Ministry of Education for final test of JSS III in Social Studies in Taraba State. The scores are added to Continuous Assessment scores.

Junior Secondary School (JSS):

A level of education after primary education. It has a duration of three years based on the 6-3-3-4 system of education.

National Policy on Education:

It is a body of laws governing the establishment of educational institutions, development of curriculum based on national objectives, goals and aims of Nigerian philosophy.

Questioning and Answers:

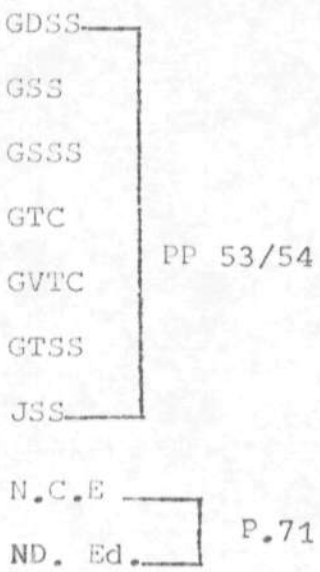
It is a technique in Social Studies lessons during which students can be asked either oral or written questions and expected to answer such a lesson can be for the purpose of evaluation of students on a topic. If teachers skills of fast thinking or brain - trust amongst students.

Social Studies Education:

A modern education which studies man in relation to his environment. It is also concerned about the development of citizenship for positive contribution to ones society.

Visits:

This is a lesson in Social Studies when students under special arrangement visit areas of interests for the purpose of familiarization of the nature of the area. Areas of visit could be Police Station, Courts, Factories, Industries and so on. Students are often asked to give a report of what they saw and known. It is also a technique of evaluation in Social Studies lessons.


GDSS
GSS
GSSS
GTC
GVTC
GTSS
JSS
PP 53/54
N.C.E
ND. Ed.
P.71

CHAPTER ONE

1.00 The Problem

1.1 INTRODUCTION AND BACKGROUND OF THE PROBLEM

The National Policy on Education (1985) serves as a spring board for the development of curriculum of the various subjects, including Social Studies.

It is the desire of the Federal Government to use education to achieve her political, economic and social development. Education is considered as the most possible vehicle through which the country and the people of Nigeria, can accomplish the philosophy of Nigeria. Thus, through education the nation can establish the principles of democracy, free, just, strong, united, dynamic and self-reliant; with full opportunities for its citizens (DuBay et al 1980, p. 3).

For the government to achieve such highly and cherished national goals, the educational institutions, have to adapt its education toward gearing individuals for self reliance, better human relationship and effective citizenship.

Among all social sciences subjects, Social Studies is one of the discipline which focuses on man and his social problems and tries to help him solve them. This is more so because Social Studies Education encourages positive attitude towards democracy, through the inquiry techniques of instruction. It emphasizes the inculcation of values and skills for positive contribution to problem solving.

The effective domain which deals more with attitudes and values, features prominently in Social Studies lessons.

Social Studies is a discipline which is armed with values of democratic ideals. It is concerned about how to prepare youth in our society to face day to day problems, brought about as a result of political, economic, science and technological changes.

Nigeria, like any other civilized society of the world, sees Social Studies as problem solving strategy and for effective citizenship education. That is why during the 1969 National Conference on Curriculum, Social Studies was accepted and introduced into the main stream of educational system, both at primary and secondary levels.

One of the important aspects of the (1985) National Policy on Education is the introduction of the Continuous Assessment in our educational system.

Thus, Continuous Assessment became an embidement of teaching Social Studies, like in all other disciplines. The process of Continuous Assessment is therefore considered to be part and parcel of teaching and learning process. Firstly, it allows the teacher to employ variety of modes of evaluation; like the use of test, projects and examination. It also helps the teacher to infer easily how a student has mastered what the teacher feels has been imparted on the student through various teaching and learning techniques. The grades are then carefully recorded in the cummulative card (Armstrong 1980, p. 106).

The use of Continuous Assessment gives the teacher the opportunity to assess and evaluate the student throughout his period of studies. This makes the results of the student's evaluation (to be) more valid than in one and final examination as was the case in the old system of education (Federal Ministry of Education 1985).

The process also gives guide and redirects the teacher to use a variety of teaching techniques, to teach different concepts and generalizations. It also helps the teacher identify the problems and interests of students and thus redirect his teaching and learning process towards the students needs and interests.

In order to make the assessment of students more comprehensive, the National Guidelines on the implementation of Continuous Assessment stipulates for the subject teachers, Social Studies among others, to conduct.

(a) three tests in each term

(b) one project in each term

(c) three take-home assignment and

(d) one class exercise per week

(Implementation Committee, National Policy on Education, 1985 p. 7).

The process requires the Social Studies teacher to pre-test his test items before administering them on his students as part of continuous assessment. This would make the scores of students more valid and reliable. The teacher needs to develop skills

of good observation and bring them to full use in his teaching and learning process.

The continuous assessment for a term's work is fixed at 40 percent while the State Ministry of Education final exams, takes 60 percent. All the raw scores of 1st, 2nd and 3rd term for each student is standardized on T-scores. The Junior Secondary School year 1, 2 and 3 continuous assessment scores are weighed on the basis of 5, 12½ and 12½ percent for the years 1, 2 and 3, respectively. Decisions on selection and promotion from JSS III to Senior Secondary (SSSI) is based on the overall result computed.

1.2 STATEMENT OF THE PROBLEM

The Post Primary Schools in Taraba State, started the implementation of the continuous assessment programme in 1982. Based on the guidelines of continuous assessment, students' scores in Social Studies are supposed to indicate how well a student would perform in the final Junior Secondary School Certificate Examination (JSCE), year III.

It is with this in view that the following crucial issues are raised:-

1. Do the Social Studies teachers use a variety of evaluation techniques in the assessment of students in the continuous assessment process?
2. Do the Social Studies teachers follow the blue print guidelines and methods on the implementation of continuous assessment to evaluate students in Social Studies?
3. Do the Social Studies teachers pre-test some of their tools of evaluation so that marks obtained in continuous assessment are taken to be valid and reliable assessment.
4. Is there any relationship between students' scores in continuous assessment with those obtained in the final JSCE set by the State Ministry of Education?
5. Do the Social Studies teachers award more marks to female students than to the male in the continuous assessment process?

1.3 OBJECTIVES OF THE STUDY

1. One of the objectives was to compare students' scores obtained in continuous assessment with those obtained in the *JSCE* year III.

2. The second objective of the study was to find out if students are evaluated in their continuous assessment through a variety of techniques of evaluation in Social Studies as indicated in the National Curriculum before they write the JSCE.

3. The third objective of the study was to find out whether or not Social Studies teachers do pre-test some of their test items before they administer them on their students as part of continuous assessment process.

4. One other objective of the study was to find out whether or not Social Studies teachers do award much higher marks to female students than to the male students, in the continuous assessment process.

1.4 RESEARCH QUESTIONS/HYPOTHESES

The following research questions and hypotheses are a guide to the construction of questionnaire for data collection in order to investigate the problem ealier identified.

RESEARCH QUESTIONS

1. Do the Social Studies teachers use variety of evaluation techniques in the implementation of continuous assessment in their schools?
2. Do the Social Studies teachers follow the blue print guidelines and methods on the implementation of continuous assessment in order to evaluate their students?
3. Do the Social Studies teachers pre-test some of their tools of evaluation so that marks obtained in continuous assessment are taken to be valid and reliable scores?

HYPOTHESES

4. There is no significant relationship between the scores students obtain in continuous assessment carried out by their teachers and those marks obtained in the final JSCE in Social Studies, set by the State Ministry of Education of Taraba State.

5. There is no significant relationship between the scores of female students and that of males in the continuous assessment normally awarded by Social Studies teachers in the JSS of Taraba State.

The researcher has considered the selected period of study (1989-1991) as appropriate as the state defunct Gongola (now Adamawa and Taraba) started the implementation of the continuous assessment (6-3-3-4) in 1982. It is hoped that after about 10 years, the programme should be in full swim and due for investigation so as to ascertain the how of the implementation of continuous assessment in Social Studies.

1.5 ASSUMPTIONS

1. It is assumed that students with high scores in their continuous assessment, would perform better in the JSCE.

2. It is assumed that Social Studies teachers use a variety of techniques of evaluation in the continuous assessment process in their schools.
3. It is assumed that Social Studies teachers do use both pre-tested and teacher made test items in the evaluation of their students in the continuous assessment process.
4. Schools have got the idea of operating the continuous assessment scheme.
5. Students are aware that scores obtained in continuous assessment are added to their final JSCE results for decision making.
6. Both teachers and students know of the importance of continuous assessment in the new system of education, the 6-3-3-4 system.

1.6 SIGNIFICANCE OF THE STUDY

The significance of the study lies in the relevance of continuous assessment in the new system of education; the 6-3-3-4. For as much as the system of continuous assessment has advantages over the old system where students were only examined in the final

examination, it could be that teachers who are sole implementers of the education programme, may have or are having difficulties in the proper implementation of the continuous assessment. This would mean the objectives of the continuous assessment of education are not being fully achieved, particularly in Social Studies.

From the researchers experience, it had been observed that teachers do award marks to students in Social Studies and other subjects without any good criteria.

After the analyses of data collected, the researcher was able to offer suggestions on how to solve some of the problems that had been identified, so that the Social Studies teachers could use them for the benefit of students and the system. The findings also added knowledge to Social Studies education

1.7 SCOPE AND LIMITATION OF THE STUDY

SCOPE

The study is limited to the study of the implementation of continuous assessment in Social Studies in the Junior Secondary Schools of Taraba State.

The study is intended to examine the relationship if any of the scores often obtained by Social Studies students in continuous assessment, carried out by their teachers; and those got in the JSCE usually set by the State Ministry of Education.

The study has also studied the methods used in the evaluation of Social Studies students.

The researcher has also used the continuous assessment scores and the JSCE results for the period 1989, 1990 and 1991.

LIMITATION

The study is limited to a number of Junior Secondary Schools in Taraba State. It should therefore not be over generalized.

In the distribution of questionnaire, only the JSS III currently in the school and teachers were contacted. Students who had passed out and officials of Ministry of Education were not sought to respond to the questionnaire. The study only limited itself to finding out relationship of students' marks in continuous assessment and those of Junior School Certificate Examination (JSCE). It did not try to find out the cause of the relationship.

Also only a few techniques of evaluation in Social Studies were tested in the response of students and teachers in the study.

The 59 Post Primary Schools in Taraba State, form the target population of study. Out of the 59 Post Primary, 25(%) percent have been selected as sample size.

The research method used, is the correlational method. Method of data collection adapted is the use of questionnaire. While the statistical technique used is the Pearson Product Moment Correlation Association, t-test and percentage.

1.8 SUMMARY

Chapter one covers the introduction and background of problem of study, statement of the problem, research questions, hypotheses, assumptions, significance of the study, objectives of the study; the scope and limitation of the study.

CHAPTER 2

2. REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Several studies have been carried out on the study of Social Studies, in the area of objectives, contents, teaching materials, methodology, teaching aids, attitude of students, teachers and parents towards Social Studies subject. Little has however been done on areas of students' performance in continuous assessment scores as compared with their performance in the final JSCE III, usually set by the state Ministry of Education in each state. Even if there has been such a study, it was not in the Junior Secondary Schools of Taraba State. That is why the researcher has keen interest on the problem.

In this chapter, the researcher has reviewed related literature on the identified problem of study. There could be vast references that relate to the study. But the researcher has only limited his review to those literature available and within the limited time to cover the study; being a requirement for a master degree fulfilment at the Ahmadu Bello University Zaria.

This chapter has been subdivided into the following sub-topics:

(i) Social Studies in the new system of education in Nigeria,

(ii) The professional Social Studies teacher;

(iii) Examination and Continuous Assessment Process;

(iv) Evaluation as part of learning process;

(v) Continuous Assessment techniques;

(vi) Cummulative Students' Records;

(vii) Review work on Social Studies by some undergraduate and post graduates students at A. B. U.

(viii) Summary of review of literature.

2.2 SOCIAL STUDIES IN THE NEW SYSTEM OF EDUCATION IN NIGERIA

Social Studies as a school curriculum originates in America, in about 1916. It is a discipline which is distinct from the traditional social sciences like

geography, history, sociology and so on, in terms of objectives and method of teaching and learning process.

Nigeria, like America and all other nations of the world, face problems which are political, social and economical in perspectives. Through her experience, Nigeria has realised that the teaching of traditional social science subjects, using mostly lecture methods, has not been helpful in tackling the nation's problems. Everyone seems to put the blame on the education system, which they allerged to be colonial in nature.

Well meaning Nigerians have called for a review of our education system, so that education should be meant:-

(i) to develop personal character and prepare for social usefulness;

(ii) to develop good citizenship;

(iii) to ensure loyalty to the nation;

(iv) to develop intellectual skills (reflective thinking and rational decision making process);

(v) to instil democratic values like freedom, respect for the authority and majority views, faith in the judiciary;

(vi) to develop social skills - eg. cooperation, fairness and collectivity;

(vii) to make the learners aware of the nation's social, political and economic developments (DuBey, et al (1980, p. 647).

Social Studies was also adapted in the African scene after the 1967 and 1968 conferences at Queen's College, Oxford, England and Mombasa in Kenya respectively. What prompted African leaders and educators to adapt the Social Studies in their educational system, was because Social Studies concerns itself with ones nation's aspirations, the people, and the responsibility of citizenship in a country. The African Social Studies was to emphasize national heritage and national achievements. The objectives was to help develop national bride and identity (Makinde 1979).

Subsequent to the Mombasa conference, a seminar on Social Studies was held in Ibadan in 1969. At the conference, Social Studies Association of Nigeria (SOSAN) was formed. The aim of the association was to campaign and make the objectives of Social Studies education known to parents, educators and students; and pupils of this great nation for their need to embrace it as a new social education order.

Also it was in 1969, that Social Studies was introduced on the national level, after the National Curriculum Conference. At this conference, the objectives and purpose of Nigerian Social Studies education were discussed, resolution and recommendation taken. Some of these recommendation and resolutions are:-

(a) that Social Studies should be taught in all Teachers Colleges,

(b) that Social Studies should be taught at primary and lower post primary schools of the federation (DuBey et al, (1980. p.1).

This conference should be seen as a great turning point in the revolutionalization of education in Nigeria. It also marks the break through and the introduction of Social Studies in Nigeria.

Although Social Studies as a subject has been taught in most of our educational institutions - primary, Junior Secondary Schools, Teachers Colleges, Colleges of Education and in Faculty of Education in our Universities, for about two decades now, the subject still faces a number of teething problems:-

1. There are inadequate professional Social Studies teachers;
2. There are no adequate and qualitative Social Studies teaching materials like text books, teaching aids and so on;
3. Both parents and students do not understand the objective of Social Studies education, and therefore do not take the subject seriously.
4. A lot of the available teaching materials on the subject in the markets are not produced by professional Social Studies teachers who understand the concept of Social Studies education in Nigeria, hence more confusion to the generality of the society;
5. Most of the teachers teaching Social Studies in almost all levels of our education, are other social science teachers who have been copted. This situation has only led to the problem of:-
    1. the inability of the Social Studies teachers to select relevant content, concepts, facts and generalization,

2. the difficulty of how to break content, into units and sub-units;
3. the problem of how to organize selected materials, learning activities;
4. the problem of formulation of desired behavioural objectives;
5. and the use of ideal teaching strategy and evaluation techniques.

Instead, they use topics, titles from and as found in other Social Science subjects like geography, economic, and sociology. (Armstrong 1980, pp. 6 & 7).

At the Mombasa Conference, in 1968, the African Educators agreed that the traditional ways of teaching which emphasized skills of recall and memorization be abandoned for the inquiry (reflective) method. Makinde, (1979).

Although no one method of teaching is perfect on its own the teaching of Social Studies emphasises more on the inquiry method. This is because Social Studies as a discipline deals more with the affective domain. Secondly, the use of inquiry methodology, allows for students creativity and rational decision making.

Social Studies does not have theories but its concepts, objectives, strategies of teaching and evaluation, are all based on 'man', the social and 'physical environment.' The aim is to help 'man' understand himself, his environment and know how to solve his social, political and economic problems that have arisen as a result of technological advancement in the larger society.

2.3 THE PROFESSIONAL SOCIAL STUDIES TEACHERS

Awoniyi (1981, p. xi) points out that the type of education which African States need, is that which is sound, meaningful and relevant. Okon (1984, p.2) also emphasises that "Nigeria education must be adequately planned at various levels by the Federal, State and Local Government Authorities, to enable adults (teachers) care for the young people and to help them prepare for changes in the society." All educational levels should provide youth with professional assistance that will create among them

a sense of personal worth and which would help to prepare them for productive life in the future.

According to Awoniyi, (1981, p. 81) "all eyes are turned on teachers who are crucially important in the realization of the aims and objectives of education." To fulfil such obligations, the report of the National Curriculum Conference (1969, p. 217) recommended that the objectives of Nigerian teacher education should emphasize ... to provide the teachers with intellectual and professional background, necessary for assignment; produce teachers who by their training and discipline would be adaptable to the changing roles of education in the society, produce knowledgeable, progressive and effective teachers who can inspire our children to learn.

The committee also recommended that all teachers must be well grounded in their academic subjects; they must be prepared adequately to understand the child and help him to learn through a well integrated general education.

The above view, is echoed by Awoniyi (1981, p.xi), that the quality of teachers, is what largely determines the quality of education in a society. According to him

the beliefs, feelings, assumptions, knowledge, devotion to duty, and loyalty of teachers, are forces of learning environment. The important indicators of the quality of a school system, are the qualification and experiences of teachers. The standard and quality of teachers training must be to equip them to be sufficiently knowledgeable, competent, innovative, broad-minded, adaptive and progressive. Through this, the teachers can have influence on the children under their care.

Awoniyi (1981, p. 27) emphasizes that, although new schools may be built, syllabuses reviewed, new teaching methods and aids recommended, and new text books provided, in the end, everything depends on the quality of the subject teacher.

Furthermore, the same author stressed that there can be no significant innovations in education, which do not have at their core, a consideration of the number, ability, and approach to the work of teachers. The enthusiasm and thoroughness with which teachers do their duties, is reflected in the achievement of his pupils and in the society. Whatever the profession, there is always a need for training ... to improve the level of competence for dealing with ... problems.

A good teacher training programme is the key to the accomplishment of educational goals.

Onwuka (1981, p. 256) points out that successful teaching largely depends upon the coordiality in the class, and that teacher is primarily the creator of the type of relationship that promotes learning. For the teacher to be able to maintain such a warm and sincere relationship, demands much of the teacher. The teacher should be friendly with his students but must also be metriculous

Balogun et al (1981, p. 46) have also expressed the view that "all children have in-born potentials or abilities. What the teacher needs to do, is to assist each child develop all his potentials to the full." This implies achievements not only in reading, writing, and arithmetic, but also in physical, social, emotional and intellectual aspects.

Madeline Hunter, in her contribution in A Hand Book for Teachers, (1971, p. 158) states that the teaching process not only influences acquisition of knowledge but also influences attitudes, interest, and performance behaviour. In this regards, Madeline suggests that knowledge about learning

process be known so as to help bring about the desired learning out-come under instructional control and thus make learning more efficient, economical, effective and more predictive.

Dwight (1971, p. 146) points out that the teacher has to know what the learner already knows. The teacher should also know about the behaviours of the learner. This involves the identification of the kinds of learning behaviours that is most productive for each child. This means, trying-out different combination of learning behaviours until that which seem most effective for a particular learner.

To make learners learn, Leornard (1985, pp. 6 & 7) stated that, it is the duties of institutions like the home, the school, peer group, to provide for the needs of adolescents, like love, understanding their needs, which could be both physical and psychological and self esteem, achievement and recognition.

Belogun et al (1981, p. 167) have also pointed out that effective learning become effective only when the learner understands the ideas and skills that he is learning. According to the authors, much of the failures of formal education arises from

the fact that the education ethical, spiritual and philosophical contents remain unrelated to the learner¦s deeper thoughts and practical life.

They critisize that teachers have often been too subjective about the students behaviour. Teachers should change so as to be more objective in the teaching and learning process. And above all is students' assessment.

Awoniyi (1981, p. 48) has also advised that the modern teacher should be professional, keeping abreast of the innovation in the teaching techniques. The teacher should be able to judge situations and decides on which factors is most suitable for the prevailing circumstances. It is expected that for a teacher to be effective, he has to be a source of information, a guide, an organizer of opportunities for learning.

It is hoped that this approach to teaching and learning Social Studies, produce the right type of children that would be responsible citizens, that would in turn promote democratic citizenship and to seek solution to the prevailing societal problems.

Noel E. (1988) states that a crucial important role of a teacher involves motivating the pupils to learn. He also stressed the need for teachers to help pupils become more aware of their own learning process. He criticised situations where teachers have tended to over-emphasise content to the exclusion of process. The author advised that instead teachers need to show their pupils how to learn. The teachers should model clear thinking, memory strategies and problem solving, by showing how to do it.

Tony W. (1987), believes that advances in language teaching stems from the independent efforts of teachers in their own classroom. This independence can not be by imposing fixed ideas but can only occur where teachers, individually or collectively, explore principles and experiment with techniques. The author emphasises that the purpose of teaching is to offer guidance on how this might be achieved.

2.4 EXAMINATION AND CONTINUEOUS ASSESSMENT PROCESS

Dwight and Eli (1971, p. viii) emphasised that the purpose of education, is more than for job preparation, accumulation of credits and credentials. Instead, education should be geared towards personality development for citizenship. Brown and Thomas (1963, p. 28) also stated that the purpose of education is to give chances to those learners who aspire for it, for the benefit of the society.

They explained that, the idea of eliminating students through examinations, does not serve the interest of the students, the school and the society. This is because the aim of education is then defeated.

Brown and Thormon (1985) also stated that tests and examinations, only test ones ability, for such a person to either be in sciences or arts. Tests and examinations, do not test social ability, creativity, talents in arts, politics or music. They do not assess the quality of students' motivation, cultural background or mental stability.

Tests and examination, are useful within their limitation. Their importance should be recognized but not over emphasized. This is the reason for the introduction of continuous assessment in all levels of education the 6-3-3-4 system.

A second point about exams, is that it has been found that ability testing favour mostly students from upper social class of the society, than those from the lower strata. It is better, and the duty of the teacher to train children of the lower class up to the ability to perform well in aptitudes tests, rather than discriminate against them through exams.

Brown et al (1985, p. 29) said that, most poor performance of students in tests and examination, are often due to poor methods of teaching and the quality of the teacher and not because of the ability of the learner.

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

This is why Social Studies education was adopted in Britian, West Germany and America, the host of all. The cirriculum was restructured to achieve a more relevant and liberal education and hoped to bring about a greater understanding of mankind. And for the children to be responsible citizens.

Balogun et al (1981, p. 65), pointed out that although the Nigerian Education system place importance on tests and examination in all its level, they warn against teachers who over emphasize their importance and give little attention to the learner and his needs.

The authors further explained that the teacher's work is not primarily to drill students so that they succeed in tests and examinations, but to help each one of them achieve his fullest development and become productive and useful citizens.

The National Policy on Education, (1985 p. 223), the 6-3-3-4, give alot of attention on the use of continuous assessment for admission, promotion and certification from primary school, Junior Secondary School and Senior Secondary Certificate.

The Social Studies curriculum in Germany was formulated to enable students learn rather than

absolute cognitive contents in the discipline areas and the inquiry method was considered to be the best approach to such learning. The aim of education was to establish a democratic society, needs citizens, able and willing to assume responsibility.

To Balogun et al (1981, p. 69) tests and examination in our educational system, should be integrated with the school programme and never taken more than a tool for information for decision making, for the interest of the learner and the society.

According to the same source, due to the weight which Nigerian education system had given to tests and examination, and certificates in the past, has adversely affected the type of primary, secondary education. It has also made teachers to teach students for examination only. This has also made students to study the way they do; it has also misguided parents and their concerned about their children to pass all tests and examination at all costs. It has also encouraged examination malpractices and cheating, such attitudes have also influenced the curriculum development, values and goals of education in our society.

Medine in her contribution in A Teachers Handbook, (1971, p. 158) said that students tend to cheat in examination because of fear of disapproval as a result of failure.

Galadima (1988) unpublished thesis has also quoted Bonstan, Lawton (1968) and Hopkins (1978) on their criticism on examination. According to them, examination brings about segregation and labelling of students. It is an exercise that kills motivation in those labelled 'failure.'

Musgrave (1972, p. 284) has advised that it is only when students have been properly taught, using good and varieties of techniques, that examination should be used to test such students. The case where there are no qualified Social Studies teachers, leaves much to be desired about the way students are evaluated in both continuous assessment and the final JSCE set by the Ministry of Education. Hence the need for investigation.

No single examination, be it internal or external can be a true way of assessing a learner. A combination of methods, such as cummulative records, and observations, used to determine pupils' progress is far more satisfactory.

The Nigerian system of education policies and practices, have in the past encouraged rot learning and the society is paying for it dearly. According to Balogun et el (1981, p. 61) an overwhelming number of our young people who have gone through our education system have become slaves rather than masters of their own.

The education has not prepared them to use their education for productive living and useful citizenship. This is because all they had done in school, was to cram facts so as to pass exams, get passport for life, but not to be able to solve their social problems. Thus the increase in unemployment, and crime wave in our society. It is this practice that the new system of education has tried to discourage through the use of continuous assessment of students. Now that the continuous assessment is in progress, there is the need to find out how teachers evaluate and test students. Thus the interest of the researcher is to find out the relationship between awarded marks by teachers and those marks which students obtain in the external exams, at the end of JSS III.

2.5 EVALUATION AS PART OF LEARNING PROCESS

Onwuka (1981, p. 262-4) has reinterated that the purpose of education, is to bring about the desired changes in behaviour of the learner for the good of the learner and the society. He therefore considers evaluation as the process of determining the nature of extent of these changes in the learner after instruction.

It is after evaluation that the teacher takes a number of decisions. He would decide that the student has understood the topic and therefore ready for the next higher or complex unit. Rather, the student has not grasped the information properly, and therefore decide to re-introduce the topic, using different teaching strategies and aids so as to enable the learner attain the set and desired unit objectives.

By analysing the achievement of the student, the teacher is able to identify the problem of the student and to be in position to solve such individual and specific problems.

We also use evaluation to provide information to parents about the student's performance. Guidance

programme in schools, use evaluation information, to council students on their academic, social and personal problems, Denga (1983, p. 19).

According to DuBey et al (1980, p. 115), Norman (1971, p.7) many teachers get confused on what evaluation, tests and examination are. According to the authors, while evaluation is meant to find out how successful the programme of instruction has been achieved, tests and examinations, are intended, to find out how factual information have been learnt.

Evaluation, can be carried out at different levels - in class, at local, state or national. DuBey emphasizes that for teachers to be able to compare what they (teachers) expected of the learner and what he has learnt; there is the need for them (teachers) to determine their methods of evaluation, just at the time they plan for instructional objectives and teaching techniques.

It is only through continuous and comprehensive assessment that teachers would be aware of the type of adjustment he needs to make in teaching techniques. It is through evaluation that the Social Studies teacher gets to know of the student's interests, skills and behaviour.

A collection of records of behaviour can provide teachers with documentary account of changes of behavour which can be used for many desirable decisions like promotion, selection, placement, certification and provide information to parents and guidance and counselling personnel, so as to assist the students.

According to Aiteen D. and William D. (1989), evaluation is always present when teachers do their work. Evaluation involves making judgement, which can be based on the information provided by the process of assessment.

Aiteen D. and William (1989) stressed that in evaluation, the instruction must be clear, avoid negatives in the statement of the problems. Do not include clues to the right answers.

Noel E. (1988) points out that assessment procedures have the most immediate effect on how and what pupils learn. The school, or the examination board, determines the general procedure, but the teacher retains control over

term-time assessment. Through the type of questions asked and the extent and nature of feedback provided, the pupils are given a strong impression of what the teacher considers to be important and worthwhile.

2.6 CONTINUOUS ASSESSMENT TECHNIQUES

Techniques which are comprehensive for use in evaluation of students continuously, would include:

1. Observation
2. Check-list
3. Records of behaviour of assignment
4. Objective tests
5. Essay tests
6. Project work (Balogun et al 1981)

Such tools have to be validated and confirmed reliable. On this, David (1981, p. 29) states that tests results are pointless unless they bore relationship with what has been taught in the class.

Awoniyi (1981, p. 69) raised a number of important points about test and evaluation. According to the author, although we accept that the society cannot do without testing in education, the idea of tests and examination should not over ride the purpose. Testing, the author emphasize, is part and parcel of teaching strategies.

Purposes which teachers use tests and examination include:-

1. to test the teaching method adopted;
2. to evaluate a programme, before, in the middle and at the end;
3. to test specific skills or knowledge;
4. to test the progress of students;
5. to test between good and bad students;
6. to place students in proper groups;
7. to select, promote, certificate, etc.

Other questions teachers normally ask, include best procedure to organize and evaluate; so that the test does not adversely affect the learner. The test has to be valid and reliable:

The same author points out what makes a test to be unreliable and invalid; such as:-

(a) the use of ambiguous questions;

(b) cheating and spying on the part of students;

(c) unfair-scoring;

(d) students unpreparedness, which many be due to emotional and sickness;

(e) questions that are not related to what has been taught.

DuBey (1981, p. 115) and Dwight (1971, p. 239) also support Awoniyi view on evaluation.

Class-room teachers in both primary and secondary schools, have much more prolonged and intimate contact with the learner than such external examination bodies like the State Ministry of Education, the West African Examination Council. Therefore, a continuous informal and purposeful assessment should be made by the classroom teachers to help serve as a useful and more objective prediction of success at both primary and secondary schools. This view forms the backbone of the new system of education known as the 6-3-3-4. It emphasises the use of continuous assessment in the evaluation of students performance. National Policy on Education (1981).

2.7 CUMMULATIVE STUDENTS' RECORDS

Cummulative records are records containing information about the characteristics and progress of each pupil. It is a comprehensive and objective picture of the student's work over a period of time. According to Paulette (1971, p. 177), the main purpose of students records is to determine the effectiveness of the school programme with regards to the student.

Some records are required by law. Some records help us to understand the student; help parents understand and help the student to understand themselves. For example, attendance register is a check and balance on the student.

Academic records include such item as the:

(a) test record card,

(b) reading record,

(c) graded sheet,

(d) grade-book and

(e) report card.

All these should be filled in promptly, while the information is still fresh, and should be done

with great care. These records, form the basis for evaluation and modification of instructional programme. Balogun;(1981) and Awoniyi (1979).

According to the same authors, the records kept by classroom teachers are grassroot of administration in the school. It is the class-room teacher who collects the necessary information, by keeping many kinds of records. This information is then combined to form the basis for administration's decision. Records are vehicle for communication in an ever increasing population. Prompt and accurate records keeping is one way a teacher can help make work easy.

Even though some schools use clerks to keep records, most of the important information, must be gathered by the classroom teacher and entered on various records. Information on individual differences, based on tests scores, grades and necdotal records can only be supplied by the classroom teacher.

Awoniyi (1981, p. 35) states that the types of records a good teacher should keep, include:

1. the records of his own work such as the syllabuses,
2. the scheme,
3. lesson notes and methods of teaching,
4. records on his pupils such as individuals progress report and psychological reports, home address,
5. and records that are required to be kept by law-register, logbook, diaries and time book.

Awoniyi (1979), David (1981) also pointed out that it is disheartning when a record on a particular student can not be found. It creates some suspicion on the part of the school and the teacher. It shows in competances. The worst is that such a situation makes it most difficult for the student to get the help he deserves.

The author further explain the importance of students records. He says that in developed countries, students information are computerized and extracted on demand. In developing countries such as Nigeria, teachers should make a hand over when changed from one class or transfered to another station.

Describing problems created as a result of lack of students proper records, Leonard (1985, p.28) found that most children between the ages of 12-15, who come to America on transfer from Canada and South Africa, did not come with any cummulative records in their transfer files. This created a lot of difficulties in finding out the correct academic group and the skill of the form-teacher and the headteacher introducing the new comer to the school.

Leornard also finds that some local education authorities in U.K. felt relunctant to transfer records at the secondary stages. However there are those schools that handle every beat of students' records comprehensivaly and ensure swift transfer of such records to the next school of the learner.

2.8 REVIEW OF RESEARCH WORK IN SOCIAL STUDIES

Although Social Studies was introduced at the national level in 1969, after the National Conference on curriculum, a number of research work has been carried out by undergraduates, post-graduates and

lecturers. Some of the areas of research include objectives, contents, methodology, materials and evaluation. Others include research on Social Studies personnels.

Mangga (1976), Lolo (1977) and Yawa (1979) carried out studies in different aspects. However, some of their findings include the shortages of trained Social Studies teachers and inadequate and qualitative materials.

Danga (1983) in his undergraduate project, studies the problems of teaching Social Studies in Gongola State (now Adamawa and Taraba States). In his findings, he found that students had alot of interest in Social Studies subject. He also discovers that most of the teachers teaching the subject are not trained in the discipline. In view of their training, they used mostly lecture method to teach students. And in evaluation, only essays and objectives were the best methods widely used.

Adekeye (1986), carried out a study on the "evaluation of Social Studies programme at N.C.E. levels. Her study is limited to the colleges of

education affiliated to Institute of Education, Ahmadu Bello University, Zaria. She used the teachers and students as samples. In her findings, she established that the objectives of Social Studies is being achieved although with some limitations. She also discovers that the lecturer used mostly questioning, discussion and assignment to teach the N.C.E. students. The teachers used essays, objectives and projects as measure of evaluations.

Baget (1988), carried out her own study on mathematics. She wanted to find out the relationship if any between a student's performance in an internal (Mock) and (IJMB) external examination. Her study was carried out at College of Preliminary Studies, Keffi, Plateau State. Although her study was in mathematics, she found the following which relate to the area of study;

> that there was a strong positive relationship between a students' performance in the (Mock) internal and (IJMB) external examination. She concluded that if a student performed poor or well in his or her internal (IJMB) examinations, such a student would perform well or poor in his/her external examination.

Sunday A. A. unpublished (1989) carried out a study on the effect of new status of Social Studies in the 6-3-3-4 system of Education and the students' attitudes to the subject.

In some of his findings, Sunday stated that a sizeable number of Social Studies students attributed their negative attitudes towards Social Studies because of inadequate teaching and learning materials.

In another development Adewuyi A. E. unpublished (1989), studied problems and effect of the administration of continuous assessment of J.S.S. in Okehi in Kwara State. He found that majority of continuous assessment coordinators had never attended any seminar on the continuous assessment. As a result of this, the coordinators could not perform well in record keeping of continuous assessment in their zones.

Adewuyi A. E. also reports that most teachers teaching Social Studies hardly kept good records of their students marks. This indicates that most students were given wrong scores for the purpose of decision making about such students.

In the same research work, it was found that majority of teachers did not conduct tests at the right time or period.

From the review of the research work related to the study, it can be observed that the teaching of Social Studies, faces a number of problems. These include inadequate and quality Social Studies materials, inadequate and professional Social Studies teachers. That in view of this condition, most of the teachers use lecture and note taking to teach Social Studies and the inquiry strategy is not even in the teachers syllabus. Equally of concern is the fact that only essay and objective techniques of evaluation surface prominently in the assessment of Social Studies students.

2.9 SUMMARY ON REVIEW OF LITERATURE

The New National Policy on Education, popularly known as the 6-3-3-4, place greater emphasis on the use of continuous assessment. The purpose of this is to make education more meaningful to the learner than in the old system where only one and final examination was used. This situation encouraged rote learning and examination malpractice and cheating.

To achieve the objectives of the new policy on education, students have to be properly taught and tested over a period of time, using valid and reliable tools of examination.

The purpose of this study has been to see how Social Studies teachers have followed the steps to the later. This would give us the impression of how best Social Studies objectives is being achieved. The researcher is interested to know whether marks awarded to students in their continuous assessment JSS I-III, have any bearing on the marks a student finally obtains in the Social Studies examination. (JSCE) set by the State Ministry of Education. This examination takes 60 percent of the overall scores of JSCE.

The researcher has reviewed a number of works, both published and unpublished, as relate to topic of study. In the review attention is focussed on the objective of Social Studies education in Nigeria, the quality of a professional Social Studies teacher; examination, continuous assessment process and techniques, evaluation as learning process and the place of students' cummulative records in the new system of education, known as the 6-3-3-4 system of education.

CHAPTER 3

3. RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter one of this research work, established the problem statement, objectives, assumptions, research questions, hypotheses, significance of study, scope and limitation of the research work. Chapter two reviewed the related literature on the area of investigation. The present chapter, describes the research method and the procedure employed to solve the problem earlier identified. The chapter is sub-divided under the following sub-topics:-

(a) the description of the research method;

(b) the description of the targeted population;

(c) the description of the sample and sampling technique employed.

(d) the description of the procedure for data collection.

(e) the statistical procedure used in the analyses of data collected.

(f) Summary.

3.2 THE RESEARCH METHOD

Correlation Research Method is the method adopted for the study. The correlation research method was adopted because the interest of the researcher is to find out the relationship that might exist, if any between two related variables.

The Correlation Research Method, attempts to determine whether, and to what degree, a relationship exist between two or more quantifiable variables (Albert, 1979). Since the interest of the researcher is to establish relationship between JSS III Continuous assessment scores and those that students (JSS III) obtain in the final and external examination in Social Studies (JSCE), usually set by the Taraba State Ministry of Education, in order to help us make prediction, the method of research adopted is considered suitable.

Correlational study typically studies a number of variables which must be related to a major, complex

variables, such as achievement. In the case of this study, the method is appropriate, because continuous assessment scores for JSS III in Social Studies are related to the final exams (JSCE) scores in the same discipline. This is because the continuous assessment of JSS III, in Social Studies takes 40(%) percent, while the final JSCE takes 60(%) percent.

A student's performance in the two forms of evaluation has strong relationship to his or her passing the overall promotion exams from JSS III to SSS I. This is because Social Studies is one of the compulsory subject which the JSS III are expected to pass at credit level, in order to be promoted to SSS I. One's performance in the subject also has implication on the social science subjects a student may wish to offer at the Senior Secondary School level.

One other method of research that could have been used for the study is the evaluation method. The correlation method is however prefered because of its obvious advantages over that of evaluation method. Most important among such advantage is the

fact that the study is after establishing relationship between continuous assessment and final JSCE scores.

Two types of questionnaires were used. One for the Social Studies teachers and the other one for JSS III Social Studies students. The two set of questionnaires has both structured and unstructured sections.

After the defence proposal, the researcher travelled to Taraba State where he went round in the selected schools and administered the questionnaire.

The data were analysed using the Pearson Product Moment Correlation, t-test and percentage statistical methods. A summary of findings and recommendations were made.

However, if the study were to compare different variables like in Social Studies marks with any other discipline in the JSCE, evaluation research method would have had an upper-hand.

One other advantage of the method is the wider probabilities of data collection. The method can allow the collection of data through the use of questionnaire, interview, observation, in addition to statistics (document) analyses.

3.3 POPULATION

The targeted population of study are all the JSS III in the Post Primary Schools of Taraba State. Taraba State is among the thirty (30) states of the federation. Taraba State has twelve (12) Local Government Areas, namely - Bali, Donga, Gashaka, Ibi, Jalingo, Karim-Lamido, Pantisawa, Sardauna, Takum, Wukari, Yoro and Zing.

The JSS, in most cases are part of the full fledged Post Primary Schools: Government Science Secondary Schools (GSSS), Government Teachers' Colleges (GTC), Government Secondary Schools (GSS), Government Day Secondary Schools (GDSS); Government Technical Secondary Schools (GTSS) and Government Vocational Training Centres (GVTC).

In some cases the JSS are seperately or independently established. The GVTC, in the state are also treated as JSS, since they have not been committed solely to vocational skills but offer all course work of JSS in addition to their technical skills. These schools are located in the various local government headquarters of the state.

Those JSS within the premises of full fledged Post Primary Schools designated GSSS, GTC, GSS, equally enjoy boarding facilities like their counter-

parts in the SSS. However, those JSS in schools designated GBSS, GJSS and GVTCs, are all 'Day'. Schools. Students in such schools, return to their homes after the school official hours. School hours normally start from about 7.00 am to about 6.00 pm for such students.

The population of schools, differ from one school to the other, hence they are categorized into Grade 'A', 'B', and 'C'. Those schools with a population of over 1000 students, are graded 'A', schools, those with about 500 students but not up to 1000, are graded 'B' Schools. While those with about 200 to 500, are graded 'C', schools. This grading is also applicable to private and religious organisation as Post Primary Schools in the State.

In both grade 'A', and 'B', schools, the population of JSS IIIs, range between 90 to 270 students, while grade 'C', mostly in the independently established JSS and VTC, the population of (JSS III), are between 30 to about 35 students. There are rural and urban sited schools. The local government headquarters are considered as urban areas while the districts or developing areas are categorized as rural.

In all the Schools, it is a mixed type of education, i.e. all the schools have both male and female students. Generally the ages of the students range between 11 to 24 years. However for the purpose of this study, attention is focussed only on JSS III, who are about to write the JSCE. In this case, the ages of our targeted population and sample was between the ages of 12 and 15 years.

The study also covers the academic performance of students of JSS III, who have had their continuous assessment and written the final JSCE in Social Studies from the 17 randomly selected JSS III, who graduated in 1989, 90 and 91. In order to get the sample size for computation from the schools, the method of cluster, stratification and randomization sampling are used. The JSCE scores and continuous assessment of the period under study put together formed the sample size. The total sample size is 300.

By the requirement of education law, a student is allowed to write the final JSCE only when such a candidate must have had his/her continuous assessment in both the core and elective subjects in JSS I-III. This means the student must have been a regular student and had passed his promotion exams from JSS I to II and to III.

Subjects offered in the schools for both the JSS and SSS, are stipulated in the National Policy on Education (NPF 1981), see appendix (B).

Table 3.1 Showing location, grades and number of Post Primary School in each of the 12 L.G.A. in Taraba State

S/NO	LOCAL GOVT AREA	NO. OF GRADE 'A' SCHOOLS	NO. OF GRADE 'B' SCHOOLS	NO. OF GRADE 'C' SCHOOLS	TOTAL NO. OF SCHOOL IN L.G.A.
1	Bali	01	04	02	07
2	Donga	01	01	01	03
3	Gashaka	01	-	-	01
4	Ibi	01	01	01	03
5	Jalingo	02	01	04	07
6	Karim-Lamido	01	01	03	05
7	Yoro	-	01	01	02
8	Sardauna	03	03	03	09
9	Takum	02	02	03	07
10	Wukari	03	01	03	07
11	Pantisawa	01	01	01	03
12	Zing	01	02	02	05
Total	12	17	18	24	59

3.4 SAMPLE AND SAMPLING

Anderson (1989) rightly observed that a good sample is a representative of the parent population and methods of its selection often affects the validity of research results. Studies which cannot be generalized are wasteful study which may be due to poor sampling procedure.

In the light of the above view, the researcher adapted both the clustering, stratification and random sampling procedures in order to select a sample size that is truly a representation of the targeted schools for investigation. The data collected helped in achieving the desired result.

There are 59 Post Primary Schools in Taraba State. The researcher selected 25(%) percent (17) of the schools as his sample size. The total sample size selected from the 17 schools put together is 300. This size is considered reasonable enough to give a very good indication of the problem identified.

To be able to make prediction of students' performance in the JSCE, as compared with their marks in continuous assessment, both the continuous assessment and JSCE marks of students for the year 1989, 1990 and 1991 were collected. Marks for females and males

students in continuous assessment for 1989 and 1991 were also collected, so as to compare the marks awarded to female and male students in continuous assessment.

Consideration was only given to the current JSS III students in the completion of students questionnaire This was decided so because they are in their final JSS year. They were expected to have completed the Social Studies course work and duely assessed in continuous assessment. The JSS III, are in better position to give a more current and objective view about their teachers and their experience in the evaluation process.

38 teachers questionnaire were distributed. The teachers'questionnaire is designed to give information on the methods and mode of evaluation of students in Social Studies.

3.5 INSTRUMENTATION

The researcher used questionnaire to collect information from both the teachers and students. In the bide to assess marks awarded to females and male students in continuous assessment, the researcher also collected the continuous assessment for the two sexes for the year 1989 and 1991. The t-test was used to analyse the data.

Continuous assessment and JSCE marks for 1989, 1990 and 1991, were also collected. They were used to test hypothesis four.

Both the teachers and students' questionnaires, have sections. The teachers' questionnaire have three sections. Section one dwell on personal information of the teachers, like sex, age-group, educational background, area of specialization and teaching experience. Although the personal information on the teachers are not directly related to the study, they are however relevant, in that they serve as indices to the performances of the teachers in the teaching and evaluation of students in the subject.

Section two of the teachers' questionnaire was directed to find out from the teachers the modes and techniques used in evaluation of students in continuous assessment. While section three required the teachers to list in order of importance, some major problems the teachers face in the implementation of continuous assessment programme in their various schools.

The students' questionnaire is made of section one and two. Section one required the students to provide information as the methods, modes and techniques used by their Social Studies teachers to assess them.

Section two of the questionnaire was unstructured. It required the students to state three major problems they face in tests and examination in Social Studies discipline.

Three statistical methods are used in the study, namely Pearson Product Moment Correlation Coefficient, t-test and percentage.

3.6 ADMINISTRATION OF QUESTIONNAIRE

Before embarking on data collection, the researcher collected a letter of introduction from the Head of Department, Faculty of Education, A.B.U., Zaria, allowing the researcher to undertake a study in Taraba State on the topic of research. The letter was directed to the Director General, Ministry of Education, Taraba State, who in turn gave the investigator another introductory letter to the Principals of the Post Primary Schools in the state for their cooperation. See appendix (E).

Although the researcher visited and administered the questionnaire, a letter of request for completion of the questionnaire was on the top most part of the questionnaires, see appendix on questionnaire. The Social Studies teachers in the selected schools served

as research assistants to the researcher. It was with their help that questionnaire were distributed and collected from students in the respective schools. The teachers also completed questionnaire meant for them too.

The administration of the questionnaires, collection of continuous assessment and JSCE scores, took the investigator two weeks to complete. This was due to the poor nature of net work of transportation, compared with other states of the federation.

Since there are three categories of schools, A.B.C. in the selected schools for research, the investigator adopted a proportional random sampling technique to distribute the questionnaire. This was intended to make equal distribution of the questionnaires. This was also because the population of the schools and classes vary from school to school and class to class.

In each of the classes, the researcher used the sitting arrangement to give out questionnaire to the required number of students randomly selected for that class. The method made it easy and objective to give the questionnaire to either a girl, boy, a dull boy or girl, an intelligent boy or girl in the class.

Table 3.2 Showing Institutions, Grades, number of JSS III and proportion of sample size of each school under study

S/No	Name of Institution	Grade of School	No. of JSS III In Sch.	No. of Students In Sample Size	Proportion In %
1	GSS Baissa	'A'	120	20	7
2	MGSS Wukari	'A'	120	20	7
3	GSC. S.S. Jalingo	'A'	100	17	6
4	GDSS Garba-Shede	B	65	11	4
5	GDSS Sunkani	B	64	11	4
6	GDSS Marraraba	B	78	13	4
7	GDSS Wukari	B	160	27	9
8	GDSS Mayo-Ndaga	B	16	3	1
9	GTC Jalingo	A	175	29	10
10	GTC Wukari	A	182	31	10
11	GJSS Jalingo	C	260	44	15
12	GJSS Nguroje	C	59	10	3
13	GJSS Abong	C	51	9	3
14	GJSS Takum	C	200	34	11
15	GJSS Pupule	C	42	7	2
16	VTC Bali	C	30	5	2
17	VTC Wukari	C	65	11	4
			1787	300	

3.7 STATISTICAL PROCEDURE

The purpose of the research work was to find out if a relationship between JSS III continuous assessment scores and those obtained in the JSCE, in Social Studies existed. The continuous assessment is carried out by the Social Studies teachers in their Schools. While the JSCE is often set by the State Ministry of Education.

The study also aimed at finding out whether or not Social Studies teachers do favour the female students more than the male counterparts, by awarding to them high marks in the continuous assessment process.

The Pearson Product Moment of Correlation Coefficient of association 'r' was employed to analyse the JSS III continuous assessment and JSCE scores.

The Correlation Coefficient is a statistical tool designed to express in mathematical term, the degree of relationship between any two variables. The correlation coefficient would be + 1, if the relationship is perfectly positive, while it would be -1, if the relationship is perfectly negative. However, if there is no relationship, the coefficient

would be '0'. Correlation Coefficient does not however show cause or effect of relationship or the lack of it. Albert K. Kurtz and Samuel, T.M. (1979).

The statistical method described above is used to calculate the continuous assessment and JSCE scores for each of the years selected for study, 1989, 1990 and 1991. T-test is also used to determine the degree of partiality of teachers awarding marks to female and male students in Social Studies in the process of implementing continuous assessment. The level of significance chosen to reject or retain any of the ypotheses is 0.05 (i.e =0.05).

In order to analyse the questionnaires responded by students and teachers, the researcher used percentage. These questionnaire centred on the 1st, 2nd and 3rd research questions. These research questions are intended to find out how the Social Studies teachers have followed the guidelines and methods of implementing the continuous assessment process in Social Studies as contained in the National Policy on Education (NPF, 1981).

3.8 SUMMARY

Chapter III, describes the research method adopted to investigate the problem identified in chapter I, the description of the targeted population and selected samples. It also describes the

sampling and data collection procedures. The Statistical Methods used to analyse the collected data is also described in detail. There are two tables showing number of Post Primary Schools in each of the local government area - and the institutions selected as samples of the targeted population, for investigation.

CHAPTER 4

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Chapter four describes the presentation, analysis and interpretation of data. Chapter four is sub-divided into

(1) the presentation, analysis and interpretation of Social Studies teachers' questionnaire;

(2) the presentation, analysis and interpretation of students' questionnaire;

(3) the analysis and interpretation of three research questions and two hypotheses designed for the study and finally

(4) a summary of the result of the findings.

4.2 THE PRESENTATION, ANALYSIS AND INTERPRETATION OF TEACHERS' QUESTIONNAIRE

The questionnaire for the Social Studies teachers has three sections. Section one is aimed at finding out personal information about the teachers. Such personal information include: sex, age-group, teaching experience generally and in Social Studies in particular.

Thirty-eight (38) questionnaire were distributed to the Social Studies teachers to complete. The teachers helped in the distribution and collection of students' questionnaire in their respective schools. All the 38 teachers' questionnaire were completed and returned to the researcher. This gave a 100% completed and returned questionnaire.

TABLE 4.1: THE COMPOSITION OF SOCIAL STUDIES TEACHERS BY SEX

SEX	NO. OF RESPONDANTS	%
Male	25	66
Female	13	34
Total	38	100

Table 4.1 shows that the Social Studies teachers were made up of both male and female. There were 66% percent of male and 34 % percent of female. This shows that there were more male Social Studies teachers than female at the time of the study.

TABLE 4.2 AGE_GROUP OF THE SOCIAL STUDIES TEACHERS

AGE_GROUP	N	%
30 years and below	17	45
31 - 35 "	15	40
36 - 40 "	4	11
41 - 45 "	2	5
46 and above years	0	0
Total	38	100

Table 4.2 gives a brief description of the age-group of the Social Studies teachers in the selected Junior Secondary School (JSS) of Taraba State. 45% of the teachers were below 30 years, 40% between 31 to 35, 11% between 36 to 40 years and 5% between 41 to 45 respectively. There was no teacher who was 46 years and above.

Most of the Social Studies teachers were very young and therefore energetic. They are predominantly in the mid thirties.

TABLE 4.3 EDUCATIONAL QUALIFICATIONS OF SOCIAL STUDIES TEACHERS

QUALIFICATIONS	N	%
B.Ed	3	8
B.A.Ed	2	5
N.C.E.	31	82
Dip. Ed	2	5
Total	38	100

A look at table 4.3 reveals that majority of the teachers are N.C.E. holders. They represented 82 percent of the total number of teachers put together. There were five graduates, representing 13% and 5% with Dip. Ed. We can conclude that all the teachers were qualified to teach at Junior Secondary School (JSS) in Taraba State.

TABLE 4.4: AREA OF SPECIALIZATION OF THE SOCIAL STUDIES TEACHERS

SUBJECT(S)	N	%
Social Studies	27	71
History	3	8
Geography	2	4
Economics	1	3
Sciences	1	3
Fine Art	1	3
Others	3	8
Total	38	100

Table 4.4 indicates that 27 teachers (71%) specialized in Social Studies. Eleven (11) of the teachers (29.9%) specialized in other Sciences and Social Sciences. From the analysis, we can infer that although a majority of the teachers 71% specialized in Social Studies, not all of the teachers (29%) that teach Social Studies were professionals.

TABLE 4.5: GENERAL TEACHING EXPERIENCE OF SOCIAL STUDIES TEACHERS IN THE TEACHING PROFESSION

YEARS OF TEACHING	N	%
Less than 1 year	6	16
1 to 3 years	9	24
4 to 6 years	8	21
7 to 10 years	6	16
11 and above years	9	24
Total	38	100

Table 4.5 indicates that 9 teachers (24%) had been in the teaching profession for 11 years and above. There were also 9 other teachers with the same percentage who had taught between 1 to 3 years. 8 teachers (21%) had been in the profession between 4 to 6 years. While there were 6 others (16%) who are between 7 to 10 years in the field. It could be seen that 23 of the 38 teachers (61%) are still very young and therefore inexperienced in the teaching field at the time of the study.

TABLE 4.6: SHOWING TEACHERS' EXPERIENCE IN TEACHING SOCIAL STUDIES

YEARS OF TEACHING	N	%
Less than 1 year	8	21
1 to 3 years	15	40
4 to 6 years	11	29
7 years and above	4	11
Total	38	100

The table 4.6 on teachers' experience in teaching Social Studies, indicates that 15 teachers (40%) have taught Social Studies between 1-3 years. 11(29%) teachers have taught between 4-6 years. 8(21.1%) had less than one year teaching experience. While 4(11%) teachers had 7 years and above teaching experience in Social Studies.

We can conclude that there were fewer number of teachers who have been teaching Social Studies for long.

SECTION TWO

Section two of the teachers' questionnaire delved into the techniques, methods and guidelines on the implementation of the continuous assessment, as outlined in the National Policy on Education (NPE 1981). The aim was to find out from the teachers themselves, the various techniques and method of evaluation they use in the implementation of the continuous assessment programme in Social Studies.

TABLE 4.7: SHOWING EVALUATION OF STUDENTS IN TESTS AND EXAMINATIONS IN A TERM

No. of tests	N	%
Three tests and final exams	30	79
Two tests and final exams	7	18
One test and final exams	1	3
Only one final exams	0	0
Total	38	100

Table 4.7 shows that 30 teachers (79%) evaluated their students in three tests in addition to the final examination in each term. 7 teachers

(198.4%) conducted two tests and the final examination, while only 1 (2.6%) teacher claimed to have given one test in addition to the final examination. No teacher used only the terminal examination to evaluate their students in Social Studies in a term.

The NPE, recommends that teachers conduct three tests in addition to the usual terminal examinations. We can therefore conclude that most of the Social Studies teachers (79%) followed the guidelines on number of tests to give to students in a term as outlined in the NPE (1981) on the implementation of continuous assessment.

It can also be concluded that 21% of the teachers did not follow the guidelines. This means that although most students were given the required number of tests in a term, a few others did not gain such experience. This can have adverse effect on their performance in the continuous assessment and final examination grades.

TABLE 4.8: SHOWING NUMBER OF TIMES SOCIAL STUDIES TEACHERS ENGAGE STUDENTS IN PROJECT WORK IN A YEAR

No. of Projects	N	%
Three projects only	4	10.5
Two projects only	8	21.1
One project only	8	21.1
None	18	47.4

Table 4.8, indicates that 18 teachers representing 47.7(%) percent hardly engaged their students in one project in a year. While four teachers (10.5%) managed to give their students three projects thrice in a year. 8 others (27.1%) said that they engaged their students in one or two projects in a year respectively.

From the table, it can be said that only 10.5% of the teachers followed the guidelines on number of projects to give to their students in a year while others did not.

TABLE 4.9: SHOWING - NUMBER OF TIMES SOCIAL STUDIES TEACHERS EVALUATE STUDENTS IN ASSIGNMENT IN A TERM

No. of assignment	N	%
Thrice only	14	36.8
Twice only	17	44.7
Once only	7	18.4
None	0	0
Total	38	100

Table 4.9 shows that 14 teachers (36.8%) did assign and evaluated students in three assignment in a term in Social Studies. 17(44.7%) gave and marked two assignment only. While 7(18.4%) gave only one. We can conclude that Social Studies teachers who actually gave up to three assignment to their students according to the stipulated guidelines (NPE 1981), were far less than 50 percent. It also shows that most of the teachers did not follow the guidelines on number of assignment students were supposed to carry out in a term.

TABLE 4.10: SHOWING HOW FREQUENT SOCIAL STUDIES TEACHERS ENGAGE AND EVALUATE STUDENTS IN CLASS-EXERCISE IN A WEEK

Number of exercise(s)	N	%
Three class-exercise	11	29
Two class-exercise	11	29
One class-exercise	12	31.6
None	4	10.5
Total	38	100

A look at table 4.10, would reveal that 11(29%) teachers gave three and two class-exercise in a week respectively. 12 teachers (31.6%) gave one class exercise to their students in a week. While 4(10.5%) teachers did not carry out any class exercise with their students in a week. The NPE instructs that only one class exercise be done in a class in a week.

It can be concluded that most of the teachers did not follow the guidelines on number of class-exercise to give to their students in a week.

TABLE 4.11: SHOWING HOW OFTEN SOCIAL STUDIES TEACHERS EVALUATE STUDENTS THROUGH THE USE OF UNDERLISTED CLASS ACTIVITIES AS PART OF THEIR CONTINUOUS ASSESSMENT

* Read the tables on all directions.

TYPES OF ACTIVITIES	ONCE A WEEK	%	ONCE A MONTH	%	ONCE A TERM	%	NOT AT ALL A TERM	%	TOTAL
Class-Discussion	27	71	6	15.8	4	10.5	1	2.8	38
Debates	2	5.3	12	31.8	14	36.8	10	26.3	38
Games	5	13.3	11	29	10	26.3	12	31.8	38
Visits	2	5.3	7	18.4	14	36.8	15	39.5	38
Questioning And Answers	24	63.2	4	10.5	2	5.3	8	21.1	38
Finding out solutions to problems	10	26.3	5	13.2	15	39.5	8	21.1	38

(a) Class-discussion: Column on class discussions in Table 4.11, reveals that 27 teachers (71%) out of the 38, gave and evaluated students in class-discussion during Social Studies lessons in a week. 6(15.8%), 4(10.5%) teachers used it to evaluate students once in a month and a term respectively. Only 1(2.6%) did not do that at all in a term.

It can be seen that majority of the teachers used the class discussion method to assess students in continuous assessment. It also shows the popularity of the method among the teachers.

(b) Debate: On debate, the table shows that 14 teachers (36%) used debate once in a term to evaluate students. 12(31.8%), and 2(5.3%) used it once in a month and a week respectively. However 10(26.3%) did not at all use debate even once for evaluation of students in Social Studies.

It is clear that this method, though a very effective strategy in the teaching and evaluation in Social Studies, seem unpopular.

(c) Games: The column shows that only 5(13.2%) used games as a method of evaluation once in a week. 11(29%) and 10(26.3%) used it once in a month and

a term respectively. While 12(31.8%) teachers, representing the majority, did not employ the use of the method at all in a term.

It can be seen that the use of games as a non-directive strategy for teaching and evaluation in Social Studies was not widely used by most Social Studies teachers at the time of study.

(d) Visits: From the table 4.11, the column on use of visits as strategy for evaluation of students in Social Studies, reveals that only 2(5.3%) teachers made use of visits with their students once in a week. 7(18.4%) and 14(36.8%) made visit once in a month and a term respectively. And 15(39.5%) teachers hardly went on visit with their students in a week, month or term.

From the analyses, it can be said that there were more of the teachers (39.5%), who hardly took their students on visits than the number that did that either once in a week, month or a term. The strategy as an effective non-directive method of evaluation was not widely used.

(e) Finding solutions to problems (research): The column reveals that 15(39.5%), 5(13.2%) and 10(26%) teachers used the method once a week, month and a term respectively. 8(21.1%) did not use the method at all in a term.

One can conclude from the column that the finding solution to problem method, though an effective strategy for teaching and assessment of students in Social Studies, still remained unpopular among most Social Studies teachers. This is from the distribution of the number and percentages of teachers who use it.

TABLE 4.12 SHOWING HOW OFTEN SOCIAL STUDIES TEACHERS USE PRE-TESTED TEST TOOLS

FREQUENCY	N	%
Always	10	26.3
Seldom	10	26.3
Never	18	47.4
Total	38	100

Table 4.12, shows that 10(26.3%) teachers always pre-tested some of their test tools and 10(26.3%) others seldom did that. While 18(47.4%) never used pre-tested test items in the evaluation of students in Social Studies and in the implementation of continuous assessment.

It can be concluded that most Social Studies teachers (47.4%) did not use pre-tested test tools in the implementation of continuous assessment in Social Studies.

TABLE 4.13 SHOWING RESPONSES OF SOCIAL STUDIES TEACHERS ON THE RELEVANCE OF MARKING SCHEME IN TESTS AND EXAMINATIONS

RESPOND ON VIEW	N	%
Yes	32	84.2
No	1	2.6
Not necessary	5	13.2
Total	38	100

The 4.13, shows that 84.2% of the teachers saw the relevance for the use of marking schemes in the marking of tests and exams in Social Studies. 1 teacher (2.6%) said there was no need to use marking scheme when marking tests and exams in Social Studies. Five others (13.2%) said it was not necessary to use marking scheme.

We can infer that most teachers know the value and need of using marking schemes in tests and examination, while a negligible number (15.8%) do not know the relevance of using marking schemes.

TABLE 4.14: SHOWING METHODS USED BY SOCIAL STUDIES TEACHERS TO WEIGH STUDENTS' MARKS IN THE CONTINUOUS ASSESSMENT

WEIGHING METHODS	N	%
Percentage	12	44.4
Raw scores	3	11.1
Average	9	33.3
All of the above	3	11.1

The table 4.14 above, shows that out of the 38 teachers who completed the questionnaire, 10 of them did not answer the above question. It also means that only 27 of the teachers scored the question. The 27 teachers represented 71.1%. This was considered above average and so it could be analysed.

12 teachers (44.4%) claimed that they used percentage to weigh students marks in continuous assessment. 9(33.3%) and 3(11.1%) said they used average, and raw

scores. While others used all of the methods. We can conclude that most teachers used percentage to weigh students marks in continuous assessment.

TABLE 4.15 SHOWING HOW SOCIAL STUDIES TEACHERS RATE THE PERFORMANCE OF STUDENTS IN THE CONTINUOUS ASSESSMENT

RATING/GRADE	N	%
Very good	8	21.1
Good	26	68.4
Fair	4	10.5
Poor	0	0
Total	38	100

A lood at the table 4.15, shows that 26(68.4%) teachers rated their students performance in continuous assessment as good. 8(21.1%) and 4(10.5%) rated their students as 'very good,' and 'fairly.' No teacher rated their students' performance in continuous assessment as 'poor'.

From the result at our disposal, we can conclude that a majority of students were rated 'Good', a few 'Very Good', and a negligible number rated 'Fair'.

TABLE 4.16: SHOWING THE AVAILABILITY, EFFECTIVENESS AND EFFICIENCY OF CONTINUOUS ASSESSMENT COMMITTEE AT SCHOOL, ZONAL/L.G.As AND AT THE STATE LEVELS

RESPONSES	AVAILABILITY OF CONTINUOUS ASSESS-MENT COMMITTEE AT SCHOOL LEVELS		AVAILABILITY OF CONTINUOUS ASSESS-MENT COMMITTEE AT THE ZONAL/L.G.A. LEVELS		AVAILABILITY OF CONTINUOUS ASSESS-MENT AT THE STATE LEVEL		
	N	%	N	%	N	%	
Yes	27	71.1	18	47.4	26	68.4	
No	11	28.9	20	52.6	12	31.6	
Total	38(100%)	100	38(100%)	100	38(100%)	100	
Very active	9	B 32.1	5	22.7	5	45.5	
Active	12	42.9	9	40.9	4	36.4	
In-active	7	25	8	36.4	2	18.2	
Total	28(73.7%)	100	22(57.9%)	100	11(29%)	100	

* Read the columns in all directions.

The analysis and interpretation of table 4.16 has two columns - A & B. Both columns can be read vertically and horizontally.

(a) Continuous Assessment Committee at School Levels:

A close look at the table, reveal that out of the 38 respondents, 27 teachers (71.1%) accepted that their schools have Continuous Assessment Committees to assist in the implementation of the programme. 11 teachers (28.9%) said there were no Continuous Assessment Committees in their schools. We can conclude that majority of the schools have Continuous Assessment Committees, while about $^{1}/3$ of the selected schools did not have.

On the responses of how effective and efficient the Committees are where available, only 28 of the 38 teachers (73.7%) responded. The other 26.3% fall under those who said they did not have the Continuous Assessment Committees.

Out of the 28 that responded, 9(32.1%) teachers claimed that such committees are very active. 12(42.9%) of the teachers rated their performance as being 'active', while 7(25%) said the committees have been in-active and inefficient. From the table we can conclude that the performance of the committees had been generally good but needed improvement.

(b) Continuous Assessment Committees at the Zonal/L.G.As Levels

A look at table 4.16, under this column, shows that 20 of the respondents (52.6%), said there are no Continuous Assessment Committees at the Zonal/L.G.A levels where their schools are located. Only 18 respondents (47.4%) claimed the existance of such committees. We can therefore conclude that most Zonal/L.G.As, did not have such committees.

Column 'B', on the same section, reveal that 9 teachers (40.9%) rated the activities of the Zonal Committees as active. 8(36.4%), rated their performance as in-active. And 5(22.7%), said the committees had been 'very active'.

It can be concluded that very few Zonal/L.G.A committees on the implementation of continuous assessment are very active. Majority were just active.

(c) Continuous Assessment Committee at the State Level:

The column on this, shows that 26 teachers (68.4%) claimed there is a Continuous Assessment Committee at the state level. 12(31.6%) said there is no such a committee at the state level.

In section B on the effectiveness and efficiency of such a committee, 5(45.5%) rated them as 'very active', (36.4%) said the committee was active while 2(18.2%) rated their performance as in-active. From the table, we can say that the State Committee on the implementation of continuous assessment is not very effective and efficient. This could have a bad result on the work of the subject teachers at the schools.

TABLE 4.17: SHOWING HOW OFTEN SOCIAL STUDIES TEACHERS ATTEND WORKSHOP/SEMINARS ON WRITING OF TEST ITEMS

HOW OFTEN	N	%
Thrice a year	2	7
Twice a year	4	14
Once a year	5	18
None	17	61
Total	28	100

Table 4.17, shows that only 28 teachers (73.7%) out of the 38 that filled the questionnaire answered the question requiring them to state how often they attended workshop and seminars in a year.

Five (18%) teachers said they attended workshop and seminars only once in a year. 4(14%) attended twice only; while 2(7%) teachers claimed three times. However 17 of the respondents (61%) said they hardly ever attended any workshop in a year on Social Studies subject.

From the analysis of table 4.18, we can safely conclude that most Social Studies teachers hardly attend workshop in a year on skills of teaching and evaluation. This might have accounted for the reason why 47.4% could not assign any project work to their students in a year. Table 4.12 another 47.4% said they never pre-tested some of their tests items in Social Studies tests and examinations.

SECTION THREE

Section three of the teachers' questionnaire was aimed at finding out from the Social Studies teachers, some major problems they normally encounter in the conduct of tests and examinations, in the implementation of continuous assessment in Social Studies.

Below is a list of the various problems listed as obstacles in the conduct of tests and examination in Social Studies:-

1. Students often run away from tests and examination periods.
2. Students often cheat during tests and examinations.
3. It was difficult to test students in the affective domain.
4. The inadequacy of qualified Social Studies teachers, made it difficult for the few in schools to manage the large number of Social Studies students' scripts in tests and examinations.
5. Most students had poor communication skills and therefore prefered objectives and fill in the blank space tests and examinations.
6. No organized workshops/seminars for Social Studies teachers to update their skills in the teaching and evaluation in the subject.
7. There was often no finance for practical work like visits, projects, etc. So alot of aspects of tests and examination in Social Studies were often left out.
8. Most students did not have interest in local craft and industries.

4.3 THE PRESENTATION, ANALYSIS AND INTERPRETATION OF STUDENTS' QUESTIONNAIRE

4.4 Introduction:

The questionnaire designed for the Junior Secondary School (JSS) years III Social Studies students was divided into two sections. A total of 300 students' questionnaire were distributed, completed and returned.

The purpose of the students' questionnaire was to find out from them, the various evaluation techniques, guidelines and methods used by their Social Studies teachers, in the implementation of the continuous assessment process in their various and selected schools for study. This was to help the study establish linkage between students' and teachers' responses in order to either to retain or reject the hypotheses that relate to the questionnaire.

TABLE 4.18 SHOWING STUDENTS' RESPONSES - HOW OFTEN THEY WRITE ASSIGNMENT IN A WEEK AND ARE MARKED

HOW OFTEN	N	%
Three times in a week	60	20
Two times in a week	48	16
One time in a week	53	17.7
None in a week	139	46.3
Total	300	100

Table 18, shows that 20% of the respondents accepted that their teachers gave them three assignment in a week and were marked. While 16% and 17.7%, said that their teachers used to give them two and one assignment in a week respectively. However 46.3% of the respondants indicated that their teachers hardly assigned to them any home work in a week.

The guidelines on the implementation of continuous assessment demands teachers to give up to three assignment to students in a week. It can be concluded that only 20% of the respondents were actually assessed according to the guidelines. The other 80% were either not or inadequately evaluated through assignment by their teachers.

TABLE 4.19: SHOWING STUDENTS' RESPONSES: HOW OFTEN THEY CARRY-OUT CLASS EXERCISE IN A WEEK

HOW OFTEN	N	%
Thrice only	90	30
Twice only	68	22.7
Once only	62	20.7
None	80	26.7
Total	300	200

Table 4.19, reveals that 30%, 22.7% and 20.7% of the respondents accepted that their teachers gave them three, two and one class-exercise in every week and were marked respectively. While 26.7% of the respondents said, their teachers hardly gave them any class-exercise in class as part of their lessons and assessment.

The NPE requires teachers to give one class exercise in a week. It shows that only 20.7% of the students were given classwork according to the guide-lines. Others were either not given or were over assessed through class-exercise by their teachers.

TABLE 2.20: SHOWING STUDENTS' RESPONSES: ON NUMBER OF PROJECTS THEY CARRY OUT IN A YEAR

No. of Projects	N	%
Three projects	135	45
Two projects	30	10
One project	60	20
None	75	25
Total	300	100

Table 2.20, shows that 45% (135 students) accepted that their teachers used to give them three projects to carry out in a year. 10% (30 students)

and 20% (60 students), said their teachers assigned two or one project in a year. However 25% (75 students) said they were **not** given even one project to do in a year.

The NPE (1981) requires teachers to give up to three projects. One for each term. From the analyses, it shows that only 45% of the students were properly assessed. The rest of the teachers did not follow the guidelines on number of projects to assign to students in a year.

TABLE 4.21: SHOWING STUDENTS' RESPONSES:ON HOW OFTEN THEY WRITE TESTS IN SOCIAL STUDIES IN A TERM

No. of test(s)	N	%
Four times only	33	11
Three times only	225	75
Two times only	28	9.3
One time only	14	4.7
Total	300	100

Table 2.21, a study of table 2.21, shows that 11% (33 students), 75% (225 students) and 9.3% (28 students) indicated that they were often given four, three and two

tests in a term. And 4.7% (4 students) said their teachers only gave them one test in a term.

The guidelines on implementation of continuous assessment, requires teachers to give three tests in a term. From the analyses, it shows that every teacher gave at least one test to their students. However 14% of the respondents were not given adequate evaluation as it is demanded. This shows that not all the teachers followed the guidelines on number tests to conduct for their students in a term.

TABLE 4.22: SHOWING STUDENTS' RESPONSES: ON TECHNIQUES OF EVALUATION MOSTLY USED BY THEIR SOCIAL STUDIES TEACHERS TO EVALUATE THEM

TYPES OF TECHNIQUES	N	%
Essay tests	195	65
Project tests	38	12.7
Objective tests	67	22.3
Total	300	100

Table 2.22, indicates that 65% of the respondents accepted that they were mostly assessed in tests and examination through the use of essay technique. While

12.7% and 22.3% showed that their teachers often evaluated them through projects and objectives.

From the analyses, most teachers used essay to evaluate students. This was followed by the use of objectives method. It shows that most teachers do not use projects much as method of evaluation in Social Studies.

TABLE 2.23 SHOWS STUDENTS RESPONDS ON: HOW FREQUENT TEACHERS USE THE UNDER LISTED NON-DIRECTIVE TECHNIQUES OF EVALUATION IN THE IMPLEMENTATION OF CONTINUOUS ASSESSMENT PROGRAMME

ACTIVITIES	ONCE IN A WEEK		ONCE IN A MONTH		ONCE IN A TERM		NOT AT ALL IN A TERM		TOTAL N
	NO. OF RESPONDS	%	NO. OF RESPONDANTS	%	NO. OF RESPONDANTS	%	NO. OF RESPONDANTS	%	TOTAL N
CLASS DISCUSSION	240	80	10	3.3	24	8	26	8.7	300
DEBATE	50	16.7	84	28	104	34.7	62	20.7	300
GAMES	168	56	31	10.3	50	16.7	51	17	300
VISITS	98	32.7	63	2.1	71	23.7	68	22.7	300
QUESTIONS AND ANSWERS	194	64.7	42	14	34	11.3	30	10	300
FINDING SOLUTIONS TO PROBLEMS (RESEARCH)	108	36	100	33.3	52	17.3	40	13.3	300

* The table can be read paralley and vertically.

Table 4.23 can be read in all directions. The table is first analysed horizontally before comparison of the various strategies are made.

(a) Class-discussion: The column shows that 80% of the students accepted that they were given class-discussion once in a week and were evaluated upon. 3.3% and 8% said, they were given class discussion once a month and a term respectively. However, 8.7% of the respondants, said, they were never given class-discussion in class.

It can be concluded that, although majority of the students indicated that they were evaluated through the class-discussion method, many teachers did not use the method very much.

(b) Debate: This column of the table, reveals that 16.7% and 28%, accepted that they were assigned debate, and evaluated on, once in a week and a month respectively. 34.7%, said they were given once in a term. And 20.7% respondents said their teachers hardly gave them debate in class as part of their evaluation in Social Studies lessons.

We can conclude that debate as one of the strategy for teaching and evaluation in Social Studies, was not widely used by the Social Studies teachers in the selected JSS of Taraba State.

(c) Games: The column on games, shows that 56% of the respondents accepted that their teachers gave them lessons on games in class once in a week and were evaluated simultaneously. 10.3% and 16.7% said they were given games once in a month and a term respectively. While 17%, said their teachers hardly gave them the chance to play any game in class as part of lessons and evaluation.

We can conclude that games, as a method of evaluation in Social Studies was much more popular than debate although with some limitation.

(d) Visits: 32.7% of students were made to go on visit once in a week and were evaluated. 21%, and 23.7%, were made to go on visit once in a month and a term. While 27.7% were hardly allowed to make visit as part of their Social Studies lessons and evaluation process.

(e) Questions and answers: This column of table 4.24, reveals that 64.7% were often made to have questions and answers lessons in class and were evaluated

upon once in a week. 14% once in a month and 11.3% once in a term. While 10% were hardly allowed to have such class-activities.

We can conclude that although majority of the teachers engaged their studetns in questions and answers in Social Studies class, quite a number of them were not using it for the benefit of their students.

(f) Finding Solution to problems: The column reveals that 36%, 33.3% and 17.3% were made to have such activities as part of Social Studies class and evaluation, respectively. However 13.3% were hardly given such Social Studies class activities. From the analyses, it appears that the technique was not very popular among teachers. Looking at the table generally, one can make the following observations:

(i) teachers engaged students in class discussion (80%), followed by questions and answers (64.7%) and games (56%) in a week. And that visit and debate were the least in use.

(ii) It can also be observed that some activities which could stimulate students participation in Social Studies lessons, were not often used by the teachers. Take the case of debate (16.7%), visit (32.7%) and research with 36%.

SECTION THREE

Section three, are the list of problems enumerated by students as facing them in tests and examinations in Social Studies.

1. The questions were often too difficult.
2. Most teachers only used one method of evaluation - essay or objectives mostly.
3. Teachers did not often teach concepts well before setting tests and examination questions on them.
4. Teachers did not make proper supervision during tests and examinations, thus giving room for cheating by clever students at that time.
5. Teachers, did many at times set questions on topics not already covered in class.
6. Most of the teachers wrote Social Studies tests and examination questions on the chalkboard because of lack of stationaries. And some times the handwriting is elligible.
7. Time often set for answering a number of questions was always short.

8. Social Studies teachers were not enough in Schools and the few available were not regular in class.

4.5 TESTING OF RESEARCH QUESTION/HYPOTHESIS

Chapter one indicated 3 research questions and 2 hypotheses for the study. These are here tested thus:

Research question I.

Do the Social Studies teachers use variety of evaluation techniques and methods in the implementation of continuous assessment in Social Studies in their Schools?

To test this research question, table 4.8, 4.9, 4.11, 4.12, 4.18, 4.19, 4.20, 4.22, and 4.23 are referred to. The analysis of these tables, showed that although a number of the respondents (teachers) used variety of evaluation techniques, majority of the teachers did not use wide varieties of available techniques for testing and examining students in Social Studies.

Research question II.

Do the Social Studies teachers follow the guidelines and methods of implementing continuous assessment process in Social Studies in their schools as outlined in NPE (1985)?

Table 4.7, 4.8, 4.9, 4.10, 4.11, 4.15, 4.18 and 4.19 are used in testing the research questions. A look at the table, revealed that although a number of Social Studies teachers, evaluated their students according to the stipulated guidelines and methods, majority of the teachers did not follow the guidelines and methods. For instance, table 4.7, showed that 21% of the teachers indicated that they only administered two or one test(s) to their students in a term. Table 4.19, students also showed that about 25% of them were not given tests in a term.

Table 4.8, reveals that 22.2% of the teachers gave only one or two project(s) work to their students in a year. While 47.4% of the students, said, their teachers did not assign to them any project work in a year. Those teachers who gave up to three projects represented only 10.5%. Also from students' point of view, table 4.20, showed that 25% of the teachers did not assign any project work to their students over a year.

Research question III.

To test this research question, table 4.12 was used. The table reveals that 47.7% of the respondents, indicated that they never pre-tested test items before administering them in class. The table also revealed that only 26.3% of the respondents pre-tested some of their test items at all times. The percentage of teachers that did pre-tested their test items, was less than those who did not pre-test theirs. The third research question showed that teachers did not in most cases pre-test some of their test tools before they administer them in class.

Hypothesis 4(i)

There is no significant relationship between students' scores in the continuous assessment and marks they obtained in the final JSCE for the years 1989, 1990 and 1991.

To test the hypothesis, Pearson Product Moment Correlation Coefficient r. was used.

TABLE 4.24: SHOWING THE COMPUTED RESULT FOR THE SCORES OF CONTINUOUS ASSESSMENT AND JSCE FOR THE YEAR 1989

Score	Mean($\bar{X}$)	SD	r. calculated	P. Value	Sign. level
C/A	59.822	353.742	-0.0150	0.393	0.05
JSCE	21.876	11.737			

On calculation, the value of r. calculated was found to be -0.0150. At 0.05 significant level, the value of P. was found to be 0.393. This shows that the r. calculated was less than r. at critical level. Thus the hypothesis is retained. It means there was no significant relationship between marks students got in continuous assessment and those of JSCE for the year, 1989.

In the final analysis, it means students who had high marks in continuous assessment scored high or low marks in the JSCE. That is, a student could have high marks in continuous assessment but could score low

marks in the final JSCE for the year 1989. It equally means that some students who scored low marks in continuous assessment scored high marks in the JSCE for that year 1989.

Hypothesis 4(ii)

The same procedure as for 4(i) were followed except the data were for the year 1990.

TABLE 4.25 SHOWING THE RESULT OF THE COMPUTED SCORES OF CONTINUOUS ASSESSMENT AND JSCE FOR THE YEAR 1990

Scores	Mean ($\bar{X}$)	SD ($\bar{\theta}$)	r. calculated	P.v	Level of Sign
C/A	96.5067	9.6270	0-0976	0.046	0.05
JSCE	28.9833	11.2364			

Table 4.25 shows that the value of r. calculated was 0.0976. At a significant level of 0.05, the value of P. was found to be 0.05. It shows that r. calculated was greater than P. value at critical level. Thus the hypothesis was rejected.

This shows that for the year 1990, marks which students obtained in continuous assessment had significant relationship with those they scored in the final JSCE in Social Studies.

Hypothesis 4(iii)

The same hypothesis and procedure for 4(i) and (ii) were followed except the data were for the year 1991.

TABLE 4.26 SHOWING THE COMPUTED RESULT OF STUDENTS' CONTINUOUS ASSESSMENT AND THOSE OF JSCE FOR 1991 IN JSS OF TARABA STATE

Score	Mean($\bar{X}$)	SD($\bar{O}$)	r. calculated	P. value	Sign. level
C/A	17.7933	9.4990	0-.2115	0.00	0.05
JSCE	26.1200	10.8270			

The result of table 4.26 above shows that the value of r. calculated was -0.2115. At 0.05 significant level, the P. value was found to 0.00. The r. calculated is greater than P. value at critical level. The hypothesis was therefore rejected.

It can be said that students who scored high marks in continuous assessment also scored high marks in the JSCE. It also means those students with low marks in continuous assessment also got low marks in the JSCE for the year 1991.

Hypothesis 5

It has two section - (i) and (iii) for 1989 and 1992. There is no significant relationship between the scores of female students and males in the continuous assessment normally awarded by Social Studies teachers in the JSS of Taraba State for the year 1989 and 1991.

T-test statistical method was used to analyse the data.

TABLE 4.27: SHOWING T-TEST COMPUTED RESULT ON THE RELATIONSHIP BETWEEN FEMALE AND MALE STUDENTS' CONTINUOUS ASSESSMENT MARKS AWARDED BY SOCIAL STUDIES TEACHERS IN 1989

Sex	N	SE	$\bar{X}$	SD $\bar{\sigma}$	2 Tail	T Cri.	df	Sign leve
Females	300	0.627	20.1800	10.856	0.465	1.645	299	0.05
Males	300	0.614	19.5633	10.637				

From table 4.27, the result shows that t.calculated was found to be 0.645. At 0.05 significant level of 299 degree of freedom, t-critical was found to be 1.645. The t-calculated was found to be less than the t-critical. The hypothesis 5(i) was retained. It meant there was no significant relationship between the marks awarded to female and male students in continuous assessment in the year 1989.

It can be inferred that Social Studies teachers were partial in the award of their marks to female and male students in that year.

Hypothesis 5(ii)

The same statistical method and procedure as for 5(i) is employed for 5(ii), exept the data were for 1991 year.

TABLE 4.28: THE T-TEST COMPUTED RESULT FOR FEMALE AND MALE STUDENTS' MARKS IN CONTINUOUS ASSESSMENT FOR THE YEAR 1991

Sex	N	SE	$\bar{X}$	σ (SD)	2 T	T.v	df	t-cri.	Level of Sign.
F	300	.548	17.8818	9.428	.477	.84	295	1.645	0.05
M	300		17.3750	10.830					

Table 4.28, above, reveals that t. calculated was 0.477. At 0.05 significant level and of 295 degree of freedom, the t-critical was found to be 1.645. The t-calculated was less than the t-critical. The hypothesis was therefore retained. It shows that there was no significant relationship between the female and males marks in continuous assessment for the year 1991.

It can be concluded that Social Studies teachers were partial in the award of marks to female and male students, in the continuous assessment for the year 1991.

4.6 SUMMARY

This chapter has presented the organisation, analyses and interpretation of data, and the testing of the hypotheses. There were students' and teachers'

questionnaires analysed. Percentage was used to interprete the tables. The analyses of the 1st, 2nd and 3rd research questions were based on the analysed tables.

The r. Pearson Product Moment Correlation Coefficient of Association Statistical method, was used to test hypothesis 4, while the t-test was used to test hypotheses 5(i) and (ii). A computer was used to analyse the data. The 4th and 5th hypotheses have (i), (ii) and (iii); (i) and (ii) respectively.

The 4th hypothesis covered the assessment period for 1989, 1990 and 1991. Relationship between the years were not however investigated. So also the hypothesis 5, covered the period of 1989 and 1991. The relationship between 1989 and 1991 was not covered in the study. The researcher did not also study the 1990 scores.

Hypothesis number 4(i) for the year 1989 is retained. This is because the r. (-0.0150) calculated was less than the r. (0.393) criticals i.e. there was no significant relationship between the continuous assessment scores and those of Junior School Certificate Examination (JSCE), marks obtained in 1989. The hypotheses 4(ii) and (iii) for the year 1990 and 1991 were however rejected. The (0.0976 and -0.2115) calculated was greater than the r. (0.05 and 0.00)

critical, at a significant level of 0.05 respectively. This means a significant relationship existed between continuous assessment and the JSCE scores got by students.

It equally means those who did well or poorly in the continuous assessment also did well or badly in the JSCE for the 1990 and 1991 in Social Studies.

The 5(i) and (ii) hypotheses, were all retained, i.e. there was no significant relationship between marks awarded to female and male students in continuous assessment process carried out by the Social Studies teachers. The calculated r. (0.645 and 0.477) was less than r. (1.645) critical at 0.05 significant level.

This shows that Social Studies teachers were not objective in the award of marks in continuous assessment to female and male students, for the years 1989 and 1991.

CHAPTER 5

5.00 SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the highlights of the purpose of the study, the findings and recommendations made to the Taraba State Ministry of Education and for further research in the area under study. The findings have also added knowledge to Social Studies education. It is the hope of the researcher that the Taraba State Ministry of Education would see the need to implement all of the recommendations made therein. Thus if done, would surely lead to alot of improvement in the teaching and evaluation in Social Studies and other subjects taught at the JSS.

It is also hoped that research students in Social Studies discipline would take interest to select some or all of the recommended topics for research so that improvement in the teaching of Social Studies is affected.

5.2 SUMMARY

The purpose of this study is to evaluate the implementation of continuous assessment in selected

Junior Secondary Schools of Taraba State, with a view to offer suggestion where necessary. In order to carry out the study, three research questions and two hypotheses are stated thus:

Research Question I.

Do the Social Studies teachers use variety of techniques of evaluation in the implementation of continuous assessment process in Social Studies, among the selected Junior Secondary Schools of Taraba State?

This research question establishes that majority of the Social Studies teachers as against the fewer number do not use wide range and available techniques of evaluation of students in Social Studies.

Research Question 2.

Do the Social Studies teachers follow the guidelines and methods of implementing continuous assessment process in Social Studies, in the selected JSS of Taraba State?

The findings on this research question, shows that only few Social Studies teachers assessed students according to the guidelines and methods.

Majority of the teachers did not give test, project, assignment, class exercise as is stipulated.

Research Question 3.

Do the Social Studies teachers pre-test some of their test-tools before administering such test items to students in class, in the selected JSS of Taraba State?

The third research question established that only 26.3% of the respondents indicated that they always pre-tested their test items. While 47.7% showed that they had never pre-tested their test items in the subject.

Hypothesis 4.

There is no significant relationship between scores students obtained in continuous assessment, and those obtained in the final JSCE set by the State Ministry of Education for the years 1989, 1990 and 1991.

Pearson Product Moment Correlation Coefficient r. statistical method was used to find out the relationship, if any existed. The result for the year

1989 shows that there was no relationship. The r. (0.0150) calculated was less than r.(0.393) critical. This means students who had high or low marks in continuous assessment, had the likelyhood of scoring low or high in the JSCE. The hypothesis was retained as such.

But for the year 1990 and 1991 the result shows that there was a significant relationship between continuous assessment scores and those of JSCE. The hypotheses were rejected. The r.(0.976 and -0.2115) calculated was less than r-(0.05 and 0.00) respectively. That meant that students who scored high or low marks in the continuous assessment also scored high or low marks in the final JSCE for the year 1990 and 1991 respectively.

Hypothesis 5.

There is no significant relationship between the scores of female students and males in the continuous assessment normally awarded by Social Studies teachers in the JSS of Taraba State, for the year 1989 and 1991.

T-test was used to compute the scores. The two tests for 1989 and 1991, were all retained. The t.(0.465 and 0.477) calculated was less than t.(1.645) critical

respectively. This shows that there was no significant relationship between continuous assessment marks awarded to female students with those of the male counterparts. In the final analysis, it meant that teachers were partial in the award of marks in the continuous assessment to either female or male students. Ones sex determined his or her score and not how well he or she worked in tests and examination carried out as part of continuous assessment process.

5.3 FINDINGS

After the collection, analyses of data and testing of hypotheses, the following were found in relation to the study:

1. It was found that though some teachers used variety of techniques, methods and guidelines in implementing continuous assessment in the subject, a majority of them did not do that. That might be due to the fact that not all the teachers specialized in Social Studies and many were inexperienced, in the teaching profession.
2. Most of the Social Studies teachers prefered to evaluate students through class-room discussion than the use of debate, visits, question and answers, and research work which are creative in nature.

3. Most of the Social Studies teachers did not pre-test some of their test items before administering them in class. 47.4% claimed they never did that.
4. It was found that 84.2% of the Social Studies teachers favoured the use of marking scheme in setting and marking Social Studies examination.
5. Most of the teachers used percentage and averages to weigh students' scores in continuous assessment.
6. 68.4% of the teachers rated the performance of their students in continuous assessment as 'good', 21% 'very good', and 10.6% as fair.
7. 71.1% of the respondents agreed that there were Continuous Assessment Committees in their Schools. Their effectiveness and efficiency was however of average performance.
8. 47.4% also agreed that there are continuous assessment committee at zonal levels, and 68.4 at the State.
9. It was found that 61% of the Social Studies teachers had never attended any organized work-shop/seminars in a year.

10. Among the problems stated by Social Studies teachers as facing them in the conduct of test and exams, includes: students' irregularity during tests and exams, cheating, difficulty of how to evaluate the affective domain; lack of finance and stationaries, poor communication skills in English; lack of organized workshops/seminars; too much workload and lack of calculator to aid in computing students scores.

11. Students also complained of the following, as part of the problems facing them in Social Studies tests and exams. Most of the test items were very difficult; concepts, values and generalizations, were not often well taught; poor supervision of tests and examination which allowed clever students to cheat; teachers often set questions on topics not already taught; questions were written on the chalkboard; too short time for a paper; too much of notes to revise for exams; lack of practical aspects of the subject like research work, visits, debate, etc, poor class room accommodation which also allowed students to cheat in test and examination. There was predominant use of essay and objectives in evaluation.

12. Hypotheses 4(i), 5(ii), and (ii) are retained. While that 4(ii) and (iii) were rejected.

5.4 RECOMMENDATION TO TARABA STATE MINISTRY OF EDUCATION

From the findings, the following recommendations are made for the purpose of improving the evaluation of students and the implementation of continuous assessment programme and for further research in Social Studies subject:-

1. There were the need for the State Ministry of Education to employ more qualified Social Studies teachers to replace those non-professional ones, in the teaching and evaluation in Social Studies.
2. There is the need for the Social Studies teachers to stick to the guidelines, methods of evaluation and the implementation of continuous assessment, so that marks awarded could reflect the ability of the students.
3. There is also the need for the Social Studies teachers to adopt the use of variety of techniques of evaluation, including non-directive strategies like visit, games, simulation and so on. This would expose the students to more creative situation.

4. Financial support should be given to Social Studies teachers so that the teachers would be able to take their students on visit, engage them on research work.

5. The composition of Continuous Assessment Committee in Schools, zones and the state should be overhauled and made to function properly. This would give the Social Studies teachers the chance to share ideas and learn new skills in teaching and item writing.

6. The Social Studies teachers should endeavour to provide adequate security to the tests and exams question papers before and during examination.

7. Social Studies teachers should be supplied with calculators and taught some simple statistical method, to ease the computation of students results.

8. The State Ministry of Education, should try to provide adequate and enough class-room to ease accommodation for students, particularly during tests and exams.

9. The State Ministry of Education should give in-service training to the N.C.E. Social Studies teachers for degree programme so as to improve their efficiency. In-service training

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APPENDIX (A)

The Study of Continuous Assessment in Social Studies: A case study of selected JSS of Taraba State

Questionnaire for the Social Studies Teachers

This questionnaire is intended to collect data on the continuous assessment process in Social Studies subject.

Your cooperation and sincere completion of the questionnaire, would go along way to improving the teaching of Social Studies in our education institutions.

All responds would be treated in confidential. Put a tick in the appropriate box.

SECTION ONE

PERSONAL INFORMATION

1. Sex: Male ☐ Female ☐

2. Age group: below 30 years ☐ 31-35 years ☐
   36 - 40 years ☐ 31 - 35 years ☐
   46 and above ☐

3. State of origin:----------

4. Nationality: Nigerian ☐
   Expatriate ☐

5. Highest educational qualification attended:
   (a) B.A. ☐ (b) B.Ed ☐
   (c) MA ☐ (d) M.Sc ☐
   (e) M.Ed ☐ (f) N.C.E ☐
   (g) Dip. Ed. ☐

6. Area of specialization:
   (a) Social Studies ☐ (b) Geography ☐
   (c) Economics ☐ (d) History ☐
   (e) Sciences ☐ (f) Fine Art ☐
   (g) Others (specify) ☐

7. Teaching experience:
   (a) less than 1 year ☐ (b) 1-3 years ☐
   (c) 4-6 years ☐ (d) 7-10 years ☐
   (e) 11 years and above ☐

8. Length of time you have taught Social Studies

(a) less than 1 year ☐ (b) 1-3 years ☐

(c) 4-6 years ☐ (d) 7 years and above ☐

SECTION TWO

METHODS OF EVALUATION

9. How often do you evaluate your students in Social Studies in a term?

(a) three tests and the final examination ☐

(b) two tests and the final examination ☐

(c) one test and the final examination ☐

(d) only the final examination ☐

10. How many projects do your students actually carry out and are marked in a year ?

(a) three projects only ☐

(b) two projects only ☐

(c) one project only ☐

(d) none ☐

11. How often do your students write assignment in Social Studies in a term and are marked?

(a) thrice only ☐ (b) twice only ☐

(c) once only ☐ (d) none ☐

12. How frequent do your students carry out class exercise in ocial tudies in a week and are marked?

(a) three class-exercise ☐

(b) two class-exercise ☐

(c) one class-exercise ☐

(d) none ☐

13. Do you often prior-test Social Studies test questions before you administer them in class?

(a) always ☐ (b) seldom ☐

(c) never ☐

14. Do you use both prior-tested and teacher made test questions in the evaluation of your students?

(a) always ☐ (b) seldom ☐

(c) never ☐

15. Is the use marking scheme important in marking of tests and examination in Social Studies?

(a) yes ☐ (b) No ☐

(c) not necessary ☐

16. What method do you often use to weigh students scores in Social Studies for year I, II and III, in order to account for 40% in the over all continuous assessment %

(a) percentage ☐ (b) scores ☐

(c) average ☐ (d) raw scores ☐

(e) all of the above ☐

17. How would you rate your students' performance in the continuous assessment in social studies?

(a) very good ☐ (b) good ☐

(c) fair ☐ (e) poor ☐

18. Does your school have a standing committee to assist in the implementation of the continuous assessment process ?

(a) yes ☐ (b) No ☐

19. If yes (18 above) how effective and efficient in the committee ?

(a) very active ☐ (b) active ☐

(c) in-active ☐

20. Is there also a continuous assessment committee at the zonal or local government level that facilitate the supervision of the schools committees?

(a) yes ☐ (b) no ☐

21. If 'yes' (20 above), how effective and efficient are the committees?

(a) very active ☐ (b) active ☐

(c) in-active ☐

22. Is there also a continuous assessment committee at the state level that supervises the zonal committees?

(a) yes ☐ (b) no ☐

23. How often do you attend seminars and workshops, on the test-items writing in social studies ?

(a) thrice a year ☐ (b) twice a year ☐

(c) once a year ☐ (d) hardly once in a year ☐

24. If 'yes' (22 above) how effective and efficient is their supervision?

(a) very active ☐ (b) active ☐

(c) in-active ☐

25. How often do you ask your students to carry out the activities listed below as part of their tests and examination?

Activities	Once a week	Once a month	Once a term
1. class discussion			
2. debate			
3. games			
4. visits			
5. questioning and answers			
6. finding solutions to problems			

SECTION THREE

26. What major problems do you face in the conduct of tests and examinations in Social Studies ? Give three most important ones.

1. ----------

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2. ----------

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3. ----------

APPENDIX (B)

The Study of Continuous Assessment in Social Studies: A case study of selected JSS of Taraba State

Questionnaire for Students

This questionnaire is not a test but a method meant to help in finding solutions to the problems of teaching and evaluations in Social Studies in our Secondary Schools.

You are therefore requested to complete the questionnaire by stating how actually you feel about the present position of Social Studies. Your sincere answers to the questions, would help alot in decisions which will help improve the teaching of the subject.

Your answers will be strictly treated as secret. Put a tick in the box that is correct to your answer.

SECTION ONE

METHODS OF TESTING STUDENTS

1. How often do you write home work in Social Studies in a week ?

   a. one only ☐ b. twice only ☐

   b. thrice only ☐ d. hardly any ☐

2. How often do you carry out class exercise in Social Studies in a week ?

   a. once only ☐ b. twice only ☐

   c. thrice only ☐ d. none ☐

3. How many projects do you carry out in Social Studies in a year and are actually marked?

   a. one project only ☐ b. two projects only ☐

   c. three projects only ☐ d. none ☐

4. How often do you write tests in Social Studies in a term ?

   a. once only ☐ b. twice only ☐

   c. thrice only ☐ d. four times only ☐

5. Which of the following methods does your Social Studies teacher use mostly in testing you?

   a. essay tests ☐ b. project tests ☐

   c. objective tests ☐

6. How often does your ocial tudies teacher ask you to carry out the following class activities as part of your test or examination?

Activities	once a week	once a month	once a term
1. class discussion			
2. debate			
3. games			
4. visits			
5. questioning and answers			
6. finding situations to some problem			

SECTION TWO

7. List any three very important problems you have in ocial tudies tests and examination in your school.

1. _____

_____

2. _____

_____

_____

3. _____

_____

_____

APPENDIX (C)

: Observation

1. For the comparison of continuous assessment and JSCE scores, the researcher would request and collect them from the various selected schools and the examiner at the Ministry of Education Headquarter.
2. The researcher will also request to observe the availability of used marking schemes.
3. To be observed also are projects being carried out or already completed.

APPENDIX (D)

A list of subjects offered at the Junior Secondary Schools (JSS) year 1-3.

Core Subject(s):

1. English Language
2. Mathematics
3. Social Studies
4. Integrated Scheme
5. Practical Agriculture
6. Physical Education
7. Introductory Technology
8. Two Nigerian Languages
   (Hausa, Ibo and Yoruba)

Elective Subject(s):

1. Vocational:

(a) Local craft and industry

(b) Typing

2. Music
3. Home Economics
4. Business Education

APPENDIX (E)

Faculty of Education,
Ahmadu Bello University,
Zaria.

20th March, 1992.

The Director General,
Ministry of Education,
Examination Division,
Taraba State.

Through:

The Head of Department,
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Sir,

RESEARCH WORK ON CONTINUOUS ASSESSMENT IN SOCIAL STUDIES:

Following the approval of my research proposal on the study of the implementation of continuous assessment in Social Studies, by a panel in the Faculty of Education, A.B.U. Zaria, I wish to request for permission to undertake research work in Selected Post Primary Schools in Taraba State.

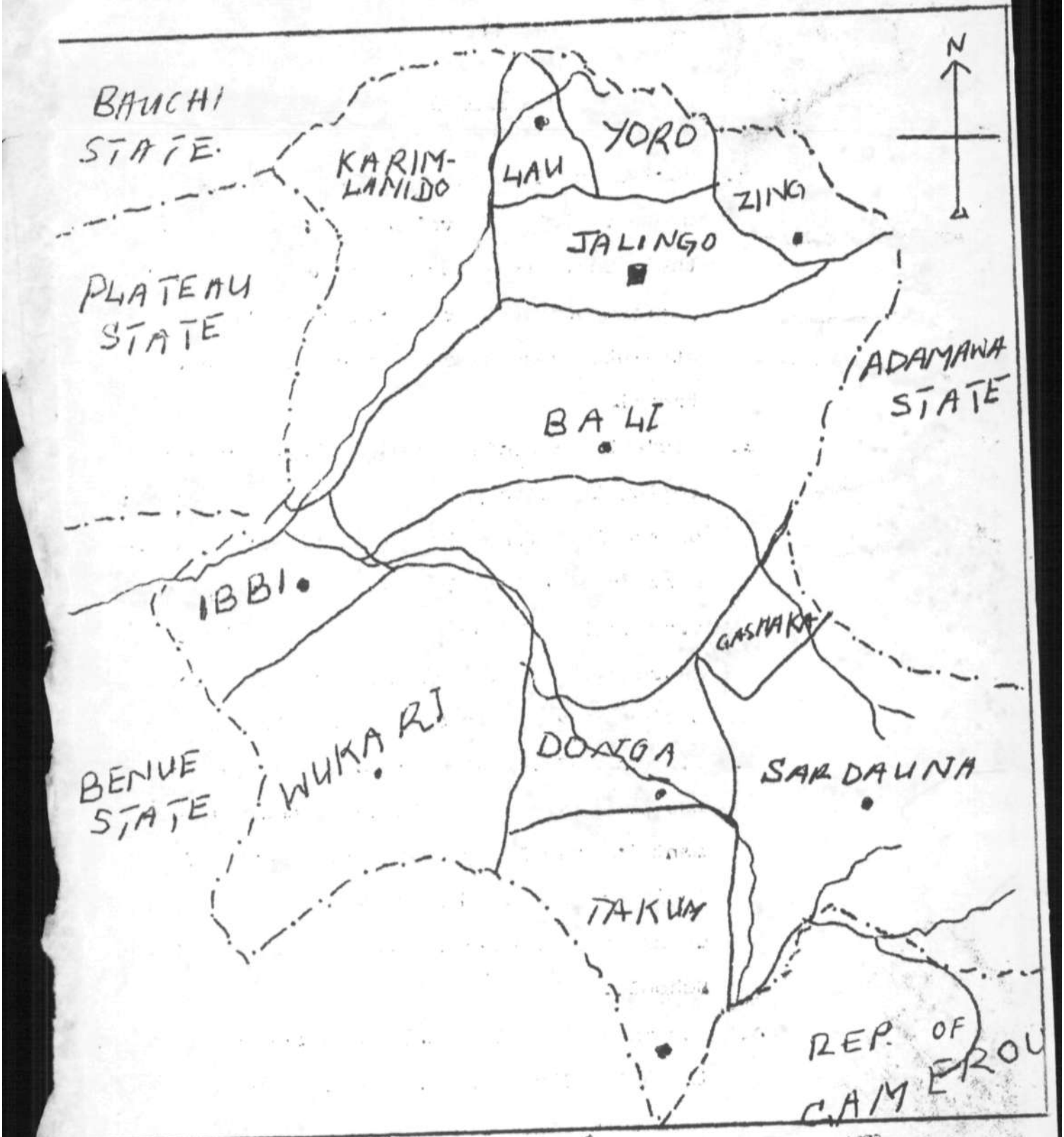
The research work is in fulfilment of one of the requirement for the award of a master degree at the University.

I shall be grateful if you would allow me proceed with the research work.

Yours faithfully,

Danga S. Injuwe
(Student)

MAP OF TARABA STATE SHOWING THE LOCAL GOVERNMENT AREAS & THE STATE CAPITAL.



DANGAS. INJUWE.