THE RELATIONSHIPS BETWEEN CONTINUOUS ASSESSMENT AND EXAMINATION PERFORMANCE SCORES AMONG STUDENTS OF CHRISTIAN RELIGIOUS STUDIES OF ABU

BY

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DECLARATION

I hereby declare that this thesis has been produced by me. Its topic has not been presented on any previous application for a higher degree. All quotations are indicated by quotation marks and sources of information are duly acknowledged by means of references.

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CERTIFICATION

This thesis report entitled "The Relationships Between Continuous Assessment and Examination Performance Scores among Students of C&S of ABU by Mr. A. S. Mshelia meets the regulations governing the award of degree of Master of Education, M.Ed (Christian Religious Studies) of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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D E D I C A T I O N

This Piece of Work is Dedicated To My Wife,

Ruth .

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ABSTRACT

This research tried to examine the relationships which exist between students' performance scores in continous assessment ana in examination in five elected Christian Religious Studies course.

Two sets of questionnaire one for lecturers and one for students were analysed, axid five null hypotheses for-mulated to answer the basic questions or the investigation were tested. product moment correlation and student's t - test were used to test for the relationships between the research variables.

The results obtained were the following:

1. The correlation co-eificients caiculated in between the course va"iubies were net significant at 0.05 significance level. This implies that although relationships might exist between the two variables, the correlation co-efficients were generally low. However, from the responses or the respondents it appeared th'it relationships, even though weak existed between continuous assessment and examination .result, for students of the Christian Religious Studies Section,

2. Only two courses of all the courses selected for the study showed reasonably high correlation co-efficients.

3. From the results of the test of the relationships, continuous assessment performance scores used in this study could not be regarded as good predictors of examination performance scores in most of the courses, since most of them were not significant at 0.05 significant level.

2. Only two courses of all the courses selected for the study showed reasonably high correlation coefficients.

3. From the results of the test of the relationships, continuous assessment performance scores used in this study could not be regarded as good predictors of examination performance scores in most of the courses since most of them were not significant at 0.05 significant level.

With regard to difference in academic performance between males and females, the majority of the tests comparing male and female course performance scores in the two variables pointed out that there were not any difference in academic performance between males and females in the section.

TABLE OF CONTENTS

		Page
Title Page	... ...	i
Declaration	... ...	ii
Certification	... ...	iii
Dedication	... ...	iv
Acknowledgement	... ...	v
Abstract	... ...	vii
Table of Contents	... ...	ix
List of Tables	... ...	xii
Definition of Terms	... ...	xviii
Abbreviations	... ...	xix
Appendices	... ...	xx

CHAPTER ONE

INTRODUCTION

1.1	Background to the Study	1
1.2	Statement of the Problem	5
1.3	The Objectives of the Study	8
1.4	The Significance of the Study	9
1.5	Hypotheses	10
1.6	Basic Assumptions	10
1.7	Scope and Delimitation of the Study ...	11
1.8	Limitations	12

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1	Introduction	14
2.2	The Summative System of Assessment or Single end of Term Examination in Nigeria	15
2.3	Meaning and Nature of Continuous Assessment	17
2.4	Basic Philosophy Principles and Practices of Continuous Assessment in Nigeria	23

2.5	merits, demerits and problems of continuous Assessment System	28
2.6	Summary	33

CHAPTER THREE

RESEARCH DESIGN AND PROCEDURES

3.1	Introduction	34
3.2	Population	34
3.3	Sample and Sampling	35
3.4	Instrument	35
3.5.	Content Validity	38
3.6	Pilot Study	38
3.7	Administration of the Questionnaire ...	39

CHAPTER FOUR

DATA COLLECTION AND DATA ANALYSIS

4.1	Introduction	42
4.2	Lecturers' Questionnaire	43
4.2.1	Lecturers' Mean Score Tables	50
4.3	Students' Questionnaire	57
4.3.1	Combined Male and Female Responses Mean Score Tables	64
4.3.2	Male Versus Female Students' Responses ...	71
4.4	Hypothesis Testing	88
4.4.1	Test for Significant Difference in Opinions of the Respondents	88

4.4.2. Test for significant Relationtionships ~~in~~ of Male and Female Respondents ... 90

4.4.3. Test for significant relationships between the CA and examination performance scores for the Second Term, 1988/89 Session, Second Semester 1989/90 and 1990/1991 Sessions 92

4.4.4. Test for significance of the difference between the students' C.A. and their examination performance scores 99

4.4.5. Test for significant Difference in Male and Female academic performance scores 104

4.5. Summary 108

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction 109

5.2 Summary 109

5.3 Findings 111

5.4 Conclusions 113

5.5 Recommendations 114

5.6 Recommendations for further Studies ... 115

REFERENCES 116

APPENDICES 118

LIST OF TABLES

TABLES		Page
4.1	Collecting of the Lecturers' questionnaire	43
4.2	Lecturers sex	44
4.3	Age of Lecturers	44
4.4	Nationality	44
4.5	Qualification of Lecturers	45
4.6	Relationships Between C.A. and examination performances	46
4.7	Lecturers opinons on relationships between C.A. examination performance among male and female students...	47
4.8	Merits, Demerits and Problems of C. A. System	49
4.9	Performance in C.A is related to performance in Examination	50
4.10	Performance in C.A. is not related to performance in Examination	51
4.11	Performance in C.A. is a good predictor of performance in examination	51
4.12	Students' performance in C.A is not a good predictor of performance in examination ..	52
4.13	Student perform better in Examination than they perform in C.A.	52
4.14	Female students perform better than their male counterparts in C.A.	53
4.15	Male students perform better than their female counterparts in C.A. system. ...	53
4.16	There is no sex difference in academic performance of students in using C.A. system	54

4.17 C.A. is seen as cumbersome and open to abuse by staff and students, but this does not mean that the system does more harm than good in assessing performances 55

4.18 All staff members, students and the course of study of the section are exposed more to the disadvantages than to the advantages of CA system. 55

4.19 Even though the C.A. system is being influenced by factors like favouritism parents/ teachers relationships and family background, the merits can never be compared with demerits and problems of C.A. system ... 56

4.20 It is generally felt that educational gains to be derived from C.A. system outweighed the administrative burden which it entails 56

4.21 Although C.A. system is characterized by being systematic, cumulative and guidence oriented, its merits can never out weigh its demerits. 57

4.22 Students' Questionnaire Collection ... 58

4.23 Age of Respondents 58

4.24 Respondents' Levels of study 59

4.25 Relationships between C.A. and Examination 59

4.26 Male and Female students responses on C.A. and exam Relationships 61

4.27 Merits, Demerits and Problems of C.A. system. 62

4.28	Performance in C.A. is related to performance in Examination	65
4.29	Performance in C.A. is not related to performance in examination	65
4.30	Performance in C.A. is a good predictor of performance in Examination	66
4.31	Students' performance in C.A. is not a good predictor of their performance in examination	66
4.32	Students perform better in C.A. than they perform in Examination	67
4.33	Students perform better in Examination than they perform in C.A.	67
4.34	Female students perform better than their male counterparts in the C.A. system ...	68
4.35	Male students perform better than their Female counterparts in C.A. System ...	68
4.36	There is no sex difference in the performance of students in using C.A. system	69
4.37	It is only hardwork that makes one perform better in the C.A. System ...	69
4.38	There are more demerits and problems of C.A. system, therefore, it should be scrapped.	70
4.39	C.A. system's merits have outweighed its demerits and problems, so it should be retained	70

4.40	Only the students are in the best position to tell the demerits and problems of C. A. since they suffer more of its demerits than they enjoy its merits	71
4.41	Male and female students' Questionnaire..	71
4.42	Age range of students' male and female ...	72
4.43	Nationalities of the respondents ...	73
4.44	Levels of study of the respondents ...	74
4.45	Performance in C.A. is related to Performance in Examination	75
4.46	C.A. performance is not related to Examination	76
4.47	Students' performance in C.A. is a good predictor of their performance in Examination	77
4.48	Students' performance in C. A. is not a good predictor of their performance in Examination	78
4.49	Students perform better in C.A. than they perform in examination	78
4.50	Students perform better in examination than they perform in C. A.	79
4.51	Female students perform better than their male counterparts in C.A. system ...	80
4.52	Male students perform better than their female counterparts in C.A. system ...	81
4.53	There is no sex difference among students in using the C.A. system ...	82

Tables		Page
4.54	It is only hard work that makes one performs better in the C.A. system ...	83
4.55	There are more demerits and problems of C.A. than its merits, therefore, the system should be scrapped and replaced with another one.	83
4.56	C.A. systems merits have outweighed its demerits therefore it should be retained	84
4.57	Only students are in the best position to tell the demerits and problems of C.A. since they suffer more of its demerits than they enjoy of its merits.	85
4.58	C.A.'s merits are well known to both Lecturers and students since the merits are being felt more by them than/its demerits	86
4.59	The present system of assessment has succeeded only in throwing students and lecturers into confusion instead of bringing its anticipated educational gains. ...	87
4.60	Computed two sample Test: Male to Female respondents.	89
4.61	Computed two sample Test Male to Female Respondents	91
4.62	Computed one sample Test of Students' Performance Scores	93
4.63	Computed one sample Test of Students' Performance Scores in C.A. and examination	95

Tables		Page
4.64	Computed one sample Test of students' performance in five courses.	97
4.65	Computed one sample Test of students' performance scores in C.A. and Examination	100
4.66	Computed one sample Test of students' performance scores in C. A. and Examination	101
4.67	Computed one sample Test of students' performance in C. A. for Second Semester, 1990/91 Session	103
4.68	Computed sample Test of male to female performance scores in continuous assessment and examination for second term B.Ed. III 1988/89 Session. ...	104 ✓
4.69	Comparison by two-sampled t-test of male scores in CA and examination with female scores in CA and examination ...	106
4.70	Computed two sample Test of Male to Female Students' Performance Scores in C.A. and Examination for Second Semester, 1990/91.	107

DEFINITION OF TERMS

Assessment: The term assessment is used in this study to refer to the process by which one attempts to measure the quality and quantity of learning and teaching using various techniques such as assignments and projects.

Continuous Assessment: The term as used in this study means the assessment of an individual or group of individuals throughout a course of instruction. By continuous assessment one thinks of assessment by each means, such as homeworks, evaluation, frequent quizes and subjective evaluation of students' behaviours in the classroom.

Evaluation: In this study evaluation is used to describe value judgement on an observation, performance tests or any data. Evaluation, is a scheme by which grades are assigned to students or ordered with respect to their performance.

Examination: The term examination is used in this study to mean the assessment of ability, achievement or students' performance in a subject or course.

ABBREVIATIONS

C. R. S.	-	Christian Religious Studies
C.A.	-	Continuous Assessment
G.C.E.	-	General Certificate of Education
N. T. I	-	National Teachers' Institute
N. C. E.	-	Nigerian Certificate in Education
S. D.	-	Standard Deviation
S. E.	-	Standard Error
W.A.S.C.	-	West African School Certificate
W.A.E.C.	-	West African Examination Council.
S.P.S.S.	-	Statistical Package for Social Sciences.

APPENDICES

APPENDIX A: Questionnaire 119

APPENDIX B: A Letter of Permission for Data Collection 126

APPENDIX C: Students' Academic Performance Scores 127

APPENDIX D: An Assessment Form 132

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

With the coming of the missionaries, western education was introduced in Nigeria. This system of education has undergone various modifications to make it what it is today. The practice of continuous assessment was brought into education as an innovation.

Before the implementation of the continuous assessment system, the summative system of assessment was used for the selection of pupils into primary and secondary schools in the country.

At the post-primary school levels, there were the usual terminal tests and sessional examinations of students used for promotion from one class to another. The results have communicated to parents in form of report sheets. Also there was the mock examination which was meant to prepare students for the final examination coming from external bodies, namely, the West African Examination Council (WAEC) for secondary schools and the National Teachers' Institute (NTI) for Teachers" Colleges.

In addition to the award of certificate, the results of the final examinations were used for screening students into institutions of higher learning.

At the tertiary levels of education students would write the usual tests and sessional examinations for the award of certificates for both diploma and degree. For pre-degree courses, students had to sit for examinations like the General Certificate of Education at advanced level (G.C.E. "A" Level); the Interim Joint Matriculation Board (I.J.M.B.) for schools of Basic Studies.

There was also the Nigerian Ceritificate in Education (N.C.E.),awarded to teachers who passed successfully through Advanced Colleges of Education. This summative system of assessment led many pupils to become dropouts since they were not able to pass their end-of-course examinations. Carew, (1985) stated that no matter how well a student had performed during his/her years of schooling, if his/her performance in the summative type of examination was not good it was unfortunate; he/she was considered incapable of the further education.

Dodo, (1985: p. 11) maintained that, "there was even a few cases of suicide resulting from failure in examination". For these reasons, some people saw the summative system of assessment as one of the causes of the falling standard of education in the country, since it did not make provisions for recognising the student's differential background and means of monitoring the child's adjustment to the classroom social groups.

The summative system curriculum also did not provide means by which changes in affective behaviour of the child could be measured and gave the impression that education was concerned only with the intellectual development of the student.

Some problems inherent in the summative system of examinations were also identified, including:

1. Decline in number of students passing the end of course examinations.
2. Ineffective handling of examination scripts.
3. Unnecessary delays in releasing examination results.
4. Admission and examination malpractices.

The summative system of examination weeded out some students who could have proceeded from one level to another. The summative examination performance scores were said by critics not to have been used properly by those who conducted them. These weaknesses could not be over looked indefinitely, and it became clear that there was need for an alternative better system of assessment.

It was little wonder then that schools and colleges welcomed the continuous assessment system immediately it was introduced.

The Federal Government of Nigeria stressed the need and importance of continuous assessment in relation to examination. It stated that:

> Educational assessment and evaluation (examination) will be liberalised, basing them on whole or in parts on the continuous assessment of the progress of the individual, that is to be used at all levels of education from the primary school to the university.

The Federal Policy on Education (1981: P. 8).

Ipaye (1982) remarked that one of the innovations one hoped continuous assessment wcould introduce into educational system was the combined use of assessment measure in the cognitive, affective and psycho-motor domains to supplement the end of course examination.

The new National Policy on Education, stated that education would be based on headmaster's continuous assessment results, and the final secondary school's certificate would be based on national examination and the student's continuous assessment.

Many authors believe that among other things the students' behaviours, attitudes, interest, mode of interaction, styles of work and a variety of other non-cognitive factors should contribute to decisions made by the university and school authorities on students'academic performance. Continuous assessment has been used in the Christian Religious Studies Section, Department of Education, since 1976. In using this

system, a number of assessments, four to seven are scored out of 40% and the examination is scored out of 60%. The students' total score out of 100% is, therefore, made up of his grades from the continuous assessment and the examination.

Since the section started to implement continuous assessment system, no attempt known to the researcher has been made to carry out correlational research. This study is designed to find out whether or not significant relationships exist between the students' performance in both continuous assessment and examination.

1.2 Statement of the Problem

The summative system of assessment in Nigeria has been criticized for being concentrated mainly on cognitive achievement of the individual child, neglecting the affective and the psycho-motor domains. It has also been seen as being too much oriented towards external examinations, and its method of sending reports to parents and guardians has been considered to be improper.

Aleyideino in his forward address to Turton (1983) stated that any one familiar with contemporary issues on Nigerian Education would hardly fail to note the frequent criticism that the educational

system was too much oriented toward external examinations.

To make the system in schools, colleges and universities more meaningful, the Federal Government in its National Policy on Education (1977), proposed a new system of assessment known as "continuous assessment (CA)". It was introduced along with the new educational policy (6-3-3-4) system adopted in 1981. The proposal stated that the continuous assessment would become henceforth an integral part of school evaluation and certification of students.

It was the aim of the Federal Government that the continuous assessment system would take into account among other things the child's performance throughout the entire period of his schooling. The Government aimed at the improvement of the standard of education in the country by introducing this system, since the summative system of assessment was being critisized for being a cause of the falling standard.

It is evident that though the continuous assessment has its demerits and problems, it is embraced by educationists. Several schools, colleges and universities have started implementing the system and efforts are being made to see that the system is made a common practice in all schools in Nigeria.

Though most schools, colleges and universities have started the implementation of the continuous assessment system, not much work has been done to find out whether

there are significant relationships between the students' performance in both continuous assessment and examination, and whether there are factors affecting the continuous assessment which have not been fully investigated. In addition, investigations into the advantages and disadvantages of the continuous assessment system have not been properly carried out.

In view of the above questions,the following were examined:

1. Lecturers' and students' opinions on relationships and differences between continuous assessment and examination performance. The merits and demerits of continuous assessment system.
2. Male versus female students' opinions on whether or not the merits of the continuous assessment system outweigh its demerits.
3. Relationships between the students' continuous assessment and examination performance scores.
4. Differences between the students' continuous assessment and examination performance scores.
5. Male versus female students' academic performance in continuous assessment and examination scores.

It was hoped that when these topics are discussed fully, people concerned with the Department will have learnt somethi

useful about students' performances in continuous assessment in relation to their performance in examination.

1.3 The Objectives of the Study

The following were the objectives of the study:

1. To find out whether lecturers and students held similar or different opinions on student·s' performances in continuous assessment and examination.
2. To determine whether male and female students in the section have the same opinions on whether the merits of the continuous assessment system outweighed its demerits.
3. To reveal whether significant relationships existed between students' continuous assessment and examination performance scores.
4. To examine the differences between the students' continuous assessment and examination performance scores.
5. To discover and report the differences in performance scores between male and female students in continuous assessment and examination.

It was believed that such a study would help in making necessary adjustment or improvement for the future. Also the relevance of paying closer attention to continuous assessment would be established.

1.4 The Significance of the Study

From the studies and discussions mentioned earlier, it was apparent that there was enough background to warrant a study that would examine the relationships between continuous assessment and examination performance scores among students of C.R.S. of ABU. Since investigations have revealed no scientific research in this area, the study is a pioneer search for the possible relationships between the two variables. It would be significant to lecturers in the section in particular and the Department in general who need to know the true relationship between continuous assessment and examination performances. In addition, lecturers interested in predictive work would be able to predict students' performances in examination from their continuous assessment scores if the study revealed that strong relationships exist between the two variables.

Lastly, the knowledge gained about the merits and demerits of the system would enable the lecturers and students to adjust properly to the system and to be able to monitor it since it was one of the recommendations made by the Federal Government of Nigeria that educationists should be actively involved in monitoring the progress of the continuous assessment system at all levels of education.

1.5 Hypotheses

The null hypotheses formulated for testing in this study were:

1. There is no significant difference between male and female students in their opinions on the relationships between continuous assessment and examination performances.
2. There is no significant relationship between male and female students in their opinions on whether or not the merits of the continuous assessment system outweigh its demerits.
3. There is no significant relationship between the students' continuous assessment and examination performance scores in each of the five selected courses.
4. There is no significant difference between the students' continuous assessment and their examination performance scores.
5. There is no significant male and female difference in students' academic performance scores in continuous assessment and examination.

1.6 Basic Assumptions

The following assumptions were made for the study:

1. That continuous assessment and examination systems were used for the students' assessment in the

section of Christian Religious Studies of the Department of Education, Ahmadu Bello University (A.B.U), Zaria.

2. That neither internal nor external forces affected the achievement of the students involved in the continuous assessment tests and examinations, i.e. total absence of student's crisis and examination malpractices were assumed.

3. That complete records of students' performance were kept by the section.

4. That all lecturers and students involved responded and supplied true informations.

5. That no correlational studies of this nature has ever been carried out in Christian Religious Studies' section.

1.7 Scope and Delimitations of the Study

This study sought to find or determine the relationships between continuous assessment and examination performances of selected students in Christian Religious Studies' section.

The researcher further seeks to find out whether significant differences in opinion existed between male and female students over the relationships and differences between the students' performances in continuous assessment and examination. In addition, the researcher aimed at getting the true position

between the merits and demerits of continuous assessment system.

The researcher seeks to determine whether significant differences in performance scores exist between male and female students' continuous assessment and examination by comparing the two variables statistically. The study was limited to Christian Religious Studies Section for three specific periods and five courses of study.

1.8 Limitation

The study was limited in the sense that the tests and examinations were made by different lecturers and there could be but slight differences in reliability. A limitation of the study was that it did not cover all the C.R.S. courses studied by the students selected in second term and second semesters.

As is often the case in social studies, there was the danger that not all respondents would give true information when responding to the questionnaire. The researcher did not expect to collect all the two sets of questionnaire distributed. Twenty-eight of the thirty students' questionnaire were completed and returned and four of the five lecturers' questionnaire were also completed and returned. In other words not all questionnaire sent out were collected for use.

The Likert-type scale used in the collection of information does not clain to be more than an ordinal scale that is it makes possible the ranking of individuals in terms of the favourableness of their attitude toward a given object, but it does not provide a basis for saying how much more favourable one is than another or for measuring the amount of change often one experiences.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Unlike literature on the summative system of assessment in Nigeria, the accumulated body of literature on the relationships between continuous assessment and examination performances in Christian Religious Studies and other courses was almost scarce. This method of assessment was a relatively recent innovation in the present system of education. In the previous sections an attempt was made to establish the problems of this study,the objectives and hypotheses were stated, variables and key terms were defined. The purpose of this section is to review the literature directly related to the topic of this investigation.

The literature was reviewed under the following broad headings:

1. The summative system of assessment or a single end of term examination in Nigeria.
2. Meaning and nature of continuous assessment.
3. Basic philosophy, principles and practice of continuous assessment in Nigeria.
4. Merits, demerits and problems of continuous assessment.
5. Summary.

2.2 The Summative System of Assessment, Or a Single End of Term Examination in Nigeria

Writing on the nature of the summative system of assessment in Nigeria, Ipaye (1982) saw this assessment as an end-of-course procedure. To him, examinations were bigger tests, more formal and anxiety provoking. He maintained that many students feared examinations, especially end of session examinations. He believed that some students even had the feeling that if they failed a particular examination, it might mean to them an end to their careers. He concluded that once a student had failed an end-of-course examination, he was out of the system. This author failed to suggest any remedy to this system or its alternative. His work is related to the present research in the sense that he has noted the importance of students' performance in examinations.

Ipaye (1982) stated that because tests were less threatening and therefore less likely to push students to serious examination malpractices and expressed his disatisfaction that some teachers-made tests in colleges and universities were not reflected in the end of course summary of marks. He noted that such teachers-made tests were not included in students' report sheets or used to provide systematic feedback to the students. He critisized the nature of the summative system of

examination as a threatening procedure that pushed students to examination malpractices. He concluded also by critisizing the college and university teachers for improper record keeping. This author in his writing has not been specific in his criticism. He criticised all college and university lecturers for improper record keeping and failure to make use of records properly. His work is related to the present research in the sense that he has emphasised that all assessments should be properly recorded and reflected on the student's summative examination.

Also writing on the nature of the summative system of examination, Dodo (1985) stated that in the objective test the items included short-answer questions, sentence completion, true - false items, multiple choice and matching items. He added that in objective test all candidates were expected to give the same correct answer and many items could be completed within a short time. He concluded that in the objective test different scorers would give the same scores to the same question and a scorer would give the same scores on marking the paper several times, and to him such a test was very easy to mark. To him, questions for objective tests were easy to mark but usually were difficult to set, since they should cover the entire body of work taught to students. Dodo (1985) only mentioned the advantages and disadvantages of the objective test items on the side of the teacher, but he failed to mention any on the side of students, and so he did not give a solution to the problem.

Cliff and Imrie (1981) writing on the summative system of examination, stated that examinations were used to control entry into institutions to predict success or failure and to classify students. To them, examinations could arouse anxiety and stress on how to approach a particular test. They viewed summative system of assessment as examinations taken at the end of course to determine those students who could proceed to institutions and those who were to remain as dropouts. Their work has succeeded in criticising the summative system of assessment for using only examinations in determining the fate of any student but has failed to mention the right way to follow. This work is related to the present research in the sense that weakness in the summative system which has been clearly pointed out demands an alternative system whereby continuous scores can be related to examination scores.

2.3 Meaning And Nature of Continuous Assessment

Ipaye (1982) defined continuous assessment as a process that deliberately allows for a periodic assessment throughout the course and takesinto account progress towards the goal as well as a success in teaching it. He further described continuous assessment as the building up of acumulative judgement about the performance of each individual. This author defined continuous assessment only in the terms of academic performance particularly in tests

and examinations. His work is related to the present research in the sense that it is interested in the academic individual performance in teachers' classroom made tests and examinations.

In his definition of continuous assessment, Yoloye (1984) believed that continuous assessment was a method of evaluating the progress and achievement of students in educational institutions. He reasoned that it was intended to get the truest possible picture of each students ability. Yoloye has failed in his definition to mention any duration of time or from what time, to what time in institutions of education the continuous assessment of students is to take place. This work is related to the present topic in the sense that it is dealing with students' achievements in educational institutions.

Danga (1983) defined continuous assessment as the best and most systematic method of evaluating a student's performance without the psychological strain and stress of the single end-of-course examination which has led to examination leakages, malpractices and mistaken judgements of students' actual ability by teachers and school administrators. The author's definition is only a one-sided definition. He has viewed continuous assessment as only the assessment of academic performance or examination performance.

In a more comprehensive manner, Ezowu and Okoye (1981) defined continuous assessment as a systematic and objective process in which a student's performance in all respects of his development, the cognitive, affective and psycho-motor

were determined right from the day the student embarked on a course. According to them, the information obtained from the record was used to guide the student in his learning and in making important decisions about him/her. This work is related to the present research topic, in the sense that it is concerned to cognitive assessment of students over a period of time that should be referred to at the time of the final assessment of the students.

In his description of the present system of assessment, Turton, (1983) maintained that it was the system that, though it has continued to place emphasis on the cognitive development of pupils, since one of the functions of the system of education was to prepare pupils for the various higher levels,the system has also given status to the affective and psycho-motor domains of the pupils' development. Although this author in his description has failed to make any distinction between the degree of emphasis placed on the assessment of the cognitive aspects of pupils by the two systems his work is concerned with cognitive aspect of continuous assessment of pupils.

Yoloye et al (1980) regarded C.A. as a method of ascertaining what a pupil gained from schooling in forms of knowledge, industry and character development,taking into account all his performance in tests, assignments, projects and other educational levels. His definition is in the same vein with Carew, (1985), who defined C.A. as the assessment of a student.during his entire schooling life, including information about his intellectual ability,

personality and psychomotor developments. The above two definitions are similar to that of Adewumi (1982), who viewed continuous assessment as a method of finding out what the pupil has gained from learning activities in terms of knowledge, thinking, reasoning and character development.

Various tools might be used in finding out the outcome of the learning activities. The tools according to him included tests, assignments, projects, observations, interviews and questionnaires. Even though the three above mentioned authors have failed to mention how valid or reliable those assessments or measuring tools are their works were interested mainly in collecting students' academic achievements, which the present research was interested both in collecting and in comparing them.

Carew, (1985:3), gave a comprehensive list of the characteristics of continuous assessment. The four major characteristics according to him were:

i. comulative
ii. comprehensive
iii. systematic
iv. guidance oriented

Yoloye et al (1980), Ipaye (1982) and Turton (1983), all shared the same opinion with Carew, (1985) as regarded the characteristics of continous assessment. They regarded that continous assessment was characterized as systematic, cumulative, comprehensive and guidance oriented.

To them, continuous assessment was systematic in that it should be properly scheduled to take place at regular internals. They maintained that the varieties and types of assessment to be used were to be specified for students to know well in advance. They added that the frequency of the assessments should be specified, and that the students also need to know those who were to be involved in their assessment, i.e. class/subject teachers, house-masters, game-masters. To them, these conditions could make the assessment systematic. They directed that the scoring and reporting procedures were to be objective, and students were to know the criteria of the assessment and how the criteria have to be applied, why and who were to apply the criteria. To them, all the above aspects made continuous assessment systematic.

Comprehensive: To them, continuous assessment being comprehensive implied that continuous assessment was to focus on finding to which extent the stated goals and objectives of a given course of instruction were being met. They emphasized that such goals were to be set either by the teacher or by external bodies, and in case of external examination, schools were to help children acquire useful and usable knowledge, facts and principles. They were also to cultivate socially desirable behaviour and develop necessary vocational skills. To them, all the above objectives were to be assessed to ensure that continuous assessment was comprehensive.

Cumulative: The above authors maintained that continuous assessment was cumulative in the sense that the results were recorded in a progressive manner, showing trends and growth patterns over time. They believed that there was a continuity in the collection and assessment of data and the decisions made about the student were therefore to take into account of all the previous decisions made about that student.

Guidance Oriented: The above authors meant that the aim of all assessment procedures was to use the scores for guiding the student's progress for further growth and development. They believed that by continuous monitoring of the student's progress, his areas of strength were communicated to him. His areas of weakness were also fedback to him, and he was to be given opportunity to analyse those with the teacher or counsellor. They concluded that remedial programmes were mapped out for him if necessary, by giving him relevant assignments and paying individual attention to him in future work.

It is reasonable for one to say that continuous assessment must have the characteristics of comprehensiveness, systematic, cumulativeness and guidance orientedness, since most writers have agreed upon these criteria. The present researcher congratulates the above mentioned authors for their success in setting out the ideal characteristics of the continuous assessment but on the other hand regrets to say that many discripancies are in existence in the system, since the

are still many schools, colleges and universities which are not oriented toward these ideals.

2.4 Basic Philosophy, Principles And Practice of Continuous Assessment in Nigeria

In section one (1) of the National Policy on Education, (1977) which dealt with the philosophy of Nigerian Education, it was stated, "educational assessment and evaluation will be liberalized by basing them in whole or in part on continuous assessment of the progress of the individual, (p. 8).

The above statement was amplified in subsequent section dealing with primary school education, secondary education, higher education and also in the administration and planning of education. The policy stated that the primary school leaving school certificate was to be abolished as soon as continuous assessment was worked out and validated. It was to be replaced by certificates based on continuous assessment and common entrance examination results. Selection into secondary schools was to be based on continuous assessment and common entrance examination results. There was to be the junior secondary school leaving certificate based on continuous assessment and examination of the students.

The senior secondary school certificate was to be based on national examination. In the Teachers' Colleges continuous assessment based on a variety of

techniques was to be used. The tertiary level and other institutions of higher learning were to introduce continuous assessment into their final assessment.

To ensure the maintenance of a common standard, continuous assessment would be co-ordinated by schools, the universities, the Ministry of Education and the West African Examination Council. Those organisations were to be expected to meet and work out a common scheme. The National Policy should have worked out the validity and the system of the maintenance of the common standard of the continuous assessment before its appearance for adoption in the educational system. This work is related to the present research topic in the sense that it has brought into existence the system of continuous assessment which has related C.A. and examination scores as a determiner for students success or failure.

Ipaye (1982) advised that in order to carry out effectively that scheme planned by the Federal Government of Nigeria in the National Policy on Education the daily performance of students should be regularly graded and summarized at the end of the week and recorded in the weekly report card. In his opinion, the weekly record was to be summarized and reflected in the termly summaries. He further recommended that at the end of the term, the end of term examinations scores were to be added to the termly summaries to give a record of academic achievement for the term. He continued to recommend that the child's behaviour and skills were also to be rated using similar

criteria as for academic achievement. His further recommendation was that a summary of the rating for the term be obtained and stated in scores. To him, the scores were to be added to the scores obtained from the academic work using a given weighting. According to him, the combined scores were to be based on academic, behavioural and performance (i.e. cognitive, affective and psychomotor) domains. To him, those would form the C.A. for the child for the term, and the process should continue for subsequent terms.

He continued that the overall summary score for the year was to be calculated from the termly scores. Thus, to him, the work for each term contributed to the entire year's work. The cumbersome nature of work involved in the process of continuous assessment demanded a combined effort of teachers, principals, Heads of Department, Guidance counsellors and the Ministries of Education. This author has failed to state where the materials for the assessment process as recommended by him could be readily obtained and how teachers were to be trained to handle that work. This work is related to the present research topic in the sense that he has laid down or given the steps by which the continuous assessment summary is obtained to be compared with examination scores. The present research is concerned with this process.

Yoloye et al (1980) in their recommendation stated that the teachers were expected to shoulder the major responsibilities for continuous assessment. To him, teachers were closer to students, and as a result they stood a better chance of assessing the overall development of the

child in and outside the classroom. To him that implied that the teachers' action, views, and opinions were important determinants of the success of continuous assessments. This work also failed to suggest the training of teachers for the work but only recommended that teachers do the work. His work is related to the present research in the sense that his recommendation of teachers' work in the assessment of students has led to the keeping of C.A. scores and examination scores by teachers and their relationship is to be looked into.

Yoloye (1988) recommended that the principal as the administrator of the school should attach importance to the progress of the students. To him, he/she must be interested in the development of his/her students and the teachers' activities. He further recommended that the heads of department were to be responsible for the assessment of students' in their various departments. He continued that they were to be in charge of the activities of the teachers in their departments and should ensure that students were assessed at the appropriate times. To him, school guidance counsellors are expected to perform such duties as keeping students' records and interpreting test results to students and parents. He (the guidance counsellor) was to provide guidance and counselling services to the students and teachers, according to Yoloye. This work has failed to suggest any means of training to those concerned with the assessment. He suggested no incentive for the work and did not say where materials for the work could be obtained.

Ipaye (1982) was of the opinion that in operating the system of continuous assessment there was need for a standing committee with the principal as the head. He recommended that other members of the committee should include the school guidance counsellors, Heads of Department and members of the staff who had had training in continuous assessment test and measurement, or kin educational evaluation. He recommended that the function of the committees should include such things as explaining various duties relating to continuous assessment to the teachers, over seeing the keeping of students' records, providing guidance to teachers, developing time-table for periodic assessment of students and ensuring the availability of appropriate materials. He concluded by recommending that the Ministry of Education should provide the appropriate materials for continuous assessment and should also determine an acceptable standard of performance in continuous assessment. Ipaye has failed to recommend that an officer or officers on the Zonal or State Ministry of Education levels be in charge of the continuous assessment in every State or Zone in the Federation. His work is related to that of the present researcher who supports the idea that a standing committee should be out in every school to ensure the success of C.A. and examination performances in which the researcher is interested.

2.5 Merits, Demerits And Problems of Continuous Assessment

Continuous assessment, an innovation in Nigerian Education system has received favourable responses in spite of its attend nt problems, because it is seen as being capable of improving academic achievement of students.

Adewumi (1982) analysed the merits of continuous assessment as follows:

1. It takes into account the childs performance throughout the entire period of schooling, therefore, it is more valid and more indicative of the child's overall ability than is relying on a single examination.
2. Teachers are encouraged to introduce innovations in their teaching, since the teachers' assessment of the performance of the students on such innovations can become a part of the final assessment.
3. Teachers are involved in the final assessment of the pupils they have taught.
4. It also provide basis for the teacher to improve his/her teaching method.

Awuwoloye (1986) was also of the opinion that there should be the readiness of teachers to introduce innovation into their teaching but that to him should be discouraged if a final examination.

In a continuous assessment situation, the teachers' assessment of the performance of students on such innovation could become a part of the final assessment. He went further to say that an important aspect of instruction wasthe appropriate guidance of the child both in her/his learning and in his or her preparation for a career.

A continuous assessment procedure facilitates such guidance function in school. It also helps both teachers and pupil to have the information and incentive to improve their performance.

Palmer (1970) noted the merits of continuous assessment in terms of validity. He said that continuous assessment by its very nature samples a wide range of skills, concepts, abilities and attitudes inherent in a course. In this respect, it appears to be more valid than conventional examinations. Originality, creativity and use of discretion are easier to assess under continuous assessment than by traditional examinations. Palmer however warned that continuous assessment on its own did not necessarily ensure valid assessment. According to him, the teacher needed to define the objectives precisely and gauge what is being measured and in what proportion.

Dodo (1985) stated that with the practice of continuous assessment, the students would no longer leave their academic work until the end of term or session when they would prepare for a final examination as was the case with the former system of assessment. To him, the children

would not concentrate on academic work only since they knew that their day-to-day behaviour and activities both outside and inside the school would be assessed, and that would reflect in their overall and final assessment. He believed that continuous assessment enabled students to be self directing and to appraise their strengths and weaknesses realistically as they kept abreast of the progress they were making in learning.

Oyesola (1986) mentioned one of the short comings of continuous assessment. He emphasized that there was the problem of comparability of standard and that problem would arise due to the differences in quality of tests and the assessment instruments. He pointed out that it meant that "A" grade in one school might not be the same as "A" grade in another school. He believed that would pose a problem not only to the students but also to the administrators and employers who might prefer graduates from one school to another. He suggested that the problem could be reduced by the use of standardised tests. He emphasized that the grading system should be uniform and there should be co-ordination at the Federal, State and Local Government levels. To him, those bodies should ensure that there were prescribed standards which should be kept.

Adewumi (1982) conducted a study and saw that there was a need for a meticulous assessment keeping in order to make it meaningful. Since continuous assessment implies the

assessment of students in a continuous form, there should be accurate records for each child throughout his or her stay in school. He recommended that there should be uniformity in the type of records kept and the format used.

That was to him necessary since the student's transcript would be required when he moved from one school to another or when looking for employment after completion of school or course. He further mentioned the safety of the records. The writer maintained that information about a student should be kept safely to avoid it getting into unintended hands. Further, he said, there could be natural hazards like fire or flood as well as destruction by insects. He concluded that such mishaps would lead to losing essential information about the students.

Ipaye (1982) however advised that the keeping of students' records should not involve many people. To him, the termly assessment records could be kept by lecturers and examination officers and the filing clerks could also keep some of the records. He made an emphasis that the transcripts should be of a uniform standard to make it acceptable to most schools and should cover the three areas of the student's development.- the effective, cognitive and psychomotor domains. He said that there must be cabinets and files where individuals' records are kept. He however, warned that continuous assessment made heavy demands on the teacher's time and on his initiative. In continuation with

his recommendation, he said that teachers must have more initiative in clarifying their objectives and devote much more time to organisation and marking school work. He further said that continuous assessment placed heavy responsibility on the teachers. He continued that teachers must be objective in recording, have good human relations and be careful in handling students' marks. He concluded that it was unfortunate that many teachers did not have the skills for tests constructions and communication of test results.

Smith (1976) highlighted that continuous assessment required teachers to spend more time on each child. To him, the populationsin the classroom were so much that it was imposible for a teacher to spend enough time on individual pupils. He pointed out that fewer children then was the case in the classroom at that time were therefore, recommended in a :class. He hinted that since teachers had to spend about two hundred hours a year, after normal school hours on work connected with continuous assessment, student too, had to spend more time writing essays working on projects and preparing their assignments.

In Smith's opinion, continuous assessment was cumbersome to both teachers and students.

Turton (1983) in his view felt that continuous assessment might affect parent/teacher relationships, especially if the parents knew the teachers who assessed their children. To him, that might lead to corrupt

practices like bribery. He believed also that students could be given helping hands in writing assessment by brothers, sisters, and even parents and that was cheating. According to him, that could mean that children from less privileged homes would suffer. Turton further warned that children from non-literate homes might suffer further disadvantages in continuous assessments if they had to do assignments or projects that required some academic background since there were no libraries in many local and rural places. Judging from the above views, one could conclude that there were more merits of continuous assessment than demerits. The writer was convinced that the system has a brighter future in the nations educational system than the former system of assessment despite some of the problems that the system was currently encountering.

2.6 Summary

In this chapter, an attempt was made to review most of the related literature to the topic under some sub-topics. Sub-topics under which the review was discussed included meaning of continuous assessment, nature of examination, the summative system of examination in Nigeria. Others included the meaning and nature of continuous assessment, basic philosophies, principles and practice of C.A. in Nigeria and merits, demerits and problems of C.A.

CHAPTER THREE

RESEARCH DESIGN AND PROCEDURES

3.1 Introduction

In this chapter, the design of the means of data collection that was used in this research and the procedure followed are explained. The design and procedures included population choice, sample design and sampling, instrument of data collection and content validity. Other things this chapter discusses are pilot study, data analysis procedure and statistical analysis.

3.2 Population

The population for the study was a total of 69 lecturers and students who were in the Christian Religious Studies Section at the time of the research and comprised both male and female adults. These two categories of the people were chosen for this research because they were the staff and students of the section exposed to the courses of study as well as to the system of assessment in the section at that time. It was the view of the researcher that their feelings, opinions and assessments regarding the Christian Religious Studies Section were useful enough towards successful investigation in the section.

3.3 Sample and Sampling

The sample for this study was 35 male and female lecturers and students in Christian Religious Studies Section.

Based on the population of the lecturers and students in the section, 5 out of 8 lecturers and 30 out of 61 students were drawn to give the total number of people required for the sample. To give each lecturer and student an equal chance of being selected, the researcher collected the lists of all the lecturers and students in the section regardless of their sex, qualifications, nationalities and levels. The lists were then given numbers serially. The numbers were from 1 - 8 and from 1 - 61 for lecturers and students respectively. By ramdom selection of the odd numbers on the lecturers' and students' lists, the researcher was able to draw the requited number of the lecturers' and students' for the study. The researcher hopes that the sampling method adopted and the number drawn served the purpose.

3.4 Instrument

The instrument used for the study was questionnaire. Two sets of questionnaire were designed in four sections (A, B, C, and D) to two

categories of people. The first set of people was the lecturers and the second was the students who were from the same section:

1. Section A for both lecturers and students asked for the respondents' personal data.
2. Section B in both sets of questionnaire asked for the respondents' opinions on the relationships between continuous assessment and examination performances of students.
3. Section C for both categories asked for their opinions on male and female differences in academic performances.
4. Section D for each category asked for the respondents' opinions on the differences between the merits and demerits or problems of continuous assessment system.

In both section A of the two sets of questionnaire, 4 items asking for the respondent's personal information were designed. The section required every respondent to tick ( ) only in the appropriate box that described him or her the best.

In section B for the lecturers' questionnaire, there were six (6) items and the same number was presented in the students' questionnaire.

Section C for the lecturers' questionnaire consisted of only three (3) items, while for the students' questionnaire, there were four (4) items, and section D five (5) items.

In all the three (3) sections (B, C and D) for both sets of questionnaire, Likert type scale was used. Like the Thurstone scale, Likert type scale has been used widely in studies of morale of attitudes toward nationalism. It has several advantages over the Thurstone scale which includes the following:

1. It permits the use of items that are not manifestly related to the attitude being studied while in the Thurstone method, the necessity of agreement among judges tends to limit items to content that is obviously related to the attitude in question. In Likert method any item that is found to be consistent with the total score can be included.
2. Likert type scale as generally considered simpler to construct.
3. Likert type scale is likely to be more reliable than a Thurstone scale of same number of items within limits since the reliability of a scale increases as the number of possible alternative response is increased and Likert type scale item permits the expression of several (usually five) degrees of agreement, disagreement where as the Thurstone scale item allows a choice between two alternative responses only.

4. The range of responses permitted to an item given in a Likert type scale provides, in effect, more precise information about the individuals opinion on the issue referred to by the given item.

In the sections, the respondents were asked to tick (✓) one of the alternative responses namely, Strongly Agree (S.A), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (S.D.).

3.5 Content Validity

The extent to which an instrument does the work for which it is designed in any research is of great importance to the success of the study. In ensuring the validity of the instrument used for the data collection, the researcher after having designed the two sets of questionnaire, presented them to his supervisor to examine, and after the supervisor, they were given to an expert who also examined them to see that they were up to the task of measuring what they were meant for. In other words, the instrument should be able to cover all the areas under the study and as well as good enough to collect information need for the study.

3.6 Pilot Study

In order to be sure that the instrument used for the research data collection was both valid and reliable, the researhcer had to see that the instrument was capable enough of measuring what it was supposed to

measure and as well able to provide consistent results respectively when used. To have validity of the study instrument, the researcher tested his two sets of questionnair at the Federal College of Education, Zaria among Christian Religious Studies' lecturers and undergraduate students. After the test, all the ambiguities what had existed in the instrument were corrected.

3.7 Administration of the Questionnaire

In addition to students recorded data of performance scores, questionnaire was used to collect the research data. The researcher personally administered the two sets of questionnaire among the lecturers and the undergraduate students in Christian Religious Studies Section sampled out for the study.

3.8 Statistical Analysis

Since the study seeks to find out the relationships between continuous assessment and examination performance scores, the use of the correlational coefficient which is a statistical tool that is designed to express the degree of linear relationship between any two variables was reasonable in this research.

In conducting any research using the correlational coefficients, the correlational coefficients between any pair of variables will be 1.00 if the relationship is perfectly positive and if the relationship is

perfectly negative, the correlation coefficient will be -1.00. However, if there is no relationship, the correlation coefficient will be zero. Hence the correlation coefficient is a precise way of stating the extent to which one variable is related to another.

In this research, the Pearson Product Moment Correlation Coefficient was employed to find the relationship between the variables in the study. The data for the study was presented in tables and analysed in chapter (4). The respondents' responses to the items in the questionnaire were tabulated and described with the aid of percentages and mean scores, while the subjects' performance scores in continuous assessments and examinations were described with the aid of means, Standard Deviations, Standard Errors and Correlation Coefficients. The hypothesis concerned with the relationships between the students' scores in continuous a sessment and examination were tested in chapter four (4) by means of the correlational coefficients, while those hypotheses concerned with differences between the variables were tested by means of student's t-test.

The level of the significance chosen for the rejection of the null hypotheses was 0.05 which most educational researchers in social sciences regard as an acceptable level. The significance level tells us the level of certainty at which something may happen, it may be true or false. For example, 0.05 level of significance means that the probability that the result obtained is caused by chance is less or equals to 0.05. In other words, if the

experiment or examination is repeated several times, the same result will be obtained at least 95 times out of 100 (100 - 5 = 95).

The SPSS statistical system installed in Iya Abubakar Computer Centre was used to analyse the data collected from the questionnaire and the students recorded performance scores in five courses namely, West African and Nigerian Church History, Sociology of Religion, New Testment Theology, others included Christian Dogma and the Prophets of Israel from the examination officer through the permission of the Head of Christian Religious Studies' Section.

CHAPTER FOUR

DATA COLLECTION AND DATA ANALYSIS

4.1 Introduction

Data for the study were collected through questionnaire and students' recorded data of performance, therefore, in this chapter, the researcher focused his attention on the presentation and analysis of information gathered from the field of the study. In any research work that involves the use of field data collection, the raw data gathered have to be put together, sorted out, analysed and discussed.

Investigations in this study were focused on the questionnaire first, then followed by students' recorded data of performances both of which were concerned with the relationships between continuous assessment and examination performances among students of Christian Religious Studies Section of Department of Education, Ahmadu Bello University (A.B.U.), Zaria.

The chapter is divided into four sections in the order stated below:-

1. The presentation and analysis of the lecturers' questionnaire.

2. The presentation and analysis of students' questionnaire both combined and male versus female students' responses.

3. Hypothesis testing and

4. Summary.

4.2 Lecturers' Questionnaire

The lecturers' questionnaire deals only with the lecturers' responses presented in tables, followed by brief discussions.

Table 4.1 Collection of the Lecturers' Questionnaire

Questionnaire Sent out	Percentage	Questionnaire Received	Percentage
5	100	Male 3	60
		Female 1	20
Total 5	100	4	80

An observation of the table above tells us that out of the 5 questionnaire sent out, 4 were returned, 3 (60%) from male respondents and 1 (20%) from female respondent.

Table 4.2 Lecturers' Sex

Male Lecturers	3	60%
Female Lecturers'	1	20%

The table above shows that there are only three male lecturers, 3 (60%) and one female lecture, 1 (20%) who responded to question one in the questionnaire.

Table 4.3 Age of Lecturers

Age	36 - 39	40 - 44	45 - 49	50 - 54
Male	1	2	0	0
Female	1	0	0	0
Total	2	2	0	0

Table 4.3 above reveals that only 2 out of 4 lecturers have their ages between 36 - 39, while the remaining 2 have their ages between 40 - 49.

Table 4.4 Lecturers' Nationality

Nigerian	4	100%
Foreigners	0	0%

Table 4.4 above shows that all the four lecturers responded were Nigerians.

Table 4.5 Lecturers' Qualifications by Sex

Qualification	Male	%	Female	%
Ph.D	0	0	0	0
M.ED	2	67	1	100
M.A.	0	0	0	0
B.ED	1	33	0	0
B.A.	0	0	0	0
Total	3	100	1	100

Table 4.5 above reveals that 2 (67%) of the male respondents have Masters' degrees in Education (M.Ed) qualifications, while 1 (100%) female respondent has also a Master's degree in Education (M.Ed) qualification. The table further indicates that a total of 3 respondents have masters' in Education (M.Ed) degree certificates, while only 1 (33%) has Bachelors' degree in Education (B.Ed) certificate.

The table below reports on the lecturers' responses on whether or not variation in continuous assessment was associated with or paralleled by variation in examination results.

Table 4.6 Relationships between Continuous Assessment and Examination Performance

	Number of lecturers responded to each question in the questionnaire				
Pattern of Response	SA	A	U	D	SD
Performance in C.A. is related to performance in Examination	0	1	3	0	0
Performance in C.A. is not related to performance in Examination	0	0	0	3	1
Performance in C.A. is a good predictor of performance in Examination	0	2	1	1	0
Student performance in C.A. is not a good predictor of their performance in Examination	1	0	2	1	0
Students perform better in C.A. than they perform in Examination	0	2	2	0	0
Students perform better in Examination than in C.A.	0	1	2	1	0

Table 4.6 above reveals that 1 (25%) of the respondents agreed that performance in continuous assessment was related to performance in examination, while 3 (75%) of the respondents were undecided.

Out of the 4 (100%), 3 (75%) of the respondents disagreed that performance in continuous assessment was

not related to performance in examination; while 1 (25%) of the respondents strongly disagreed with the assertion.

2 (50%) of the respondents agreed that performance in continuous assessment was a good predictor of performance in examination and 1 (25%) of the respondents was undecided however, 1 (25%) disagreed with the assertion.

1 (25%) of the total respondents strongly agreed that students performance in continuous assessment was not a good predictor of their performance in examination; while 2 (50%) of them were undecided, and 1 (25%) of the respondents disagreed with the assertion.

Out of the 4 (100%) of the respondents, 2 (50%) agreed that students perform better in continuous assessment than they perform in examination, while 2 (50%) of the respondents stood on an undecided opinion.

1 (25%) of the total respondents agreed that students perform better in examination than in continuous assessment, and 2 (50%) of the respondents were 'undecided' however, 1 (25%) of the respondents disagreed with the opinion.

The researcher found it necessary to report on the lecturers' opinions on male and female students' academic performance, as is stated in table 4.7 below:

	Number of Lecturers				
	SA	A	U	D	SD
Female students perform better than their male counterparts in C.A. system	0	0	3	1	0
Male students perform better than their female counterparts in C.A. system	0	0	3	1	0
There is no sex difference in academic performance of students in using the C.A. system	3	0	1	0	0

The above table indicates that 3 (75%) of the respondents were of undecided opinion, and 1 (25%) of the respondents disagreed that female students performed better than their male counterparts.

3 (75%) of the respondents were undecided as to whether male students perform better than their female counterparts in C.A. system; while 1 (25%) of the respondents disagreed with the assertion.

3 (75%) of the respondents strongly agreed that there was no sex difference in academic performance of students in using the continuous assessment system, but 1 (25%) of the respondents was undecided on the assertion.

Table 4.8 below reports on the opinions of the lecturers on whether or not merits of continuous assessment system outweighed its demerits

	No. of lecturers and %				
	SA	A	U	D	SD
Continuous assessment system is seen as cumbersome and open to abuse by staff and students but this does not mean that the system assessment does more harm than good in assessing students performance	1	3	0	0	0
All the staff members, the students and the courses of study are exposed more to the disadvantages than advantages of CA system	0	1	1	0	2
Despite the fact that continuous assessment is being affected by such factors as favouritism, parents/teachers relationships and family background, its merits can never be compared with its demerits and problems	0	3	1	0	0
It is generally felt that educational gains to be derived from CA system outweigh its administrative burden	1	1	2	0	0
Although the continuous assessment is systematic, cumulative and guidance oriented, its merits can never outweigh its demerits	0	2	0	0	2

4.2.1. Lecturers' Mean Score Tables

Since tables assemble information on the attributes understudy in such ways that relationships between all the information on the attributes can be seen and understood at a glance, the presentation of the lecturers' responses in this section was made in mean score tables. The tables show the pattern of responses, number of respondents and total scores made by the respondents in each item on the questionnaire.

Table 4.9 below shows the responses made by the respondents on the assertion that performance in continuous assessment was related to performance in examination.

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	1	3	0	0	0	4
Total Score	5	12	0	0	0	14

Mean Score 4.23

For the above table and subsequent, similar ones in all the sections, the following key was used.

SA	=	Strongly Agree	(5)
A	=	Agree	(4)
U	=	Undecided	)3)
D	=	Disagree	(2)
SD	=	Strongly Disagree	(1)

The assessment of the above table shows that the mean sc. from the results of the responses falls within the range of 'agree'. This implies that all of the lecturers agreed that performance in continuous assessment was related to performance in examination.

The researcher also found that there was a need to find out whether performance in continuous assessment was related to performation in examination.

Table 4.10 Performance in CA is not related to performance in examination

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	0	0	0	3	1	4
Total Scores	0	0	0	6	1	7

Mean Score=1.75

The examination of the table above reveals that the mean score for the lecturers responses to the above stated assertion falls within the range of'disagree,' thus indicating that continuous assessment performance was related to performance in examination.

The table 4.11 below reports answers to a question directed to find out whether performance in continuous assessment was a good predictor of performance in examination.

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	0	2	1	1	0	4
Total Scores	0	8	3	2	0	13

Mean Scores = 3.25

From the result above, it is easy to see that the lecturers were undecided as to whether or not performance in continuous assessment was a good predictor of students performance in examination.

The researcher also felt it necessary to find out if students' performance in continuous assessment was not a good predictor of their performance in examination. That is, he asked a 'negative question'.

Table 4.12 Students performance in continuous assessment is not a good predictor of their performance in examination

Pattern of response	SA	A	U	D	SD	Total Score
Number of respondents	1	0	2	1	0	4
Total Score	5	0	6	2	0	13

Mean Score = 3.25

The result shows that the respondents could not decide whether students' performance in continuous assessment was not/a good predictor of their performance in examination.

Table 4.13 Students perform better in examination than they perform in continuous assessment

Pattern of response	SA	A	U	D	SD	Total Score
Number of Respondents	0	1	2	1	0	4
Total Score	0	4	6	2	0	12

Mean Score = 3.00

Table 4.14 Female students perform better than their male counterparts in continuous system of assessment

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	0	0	3	1	0	4
Total Score	0	0	9	2	0	11

Mean Score = 2.75

The above result shows that most of the lecturers were 'undecided' as to whether female students performed better than their male counterparts in continuous assessment system since the mean score falls within the range of 'undecided'.

In Table 4.15 below the researcher was interested in knowing whether male students perform better than their female counterparts in the continuous assessment system

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	0	0	2	1	1	4
Total Score	0	0	6	2	1	9

Mean Score = 2.25

Looking at the lecturers responses in the table above, it's clear that they disagreed that male students performed better than their female counterparts in continuous assessment system since the mean score falls within the range of 'undecided'.

There was also the need to find out whether the lecturers were of the opinion that there was not any sex difference in academic performance among students of Christian Religious Studies Section.

Table 4.16 There is no sex difference in academic performance of students in using continuous assessment system

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	3	0	1	0	0	4
Total Score	15	0	3	0	0	18

Mean Score = 4.5

From the table above, it is noted that the mean score falls within the range of 'strongly agree'. This shows that there was no sex difference in students' performance in using continuous system of assessment in C.R.S. Section.

Table 4.17 Continuous Assessment is seen as cumbersome and open to abuse by staff and students, but this does not mean that the system does more harm than good in assessing performances

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	1	3	0	0	0	4
Total Score	5	13	0	0	0	17

Mean Score = 4.25

The above table shows that the mean score of the lecturers' responses falls within the range of 'strongly agree'. This is an indication that most of the lecturers agreed strongly with the assertion that despite how staff and students saw the system, it was advantageous to the users.

Table 4.18 All the staff members, the students and the courses of study of the section are exposed more to the disadvantages than to the advantages of C.A. system

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	0	1	1	0	2	4
Total Score	0	4	3	0	2	9

Mean Score = 2.5

The above table reveals that the mean score of the responses falls within the range of 'undecided.' This means that most of the lecturers could not take a firm decision on whether or not they were exposed more to the demerits

of the continuous assessment system than to its merits.

Table 4.19 Even though the C.A. system is being influenced by factors like favouritism, parents/teachers relationships and family background, its merits can never be compared with its demerits

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	0	3	1	0	0	4
Total Score	0	12	3	0	0	15

Mean Score = 3.75

It can be seen from the above table that the respondents' mean score falls within the range of 'agree'. This has indicated that most of the respondents agreed with the above assertion.

Table 4.20 It is generally felt that educational gains to be derived from continuous assessment system outweigh the administrative burden which it entails.

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	1	1	2	0	0	4
Total Score	5	4	6	0	0	15

Mean Score = 3.75

From the above table, one can seen that the mean score of the respondents is within the range of 'agree', which is an indication that the majority of the lecturers agreed

that the educational gains to be derived from continuous assessment system outweighed its administrative burden which are obviously entailed.

Table 4.21 Although Continuous Assessment System is characterised by being systematic, cumulative and guidance oriented, its merits can never outweigh its demerits

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	0	2	0	0	2	4
Total Score	0	8	0	0	2	10

Mean Score = 2.5

The table above shows that the mean score of the responses is within the range of 'undecided'. This means that the respondents were widely divided in opinions since there mean score falls within the range of 'undecided'.

4.3 Students' Questionnaire

This section reports on the students' responses to the questionnaire.

Out of the 30 (100%) students questionnaire distributed, 28 (98%) were returned and declared usable as reflected in the table below.

Table 4.22 Students' Questionnaire Collection

Number of Questionnaire Distributed	%	No. of Questionnaire Received	%
30	100	28	98

An observation of the table above tells us that 30 (100%) students' questionnaire were distributed and 28 (98%) of them were collected for use.

Table 4.23 Age of Respondents

Age	16-20	21-25	26-30	31-35	36-40	41-45	46-50	51-55
Male	0	4	8	5	1	0	2	0
Female	1	2	2	2	1	0	0	0
Total	1	6	10	7	2	0	2	0

An assessment of the table above indicates that 1 (3%) of the respondents was in the age range of 16 - 20, while 6 (21%) of the respondents were in the age range of 21 - 25 and 10 (38%) of the respondents were in the age range of 26 - 30, 7 (25%) of the respondents were found to be between the age range of 31 - 35 and 2 (7%) were in the age range of 36 - 40, in the range of 41 - 45, there was no respondent, while 2 (7%) of the respondents were found to be between the age range of 45 - 50 but between the age range of 51 - 55 there was no respondent.

Table 4.24 deals with the respondents' level of study

Levels	400	300	200	100
Male	9	10	1	0
Female	2	5	1	0
Total	11	15	2	0

Table 4.24 above shows that 11 (39%) of the respondents were in 400 level, while 15 (54%) of the respondents were in 300 level and 2 (7%) of the respondents were in 200 level, but in 100 level there was no respondent. The analysis of tables 4.23 and 4.24 respectively reveal the differences in age and levels of study among student respondents.

Table 4.25 below reportion the relationships between C.A. and examination performance. Under each pattern of response, strongly Agree (SA) Agree (A) Undecided (U), Disagree (D) and strongly Disagree (SD), a number of respondents in each item in this section of the questionnaire is given.

Table 4.25 below reported on the relationships between CA and examination performance.

	Number of respondents				
	SA	A	U	D	SD
performance in CA is related to performance in examination.	13	11	2	2	0
Performance in CA is not related to performance in examination.	1	8	2	6	11
Students performance in CA is a good predictor of their performance in examination.	11	9	0	7	1
Students performance in CA is a good predictor of their performance in CA examination	2	11	3	9	3

					60
Students perform better in CA than in examination.	9	12	3	4	0
Students perform better in examination than in CA.	2	4	8	11	3

Table 4.25 above reveals that 13 (45%) of the respondents strongly agreedtthat performance in C.A. was related to performance in examination, while 11 (39%) of the respondents agreed, 2 (7%) of them stood on undecided opinion, however, 2 (7%) of them also disagreed with the opinion.

1 (4%) of the respondents strongly agreed that performance in continuous assessment was not related to performance in examination; while 8 (29%) of the respondents agreed with the opinion, 11 (39%) of the respondents strongly disagreed with the assertion.

11 (39%) of the respondents strongly agreed that performance in C.A was a good predictor of their performance in examination, while 9 (33%) agreed with the assertion, 7 (25%)of the respondents disagreed, while the remaining 1 (4%) of the respondents strongly disagreed with the view.

2 (8%) of the respondents strongly agreed that students performance in C.A. was not a good predictor of their performance in examination, while 11 (39%) of the respondents agreed with the assertion, 3 (11%) of the respondents stood on undecided opinion, 9 (33%) of the respondents disagreed with the opinion, 3 (11%) of the respondents strongly disagreed with the assertion.

9 (33%) of the respondents strongly agreed that students perform better in continuous assessment than they perform in examination; while 12 (43%) of the respondents agreed with the assertion and 3 (11%) of the respondents were of undecided

opinion, while 4 (14%) of the respondents disagreed with the assertion.

2 (7%) of the respondents strongly agreed that students performed better in examination than they performed in continuous assessment, while 4 (14%) of the respondents agreed with the assertion, 8 (28%) of the respondents were of undecided opinion and 11 (19%) of the respondents disagreed, 3 (11%) of them strongly disagreed.

Table 4.26 below reports on the students' opinions on whether or not differences existed between male and female academic performance in continuous assessment syste

	Number of Respondents				
	SA	A	U	D	SD
Female students perform better than their male counterparts in the CA system.	4	2	11	8	3
Male students perform better than their female counterparts in CA system.	3	4	12	6	3
There is no sex difference in students performance in using the CA system.	8	11	2	4	3
It is only through hard work that someone performs better in the CA system.	16	5	3	4	1

Table 4.26 above reveals that 4 (14%) of the respondents strongly agreed that female students performed better than their male counterparts in the C.A. system, while 2 (7%) of the respondents agreed and 11 (39%) of the respondents were of undecided opinion, while 8 (29%) of the respondents strongly disagreed with the assertion.

3 (11%) of the respondents strongly agreed that male students performed better than their female counterparts in the continuous assessment system, while 4 (14%) of the respondents agreed with the assertion and 12 (43%) were undecided and the remaining 3 (11%) of the respondents strongly disagreed with the assertion.

8 (29%) of the respondents strongly agreed that there was no sex difference in students performance using the continuous assessment system; while 11 (39%) just agreed and 2 (7%) were undecided but 4 (14%) of the respondents disagreed with the assertion, while the remaining 3 (11%) of the respondents strongly disagreed with it.

16 (75%) of the respondents strongly agreed that it was only through hard work that someone performs better in the continuous assessment system; while 5 (17%) disagreed, 3 (11%) were of undecided view and 4 (14%) of the respondents disagreed with the view, 1 (4%) strongly disagreed.

Table 4.27 below reports on the students responses on the whether or not the merits of continuous system of assessment outweighed its demerits or problems

	Number of Students Responses				
	SA	A	U	D	SD
There are more demerits or problems of continuous assessment system than its mertis, therefore, they system should be scrapped and replaced by another system.	2	3	3	12	8

Continuous assessment system merits have outweighed its demerits or problems, therefore, it should be retained.	14	4	5	2	3
Only students are in the best position to tell the demerits or problems of continuous assessment, since they suffer more of its demerits than they enjoy its merits.	2	7	7	9	3
Continuous assessment merits are well known to both lecturers and students since the merits are being felt more than its demerits by them.	10	9	5	2	2
The present system of assessment has succeeded only in throwing students and lecturers into confusion instead of bringing its anticipated educational gains.	1	3	2	13	9

As examination of the table above clearly points out that only 2 (7%) of the respondents strongly agreed that there were more demerits of continous assessment system than merits therefore they system should be scrapped and replaced by another system; while 3 (11%) of the respondents agreed with the assertion; 3 (11%) also of the respondents were of the undecided opinion and 12 (43%) of them disagreed, 8 (29%) strongly disagreed with the assertion.

2 (7%) of the respondents strongly agreed that students were only in the best position to tell the demerits or proulems of continuous assessment system since they were the ones who suffer more of its demerits or problems than they enjoyed its merits; while 7 (25%) agreed and 7 (25%)

others were of undecided views; 9 (33%) of the respondents agreed and 3 (11%) of the respondents strongly disagreed.

10 (36%) of the respondents strongly agreed that continuous assessment demerits were well known to both lecturers and students since they were experienced of more than its merits by them, while 9 (33%) of the respondents agreed with the assertion and 5 (18%) of the respondents stood on 'undecided' opinion. 2 (7%) of the respondents disagreed with the assertion while the remaining 2 (7%) of the respondents strongly disagreed.

Only 1 (4%) of the respondents agreed that the present system of assessment has succeeded only in throwing lecturers and students into confusion instead of bringing its anticipated educational gains; while 3 (11%) of the respondents agreed with the assertion, 2 (7%) of the respondents were of an undecided opinion, however, 13 (46%) of the respondents disagreed, while the remaining 9 (33%) of the respondents strongly disagreed with the assertion that the continuous assessment system was full of confusion.

4.3.1. Combined Male and Female Response Mean Score Tables

This part of the analysis is concerned with the combined male and female responses presented in mean score tables.

Table 4.28 below shows the respondents' responses on the assertion that performance in continuous assessment was related to performance in examination:

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	13	1	2	2	0	28
Total Score	65	4	6	4	0	119

Mean Score = 4.3

In our assessment of the table 4.28 above, it reveals that the respondents mean score of the total scores is within the range of 'agree'. This is an indication that the majority of the students agreed that performance in continuous assessment was related to performance in examination.

Table 4.29 Performance in continuous assessment is not related to performance in examination

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	0	8	2	6	12	28
Total Score	0	32	6	12	12	62

Mean Score = 2.21

Judging from the above table, the result shows that the mean score is within the range of 'disagree'. It shows that the respondents disagreed with the assertion that performance in continuous assessment was not related to performance in examination.

Table 4.30 Performance in continuous assessment is a good predictor of performance in examination

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	11	9	1	7	0	28
Total Score	55	36	3	14	0	108

Mean Score = 3.85

The above table shows that the mean score is within the range of'agree'. This means that the majority of the students agreed with the assertion that performance in continuous assessment is a good predictor to performance in examination.

Table 4.31 Students performance in continuous assessment is not a good predictor of their performance in examination

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	2	11	3	9	3	28
Total Score	10	44	9	18	3	84

Mean Score = 3.00

The table above shows that the mean score is within the range of'undecided'. This means that the majority of the students were undecided in their opinions over the assertion.

Table 4.32 Students perform better in continuous assessment than they perform in examination

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	9	12	3	4	0	28
Total Score	45	48	9	8	0	110

Mean Score = 3.92

Reading from the above table responses, one sees that the mean score is within the range of 'agree'. This result shows that the respondents mostly agreed with the statement that students performed better in continuous assessment than they performed in examination.

Table 4.33 Students perform better in examination than they perform in continuous assessment

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	2	4	8	11	3	28
Total Score	10	16	24	22	3	75

Mean Score = 2.67

From the above table, the mean score is seen to be within the range of 'undecided'.

Table 4.34 Female students perform better than their male counterparts in the continuous assessment system

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	4	2	11	8	3	28
Total Score	20	8	33	16	3	80

Mean Score = 2.85

The table above reveals that the mean score is within the range of 'undecided'.

Table 4.35 Male students perform better than their female counterparts in the continuous assessment system

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	3	4	12	6	3	28
Total Score	15	16	36	12	3	82

Mean Score = 2.92

Table 4.35 above shows that the mean score for the students responses tends to be within the range of 'undecided'.

Table 4.36 There is no sex difference in academic performance of students in using continuous assessment system

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	8	11	2	4	3	**28**
Total Score	40	44	6	8	3	101

Mean Score = 3.6

The table above indicates that the mean score is within the range of 'agree; thus indicating that students agreed that there was no sex differences in academic performance of students.

Table 4.37 It is only hard work that makes one performs better in C.A.

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	10	5	3	4	1	**28**
Total Score	50	20	9	8	1	88

Mean Score = 3.2

The table above shows that the mean score falls within the range of undecided. It means that the students could not decide on the assertion.

Table 4.38 There are more demerits and problems of C.A., it should be scrapped

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	2	3	3	12	8	28
Total Score	10	12	9	24	8	63

Mean Score = 2.25

A look at the above table, it tells that the mean score for the responses is within the range of 'disagree'. This result signifies that the respondents mostly disagreed with the assertion that there were more demerits than the merits of continuous assessment system and should be scrapped and replaced by another.

Table 4.39 Continuous assessment system merits have outweighed its - demerits or problems and so should be retained

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	14	4	6	2	3	28
Total Score	70	16	15	4	3	108

Mean Score = 3.85

The result from the above table shows that the mean score is within the range of 'agree'. The respondents agreed that continuous assessment's merits have outweighed its demerits or problems and so should be retained.

Table 4.40 Only students are in the best position to tell demerits and problems of continuous assessment since they suffer more of its demerits than they enjoy its merits

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	2	7	7	9	3	28
Total Score	10	28	21	18	3	80

Mean Score = 2.85

A look at the above table, the result shows that the mean score is within the range of 'disagree'. The above result approves that the respondents mostly disagreed with the above assertion.

4.3.2. MALE VERSUS FEMALE STUDENTS' RESPONSES

This section presents the responses made by female and male students in comparison. Tables showing age ranges levels of students percentages, and mean scores were presented.

Table 4.41 Male and female students' questionnaire

Students	Number of Questionnaire Received	Percentage
Male	20	71
Female	8	29
Total	28	100

The table above indicates that out of the 28 students questionnaire collected, 20 (71%) of them were from male students, while 8 (29%) of them were from female students.

Table 4.42 Below shows the age range of male and female students.

Male

Age	16-20	21-25	26-30	31-35	36-40	41-45	46-50	51-60
% No.	0	4(20%)	8(40%)	5(25%)	1(5%)	0(0%)	2(10%)	0(0%)
Total								20(100%)

Female

Age	16-20	21-25	26-30	31-35	36-40	41-45	46-50	51 abo
% No.	1 (12.5%)	2 (25%)	2 (25%)	2 (25%)	1 (12.5%)	0(0%)	0(0%)	0(0%)
Total								8(100%

Examining the results from the table above, we see that none of the male students was in age range from 16 - 20, while 4 (20%) of the respondents were in age range from 21 - 25 and 8 (40%) of the male respondents also were in age from 26 - 30, while 5 (25%) of the respondents had their age range from 31 - 35 and only 1 (5%) of the respondents was in age range from 36 - 40. There was no student among the male respondents in age range from 41 - 45, but 2 (10%) of the respondents were in age range from 46 - 50, and no 0(0%) respondent was of age

50 and above.

From the female respondents 1(14%) were of age from 16 - 10, while 2 (24%) of the respondents were of age from 21 - 25 and 2 (24%) of the respondents also had their age range from 26 - 30 also 2 (24%) of the respondents were in age range from 31 - 35. owever, 1 (14%) of the respondents was in age range from 36 - 40, but there were no respondent of age ranges from 41 - 45, from 46 - 50 and 50 and above among the female respondents.

Table 4.43 below shows the nationalities of the respondents

Male		
Nationality	Number	Percentage
Nigerians	20	100
Foreigners	0	0
Female		
Nigerians	8	100
Foreigners	0	0

From the observation of table 4.43 above, we see that all the 20 (100%) male respondents were Nigerians.

From the female respondents as the table shows, all the 8 (100%) respondents were Nigerians..

Table 4.44 below shows the levels of study of the respondents

Male respondents				
Level	400	300	200	100
Respondents and Percentage	11(55%)	8(40%)	1(5%)	0(0%)

Female respondents				
Level	400	300	200	100
Respondents and Percentage	3(38%)	4(50%)	1(12%)	0(0%)

A look at the table above tells that out of the 20 (100%) of male respondents, 11 (55%) were in 400 level, while 8 (40%) of the respondents were in 300 level and others 1 (5%) of the respondents was in 200 level and no student in 100 level who responded.

Out of the 8 (100%) of the female respondents, 3 (38%) of the respondents were in 400 level and 4 (50%) of the respondents were in 300 level, however, only 1 (12%) of the respondents was in 200 level, but no student responded in 100 level.

Below is table 4.45, which reports whether performance in continuous assessment was related to performance in examination:

Male

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	7	9	0	4	0	20
Total Score	35	36	0	4	0	85

Mean Score = 4.3

Female

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	2	2	1	2	1	8
Total Score	10	8	3	4	1	26

Mean Score = 3.3

The above table shows that the mean score for the male respondents falls within the range of 'agree', while the female respondents mean score falls within the range of undecided. The two results show that the male respondents agreed with the assertion, while the female respondents were undecided.

Table 4.46 reports respondents' views as to whether continuous assessment performance was not related to performance in examination

Male

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	3	4	1	5	6	20
Total Score	15	16	3	10	6	50

Mean Score = 2.5

Female

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	0	0	0	3	5	8
Total Score	0	0	0	6	5	11

Mean Score = 1.4

The table above shows that the mean score for the male respondents falls within the range of 'undecided', while the mean for the female respondents falls within the range of 'strongly disagree'. The mean scores imply that the male respondents were in the average of undecided, while the female respondents strongly disagreed with the assertion.

Table 4.47 Below intends to show whether performance in continuous assessment was a good predictor of their performance in examination

Male

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	5	6	1	6	2	20
Total Score	25	24	3	12	2	68

Mean Score = 3.4

Female

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	5	1	1	1	0	8
Total Score	25	4	3	2	0	34

Mean Score = 4.3

From our observation of the table above, we see that the mean score for the male respondents falls within the range of 'undecided', while the mean score for the female respondents falls within the range of 'agree'. The two different results imply that the male students were unable to decide on the assertion, while the female respondents agreed with the assertion that students performance in continuous assessment was a good predictor of their performance in examination.

Table 4.48 below reports respondents' opinions, as to whether students' performance in continuous assessment was a good predictor of their performance in examination

Male

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	4	7	2	4	3	20
Total Score	20	28	6	8	3	65

Mean Score = 3.3

Female

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	0	3	0	7	3	8
Total Score	0	12	0	4	3	19

Mean Score = 2.4

The Table above shows that male respondents' mean score falls within the range of 'undecided', while the one of female students falls within the range of 'disagree'. The two results indicate that the male respondents were undecided in opinion, while the female respondents disagreed with the assertion that students' performance in continuous assessment was not a good predictor of their performance in examination.

Table 4.49 shows respondents' views on whether students performed better in continuous assessment than they performed in examination:

Male

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	5	6	3	3	3	20
Total Score	25	24	9	6	3	47

Mean Score = 2.4

Female

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	3	2	0	3	0	8
Total Score	15	8	0	6	0	21

Mean Score = 3.4

In a close study of the table above, we see that the mean score for the male respondents falls within the range of disagree, and the score of the female respondents also falls within the range of 'disagree'. The results imply that both of the groups disagreed with the assertion that students perform better in continuous assessment than they perform in the examination.

In Table 4.50 below, the researcher was interested in determining whether or not students performed better in examination than they performed in continuous assessment

Male

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	3	4	5	5	3	20
Total Score	15	16	15	10	3	69

Mean Score = 3. 0

Female

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	1	0	2	5	0	8
Total Score	5	0	6	10	0	21

Mean Score = 2.6

The results in the table above reveal that both groups mean score fall within the range of'undecided'. This implies that both male and female respondents were undecided on the assertion that students perform better in examination than they perform in continuous assessment.

Table 4.51 below reports respondents' views as to whether female students perform better than their male counterparts in the continuous assessment system

Male

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	4	3	5	3	5	20
Total Score	20	12	15	6	5	58

Mean Score = 2.9

Female

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	1	1	0	3	3	8
Total Score	5	4	0	6	3	18

Mean Score = 2.3

The table presented above shows that the mean score for both male and female respondents fall within the range of 'undecided' and 'disagree' respectively. This is an indication that male respondents were of undecided opinion, while the female respondents disagreed that female students performed better than their male counterparts in continuous assessment system.

Table 4.52 below reports respondents' views as to whether male students perform better than their female counterparts in the continuous assessment system

Male

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	2	3	7	3	5	20
Total Score	10	12	21	6	5	54

Mean Score = 2.7

Female

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	2	0	1	2	3	8
Total Score	10	0	3	4	3	20

Mean Score = 2.5

The mean scores of both groups of respondents fall within the range of 'undecided'. The two results, therefore, show that both male and female respondents were undecided as to the assertion that male students

perform better than their female counterparts in the continuous system of assessment.

Table 4.53 below reports on the difference that exists between male and female academic performance in C.A. system

Male

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	5	7	0	2	6	20
Total Score	25	28	0	4	6	63

Mean Score = 3.2

Female

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	3	3	0	2	0	8
Total Score	15	12	0	4	0	31

Mean Score = 3.9

The results from the table above show that the mean score for the male respondents falls within the range of 'undecided, while the one of the female respondents falls within the range of 'agree'. The results imply that the male respondents were undecided while the female respondents support the view that there was no sex difference in students academic performance in continuous system of assessment.

Table 4.54 below reports respondents' opinions as to whether it only by hard work that makes someone perform better in the continuous assessment system

Male

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	9	5	3	3	0	20
Total Score	45	20	9	6	0	80

Mean Score = 4.0

Female

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	3	5	0	0	0	8
Total Score	15	20	0	0	0	35

Mean Score = 4.4

A look at the above tables tells us that both groups mean scores fall within the range of 'agree'. This shows that both male and female respondents agreed that it was only through hard working that someone could perform better in continuous assessment system.

Table 4.55 below shows the respondents' opinions on whether there were more demerits or problems of continuous assessment than its merits and so the system should be scrapped and replaced by another one:

Male

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	4	2	1	9	4	20
Total Score	20	8	3	4	4	39

Mean Score = 3.2

Female

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	0	2	0	5	1	8
Total Score	0	8	0	10	1	19

Mean Score = 2.4

The table above, shows that the two results fall within the range of 'undedided' for male respondents within the range of 'disagree' for female. The results imply that the male respondents were of 'undecided' over the assertion, while the female respondents 'disagreed'.

Table 4.56 :elow tries to reveal whether continuous assessment merits have outweighed its demerits the system should be retained:

Male

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	10	3	2	2	3	20
Total Score	50	12	6	4	3	75

Mean Score = 3.6

Female

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	3	2	1	1	1	8
Total Score	15	8	3	2	1	29

Mean Score = 3.6

The results from the table above show that both male and female respondents mean scores fall within the range of agree. This tells us that both groups of respondents agreed that the stated above assertion was supported by both groups.

Table 4.57 below asks whether only students were in the best position to tell the demerits or problems of continuous since they suffered more of its demerits than they enjoyed of its merits

Male

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	2	4	4	7	3	20
Total Score	10	16	12	14	3	55

Mean Score = 2.8

Female

Pattern of Response	SA	A	U'	D	SD	Total Score
Number of Respondents	1	1	5	0	1	8
Total Score	5	4	15	0	1	25

Mean Score = 3.1

The results from the table above show that the mean scores for both groups of respondents fall within the range of 'undecided'. This indicates that both of the groups were unable to decide on the assertion that only students were in the best position to tell the demerits or problems of continuous assessment system since they suffer more of its demerits than they enjoy of its merits.

Table 4.58 below was intended to display whether continuous assessment merits were well known to both lecturers and students since the merits were being felt by them than were its merits

Male

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	7	8	0	2	3	20
Total Score	35	32	0	4	3	74

Mean Score = 3.7

Female

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	3	2	1	2	0	8
Total Score	15	8	3	4	0	30

Mean Score = 3.8

A look with understanding at the table above reveals that both male and female respondents' mean scores fall within the range of 'agree'. The results therefore, point out that most of the respondents agreed with the assertion that continuous assessment merits were well known to both lecturers and students since the merits were being felt more than its demerits by them.

Table 4.59 Below reports on the assertion that the present system of assessment had succeeded only in throwing both lecturers and students into confusion instead of bringing its anticipated educational gains.

Male

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	3	3	2	7	5	20
Total Score	15	12	6	14	5	52

Mean Score = 2.7

Female

Pattern of Response	SA	A	U	D	SD	Total Score
Number of Respondents	0	2	1	3	2	8
Total Score	0	8	3	6	2	19

Mean Score = 2.3

A survey of table 4.59 above reports that the mean score result for the male respondents' falls within the range of undecided, while the female mean score falls within the range

of 'disagree'. The two results imply that the male respondents were of 'undecided' opinion on the assertion that the present system of assessment had succeeded only in throwing both lecturers and students into confusion instead of bringing its anticipated educational gains, while the female respondents 'disagreed' with the assertion.

4.4 Hypothesis Testing

Data investigation in this study was based on five hypotheses. The hypotheses stated in section 1.5 were tested by twenty-eight (28) returned (usable) questionnaire and the students' recorded data of performance scores.

4.4.1 Testing for Significance Difference in the Opinions of the Respondents

Hypothesis I

There is no significant difference between male and female students in their opinions over the relationship between continuous assessment and examination performance.

In the table on page 89, the researcher seeks to find out the differences in opinions between male and female students over the relationships between continuous assessment and examination performance among students of C.R.S. section.

Table 4.60 Computed two Sample Tests: Male to Female Respondents

Pattern of Response	Respondents	N	Mean	SD	SE	Calculated T value	Critical T value
STRONGLY AGREE	Male	20	65.000	11.281	4.810	7.77	2.060
	Female	8	17.500	11.640	4.752		
AGREE	Male	20	15.000	10.254	10.600	3.92	2.060
	Female	8	4.347	3.397	1.407		
UNDECIDED	Male	20	5.400	4.450	1.990	1.960	2.060
	Female	8	4.800	5.843	2.645		
DISAGREE	Male	20	10.800	6.417	2.871	.41	2.060
	Female	8	4.400	3.847	1.720		
STRONGLY DISAGREE	Male	20	3.400	1.140	.510	2.58	2.060
	Female	8	1.600	1.340	.600		

t = 2.060 p = 0.05 df = 26

A close observation of table 4.60 above reveals that three of the 5 computed two sample tests of male and female respondents, are significant at the 0.05 level because the calculated t - values in the two patterns, of students' responses, Strongly Agree and Strongly Disagree are greater than the table value of 2.060 at 0.05 significant level, at degrees of freedom of 26. Thus, the t - calculated values are 7.77, 3.72 and 2.58 respectively as revealed in the table above. The t - calculated values that are not significant at 0.05 level included 'Undecided' and 'Disagree' pattern of students' responses with the t - values of 1.96 and 0.41 respectively, it is becuase the table t - value is greater

than the calculate t - value of the responses. Hence, the null hypothesis stated above was rejected in three patterns of responses included Strongly Agree, Agree and Strongly Disagree but retained in Undecided and Disagree pattern of response at 0.05 level of significance.

The result of the above analysis implies that significant differences in opinion existed between the male and respondents. The result lead to a conclusion that not all male and female students in the section of the time of the study had the same view on the question of whether or not relationships existed between continuous assessment and examination performance among students of Christian Religious Studies' Section.

4.4.2 Test for Significant Relationship in opinion of male and female respondents.

Hypothesis 2

There is no significant relationship between male and female students in their opinions on whether or not the merits of the continuous assessment system outweigh its demerits.

Table 4.61 below reports the relationships in opinion between male and female respondents on the question of whether the continuous assessment merits outweigh its demerits.

Table 4.61 Computed two Sample Test: Male to Female Respondents

Pattern of Responses	Respon-dents	N	Mean	SD	SE	r:Corr-elation	r:cri-tical
STRONGLY AGREE	Male	20	25.000	14.720	7.360	.591	.367
	Female	8	11.250	4.787	2.394		
AGREE	Male	20	18.000	7.659	8.780	.667	.367
	Female	8	9.000	8.869	4.435		
UNDECIDED	Male	20	11.250	9.958	4.479	.726	.367
	Female	8	7.500	1.500	.950		
DISAGREE	Male	20	5.500	1.000	.500	.132	.367
	Female	8	5.500	2.517	1.258		
STRONGLY DISAGREE	Male	20	4.000	2.708	1.354	.420	.367
	Female	8	1.500	1.732	.866		

r = 0.367 p = 0.05

Table 4.61 above shows that on four (4) of the five (5) computed two-sample test, male and female respondents are significant because the calculated correlation coefficients values in Strongly Agree, Agree, Undecided and Strongly Disagree are significant at 0.05 level, Thus, the calculated coefficients' values are .591, .726 and .420 respectively, as revealed in the table above. The calculated correlation coefficient which is not significant at 0.04 level of of significance is 'Disagree', with the calculated coefficient value of .132. Hence the null hypothesis stated above was

rejected in four patterns of responses, (Strongly Agree, Undecided and Strongly Disagree) but retained in one only pattern (Disagree), at 0.05 significant level.

The result of the above analysis implies that most of the respondents had the same or similar opinions on the question of whether the merits of the continuous assessment system outweigh its demerits or problems. We conclude that relationships at 0.05 significance level existed between male and female students' opinions on the question of which one of the two (merits and demerits or problems) outweighed the other in the continuous system of assessment in Christian Religious Studies Section.

4.4.3 Test For Significant Relationship Between Continuous Assessment and Examination Performance Scores for the Second Term, 1988/89 Session, Second Semesters 1989/90 and 1990/91 Sessions

Hypothesis 3

There is no significant relationships between the students' continuous assessment and examination performance scores in each of the selected courses.

(a) The table below highlights the relationship between the students' continuous assessment and examination performance scores in five courses for the second term 1988/89 session.

Table 4.62 Computed two sample comparison of students' performance scores

Courses	CA/EX	Mean	SD	SE	r: correlation	r-critical value of correlation
EDCS 404: West African and Nigerian Church History	CA	22.50	2.96	1.663	.629	.433
	EX	23.55	8.33	1.864		
EDCS 308: Seciology of Religion	CA	19.40	2.26	.731	.596	.433
	EX	37.00	5.92	1.324		
EDCS 412: New Testament Theology	CA	22.20	1.64	.367	.420	.433
	EX	36.95	4.59	1.027		
EDCS 307: Christian Dogma	CA	22.10	2.314	.518	.084	.433
	EX	25.55	6.22	1.393		
EDCS 414: The Prophets of Israel	CA	23.55	4.39	.980	.083	.433
	EX	28.60	7.60	1.700		

r = 0.433 p = 0.05 df 19

A look at the computed one-sample students' performance scores in the table above indicates that two of the five computed two sample test of students performance scores are significant because the calculated correlation coefficients in the West African and Nigerian Church History and Sociology of Religion Courses

are greater than the critical correlation coefficient value of 0.433 at 0.05 significance level, and 19 degrees of freedom. The calculated coefficients value are .629 and .596 respectively, as revealed in the table above. Those that are not significant at 0.05 significant level include New Testament Theology, Christian Dogma and The Prohets of Israel with the calculated coefficient values of .420, .084 and .083 respectively because the value of the ctitical coefficient for 19 degrees is greater than the calculated correlation coefficient values for the course. Hence, the null hypothesis stated above was rejected in two courses (West African and Nigerian Church History and Sociology of Religion) but retained in three courses, namely New Testament Theology, Christian Dogma and the Prophets of Israel, at 0.05 significant level.

The result of the above analysis implies that all students who did well in continuous assessment also did well in examination, and those who performed poorly in examination also did so in continuous assessment in West African and Nigerian Church History and Sociology of Religion. On the other hand, the courses in which the null hypotheses was retained indicated that students who did well in continuous assessment but did well in examination. This also suggests that the students' performance in examination could not be successfully predicted from their performance scores in continuous assessment and vice-versa.

It must be concluded from the above analysis that relationships between continuous assessment and examination performance scores were weak in most of the course performances for second term, 1988/89 session at the significant level used in this investigation.

(b) The table below presents the two sample test of students' performance scores in continuous assessment and examination in five courses studied by Christian Religious Studies Section in second semester, 1989/90.

Table 4.63 Computed one sample Test of students' performance scores in continuous assessment and examination

Courses	CA/EX	Mean	SD	SE	Corr(r)	Critical of coefficient
EDCS 404:West African and Nigerian Church History	CA	23.90	1.57	.335	.407	.413
	EX	35.95	4.00	.854		
EDCS 308:Sociology of Religion	CA	25.86	2.78	.593	.337	.413
	EX	28.40	4.17	.339		
EDCS 412:New Testament Theology	CA	27.00	2.09	.446	.143	.413
	EX	33.77	6.62	.413		
EDCS 307:Christian Dogma	CA	25.31	1.17	.250	.427	.413
	EX	33.08	3.93	.849		
EDCS 414:The Prophets of Israel	CA	22.72	1.60	.250	.045	.413
	EX	35.00	5.91	1.260		

r = .413 p = 0.05 df 21

The computed title one-sample test of students(performance scores above shows that only one of the 5 computed one sample test of the students performance value is significant because the calculated correlation of coefficient in Christian Dogma is greater than the critical critical correlation coefficient of .413 at 0.05 significant level, at 21 degrees of freedom. Thus, the calculated Correlation coefficient Value in Christian Dogma is .427 as revealed in the table above. The calculated correlation coefficient which are not significant at 0.05 significant level included West African and Nigerian Church History, Sociology of Religion, New Testament Theology and the Prophets of Israel, with the calculated correlation coefficients values of .107, 337, 143 and .045 respectively because the critical correlation coefficient value at 0.05 level and 19 degrees of freedom is greater than the calculated correlation coefficient value, calculated between the variables of the course performances at 0.05 significant level. Hence, the null hypothesis stated above was reflected only in Christian Dogma but retained in four of the five courses namely: West African and Nigerian Church History, Sociology of Religion, New Testament Theology and the Prophets of Israel at 0.05 significant level.

The result of the analysis in the one-sample test of students'performance above says that in 4 of the 5 computed one sample test performance all students who did poorly in continuous assessment did well in examination or did well in continuous assessment but did poorly in examination,

while in Christian Dogma, all students who did well in continuous assessment also did well in examination or did poorly in continuous assessment and also did so in examination This means that it was only in one course (Christian Dogma) that one could reliably predict students' performance in examination from their continuous assessment performance scores. We conclude from the result of the above tests that a significant relationship between continuous assessment and examination in second semester, 1989/90 session among the 400 level students did not exist.

(c) The table below talks about the level of relationships that existed between continuous assessment and examination performance scores in second semester, 1990/91 session.

Table 4.64 Computed one sample Test of students performance in five courses:

Courses	CA/EX	Mean	SD	SE	Corr(r)	Critical of coefficient
EDCS 404: West African and Nigerian Church History	CA	23.40	1.00	.476	.665	.601
	EX	34.40	6.16	1.950		
EDCS 308:Sociology of Religion	CA	25.20	1.39	.442	.228	.601
	EX	34.40	4.32	1.367		
EDCS 412:New Testament Theology	CA	26.20	1.55	.365	.249	.601
	EX	39.30	3.47	1.100		
EDCS 307:Christian Dogma	CA	24.20	2.44	.772	.094	.601
	EX	40.00	1.94	.615		
EDCS 414:The Prophets of Israel	CA	23.20	1.39	.442	.228	.601
	EX	35.30	4.32	1.367		

r = 0.601 p = 0.05 df = 9

In our examination of the computed one sampled test of students' performance scores' table above, we see that only one of the 5 one sample test performances is significant at 0.05 significance level because the calculated correlation coefficient in West African and Nigerian Church History is greater than the critical value of the correlation coefficient of .601 at 0.05 significant level and degrees of freedom 9. Thus, the calculated correlation coefficient in West African and Nigerian Church History is .665 as revealed from the table above. Those calculated correlation coefficients values that are not significant at 0.05 significance level included Sociology of Religion, New Testament Theology, Christian Dogma and the Prophets of Israel with the calculated correlation coefficients of .228, .249, .094 and .328 respectively because the significant value of the correlation coefficient for 9 degrees of freedo- at p = 0.05 is greater than the calculated correlation coefficient value calculated between the variables at 0.05 significance level. Hence, the null nypothesis stated above was rejected in one course only (West African and Nigerian Church History) but retained in four courses named above as not being significant at 0.05 significance level.

The result of the analysis above says that in 4 of the 5 courses involved in the study, students who did well in continuous assessment did not do well in examination, or they did poorly in continuous assessment but performed well in examination. It was only in West African and Nigerian Church History that

all students who did well in continuous assessment also did well in examination or performed poorly in continuous assessment and examination. From the result of the analysis discussed above, we that that the test conducted on the degree of relationship between continuous assessment and examination performance scores said that there no significant relationship between the two variables among students of Christian Religious Studies Section in second semester, 1990/91 session and that in general there was a lack of consistency in academic performance.

4.4.4 Test for Significant of the Difference Between the Students' C.A. and Examination Performance Scores

Hypothesis 4

There is no significant difference between the students continuous assessment and their examination performance scores.

(a) It became necessary for the researcher to investigate whether or not significant differences existed between the students' performance in continuous assessment and examination in Second Term, 1988/89 session, Second Semesters 1989/90 and 1990/91 sessions.

The table below was drawn to reveal that differences if any between the continuous assessment and examination performance scores of the students in B.Ed. III second term 1988/89 session.

Table 4.65 Computed One Sample Test of Students Performance Scores in C.A. and Examination

COURSES	CA/EX	Mean	SD	SE	T. Calc-ulate Value	Critical T-Value
EDCS 404:West African and Nigerian Church History	CA	22.50	2.965	.663	3.94	2.093
	EX	28.55	8.338	1.864		
EDCS 308:Sociology of Religion	CA	19.40	3.267	.731	16.53	2.093
	EX	37.00	5.921	1.324		
EDCS 412:New Testament Theology	CA	22.20	1.642	.367	15.79	2.093
	EX	36.95	4.942	1.027		
EDCS 307:Christian Dogma	CA	22.10	1.642	.367	2.39	2.093
	EX	25.35	4.594	.518		
EDCS 414:The Prophets of Israel	CA	23.55	4.395	.983	2.67	2.093
	EX	28.60	7.605	1.700		

t = 2.093 p = 0.05 df = 19

Our examination of table 4.65 above reveals that all the five computed students' performances in continuous assessment and examination, are significant because the calculate t-values of all the five are greater than the value of 2.093 at 0.05 significant level and 19 degrees of freedom. Thus, the calculated t-values are 3.94, 16.53, 15 15.79, 2.39 and 2.67 respectively as revealed in the table above.

Hence the null hypothesis stated above was rejected for all the five courses listed in the table above at 0.05 significant level. This implies that differences at 0.05 significant level existed among the B.Ed. III students of C.R.S. at the time of the study. It could be stated conclusively that all the Standard Deviations in the table above show that students performed better in examination than in continuous assessment and that continuous assessment performance scores were not good predictors of performance in examination.

(b) There was a need also to find out the differences that existed between continuous assessment and examination performance scores among 400 level students for second semester, 1989/90 session..

Table 4.66 Computed One Sample Test of Students' Performance scores in C.A. and Examination

Courses	CA/EX	Mean	SD	SE	T-Calculated Value	T-Critical Value
EDCS 404:West African and Nigerian Church History	CA	23.90	1.571	.335	12.68	2.080
	EX	35.45	4.00	.854		
EDCS 308:Sociology of Religion	CA	25.86	2.783	.593	2.67	2.080
	EX	28.40	4.171	.889		
EDCS 412:New Testament Theology	CA	27.00	2.093	.446	4.39	2.080
	EX	33.77	6.626	1.413		
EDCS 307:Christian Dogma	CA	25.31	1.171	.250	8.52	2.080
	EX	33.68	3.981	.849		
EDCS 414:The Prophets of Israel	CA	22.72	1.609	.343	9.67	2.080
	EX	35.50	5.91	1.200		

t = 2.080 p = 0.05 df = 21

The results on table 4.66 above indicate that all of the five computed one sample test of students' performance scores are significant, because the calculated t-values are greater than the t-table value of 2.080 at 0.05 significance level, degrees of freedom of 21. Thus, the calculated t-values are 12.68, 2.87, 4.39, 8.52 and 9.67 respectively as indicated in the table above. Hence the null hypothesis which stated that there are no significant differences between the students' continuous assessment and examination performance scores was rejected for all the five courses at 0.05 significance level. This implies that significant difference existed at 0.05 significance level between the students' continuous assessment and examination performance scores among the 400 level students of C.R.S. section, second semester, 1989/90 session.

It also shows that all students who were in 400 level at the time did not all have equal performance in the two variables of the study. This means that the students either performed high in continuous assessment and low in examination or high in examination and low in continuous assessment. The calculated standard deviations in the above table tell us that the students performed better in examinations than in continuous assessment and that performance in continuous assessment was not a good predictor of students' performance in examination.

(c) The researcher felt that it is very desirable to reveal to students the level of the differences between their performances in continuous assessment and that in examination.

Table 4.67 Computed One Sample Test of Students' Performances in C.A. and Examination for Second Semester, 1990/91 Session

Courses	CA/EX	Mean	SD	SE	T-Calculate value	T-Critical value
EDCS 404:West African and Nigerian Church	CA	23.40	1.506	.476	4.79	2.262
	EX	34.40	6.168	1.950		
EDCS 308:Sociology of Religion	CA	26.20	1.398	.442	9.80	2.262
	EX	39.30	4.322	1.367		
EDCS 412:New Testma Theology	CA	26.20	1.155	.365	10.19	2.262
	EX	36.90	3.479	1.100		
EDCS 308:Christian Dogma	CA	24.20	2.440	.772	15.33	2.262
	EX	40.00	1.944	.615		
EDCS 414:The Prophets of Israel	CA	23.20	1.398	.442	9.05	2.262
	EX	35.30	4.322	1.367		

t = 2.262 p = 0.05 df = 9

Table 4.67 above shows that all the 5 computed one sample test of students' performance scores in continuous assessment and examination are significant. They are significant because the calculated t - values are greater than the table t - value of 2.262 at 0.05 significant level at 9 degrees of freedom. Thus, the calculated t - values are 4.79, 9.80, 10.19, 15.33 and 9.05 respectively as shown in the table above.

Hence the null hypothesis stated above was rejected for all the five courses namely: West African and Nigerian Church History, Sociology of Religion, New Testament Theology, Christian Dogma and the Prophets of Israel at 0.05 significance level. This implies that significant differences between continuous assessment and examination performance scores at 0.05 significant level existed among the 400 level students of the section in second semester 1990/91 session. It also implies that the students involved in the study did not all perform equally in the two variables. Conclusively, as seen from the differences of the calculated standard Deviations, the students performed better in examinations than in continuous assessments.

4.4.5. Test for significan Difference in Male and Female Academic Performance Scores

Hypothesis 5

There is no significant male and female difference in students academic performance scores in continuous assessment and examination

(a) Table 4.68 below shows computed two sample test of male to female performance scores in continuous assessment and examination for second term B.Ed. III, 1988/89 session:

	M A L E			F E M A L E				
All 5 Courses	Mean	SD	SE	Mean	SD	SE	DIFFERENCE Calculated T value	T-Critical value
CA	28.230	9.572	4.281	21.842	1.574	7.04	1.66	2.101
EX	29.756	6.941	3.104	31.336	5.465	2.444	1.22	2.101

t = 2.101 p = 0.05 df = 18

An examination of the table above indicates that both calculated t-values of the computed two sampled test of male to female continuous assessments and examinations are not significant because the table t-value of 2.101 is greater than the calculated t-values at 0.05 significant level, 18 degrees of freedom. Thus, as revealed in the table above, the calculated t-values are 1.66 and 1.22 respectively. Hence the null hypothesis stated above was rejected for both variables. This implies that significant difference between male and female (s) in continuous assessment and examination performance scores **did not exist** among the B.Ed. III students of C.R.S. section at the time of the study. It could be concluded that better performance in any of the variables was only the result of hard work rather than male and female differences.

(b) At this point the researcher became interested in enquiring whether there was any significant male and female difference in academic performances among the students in 400 level second semester, 1989/90 session.

Table 4.69 Computed two Sample Male to Female Academic Performance Scores in C.A. and Examination

All Five Courses	M A L E			F E M A L E			DIFFERENCE	
CA/EX	Mean	SD	SE	Mean	SD	SE	T-Cal. Value	T-Critical Value
CA	26.294	1.714	.766	24.604	1.725	.772	1.49	2.086
EX	29.450	5.544	2.479	33.296	3.386	1.514	1.30	2.086

t = 2.086 p = 0.05 df = 20

The above shows that both computed two sample tests of male and female academic performance differences in CA and examination are not significant. They are not significant because the table t-value of 2.086 is greater than the t-calculated values at 0.05 significant level at 20 degrees of freedom. Thus, the calculated t-values are 1.49 and 1.30 respectively as revealed in the table above. Hence the null hypothesis stated above was rejected for both variable performances. This signifies that there was a total absence of male and female significant differences at 0.05 significant level among the 400 level students of second semester, 1989/90 session. It could be concluded that all students either male or female who performed better in any one of the two or both variables were hard-working students and not because of their sex differences.

(c) It would be helpful to educationists to know whether male students perform better than female students in continuous system of assessment in the section.

Table 4.70 Computed one sample comparison of male to female students performance scores in CA and Examination for second semester, 1990/91

All 5 Courses	M A L E			F E M A L E			DIFFERENCES	
CA/EX	Mean	SD	SE	Mean	SD	SE	T-Value calcul	T-Critical value
CA	24.68	1.289	9.25	24.76	1.296	.578	1.04	2.308
EX	29.36	7.103	3.176	36.92	3.164	1.45	2.27	2.306

t = 2.306 p = 0.05 df = 9

The computed table of two sample male to female students performance scores above shows that the two t-calculated values are not significant because the t-table value in 2.306 is greater than the t-calculated values at 0.05 significant level, 8 degrees of freedom. Thus, the t-calculated values are 1.04 and 2.27 respectively as revealed in the table above. Hence the null hypothesis stated above was rejected for both variables in second semester, 1990.91 session at 0.05 significant level. The analysis shows that there was not any male and female significant difference in performance scores in the C.A. system in the section.

4.5 Summary

This study tried to find out the relationships which might exist between continuous assessment and examination performances of selected B.Ed. III, 1988/89, 400 level, 1989/90 and 1990/91 sessions' students in Christian Religious Studies Section, Department of Education.

The research data used consisted of lecturers' and students' opinions or views on students academic performances and continuous assessment system. The recorded academic performance data of the sampled students were also used for the study.

The lecturers and students' questionnaire were recorded in tables. Some null hypotheses using the data of the tables were tested in order to answer the basic questions of the study.

A detailed summary of the results of the tests is stated in the following chapter.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.1. Introduction

This chapter gives a summary, findings, conclusions and recommendation on the relationships between continuous assessment and examination performances among students of Christian Religious Studies Section, Department of Education, Ahmadu Bello University (A.B.U) Zaria.

5.2. Summary

The general purpose of this study was to investigate the relationships between continuous assessment and examination performance scopes among students of C.R.S. of A B U for one second term and two second semesters. It was to find out whether relationships or differences existed between the students contenuous assessment and examination performance sores. This investigation made use of the lecturers' and students' opinions in addition to the student$$ continuous assessment and examination performance scores.

The problem was stated and five hypothesis were formulated for testing among which to mention a few:-

(a) There is no significant difference between male and female students in their opinions on the relationships between continuous assessment and examination performances.

(b) There is no significant relationship between the students' continuous assessment and examination performance scores in each of the five selected courses.

Several assumptions were made in the study. One assumption was made that continuous assessment and examination systems were used for the students' assessment in the section of Christian Religious Studies of the Department of Education. Another assumption was made that both internal and external forces did not affect the achievement of the students involved in the continuous assessment tests and examination to mention a few.

Literature directly related to the study problem was reviewed under headings including the following:-

1. The summative system of assessment or single and of term examination in Nigeria.
2. Meaning and nature of continuous assessment.
3. Basic philosophy, principles and practice of continuous assessment in Nigeria.
4. Merits, demerits and problems of continuous assessment.

Two sets of questionnaire were used for the collection of data for the study among 35 lecturers and students in the section sampled from a population of 69. The investigator stated statistically the five null hypotheses stated in chapter 1, section 1.5 of the thesis. For the analysis, the two tailed t-test was used to test all the null hypothesis concerned with the differences

because they were all non-directional, while the product momment correlational coefficient was used to test the strength of the relationships between the students' continuous assessment and examination performance socres.

5.3. Findings

The following findings were made as the result of the study:-

I. It appeared that the majority of the lecturers and students in the section shared the same opinion that continuous assessment and examination performances were related to each other, they also with the exception of few students shared the opinion that there was no sex difference in academic work.

II. The results of the study led to the conclusion that students and lecturers believed that despite the burden of the continuous assessment, its merits out-weighed the demerits.

III. From using the previous records of performance of students in the section, the study showed that significant relationships did not exist between continuous assessment and examination performance scores of the student in most of the courses involved in the study. There were only a few courses of the study which showed that the dtudents' performance in continuous assessment and examination were related to each other; Furthermore, the finding on the relationships revealed that most of

the correlation coefficients calculated between the two variables were not significant at 0.05 significant level.

Finally, the study found on this section that there was an observable consistency in performance for two semesters over the whole period of the study only in West African and Nigerian Church History Course.

IV. From the findings on the differences between continuous assessment and examination performance scores of students, it appeared that the majority of the students either male or female in B.Ed. III, second term, 1988/89 session had differences in performance in both continuous assessment and examination. The study also pointed out that in second semester, 1989/90 session, the 400 level students had differences also in performance in both variables. The second semester, 1990/91 session findings on the differences between the students' performance; showed that in all the course performances, non of the students in the section performed equally in continuous assessment and examination.

The result, of the finding on the students' continuous assessment and examination performance scores difference contradicts some of the respondents' opinions that students' performance in continuous assessment were good predictors of their performances in examination.

The result of the study in this section did not indicate that male and female significant difference in continuous assessment and examination performance scores was revealed at the time of the study.

5.4. Conclusions

After the analysis and data interpretation one could easily make the following conclusions:

1. In general, there were only few relationships between the continuous assessment and examination performance scores; the correlation coefficients have shown that if a student did not perform well in the continuous assessment, it did not mean that he would not perform well in the examinations. This was seen in the investigation of the relationships between continuous assessment and examination performance scores conducted among B.Ed. III, second term 1988/89 session and 400 level students 1989/90 and 1990/91 second semesters students. One must also conclude that a student's performance in examination was not predicted strongly from his performance in the continuous assessment.

2. There was significant differences between the continuous assessment and examination performance scores of all students involved in the study for each of the three periods covered. A careful observation of the students mean scores and standard deviations revealed that students performed generally better in examination than in continuous assessment.

3. Observing generally, the tests values between male and female performance scores revealed that significant difference between male and female in academic performance did not exist at 0.05 significant level even though, few respondents had the view that male and female

difference in academic performance existed in the section.

4. Analysing from the general views expressed by people on the merits and demerits of the continuous assessment system, most of them believed that the system's merits outweigh its demerits and even suggested that the system should be maintained because of its usefulness in assessing students' performances.

5.5. Recommendation From the Study

1. Lecturers of Christian Religious Studies Section should always work towards achieving significant relationships between continuous assessment and examination performance scores by their consistent method of instruction as well as their setting up of related tests and examination questions.

2. There is need to find out thereasones or why most of the course performance scores in the two variables lacked relationships. Possible solution to this problem could be through the use of various methods of teaching and evaluation techniques adopted by the lecturers who would compare the results obtained in the two variables by their students at the end of every semester.

3. If continuous assessment performance scores should have high predictive value for examination performance scores, lecturers in the section should see that continuous assessment test questions and assignments are challenging and related to examination questions.

4. Lastly, the lecturers in the section should see that their students are encouraged to perform well in the continuous assessment tests and assignments by their clear explanation of assignment problems and clear assessment test questions for which students should be given a quite enough time.

5.6. Recommendations for Further Studies

The researcher recommends the following for further studies:

1) A correlational research of this kind should be conducted in every section or department of the University.

2) An investigation should be conducted to find out the underlying reasons for the failure of the University authority to appoint non-academic staff as examination officers for exery section in the University who can properly take care of the students' scores.

3) There is a need to determine why students' performances in continuous assessment and examination scores in CRS Section lacked relationships.

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A P E N D I C E S

APPENDIX A

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA.

THE RELATIONSHIPS BETWEEN CONTINUOUS ASSESSMENT (CA) AND EXAMINATION PERFORMANCE SCORES AMONG STUDENTS OF CRS OF ABU

This questionnaire is designed to collect data on the relationships between continuous assessment (CA) and examination performance among students of CRS. Please endeavour to respond to all items. You are assured of complete confidentiality. Below is the key for your response. Please express your opinion by putting a tick (✓) in the appropriate column that best describes your opinion.

(a) Strongly Agreed (SA)

(b) Agreed (A)

(c) Undecided (U)

(d) Disagreed (D)

(e) Strongly Disagreed (SD) for Section B and C. For Section A put a tick ( ) in the appropriate box that best describes you.

LECTURERS QUESTIONNAIRE

SECTION A

PERSONAL INFORMATION

1. SEX

(a) Male ☐ (b) Female ☐

2. AGE

(a) 36 - 39 ☐ (b) 40 - 44 ☐

(c) 45 - 49 ☐ (d) 50 - 54 ☐

(e) 55 and above ☐

3. NATIONALITY

(a) Nigerian ☐ (b) Foreigner ☐

4. QUALIFICATION

(a) Ph.D ☐ (b) M.Ed. ☐ (c) M.A. ☐

(d) B.Ed. ☐ (e) B.A. ☐

SECTION B

CONTINUOUS ASSESSMENT AND EXAMINATION RELATIONSHIP

	S.A	A	U	D	S.D
5. Performance in continuous assessment is related to performance in examination.					
6. Performance in continuous assessment is not related to performance in examination.					
7. Performance in continuous assessment is a good predictor of performance in examination.					
8. Students performance in continuous assessment is not a good predictor of their performance in examination.					
9. Students perform better in continuous assessment than they perform in examination.					
10. Students perform better in examination than they perform in continuous assessment.					

SECTION C

MALE AND FEMALE PERFORMANCE IN CONTINUOUS ASSESSMENT AND EXAMINATION

11. Female students perform better than their male counterparts in the countinuous assessment system.					
12. Male students perform better than their female counterparts in the continuous assessment system.					
13. There is no sex difference in academic performance of students in using the continuous assessment system.					

SECTION D

MERITS, DEMERITS AND PROBLEMS OF CONTINUOUS ASSESSMENT

	SA	A	U	D	SD
14. Continuous assessment system is seen as cumbersome and open to abuse by staff and students but this does not mean that the system does more harm than good in assessing students performance					
15. All the staff members, the students and the courses of study are exposed more to the diadvantages than advantages of continuous assessment system					
16. Despite the fact that the continuous assessment system is being affected by such factors as favouratism parents teachers relationships and family background its merits can never be compared with its demerits and problems					
17. It is generally felt that educational gains to be derived from continuous assessment system out weighed the administrative burden which very obviously entailed					
18. Although continuous assessment system is characterized by being systematic, cumulative and guidance oriented its merits can never out weighed its demerits.					

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This questionnaire is designed to collect data on the relationships between continuous assessment (CA) and examination performance scores among students of CRS. Please endevour to respond to all items. You are assured of a complete confidentiality.

Below is the key for your response. Please express your opinion by putting a tick (✓) in the appropriate column that best describes your opinion.

(a) Strongly Agree (S.A.)
(b) Agree (A)
(c) Undecided (U)
(d) Disagree (D)
(e) Strongly Disagree (S.D.) for section B and C.

For Section A put also a tick ( ) in the appropriate box that best describes you.

STUDENTS QUESTIONNAIRE

SECTION A

PERSONAL INFORMATION

1. SEX

(a) Male ▱ (b) Female ▱

2. AGE

(a) 16 - 20 ▱ (b) 21 - 25 ▱

(c) 26 - 30 ▱ (d) 31 - 35 ▱

(e) 36 - 40 ▱ (f) 41 - 45 ▱

(g) 46 - 50 ▱ (h) 56 and above ▱

3. NATIONALITY

(a) Nigerian ▱ (b) Foreigner ▱

4. LEVEL

(a) 400 Level ▱ (b) 300 Level ▱

(c) 200 Level ▱ (d) 100 Level ▱

SECTION B

CONTINUOUS ASSESSMENT AND EXAMINATION RELATIONSHIPS.

	S.A.	A	U	D	S.D
5. Performance in continuous assessment is related to performance in examination.					
6. Performance in continuous assessment is not related to performance in examination.					
7. Performance in continuous assessment is a good predictor of performance in examination.					
8. Students' performance in continuous assessment is not a good predictor of their performance in examination.					

	S.A	A	U	D	S.D
9. Students perform better in continuous assessment than they perform in Examination					
10. Students perform better in examination than the perform in continuous assessment.					
SECTION C					
MALE AND FEMALE PERFORMANCE IN CONTINUOUS ASSESSMENT AND EXAMINATION.					
11. Female students perform better than their male counterparts in the continuous assessment system.					
12. Male students perform better than their female counter parts in the continuous assessment system.					
13. There is no sex difference in students performance using the continuous assessment system.					
14. It is only hard work that makes one perform better in the continuous assessment system.					
SECTION D					
MERITS, DEMERITS OR PROBLEMS OF CONTINUOUS ASSESSMENT SYSTEM.					
15. There are more demerits or problems of continuous assessment than its merits, therefore the system should be scrapped and replaced by another system.					

	S.A	A	U	D	S.D
16. Continuous assessment system merits have outweighed its demerits or problems, therefore it should be retained.					
17. Only students are in the best position to tell the demerits or problems of continuous assessment since they suffer more of its demerits than enjoy its merits.					
18. Continuous assessments merits are are well known to both lecturers and students since the merits are being felt more than its demerits by them.					
19. The present system of assessment has succeeded only in throwing students and lecturers into confusion instead of bringing its anticipated educational gains.					

APPENDIX B

Faculty of Education,
Ahmadu Bello University,
Zaria.

10th January, 1992.

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

Dear Sir,

COLLECTION OF RESEARCH DATA

The bearer, A. S. MSHELIA is conducting research on "The Relationships Between Continuous Assessment (CA) and Examination Performance Scores Among Students of CRS of ABU." For the degree of M.Ed. (C.R.S.).

The Faculty of Education will be grateful if you could permit him/her to conduct classroom experimentation/collect data of C.R.S. Section of the Department of Education.

Thank you for your continued co-operation with us.

Yours sincerely,

(Coordinator)
Postgraduate Studies Committee.

APPENDIX C

B.ED III STUDENTS' PERFORMANCE SCORES IN

SELECTED SECOND TERM COURSES FOR 1988/89 SESSION

1				2				3			
St No	SEX	C.A	EX.	St.No	SEX	C.A	EX.	St No	SEX	C.A	EX.
X	F	22	21	X	F	16	31	x	F	21	34
X	F	25	37	X	F	23	46	X	F	23	40
X	F	21	22	X	F	19	32	X	F	21	38
X	F	27	21	X	F	18	37	X	F	21	30
X	M	17	28	X	M	23	39	X	M	22	36
X	M	27	45	X	M	26	48	X	M	27	47
X	M	23	28	X	M	18	36	X	M	22	36
X	F	17	20	X	F	21	38	X	F	21	39
X	F	27	42	X	F	19	36	X	F	22	38
X	F	22	27	X	F	17	39	X	F	23	34
X	M	21	30	X	M	17	39	X	M	22	36
X	F	22	33	X	F	25	41	X	F	21	42
X	M	27	43	X	M	21	35	X	M	22	37
X	M	21	28	X	M	17	33	X	M	22	37
X	M	24	35	X	M	21	43	X	M	23	45
X	M	21	20	X	M	25	36	X	M	19	38
X	M	21	15	X	M	16	20	X	M	22	30
X	M	23	24	X	M	17	34	X	M	22	29
X	F	21	25	X	F	16	41	X	F	23	34
X	M	21	27	X	M	23	36	X	M	25	39

4				5			
St. No	SEX	C.A	EX.	St. No	SEX	C.A	EX.
X	F	23	19	X	F	21	25
X	F	22	36	X	F	24	27
X	F	23	24	X	F	22	23
X	F	23	25	X	F	22	33
X	M	23	23	X	M	21	25
X	M	24	42	X	M	35	40
X	M	22	24	X	M	21	28
X	F	23	19	X	F	21	20
X	F	22	23	X	F	23	35
X	F	17	19	X	F	21	31
X	M	23	23	X	M	21	20
X	F	24	33	X	F	21	37
X	M	16	28	X	M	35	32
X	M	18	28	X	M	21	35
X	M	24	32	X	M	21	39
X	M	23	20	X	M	23	17
X	M	23	22	X	M	28	17
X	M	22	23	X	M	22	18
X	F	24	26	X	F	21	35
X	M	23	20	X	M	22	35

KEY

1. EDCS 404: West African and Nigerian History
2. EDCS 308: Sociology of Religion
3. EDCS 412: New Testament Theology
4. EDCS 307: Christian Dogma
5. EDCS 414: The Prophets of Israel

400 LEVEL STUDENTS' PERFORMANCES SCORES IN FIVE SELECTED SECOND SEMESTER COURSE FOR 1989/90 SESSION

	1				2				3			
St No	'SEX	'C.A	'EX.	'St No	'SEX	'C.A	'EX.	'St.No	'SEX	'C..	' EX	
X	F	23	32	X	F	20	31	X	F	28	38	
X	M	24	33	X	M	26	30	X	M	26	31	
X	F	24	37	X	F	23	31	X	F	27	26	
X	F	21	40	X	F	27	34	X	F	27	22	
X	F	23	37	X	F	24	26	X	F	28	27	
X	M	23	41	X	M	24	23	X	M	29	33	
X	M	23	39	X	M	28	32	X	M	29	43	
X	F	22	35	X	F	20	25	X	F	28	36	
X	M	21	41	X	M	28	29	X	M	24	46	
X	F	23	31	X	F	29	31	X	F	28	32	
X	M	26	36	X	M	27	24	X	M	26	37	
X	F	26	43	X	F	26	24	X	F	20	42	
X	F	22	33	X	F	27	26	X	F	29	36	
X	F	25	39	X	F	26	21	X	F	28	27	
X	M	24	34	X	M	27	23	X	M	26	33	
X	M	25	41	X	M	32	34	X	M	25	27	
X	M	26	31	X	M	25	31	X	M	28	30	
X	M	25	37	X	M	29	36	X	M	26	34	
X	M	26	35	X	M	27	31	X	M	27	37	
X	F	25	37	X	F	25	31	X	F	29	43	
X	M	24	30	X	M	24	27	X	M	29	39	
X	M	25	29	X	M	25	25	X	M	27	24	

4				5			
St. No	SEX	C.A	EX.	St. No.	SEX	C.A	EX.
X	F	28	23	X	F	21	39
X	M	24	38	X	M	22	31
X	F	26	39	X	F	23	42
X	F	25	33	X	F	21	32
X	F	25	27	X	F	20	37
X	M	24	36	X	M	22	25
X	M	26	35	X	M	26	37
X	F	27	34	X	F	23	42
X	M	27	34	X	M	27	33
X	F	26	39	X	F	22	48
X	M	24	37	X	M	22	26
X	F	25	32	X	F	22	36
X	F	25	36	X	F	23	29
X	F	24	31	X	F	22	41
X	M	25	36	X	M	22	41
X	M	25	30	X	M	24	34
X	M	23	39	X	M	24	28
X	M	26	32	X	M	24	41
X	M	25	35	X	M	24	36
X	F	26	32	X	F	22	39
X	M	25	31	X	M	22	38
X	M	26	32	X	M	22	34

400 LEVEL STUDENTS' PERFORMANCE SCORES IN FIVE SELECTED SECOND SEMESTER FOR 1990/91 SESSION COURSES

	1				2				3				4				5			
St No.	SEX	CA	EX	St No	SEX	CA	EX	St No	SEX	CA	EX	St No	SEX	CA	EX	St No	SEX	CA	EX
X	M	23	35	X	M	27	46	X	M	26	37	X	M	23	40	X	M	24	42
X	F	24	29	X	F	27	41	X	F	25	39	X	F	26	39	X	F	24	37
X	F	23	39	X	F	25	40	X	F	24	29	X	F	21	44	X	F	22	36
X	F	24	33	X	F	26	40	X	F	27	35	X	F	27	42	X	F	23	36
X	M	23	27	X	M	27	33	X	M	27	35	X	M	22	37	X	M	24	29
X	F	26	34	X	F	27	45	X	F	26	37	X	F	23	41	X	F	24	41
X	M	23	33	X	M	28	37	X	M	28	37	X	M	26	39	X	M	25	33
X	M	24	35	X	M	26	41	X	M	26	41	X	M	21	39	X	M	23	37
X	M	20	49	X	M	26	34	X	M	26	41	X	M	26	39	X	M	23	30
X	F	24	30	X	F	23	36	X	F	25	38	X	F	27	40	X	F	20	32

APPENDIX D

SCHOOL OF GENERAL & REMEDIAL STUDIES, A.B.U., ZARIA

STUDENTS AREA OF SPECIALIZATION: _____ DEPARTMENT: _____

TITLE OF EXAMINATION: _____ FACULTY: _____

CONTINUOUS ASSESSMENT AND END OF SEMESTER MARKS									EXAMINATION						
S/NT	EXAM.NO.	Name (Surname First)	1	2	3	4	5	6	7	8	Average of Cont. Assmt. Grade(a)	40% of (a)	Exam. Total(b)	60% of (b)	Grand Total (a) +(b)	PE