

**ENTRY GRADES AND CONTINUOUS ASSESSMENT INFLUENCE ON
SUMMATIVE PERFORMANCE OF SECRETARIAL STUDENTS IN
COLLEGES OF EDUCATION, NORTH-CENTRAL STATES, NIGERIA**

BY

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DECLARATION

I, Janet Oluruntimilehin Ayeduso hereby declare that this Thesis entitled “Entry Grades and Continuous Assessment Influence on Summative Performance of Secretarial Students in Colleges of Education, North-Central States, Nigeria has been carried out by me in the Business Education Section, Department of Vocational and Technical Education, Ahmadu Bello University, Zaria, Nigeria. It is a true record of my research work under the supervision of Prof. M.M. Aliyu and Prof. A.A. Udoh. It has not been presented in any form for the award of higher degree in any University. The information gotten from the literatures were duly acknowledged in the text and list of references provided herewith.

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CERTIFICATION

This thesis titled “Entry Grades and Continuous Assessment Influence on Summative Performance of Students of Office Technology & Management (OTM) in Colleges of Education, North-Central States, Nigeria” by Janet Oloruntimilehin AYEDUSO, meets the regulations governing the award of the degree of Masters of Education (M. Ed Business Education) of Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my lovely children: Bayode Olu-Ojo, Bosede Olu-Ojo, Bolade Olu-Ojo and Bamijo Olu-Ojo.

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Abstract

This study focused on the Entry Grades and Continuous Assessment Influence on Summative Performance of Office Technology & Management (OTM) students in Colleges of Education, North-Central States, Nigeria. Expo-facto design was used and the population which formed the sample for the study was all the NCE III Office Technology & Management (OTM) students in ten (10) Colleges of Education in North-Central States, Nigeria; the whole population was used for study owing to the low number of the population. Three specific objectives, three research questions as well as the three null hypotheses were raised for the study. The theoretical framework used for this study was Abraham Maslow's Motivational Theory as adopted by Osuala (2004). The instrument used for collection of data was past records of students' performance rated on a five-point scale. Findings revealed that entry grades of students with distinctions, 5 credits and below do not influence summative academic performance but the continuous assessment. Likewise continuous assessment had no significant influence on summative academic performance of students. Based on the findings, the study recommended among others that continuous assessment scores and grades be standardized similar to results obtained at secondary school levels and final examination scores and used regularly for continuous assessment conduct. The study concluded that entry grades do not influence continuous but not summative performance and continuous assessments do not influence summative academic performance of students.

Table of Contents

Title page	i
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgement	v
Abstract	vii
Table of contents	viii
List of Tables	xi
List of Appendices	xii
List of Abbreviations	xiii
Operational definition of terms	xiv
CHAPTER ONE: INTRODUCTION	
1.1 Background to the study	1
1.2 Statement of the problem	5
1.3 Objectives of the study	7
1.4 Research questions	8
1.5 Null hypotheses	8
1.6 Basic Assumptions of the study	9
1.7 Significance of the study	9
1.8 Delimitation of the study	10
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1 Theoretical Framework	12
2.2 Concept of Secretarial Education Programme	16
2.3 The Relevance of Classroom Assessment to Students’ Academic Performance	19

2.4	The Place of Entry Grades in Academic Success	23
2.5	Influence of Continuous Assessment (CA) on Students Performance.....	27
2.6	The Impact of Teaching and Continuous Assessment Field-back on Students' Summative Performance.....	33
2.7	Determinant of Academic Performance as they relate to the Nigerian Setting	37
2.8	The Influence of Continuous Assessment on Summative Performance of Students	39
2.9	Entry Grades and Its Predictive Influence on Summative Performance.....	44
2.10	Empirical Studies	45
2.11	Summary of Literature Reviewed	51

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1	Research Design	53
3.2	Population for the Study	54
3.3	Sample Size and Sampling Procedure	55
3.4	Instrument for Data Collection	55
3.4.1	Validation of the Instrument	55
3.4.2	Pilot Study	46
3.4.3	Reliability of the Instrument	46
3.5	Procedure for Data Collection	56
3.6	Procedure for Data Analysis	57

CHAPTER FOUR: PRESENTATION AND DATA ANALYSIS

4.1	Analysis of Bio-data variables	59
4.2	Answer to Research Questions	61
4.2.1	Research Question I	61

4.2.2	Research Question II	63
4.2.3	Research Question III	64
4.3	Test of Null Hypotheses	65
4.3.1	Null Hypothesis I.....	65
4.3.2	Null Hypothesis II.....	66
4.3.3	Null Hypothesis III.....	67
4.4	Summary of Major findings	69
4.5	Discussion of Major findings	70

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1	Summary	72
5.2	Conclusion	74
5.3	Recommendations	74
5.4	Suggestions for further study	74
	References	75
	Appendices	84

LIST OF TABLES

Table 3.1	Population for the Study	53
Table 4.1.1	Distribution of respondents by entry grade performance	58
Table 4.1.2	Continuous Assessment Distribution based on three categories of Entry Grades	59
Table 4.1.3	Summative Academic Performance Distribution Based on Three Categories of Students Entry Grades	60
Table 4.2.1	General Outlook Progress of Students Academic Performance	61
Table 4.2.2	Students' Entry Grades and Summative Performance	62
Table 4.2.3	Continuous Assessment and Summative Academic Performance of Students	63
Table 4.3.1	Office Technology & Management (OTM) Students Academic Performance Records	64
Table 4.3.2	Entry Grades on Students' Summative Academic Performance	65
Table 4.3.3	Continuous Assessment and Summative Academic Performance of Students	67

LIST OF APPENDICES

I.	Letter of Introduction	85
II.	Summary of Secretarial Students' General Grades in relevant subjects in NABTEB, NECO and WAEC from 2005 to 2009 for pilot study	86
III.	Summary of Secretarial Students' General Entry Grades in Subjects in NABTEB, NECO and WAEC for 2009 set from 10 Colleges of Education in North Central States, Nigeria	87
IV.	NABTEB, NECO and WAEC Conversion Grade Point Average	110
	Continuous Assessment Structured Grade Points Average	110
	Conversion of Summative Performance Grade Points from Final Examination Scores	111

ABBREVIATIONS

C.G.P.A	-	Cumulative Grade Point Average
C.A	-	Continuous Assessment
GCPA	-	Grand Cumulative Point Average
GPA	-	Grade Point Average
J.S.S.C.E	-	Junior Secondary School Certificate Examination
M.T.V.E	-	Master Technical and Vocational Education
NABTEB	-	National Business and Technical Examination Board
NCCE	-	National Commission for Colleges of Education
NECO	-	National Examination Council
PPMC	-	Pearson Product Moment Coefficient
UACE	-	Uganda Advanced Certificate of Education
UGPA	-	Undergraduate Cumulative Point Average
WAEC	-	West African Examination Council

Operational Definition of Terms

For the purpose of this study, the following terms stands for:

Secretarial Education: Office Technology and Management Education: Both words are used interchangeably in this work.

Summative Performance: Final examination scores at the NCE III level.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Over the years with the establishment of Colleges of education and of course School of Vocational Education, a number of courses have been introduced relative to specific disciplines for learners to specialized in. Among the departments in school of vocational education in these colleges are identified in the Minimum Standard as coordinated by National Commission for Colleges of Education (NCCE, 2008) include business education, home economic education, fine and applied arts education and agricultural science education. The general objectives for the inclusion of vocational courses in the Nigerian educational system is to ensure all round skills and competency development in the cognitive, affective and psychomotor domains of technical and vocational education knowledge of learners. Consequently, learners are most often required to handle concrete learning resources and to meet conditions for admission. In business education, for instance, students are expected to posses some readiness of skills which are believed to have been acquired in the secondary schools before seeking admission into colleges of education.

Ekpenyong (2011) buttresses this by pointing out that the expected rudiments of skills by students from the secondary schools give the learners a greater opportunity not only to acquire general education and vocational skills but also affords them a wider career choices and decision making. These skills are further grouped into different areas namely accounting and office education of which students are expected to opt for either of the two for graduation in the department.

Office Technology education which is the main focus of this research is an integral part of business education that prepares individuals for the world of work.

Office Technology and Management (OTM) education leads to the acquisition of practical and applied skills as well as technological knowledge necessary to play vocational and technical role in national development. Pulife (2013) has described office technology education as the various courses of subjects required for work by graduate secretaries. Office Technology/Management Education is about office management and for office practice. It is made up of office practice, shorthand, typewriting/word processing, office management/technology. These subjects are naturally dynamic in contents and do respond to practical applications of abilities and skills necessary for functional and management changes in the world of work.

As a result of this dynamic nature of office technology and management education subjects, the students who opt for this career need to have pre-requisite rudiments of skills if they must meet the admission requirement into Colleges of education in Nigeria and also graduate successfully. The learning of office technology & management education equips learners with the necessary office skills of running modern offices and also determine the performance of the students.

Office Technology & Management (OTM) students are those who opt for Office Technology & Management (OTM) education in their NCE final year. They are generally termed secretaries, that is those who possess a mastery of office skills and having ability to assume responsibility without direct supervision after graduation. As a result of the secretarial responsibility which a student secretary will find challenging in the school and world of work, indeed Ezinwa (1990) has suggested that students' entrants must measure up to certain secondary schools standard before gaining admission into higher institutions of learning. Thus, the convenient means of ascertaining Office Technology & Management (OTM) education students' learning abilities and skills of preparedness and standards are

based on the results obtained from West African Examination Council (WAEC), National Examination Council (NECO) and National Business and Technical Examination Board (NABTEB) (Obioma and Salau, 2010). Any of these alternative examination bodies supplies students placement in each of their different areas earlier mentioned and served as reliable instrument or tool for meeting parts of the entry requirements into colleges of education programmes. The result obtained by students at the secondary school levels indicate, on a general note their performance levels.

Academic performance/summative performance is basically a reflection of a student's abilities, efforts and achievement. It is related to many intellectual activities and therefore of equal importance in measuring of the abilities of the candidates (Sternberg, 1999). In line with this, it could be assumed that academic performance is the index of general mental abilities which are response to test of different kinds. In colleges of education in Nigeria, standardized tests of different kinds are used, and the students' response to these standardized tests represents the academic performance of the students. According to Sternberg (1985) the more the students are taught based on a broader set of abilities, the more racially, ethnically and socio-economically diverse student achievement can be. For instance, an office technology & management (OTM) education student's academic performance can be above average, average or below average in relation to his or her mental abilities (cognitive level). In any case, education without standard is worthless and if education is to retain some relevance or worth, there should be a need for standardization (Aremu, 2011). This forms the more fundamental reason why entry grades, continuous assessment and summative performance should be considered necessary for the purpose of maintaining improving and determining academic standard in business education and particularly the office technology and management (OTM) education aspect.

Entry grades or prerequisite for academic advancement from secondary to tertiary institutions are often viewed as a determining factor towards students progressive academic performance (Farooq, Chaudhry, Shafiq & Berhanu, 2011). For instance, in Nigeria the student aptitude test embraces the general school performance in various subjects and this serves as an entry grade into higher institutions of learning. Brown (2009) and Peter (2011) described entry grades as academic requirement which vary according to the programme of study. This being the case, entry grades ought to have revealed the extent of influence that exist between secondary school certificate examination results and future academic performance of the learners.

In Nigeria, entry grades are specified for each course of study. For example, in this study, the National Commission for Colleges of Education which regulates or provides quality control for Colleges of Education provides the general entry grades qualifying candidates for admission to business education of which office technology and management (OTM) education is inclusive. The Minimum Standard for Colleges of Education (NNCE 2009:19) outlines the general entry requirements as follows:

- A. To be eligible for direct admission, a candidates must have three (3) credits in any commercial subjects such as:
- i. Economics.
 - ii. Principles of Account/Book-Keeping.
 - iii. Business Methods/Introduction to Business Management/Office practice/Secretarial Duties.
 - iv. Typewriting/Word Processing.
 - v. Shorthand.
 - vi. Commerce.

B. A credit in English Language and Mathematics.

C. WAEC or NABTEB or NECO or TC II or RSA Certificates with passes at not more than two sittings in five (5) subjects as in (a) - (c).

Continuous assessment as it relates to students class was described by the Universal Basic Education Commission (2010) as the periodic measurement of students progress in the process of teaching the curriculum content of a given course of study. The main focus of this form of assessment is to ensure that students do not wait till the end of a semester or a programme before being evaluated. This form of assessment according to Wokocha and Ubong (2007) is very good for a practical programme such as business education, stating further that emphasis be placed on continuous assessment so that students could be assessed throughout the semester. This implies that regular continuous assessment of students in Office Technology and Management (OTM) education should in fact provide feedback mechanism that would ensure that educational goals are attended and, which will also serve as the purpose for determining their progress. Summarily therefore, all the various variables discussed formed the background of the study.

1.2 Statement of the Problem

It is generally shown that students who showed better performance in their entry grades could also earned better summative performance (final examination) as shown in the studies of Oregon State University (2003) that educational potential and academic performance such as high entry grades scores indicated only 30% deviation in the achievement at initial year. This being the case, entry grades ought to have revealed the extent of influence that exist between secondary school certificate examination results and future academic performance of the students.

Likewise, continuous assessment had always been one means of measuring students progress during a course of studies and as well serve as modalities for effective teaching and learning. In view of this, the National Policy on Education (2004) emphasized emphatically that educational assessment and evaluation shall be liberalized by their being based in whole or in part on continuous assessment of the progress of the individuals. However, continuous assessment is very elusive to handle and most times does not influence summative performance of learners. Similarly although, continuous assessment focused on all instructional objectives of learning outcome, it at times do not provide a holistic description of the student's performance. This is because continuous assessment of students are not based on the same standard of scores and assessment instrument. The researcher and teachers in the subject area over the years of teaching in Colleges of Education, Business Education in Kontagora, Katsina-Ala, Oju and Okene also observed that despite the good entry grades and continuous assessment scores, students' summative performance is not influenced positively. It is expected that entry grades minimum of 5 credits/maximum of 9 credits with continuous assessment would positively influence the overall final performance of Office Technology and Management (OTM) students.

It is in the light of this problem that the study is set out to evaluate the entry grades and continuous assessment influence on summative performance of Office Technology and Management (OTM) students in Colleges of Education, North-Central States, Nigeria.

Teachers in the subject area also observed that students performed better in their continuous assessment but that does not translate to good grades in their final examination. For example, in Federal College of Education, Kontagora, (2009 set)

90% of the students did well in continuous assessment with scores above 20 marks out of 40 marks. In Federal College of Education, Okene, 70% of the students also did well in continuous assessment while 72% passed well in Katina-Ala, likewise, State College of Education, Oju.

Despite their good scores in continuous assessment, the final examination score is still poor. For example, the overall summative performance of students in Colleges under study in Shorthand, 36% passed with credits and merits while 40% passed with credits and merits in Word Processing (Typewriting). Pido (2004) also observed that despite the high scores in continuous assessment, scores derived from it does not correlate with final examination scores.

It is in the light of this problem that the study is set out to evaluate the influence of entry grades and continuous assessment influence on summative performance of secretarial students in Colleges of Education, North Central States-Nigeria.

1.3 Objectives of the study

The main objective of this study is to determine entry grades and Continuous Assessment (CA) influence on the summative performance of Office Technology and Management (OTM) students in colleges of education, North Central States, Nigeria.

The specific objectives of this study are to:

1. Compare the general outlook of the record performance of students who were admitted into the colleges with distinction, 5 Credits and below with class grade to determine their progress.
2. Determine how much influence entry grades of Office Technology & Management (OTM) students with distinction, 5 credits and below have on their summative academic performance.

3. Determine how much influence continuous assessment of students with distinction, 5 credits and below have on summative academic performance.

1.4 Research Questions

The study sought answers to the following questions:

1. What is the general record performance outlook of students who were admitted into the colleges with distinction, 5 credits and below 5 credits with class grade?
2. How much of influence would entry grades of Office Technology & Management (OTM) students with distinction, 5 credits and below 5 credits have on their summative academic performance?
3. How much of influence would continuous assessment of Office Technology & Management (OTM) students with distinction, 5 credits and below have on their summative academic performance.

1.5 Research Hypotheses

The study tested the following null hypotheses at the 0.05 level of significance:

1. The general outlook of the record performance of students who were admitted into the colleges with distinction, 5 credits and below 5 credits has no significant influence on class grade.
2. Entry grades of students with distinctions, 5 credits and those below 5 credits has no significant influence on summative academic performance in colleges of education.
3. Continuous assessment has no significant influence on summative academic performance of Office Technology & Management (OTM) students in colleges of education.

1.6 Significance of the Study

The findings of this study would be significant in the following areas:

1. It would help business education department in college of education to identify the strength and weaknesses of Office Technology & Management (OTM) students in the subject entry requirements.
2. It would guide the Office Technology & Management (OTM) educators to inquire into the conceptual framework of the learners' classes before they are loaded with new and detail concepts.
3. It would also draw the attention of Office Technology & Management (OTM) students to the need to intensify more effort in thier quest for knowledge.
4. It would induce Office Technology & Management (OTM) educators to adopt strategies and apply resources that could simplify and enhance the comprehension of office technology & management concepts.
5. It would provide feedback to both students, educators, curriculum planners and colleges on the achievement of educational objectives on national development.

1.7 Basic Assumptions of the Study

The basic assumptions underlying this study were:

1. Minimum entry grades of 5 credits and continuous assessment influences summative performance of Office Technology & Management (OTM) students in the Colleges of Education in Nigeria.
2. Other factors affecting performance of students will have no influence on the summative performance of Office Technology & Management (OTM) students.

3. That the real students academic potential of prospective Colleges will be difficult to establish due to diversity of assessment-practices/strategies and marking scoring pattern.

1.8 Delimitation of the Study

- a. This study was delimited to ten (10) Colleges of Education in North Central States in Nigeria. The ten (10) Colleges offered the Business Education Programme and also have Office Technology & Management (OTM) as course option.
- b. This study was also delimited to NCE III Secretarial Students since they have passed through the two years compulsory Business Education Curriculum content and have taken Secretarial Education as a profession. The study was delimited to two factors influencing final academic performance that is, entry grades and continuous assessments. This was because entry grades served as a major yardstick for admission and without continuous assessment a student cannot qualify to write final examination.
- c. This study was delimited to only Four (4) Secretarial Education Courses (Shorthand, Office Technology and Management, Word Processing and Office Management) because they are the core courses that meet the requirements for Office Technology & Management (OTM) option at graduation. Only 2009 Set is used since they are the first set after the review of Minimum Standard in 2008 and are expected to have graduated by 2011/2012 academic session.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

This chapter focused on the review of relevant literature under the followings:

- 2.12 Theoretical Framework
- 2.13 Concept of Office Technology & Management (OTM) Programme
- 2.14 The Relevance of Classroom Assessment to Students Academic Performance
- 2.15 The Place of Entry Grades in Academic Success
- 2.16 The Importance of Continuous Assessment (C.A) on Students Performance
- 2.17 The Impact of Teaching and Continuous Assessment Feed-back on Students' Summative Performance
- 2.18 Determinant of Academic Performance as they relate to the Nigerian Setting
- 2.19 The Influence of Continuous Assessment on Summative Performance of Students
- 2.20 Entry Grades and Its Predictive Influence on Summative Performance
- 2.21 Empirical Studies
- 2.22 Summary of Literature Reviewed

2.1 Theoretical Framework

The Theoretical background for this study is based on Psychology of Motivation (hierarchy of needs) by Abraham Maslow as adopted by Osuala (2004). This theory was adopted for this study because the psychology of motivation explained why learners are motivated to learn and motivation for learning influence students' overall academic performance.

Motivational theory states that human needs are in hierarchical form ascending from basic needs, security/safety needs, affiliation or acceptance, self-esteem and descending to self-actualization. According to the theory these needs varies according to the degree of satisfaction and that when one set of needs is satisfied, it ceases to be a motivator (Weihrich, Cannice and Koontz, 2011). Motivation theory as asserted by Osuala (2004) provides key to learning as all students would like to do well in class but without some drives and motivational machineries that induce their performances they will not develop effective study habits. For instance, a student might try to excel than another in Shorthand and engages in competition with another. On another instance, there is the tendency for the students to use typing skills for an immediate purpose leading to the exploration of these motives to their own advantage. Prestige is another form of need related to motive when Office Technology & Management (OTM) students successfully accomplished a task ahead of Accounting Students. For instance taking lecture notes due to speed and accuracy acquired from word processing and Shorthand. Another source of motivation in learning is knowledge of progress. For instance, Office Technology & Management (OTM) is skill acquisition course which ideally requires constant drilling, training and feedback. Students therefore, should know exactly how well they have done after each assessment this will serve as a motivational factors for learning. It is believed that providing performance feedback to students will serve as psychological motivation (Universal Basic Education Commission (UBEC), 2010).

One of the determinant factor of learning, performance and choice of career is interest. Thus interest play the role of motivation for Office Technology &

Management (OTM) students if teachers sit down with them to plan the nature of their continuous assessment and examination in advance. Students will therefore develop that initial interest and look for specific instruction, knowledge and skills relating to the course of study. The researcher observed that most Office Technology & Management (OTM) students perceived shorthand as difficult subject hence when teachers encouraged the students to aim at making good grades, it will make them to develop effective motivational study habits. Gable (2008) believed that changing teaching strategies such as using discussion, questioning, problem solving, record review, cooperative learning, test, assignment and projects among others would serve as motivational factor for learning. Likewise, Gardner (2006) argued that if schools developed assessment that better represent what student have to do to survive and are aware of it, they will perform better. This is why Utim (2006) added that instruction can only be effective when teachers know the learning models because to some extent students' responses are influenced by the teachers' motivational behavior. This implied that when office technology & management students have a feeling of commitment and belief that their contributions are valued, they will naturally be motivated to play their part on what is expected to improve continuous assessment and summative performance. This implies that the students can be happy because they can get involved deeply in the mastery of the subject, thus reducing the worries of poor performance in the course.

In the theory of motivation man has free will to choose the level of activities that could satisfy his needs, therefore, he has the freedom to choose what he wants to learn and make decision about what to do in life. This implies that a student should not have learnt activities or experiences imposed on him, rather he should have a very active role to play throughout the learning process including decisions about the type

of assessment and career. In collaboration of this thought, Gable (2008) and Daniel and Yusuf (2012) stated that when learners are allowed to take responsibility of his/her learning and make decisions about the various dimensions of their learning process they will be motivated to progress, they will be motivated to do better. Utim (2006) likewise noted that when students are provided with motivational forces such as external stimuli (incentive) they will be motivated to learn better. Thus, this motivational theory can be applied in Office Technology & Management (OTM) Education by providing practical materials to students in the class as well as the teacher playing the role of a facilitator, then students can feel free to develop emotionally as well as intellectually.

The theory of psychology of motivation highlights those conditions that help learners retain learnt material and how to transfer this knowledge appropriately to novel situations. Maslow hierarchy of needs explained why learners are motivated to learn specific contents of intended learning experiences. It focused on the mechanisms which influence behavioural changes, what learning processes and styles are most effective with different instrument procedure and student different levels of ability. Thus, the motivational theory of psychology contains therefore some important information that could form a theoretical basis or framework for this research on influence of entry grades and continuous assessment on summative performance of secretarial students.

Summarily, the implications of the theories of psychology of Motivation as related to Office Technology & Management (OTM) Education learning are as follow:

1. Instructional objectives should be make specific and reliable.

2. Use programmed tasks and material for the Office Technology & Management (OTM) Course Contents.
3. Assess learning situation formatively and summatively as an important source of feedback for teachers and students.
4. Move from one simple to complex behavior or ability during instruction.
5. Take time to sequence instruction according to the hierarchy of knowledge or intelligence of the learner and provide motivational force.

2.2 Concept of Office Technology & Management (OTM) Education Programme

Office Technology & Management (OTM) Education is necessary for teaching office attitudes, concepts, skills and knowledge. It could be seen as an aspect of educational training process which Office Technology & Management (OTM) business teacher-trainers receive with the primary objective of acquiring personal vocational careers in the world of works. According to Udoh (2010), Business Education of which Office Technology & Management (OTM) Education is an integral part, aims at educating and preparing the recipients with roles (such as receptionist, personal secretary, office manager) required in the enterprise in an economy.

Office Technology & Management (OTM) Education involve skill development which according to John (2009) encompasses entrepreneurial, communication, financial and leadership activities that helps the individual to be productive, shifting from being an employee to Job Creator. In the classroom situation, Office Technology & Management (OTM) Education is the ability to perform some tasks creditably up to a point, and the more practice in the doing of specific task, the faster and better skill acquired. In the work place however skill is

what workers give in exchange for remuneration. Skill is therefore associated with knowledge, while speed accuracy are some of its traits and characteristics which are necessary to foster future job responsibilities (Adeyemo and Owolabi, 2009), Hassan, 2013). In this light Office Technology & Management (OTM) Education is about imparting specialized skills and knowledge that enables the students to have saleable skills and financial resources for self-employment. This type of education as viewed by Severina (2009) provided enterprising skills that enables the recipients to build confidence of self-worth as well as feeling connected to work situation.

Importantly too, the National Policy on Education (2004) stated for both Vocational and Business Education that Office Technology & Management (OTM) Education is aimed at training and imparting the necessary skills leading to the production of skilled personnel to meet the increasing complexity of Office Technology. Therefore, students who undergo the programme are equally equipped with effective work competencies, habits, entrepreneurship and information technology as contained in the NCCE minimum standard reviewed in (2008).

Office Technology & Management (OTM) Education has no precise definition, hence Adeshina (2011) and Aliyu (2012) opined that Office Technology & Management (OTM) Education as an aspect of Business Education that provides the learner with the essential skills needed for works. In order to meet this required skills, the National Commission for Colleges of Education (NCCE, 2008) emphasized on Word Processing, Shorthand and Office Management/Technology skill acquisition related courses in the NCE Business Education programme. Similarly, Adesina (2011) observed that Office Technology & Management (OTM) Education course contents are related to Office Technology and Management.

The importance of Office Technology and Management (OTM) to office education is emphasized by Awoniyi and Samuel (2013), and Pulife (2013) when they asserted that secretaries need to possess the skills in the use and operations of ICT components such as Computer, Internet and Telecommunication equipments. This is because according to them all reputable organizations in the country requires applicants for secretarial jobs to have employable skills on ICT. It can therefore be deduced that the essence of Office Technology and Management related course contents in Office Technology & Management (OTM) Education is not just to equip students with knowledge but to provide them with skills to earn a living in an occupation in which success is dependent largely on technical information and management.

Furthermore, NCCE (2008) in the minimum standard for NCE Business Education in collaboration with the National Policy on Education stated the objectives to include, inculcating the right types of values and attitude for survival of the recipients and producing NCE business teachers who will be able to inculcate right vocational aspects for self employment. It is believed that if people are self employed the pressure on white collar job will be minimized to the barest level. Office Technology & Management (OTM) Students in line with the stated objectives, combined challenging academic curriculum with developments of work related knowledge and skills in order to function in a global economy (Abdulrahman, 2009, Ayeduso, 2013). In line with this objectives also, Osuala (2004) suggested that secretarial students should have a thorough knowledge of the requirements of Business Education.

The requirements as mentioned by Osuala (2004:23) were:

1. Competency enables the students to get job at the end of the programme.

2. General Business Education with certain amount of specialization.
3. Training combined with General Education, that is, the student needs sufficient rich and varied education to feel fulfilled.
4. Development of power personality traits, character traits and work trait so as to work independently with little or without supervision.
5. Since skills are perishable, the students need to learn and learn again to become professional.

Therefore, from the foregoing, Secretarial Education is a special area of instruction with on-going requirements that allows the recipients to understand and adjust to work skill demands.

2.3 The Relevance of Classroom Assessment to Students Academic Performance

Classroom assessment often served multiple purposes with a wide range of teachers and students activities. Studies of Jose, Michael, Nicolle and Guzman (2001), Harlen (2005), Yousef (2011) and UK academic Manual (2012) pointed out the importance of classroom assessment whether in its formative or summative form to include:

1. Evaluating of students mastery of course content.
2. Providing grades for students and parents.
3. Measuring of school progress.
4. Tracking down of students' performance progress.
5. Informing students' next teacher of what has been achieved.
6. Certification or accreditation of learning by external bodies.
7. Selection for employment or admission into higher institutions.
8. Monitoring of teachers performance.

All these importance put pressure on teachers, which impacts not only on the learning experiences but also on the nature of the assessment itself. This implies that the impact of assessment on students' performance is of little importance if teachers as evaluators are not ready to use quality instructional assessment to evaluate students' learning performance. In support of this, Aliyu (2006) is of the opinion that teachers are expected to examine and assess their students regularly and diversify assessment strategies in order to determine students progress with feedback. That is why Paul, John and Richard (2006) in their studies hypothesized that learning occurs directly or through unguided instructional guidance during teaching, leading to expected outcome or behavior. Similarly, Tomas and Furham (2003) stated that learning include ability of what a person can do and how a person will do it.

The above cited authors observed that effective learning and outcome is dependent on both teacher and students actions. This implies that for the secretarial teachers to impact on their students; performance they must use instructional assessment strategies that would be most effective for the students' ability. It also implies that students having become aware of the assessment strategies of teachers can now respond according to the individual's assessment strategy. However, Tomas and Furnham (2003) argued that the performance level of individual student varies independently of ability and irrespective of the assessment strategies. There are others such as Sarath and Gail (2006) who believed that although a minimal level of ability is required but non-ability variables will compensate for ability inadequacies that bring about the required level of performance. It is true that Office Technology & Management (OTM) students performances varies independently of ability, but it can be enhanced through dedication, seriousness, devotion to study and good planning on the part of the students, teachers and the College authority.

Classroom assessments are also essentially achievement tests. This is because classroom assessments are based on course-oriented tests which are designed to measure the performance skills of students from an organized learning or instruction. Thus classroom assessment which results from teaching and learning are among the most important researchable studies in the academic world today. This implies that learning and assessment are singularly important to the domain of academic performances (Perkrun, Goetz, Titz and Perry, 2010). Similarly on the importance of classroom assessment to students' performance UBEC (2010) mentioned among others that it will test the teaching methods of teachers and the study habit of students.

From the foregoing, there are endless lists among researchers about what constitute the importance of classroom assessment. However, there seems to be a basic agreement to the fact that any course of work must be carefully planned before it can be examined or assessed. This is so because learning occurs in a formal setting under the direction of a teacher who carefully set the objectives, gives thought to the learning tasks and determine the instructional assessment strategies in order to make effective performance judgement. It is however argued that classroom assessments do not always measure academic performance of students. For instance, Lovell (1981), Ali (2008) and Yousef (2011) among other researchers deduced some reasons that could influence performance such as student's interest, attitudes, abilities, skills with which the teacher prepares and administer the assessments, change of assessment strategies and the rating scales. This implies that there is need for teachers and the school to understand the motivating factors that could influence students' achievement in both continuous assessment and the final examination.

The importance of classroom assessment is also equated with evaluation of performance. Hence, the U.K Quality Assurance Agency for Higher Education (2006) stated this regarding classroom assessment:

any process that appraises an individual's knowledge, understanding, ability or skills or evaluates students knowledge, understanding abilities or skills by providing a mark or grade to determine an individual achievement level according to the academic standards of the awarding institution and agreed nation norms.

This implies that in education, assessment is equated with evaluation of performance which is the yardstick for judging the merit or worth of the students. In line with this statement, Enyi (2006) and Aremu (2011) opined that assessment is used to judge one or more experiences, ideas or change or appraisal of students in order to determine the performance level. Evaluation involves making judgement to determine the areas of failure or success with the aim of improving quality of learning outcome efficiently.

Likewise the INSETA (2009) and the Scottish Qualifications Authority (SQA) (2009) stated the importance of assessment as evaluating the extent to which participants in education have developed their knowledge, understanding and abilities. Assessment or evaluation also includes those activities undertaken by teachers and for their students which provide modification feedback on the teaching and learning activities. However, the suitability of learning outcome may depend on the method of assessment and purposes for such evaluation. This explains why a student may perform well or badly because of luck or factors beyond their control.

In this respect, Akinorotan (2003) suggested that assessment should be systemically, openly and orderly done to achieve the stated objectives. Weihrich,

Cannice and Koontz (2011) in their view, asserted that for assessment to achieve their stated objectives, there should be comprehensive, formal review, periodic progress review and continuous monitoring. In a study carried out by Idowu and Esere (2009), they argued that assessment practices are extricably linked with teaching, learning and that assessment is the most significant motivator for learning, therefore teachers should go for in-service training and refresher courses to up-date their knowledge and assessment skills. From the foregoing, educational assessment is an evaluation of performance level of students which must be continuously carried out in order to make a final judgement about the stated objectives. Assessment is thus a continuous process in Colleges of Education and must be followed by the general rule of thumb of 60/40 percent.

2.4 The Place of Entry Grades in Academic Success

Academic success is exhibited in form of quality grades obtainable in an examination. These quality grades serve as backup for further struggle in climbing higher on the academic ladder. In short, they are the pre-requisite for entry into higher institutions of learning. With regard to this, the studies of Allen (1999), Mitchel, Goldman and Smith (1999), Brown (2009) and Yousef (2011) concluded that entry grades (qualification) is a determining factor for further academic achievement. Likewise, Maizam, Johor and Ahmad (2006) in their studies noted that entry grades are subject grades required to advance to a higher level. From the various definitions, emphasis is placed on the subject grades that qualified candidates (students) for further advancement.

In order to buttress the fact that entry grades emphasized more of subject grades the West African Examination Council (WAEC) (2010) released results for Senior Secondary School Certificate Examination (WASSCE); 677,007 candidates

(50.09%) made five (5) credits and above, while 534,841 candidates, (39.57%) have six (6) credits and above. Of the total number of candidates that sat for the examination, 337,071 candidates, representing (24.94%) obtained credits in English Language, Mathematics and at least three other subjects. In addition 451,187 candidates, (33.38%) obtained credits and above in English Language while 560,974 candidates (41.50%) obtained credits and above in Mathematics.

It can also be inferred that subject grades is an influencing factor for academic performance. This view is supported by the findings of Obiora (2003), Alfian and Othman (2005) Harb and El-Shaarawi (2007), Lilchen and Duanmu (2010), and Yousef (2011) that academic entry qualification influences the performance of students' academic work. Similarly, Ajiuhi (2002) in the study of students' entry qualification and academic performance at NCE level, reported that a good result at secondary school certificate examination led to good performance academically at the post secondary school level. This submission is quite misleading as common observation revealed that not all possessors of good result at secondary school had good performance academically at the post secondary school level. The reason for such can't be far fetched with rampant reported cases of examination malpractices and miracle centres for examinations, that is centres where students just paid the money and machineries are gotten to write exams for such students. On this, Sternberg (1998) concluded that past achievement in entry grades cannot be relied upon as it does not really show the real ability/potential of the learner. This explains why the present practice of admitting of students into Colleges of Education based on past achievement affects student's performance as those who qualified with high grades do better than not usually those whose abilities are low. This is so because admission is based on entry performance. For instance, the Universities are not quite comfortable

with such results, hence they go ahead to organize further exams and test to ascertain the suitability of each candidate.

A good performance in entry grades is usually associated with intelligence. Moreover, intelligence is viewed from different perspectives as new theories of intelligence have been introduced to gradually replace the traditional ones. For instance, the Multiple Intelligence Theory (MIT) introduced by Gardner in (1983), the Triarctic Theory of Intelligence by Sternberg (1985), the Emotional Intelligent Theory (EIT) by Mayer and Salvorey (1993) among others have served as evidence of the influence of intelligence on the reasoning abilities of an individual. According to the Triarchic Theory of Intellectual abilities (TTI) (Sternberg 1985:23) three kinds of intellectual abilities exist, namely, analytical, creative and practical abilities. Measures of abilities tend to focus mainly on analytical abilities, whereas all three types of abilities need to be regarded as equally important in the evaluation of students academic performance. This implies that Office Technology & Management (OTM) students performance cannot only be based on memory skills and analytical skills but also creative, practical, accounting, managerial, problem-solving, communication skills as well as thinking styles influences level of performance.

It therefore means that secretarial teachers must not only take into consideration students' entry grades but also take an inventory of students' different learning abilities for the purpose of determining which assessment strategies will best improve the performance of students. This indicate that teachers abilities together with students abilities plays an important role on students' summative performance. Despite the support of Intelligent Quotent (IQ) as a determinant influence on academic performance, it has been argued that IQ alone cannot measure academic success. Factors such as emotion, personality trait, anxiety, social skills, class

environment, luck among others also play paramount role in a person's success (Goleman (1995) and Irfan and Shabana, 2012).

The implication of these other factors put together could make or mar a students' academic performance. Similarly, studies of Hijazi and Naqvi (2006), Oladunni (2007), Ali (2008), Ajibade (2011) and Farooq, Chaudhry, Sahifiq and Berhanu (2011) established the close relationship existing between entry grades and academic performance, but concluded that other factors also influence students academic performance. These researchers reported on such factors that could influence further academic performance to include methods of teaching, societal influence, peer effect of course selection, teacher's assessment and rating scales. Irfan and Shabana (2012) in their studies of factors affecting students' performance, found out that although other factors such as gender, age, learning facilities influence academic performance but the most important factor which positively influence students performance is entry grade in English. This they inferred that when students have strong communication skills such as strong grip in English will increase their performance. On this, Ugogi (1991) findings agreed with most previous findings that students' high failure in Office Technology & Management (OTM) Education, especially shorthand in higher institutions of learning is associated with English grade which is one of the entry requirements among other subjects.

This perception is a reflection of Office Technology & Management (OTM) Education skills, so students strong entry grade in English will definitely influence their performances as they are able to adequately understand learning instructions and properly able to express their learning experience. This is mostly relevant in secretarial studies as learners need have good command of English Language as a veritable tool for quick assimilation, comprehension, responses and participation in

the class works which may result in influencing performance. Studies such as Tomas and Furnham (2003) showed that grades in relevant subjects may represent a better predictor of future knowledge acquisition than any ability test. Likewise Yousef (2011) believed that prior knowledge in relevant subjects such as accounting, mathematics, economics and English Language may influence academic performance of Business Education students' of which Office Technology & Management (OTM) Education is a part.

In conclusion, Hakkinen (2004) as cited by Achor, Aligba and Omananyi (2010) agreed that initial entry points based on past performance in senior secondary school was a good predictor for further academic achievement.

2.5 Influence of Continuous Assessment (CA) on Students Performance

In order to ensure high quality of students' academic performance, students are evaluated from one stage to another through tests and assignment. Idowu and Esere (2009), UBEC (2010) and Wikipedia (2012) described continuous assessment as an educational policy in which students are examined continuously over most of the academic programme. Likewise Situ (2008), and Ogwara and Okpogho (2009) give the description of continuous assessment as a process of periodic collection of information throughout a course/programme of study with the purpose of determining the progress towards goal attainment. In the light of this, continuous assessment is therefore necessary for Office Technology & Management (OTM) students in order to determine their periodic performance and for teachers to improve in their course-design and assessment skills.

The description of continuous assessment also explain the strength of relationship between continuous assessment and summative performance (final outcome) of students. In terms of their relationship, Cohen (1980); and Harlen (2005)

and Nwaogazie (2009) in their studies of impact of continuous assessment practices and students performance noted that the use of continuous assessment in rating students' performance seems most appropriate for improving class efforts towards final outcome. Situ (2008) and Nworgu (2010) deduced some advantages of using continuous assessment for performance improvement strategies namely:

- Students may get increasing better instructions as the semester progress.
- Efforts to improve the course will be perceived positively by students; that is for example, they will feel that they have some stake in the rating process.
- The instructor becomes actively involved in instructional evaluation.
- The instructor derives intellectual and interpersonal satisfaction from teaching related experience as he overcomes the frustrations associated with successful executing tasks of teaching.
- It reduces examination malpractices.

In order to buttress the fact that continuous assessment has impact on students' performance, the UBEC manual for the re-training of Basic Education Teacher and Managers (2010:9) itemized the following as value attached to continuous assessment:

- Periodic feedback to pupils which could be psychologically motivating.
- Provide opportunity to parents and pupils for effective monitoring of progress.
- Provides basis for counseling of pupils for improved performance.

Several authors such as mentioned above have associated many positive values to continuous assessment. However, Ogwara and Okpogho (2009) noticed that, the grades obtained from continuous assessment cannot be relied upon as yardstick for measuring performance. According to them the reasons for such non-reliance are that differing situations do exist in terms of programme offered, school traditions, teachers

assessment and rating styles, students' abilities and entry behaviours among other factors that could influence performance. They also pointed out that continuous assessment could be abused by teacher since scores obtained in the assessment could be manipulated and that oftenly continuous assessment are only based on tests and assignments which may not be moderated or standardized. In supporting this assertion Idowu and Esere (2009) in their studies of continuous assessment practices in schools found out that most teachers fall short in the usage of different continuous assessment strategies because teachers restrict themselves to tests and assignments only. Despite this negative effect, teachers and students aimed primarily at good result before examination results; the nature of continuous assessment therefore, has a domineering influence on the method and content of school training. It could therefore be inferred that for continuous assessment to continue to have more positive influence on students' summative performance, teachers should move away from the traditional practice of tests and assignments to other different instruments such as observation, interview and project report.

Continuous assessment is also seen to be systematic, comprehensive, cumulative diagnostic and guidance oriented, all these Ukuije (2011) said have influence on students' summative performance. For example, Ogwara and Okpagbo (2009) in their submission on continuous assessment characteristics and its impact on performance explained that continuous assessment involves an operational plan to determine which assessments are to make-up students' performance, at what intervals during school year, and what approach or method is to be adopted.

It is true that secretarial teachers do determine the nature of continuous assessments to be used, and at what period to conduct such assessments and which of these assessments forms part of the summative performance; therefore the modes,

variety of assessments and time interval in which it is conducted will either negatively or positively influence the summative performance of their students.

Office Technology & Management (OTM) teachers also make use of comprehensive, cumulative and diagnostic methods of continuous assessment when they give tests, assignments, observing the typing and drilling skills of students and scoring as well as rating grades in order to evaluate the cognitive, affective and psychomotor domains of learning. Accordingly Situ (2008), Esere and Idowu (2009) inferred that following such sequence of assessment will most likely influence students' achievement. Likewise, Nwaogazie (2009) observed that a comprehensive, cumulative and diagnostic approach of continuous assessment will help students evaluate their feedback, discover their learning difficulties, determine readiness for examinations and thus demonstrating their commitment to learning tasks for the purpose of improving performance.

Alausa (2003:67) collaborated this observation by stating that:

Continuous assessment is an assignment approach which involves the use of variety of assessment instruments, assessing various components of learning, not only the thinking process but including behaviours, personality traits and manual dexterity. Continuous assessment also takes place over a period of time. Such an approach would be more holistic, representing a learner in his/her entirety. It will begin with the decision that the teachers perform on the first day of lecture class and end with the decisions that the teachers and administrators make on the learners regarding end-of-year grading and promotion.

From the foregoing, secretarial teachers can influence the summative performance of their students through their guidance oriented continuous assessment, because they are at the centre of all performance assessment activities of their students. This implies that, Office Technology & Management (OTM) teachers data gathering over a long period of time about each students will enable them to have access to accurate information about their progress, thereby having the opportunity to

modify instruction to improve overall performance. If Office Technology & Management (OTM) teachers also adopt a good continuous assessment approach, it would enable them to integrate assessment and assessment results into instructional practice, score assessments and discuss standards for good learners' performance. Office Technology & Management (OTM) students, on the other hand needs to form favourable attitudes toward continuous assessment by not cheating, playing truancy, stealing and lying. For instance, if these negative attitudes are removed by the students, teachers will be able to understand their affective attributes such as interests, motives and other characteristics associated with intelligence to improve summative performance. Office Technology & Management (OTM) teachers will also be able to answer the questions such as why secretarial students do not perform well in the examination despite their high entry grade and continuous assessment scores.

The repeated emphasis being place on continuous assessment in College of Education also is a clear evidence of the importance of continuous assessment in influencing students summative performance. For instance, the NCCE Handbook for Managers of NCE (2011) categorically stated that students without continuous assessment are not qualified to write examination. This can be inferred that the college authority believed that continuous assessments will enhance students performance if an attempt is made during the learning experience. Harlen (2005) in his study of teachers' summative assessment for learning also, found out that continuous assessment not only impacts on the learning experiences of students but also influence the nature of the assessment itself. Harlen (2005:209) however noted that:

the issue of passing tests is that tests scores rise – at least as long as the tests for which students are trained is being used. But this rise in scores is not the rise in achievement that the proponent of testing

claim; rather it is an indication that teachers can train students to pass any kind of test, even those intending to assess higher thinking skills.

This observation of Harlen (2005) was similarly observed by Ogwara and Okpagbo (2009), Idowu and Esere (2009) and Alausa (2012) that it is a threat to continuous assessment validity. That is to say that an increase in a student continuous assessment scores does not increase his/her performance. This inferred that a students' good performance in continuous assessment does not imply good performance in final examination. Rather, the improvement in continuous assessment was due to familiarity with the particular test and not as a result of better technical and learning. Oladunni (2007) also show that despite the importance of continuous assessment to the learner, the teacher and the educational system only conducted few empirical studies to evaluate its effectiveness, especially as a method that can enhance learning process and performance improvement. This assertion by Oladunni could be true as in the course of reviewing relevant literatures in this present study found out that most researchers on continuous assessment focused on methods and procedures of implementing continuous assessment. Oladunni (2007) and Ajibade (2011) also noticed that teachers and executors only perceived continuous assessment as a source for collecting scores from tests to be used in determining whether a student should be promoted to the next class or not. They however, believed that the current use of continuous assessment is one of the several purposes to diagnose students areas of difficulties that serve as a formative evaluation preparedness towards summative performance.

2.6 The Impact of Teaching and Continuous Assessment Feedback on Students' Summative Performance

In education, summative performance involves grade or mark that enables a student's performance to be established (Hijazi and Naqvi, 2006). Harlen (2005:213) observed that summative performance:

Is the process by which teachers gather evidence in a planned and systematic way in order to draw inferences about their students' learning, based on their professional judgement and to report at a particular time on their students achievement.

Situ (2008) opined that summative performance is an attempt whereby the teacher assesses through grading what has been achieved by the learners who have completed the course. Similarly, the INSETA Provider (2009) described summative performance as an "assessment given at the end of logical management cluster of learning".

From the forgoing, summative assessment is a cumulative performance which forms part of the students' academic achievement. It involves evaluation of the actual programme for the purpose of determining achievement. The National Policy on Education (2004) in recognition of the crucial role of performance measurement stated that educational activities shall be centered on the learner for maximum self-development and self-fulfilment. Summative assessment is relevant to this educational policy since it provides indicator as to where the students go to in their learning experience and not where they started.

In summative assessment teachers' grading is mostly used for internal and external purposes. The reasons are as identified by Harlen (2005:210):

- teachers are making judgements about students attainment in the course of their normal interactions during teaching and learning.
- teachers in the process build up a picture of students' attainments across full range of activities and goals (such as tests and examinations).
- its motivate students through self-assessment and derive towards learning progress goals rather than performance goals.

That these potentials advantage can be translated into reality is evidence in the summative assessment practices of Colleges of Education. To that end, a cumulative grade in Colleges of Education is the criteria for graduation. Moreso, teachers given grades is a measure of academic performance. The studies of Hijazi and Naqvi (2006) and Irfan and Khan (2012) supported this assertion that cumulative grade points average (CGPA), Grade Points Average (GPA), test results, results of a particular subject and the previous year results were among the several ways of measuring students' academic summative performance. Likewise Situ (2008) affirmed that grading, CGPA and GPA of the particular subjects are used for students' summative performance. Similarly, Sarath and Gail (2006) in their studies of academic performance of College Students in Arkansas found out that other researchers used grade points average (GPA) to determine the outcome of students success. However, they argued that academic success should not be based on entry grades or GPA but on other factors such as motivation and time spent on academic activities. Ekpenyong (2011) supported this argument when he stated that assessment should not be seen as taking away the time of learning, but rather be seen as part of the total learning experience. Like in Office Technology & Management (OTM) Education, the student has to spend extra time and effort to follow systematically step by step direction or instruction in typing and shorthand drilling in order to master the

skills both inside and outside the classroom. Without this extra effort in this type of class, students will perform badly in classwork, and examinations thus affecting their grades. Hence, if teachers see students maximizing their chances of learning regardless of any academic factors, he/she should include such possible assessment in the student's performance. This type of assessment is more of the teacher's humanistic approaches of classroom grading. This inferred that students' academic performance are positively influenced because these humanistic approaches do motivate students' study habits. Thus Utim (2006) citing Soadak and Podel (1994) stated that if teachers know the right way to evaluate the class, his/her efficiency could either influence or inhibit students' efforts.

Moreso, before the use of all teaching and learning assessment, effective teaching must take place first. As a class teacher, it is important to know that there is strong relationship between teaching, feedback and performance. Thus summative assessment involves a cyclic process whereby the teacher disseminates knowledge through methods and strategies to learners. The learners in turn gives feedback through tests, assignments, observation, projects, field trips and examinations. In the opinion of Reio (2004) this feedback helps students to test their prior knowledge to ascertain what they have learnt. Thus, teachers served as moderators and supervisors when they mark, score, grade and give feedback. The teacher therefore, has important task of determining the nature of students' feedback mechanism to the subject being taught. According to Utim (2006) it is a part of the instructional function of a teacher to develop a set of techniques which enable him/her to monitor the effectiveness of teaching. Moreover, a continuous assessment performance feedback by teachers would help the students to be part of decision-making about his/her future performance and in carrying out with academic responsibilities (Abari, 2006; David

and Nicholas, 2006; Marva, 2008). Continuous assessment performance feedback can influence learning and summative performance. This is because to some extent, students' responses are influenced by the teachers' behavior of teaching. Teaching is thereby planned activities of the teachers so that students can acquire meaningful learning from their experience Aliyu (2006). Thus the ability of students to learn from their mistakes and/or performance problems and rapidly adjust their learning styles is key behind continuous assessment performance feedback which by inference improves summative performance.

In that case, both continuous assessment and summative assessment feedback from teachers and even the Colleges can be viewed as stimulus. This is because a students' ability to deal with hard work and failures depends particularly on commitment, communication and motivation from teachers (Quist, 2000). Likewise O'farrell (2003), Harlen (2005) submitted that continuous assessment feedback has both direct and indirect motivational impact on students summative performance when teachers give tests, drive up score and grades as feedback. Accordingly, Sarath and Gail (2006) stated that performance is both a multiplicative function of both ability and motivation. The implication of this statement is that, the effect of low scores lowers the self esteem and perception of learners themselves, while indirectly showing the negative impacts on the teachers and the curriculum. To that effect, Ekpenyong (2011:309) asserted that continuous assessment summative assessment feedback provides the 'outcome to teachers in terms of what has been taught and what the students have learnt'.

For instance, when the teacher makes use of grade points average (GPA) to decide about a student qualification to register his next subject course, the teacher may discover that a student with very high ability but low motivation did not perform

well; whereas a student with low ability but with high motivation likely perform well. In this case the teacher's performance feedback had helped him to analyse and interpret evidence to determine how well performance matches with his expectation. This impliedly will influence students performance either in tests or examinations, in effect the summative performance.

2.7 Determinant of Academic Performance as they relate to the Nigerian Setting

Educational research literature is replete with findings which indicate that academic achievement is apparently difficult to predict due to too many factors operating upon the learner. Some of those factors are discussed as:

(a) Parental Influence and Academic Achievement:

The home is said to be the starting point of learning activities and the role of the parents in this regards matters a lot and go a long way in structuring the academic achievement of a child. In a research work by Udoukpong, Emah, and Umoren, (2012), students who perceived their parental influence as motivating to academic work outperformed their counterparts who perceived their parental influence as non-motivating. A possible explanation for the finding is that motivation is crucial to cognition and performance because motivation directs individuals' behavior. Extensive evidence exists that motivation is a crucial element in students' success and learning. More specifically, motivation influences individuals' choice of which activities to do, level of engagement in them, and the degree of persistence (Akey, 2006).

The finding of Udoukpong,Emah, Umoren, (2012), in respect to students' academic performance in Business Studies vis-à-vis parental influence was attributed to Thorndike's Law of Effect. According to the principle of law of effect, learning is

strengthened when accompanied by pleasant or satisfying feeling but that learning is weakened when associated with no reinforcement. Students' motivation in academic activities should always be promoted through explicit rewards and encouragement.

(b) **Peer Effects and Other Factors Influencing Academic Achievement**

In Determining academic performance as they relate to the Nigerian setting the influence of peer pressure cannot be overemphasized. Negative peer pressure on antisocial behavior outside of school rather than on academic achievement like social experimentation with cigarettes, alcohol, and other illicit substances generally has negative implications on performance as the attention paid to this kind of peer pressure may supersede pressure regarding grades in class (Hilma 2012).

Most researchers recognize that a child's peers can have an impact on achievement, but the extent of that effect has been an open question. Further, few studies have focused on quantifying the academic outcomes associated with the peer effect. Children are socialized by the people with whom they associate; through daily interaction over the course of many years, acceptable social customs are taught and fostered. Other children as well as adults can have a great impact on a broad range of issues in the child's life, including achievement in school. Researchers have been discussing the link between social interactions among peers in school and academic outcomes. The extensive literature notes that a child's peer group influences social and academic development and that these influences begin at the very start of formal education, including study habits and personal academic development, because of the sheer amount of time the typical child spends each day with his or her friends, the peer influence on a child can be substantial.

Kirk (2004) explained academic achievement by analyzing six factors that affect achievement namely: the effect of peers, race and ethnicity, parents'

educational attainment, number of reading materials in the home, free or reduced price lunch participation, and gender. Kirk is of the strong believes that the peer effect is a strong influence on academic achievement, particularly at the fourth grade level. Family background characteristics have a similarly important influence. Both the peer effect and family background have effects that are independent from the effects of gender and race and ethnicity. Flowers (2009) and Shoukat, Zubair, Fahad, Hamid and Awais (2013) further identified some causes which are said to strongly influence academic performance such as: (a) student factors (attitudes, individual differences, physical health and readiness, and expectation, (b) teacher/instructional/curriculum factors (teacher attitude to students, types of classroom control, curriculum content, teacher adequacy in professional qualification and preparation, instructional contents and presentation, use of relevant teaching aids etc); (c) Institutional factors (type of school, population, control, discipline, personnel interactions , admission and examination or evaluation policies; also concluded that environment and motivation exert very strong influence on academic performance.

2.8 The Influence of Continuous Assessment on Summative Performance of Students

According to Bassey, Ubong and Wokocha (2009), Continuous assessment is a Periodic assessment of students in the process of teaching the curriculum content; it was introduced into the Nigerian educational system in 1981 through the National Policy on Education. The method seeks to even out academic effort by ensuring that students do not wait for end of semester or certificate examinations to exert study effort but rather sustain learning throughout a period, for instance, a term or a semester. This method of assessment is very good for a practical programme such as Business Education and should be magnified.

Torrance (2004) in discussing educational assessment, defines assessment as making a judgment on a person or a situation based on available evidence. Specifically, he holds the opinion that educational assessment is concerned with making judgments about student achievement and progress. Assessment in a formal setting is very useful, it is much more useful in vocational courses where practicum is critical and is best achieved through continuous exposure to real life situations and assessment of the degree of learner intake of instruction. Torrance (2004) stressed the fact that assessment works best when it is ongoing rather than periodic, that “assessment is a process whose power is cumulative.”

From these definitions, one could infer that continuous assessment is an assessment approach which involves the use of a variety of assessment instruments, assessing various components of learning, not only the thinking processes but including behaviours, personality traits and manual dexterity. Continuous assessment will also take place over a period of time. Such an approach would be more holistic, representing the learner in his/her entirety

Some lecturers could give up to 5 tests in the course of the semester if such lecturer is not comfortable with the level of performance of the students and he or she believes that more tests, scored and returned to the student would improve their performance as well as give a clearer indication of progress. The scores would also be rearranged if methods other than those listed above are used. Ogwara and Okpogho (2009) lists continuous assessment methods to include oral quizzes, tests, take-home assignments, group work, hands-on practical, and self or peer assessment. However, the methods more commonly used are tests, take-home assignments, term paper, and attendance at lectures.

The conclusion drawn from above is that teachers should ensure that students are assessed throughout the semester so as to determine their level of understanding of the courses being taught. Continuous assessment has several uses including the fact that it facilitates practical knowledge. For a programme such as Business Education that requires a large dose of practical knowledge, it is suggested that the current weighting of continuous assessment be changed in its favor vis-à-vis end of semester examinations. This will ensure that students show more interest in sustained study of theory and practice. Also, the practicum, particularly the industrial attachment, should be emphasized so as to ensure the actualization of the dream of self-reliance for graduates of tertiary educational institutions.

The National Policy on Education (2004) emphasizes the importance of continuous assessment in Nigerian Education when it states that: “Educational assessment and evaluation will be liberalized by basing them in whole or in part on continuous assessment of the progress of the individual”. Thus, it implies the teacher's behaviours in assessing the performance of the students in relationship to their achievement in the subject being taught. Continuous assessment as described by Kirk (2004) refers to the monitoring of the progress of a student through classroom evaluation. Monitoring of a student's progress is a continuous process, since it is done on a continuous basis. The student is monitored as new knowledge is introduced to him to find out how he is progressing relatively to exposure.

This means that students are evaluated from one stage to the other through tests or assignments. At the end of the term or year, these tests are used for determining the performance of achievement of the students. This form of assessment is different from the one known to most teachers in Nigeria, who based the achievement of students on only one test, given during the end of a term or year. End

of year assessment does not take into consideration the class progressive performance of students. This is very dangerous because many factors are bound to dictate the performance of the student. By the same token, there are many people who have never succeeded in written examinations but can perform excellently when given the opportunity to work with materials relating to their field or area of interest. Thus, in the word of Alausa (2012), Continuous assessment is not really a new concept in the education literature. He claims that the United States of America has used this system for several decades. It has worked well for them in predicting student performance and ability.

The importance of the continuous assessment model is that students are induced to read whether examination is going to be given in class or not. In the higher educational institution, the continuous assessment model imposed by the semester system has started to show positive results in terms of student-learning achievements. It appears, the students are more conscious of class attendance than ever before. According to Abakpa and Adegbe (2007). The continuous assessment approach has many advantages over the short method of assessment; it is capable of making assessment more meaningful and more representative of the learners' overall abilities.

One of the expected advantages of continuous assessment lies in its being guidance oriented. Since it will involve data gathering over a long period of time, it will yield more accurate data reaching the teachers early enough to modify instruction. This could play a vital role in diagnosing and remediating areas of learners' weaknesses if properly anchored in what occurs in classrooms. Continuous assessment is an approach that would capture the full range of learners' performance. Teachers and administrators would thus be able to assess learners' progress and would have time to correct the problems. Another advantage of continuous assessment is

that it places teachers at the centre of all performance-assessment activities. It encourages more teacher participation in the overall assessment or grading of his/her learners.

Though continuous assessment is highly advantageous but that is not to say that it has not gotten some problems. Bassey, Ubong and Wokocha (2009) in their research work claim that, one of the important aspects affecting continuous assessment is the non-availability of valid and reliable tests which could be used in all schools. There is a need to construct these tests following established procedures and practices. They further argue that for a successful implementation of the continuous assessment approach, teachers need to give more tests, which means more marking. They need to observe the learners more keenly to assess their affective outcomes, and there will be more records to be kept on the learners. All these could mean more work to the teacher, more demand on his or her time and more responsibility on him or her. This means they must be professionally and attitudinally prepared for operating the system. If the teacher is not adequately prepared for operating the system, it may lead to a tendency to merely 'cook up' scores in the name of continuous assessment. Thus, teachers should be encouraged to form favourable attitudes toward the practice. They should be made aware of the requirements of the system, its importance and how to implement it.

American Association for Higher Education (2003) observes another problem with continuous assessment which is the issue of record keeping. Learners' records have to be adequately and meticulously kept over a long period of time. They should be properly stored and easily retrievable. A related issue is that of collation. Scores may have to be combined from different sources using various weights.

2.9 Entry Grades and Its Predictive Influence on Summative Performance

Academic success is, no doubt, the main focus of all educational activities which has received tremendous attention from educationists. However, prediction of academic success is still not clear. Apparently, predictability of academic achievement is a complex (and by no means an easy) task. In the relevant literature, there are so many intricately related factors associated with academic achievement that make the prediction of academic achievement (at best) situational.

In a study conducted by Momoh-Olle (1985) and Kolawole, Omoniyi and Oginni, (2011) on Cognitive Entry Points as Predictors of students 'Academic Performance in Chemistry in Selected Nigerian schools to investigate the relationship between student entry grade and their academic achievement. The result showed that, there was no statistically significant relation between student entry grade and their academic achievement. This is to state that the entry grades of a student could, generally, not predict his academic achievement. Apparently, therefore, his academic achievement depends on the experiences which influence his learning at the college.

The work of Momoh-Olle, (1985) further shows that there is significant relationship between students entry grades and their achievement in vocational studies which to him is indeed expected. Vocational studies are mainly skill subjects which require frequent practical experience to acquire. Since the students were very much familiar with the materials they worked with, their entry grades were able to predict the college achievements; also they could not so easily forget or lose their already acquired skills. The fact that the result of non-significant relationship between entry grades and achievement in science and mathematics courses is of course not unexpected since the science and mathematics concepts are usually abstract and very much in sharp contrast with those of vocational studies.

The detail work of Momoh-Olle (1985) reveals a surprising contrast: the significant relationship between student entry grades and their achievement in education theory as against the non-significant relationship between their entry grades and achievement in teaching practice. A plausible explanation given for such contrast by the duo is that students' success in education theory apparently depends basically 'on their intelligence and interest in the teaching profession which they have willingly chosen for themselves.

The conclusion can be drawn that to a great extent, there is no significant relationship between students' entry grades and their overall academic achievement and this assertion is in line with Ajinuhi (2002) that a significant relationship does not exist between student entry grades and their academic achievement. The study shows that academic achievement is largely independent of entry grades, experiences and conditions favourable to proper learning should be provided for students. This includes less stressful assessment/examination/ put in evaluation policies, lecturers' favourable reactions and disposition towards their students. Admitting institutions and examination bodies should construct standardized tests with high predictive validity and reliability to be used for evaluating and admitting candidates at different levels of our education.

2.10 Empirical Studies

The following empirical studies related to this current research were reviewed.

Ajinuhi (2002) study was on comparative study of students' entry qualification on academic performance of NCE III level of Business Education in Federal College of Education, Kontagora, Niger State. The main objective of the study was to identify if there was any relationship between entry grades and academic performance at NCE level. The study did not state any research question but three null hypotheses were

tested. The researcher adopted expo-factor research design and 605 constituted the population out which 100 were sampled. The study employed both descriptive statistics and t-test in analyzing the null hypotheses. The finding revealed that entry qualification was positively related to academic performance.

The current research is related to the previous research in that they were both on entry qualification at NCE level in College of Education. The literature review of the past work was of importance to the current study and some of them were used in the current research. Ajinuhi's (2002) work is also relevant to this present study as the instrument for gathering data (students past record), research design and statistical instrument of t-test were adopted. However, the past work did not state the research questions and also limited the research scope to one College of Education in one state- Niger State. This present research however, included continuous assessment in the variables of study and focuses on Office Technology & Management (OTM) Education students' academic performance in eleven (10) Colleges of Education in Five State of the North Central.

Obiora (2003) investigated on the relationship between entry qualification and students' performance in Shorthand in Business Education in Federal Capital Territory, City College of Education, Zuba. The objective of the study was to find out the relationship between entry grades of the Office Technology & Management (OTM) students and class performance in Colleges of Education. The study stated no research questions but two null hypotheses were formulated. The researcher used ten students as population and it was an experiment study. The null hypotheses were tested using mean deviation to determine the relationship between the performance of Office Technology & Management (OTM) students and their entry qualification. The result of the study revealed that entry qualification in shorthand affected the

performance of students. It was recommended that every aspiring candidate in Office Technology & Management (OTM) studies in Colleges of Education should possess the basic entry qualification. Although the past study was on effects of entry grades on shorthand or Office Technology & Management (OTM) students' performance, is related to current research because both research work was on entry grade and Office Technology & Management (OTM) students performance. Similarly, both past and current studies was on the same level of NCE III Office Technology & Management (OTM) Education in Business Education at the Colleges of Education. The past researcher recommendation was also helpful to this current research as it drew the researcher attention to subject requirements for admission. However, the past researcher could have stated the research questions and used more population or sample size for effective generalization.

Pido (2004) conducted a study that looked at the correlation between continuous assessment and final examination in Physics in Uganda. The objective was to examine if continuous assessment influenced students' performance in Physics in Uganda Advance Certificate of Education (UACE) Examination and Continuous Assessment at higher secondary education. Two research questions were raised and two null hypotheses were tested at 0.05 level of significance. The research design adopted was quasi-experiment, non-equivalent control group design and the population was not stated in the study. The sample size were seven (7) schools and two (2) schools that formed the experimental group, three (3) formed the control group. The statistics used was Pearson Product Moment Correlation (Pearson) and Coefficient of (r^2) was used for computation of results using SPSS programme. The findings revealed a high correlation coefficient between UACE total scores. It was

also found out that a high correlation coefficient existed between theory and continuous assessment, although with variations in the practical performance.

This present research is related to Pido (2004) as they both studies the influence of continuous assessment on students performance although at different school levels and in different locations. The past study was also of importance to this present study as some of the literatures reviewed were used. Pido (2004) could have however, stated the population for the study and explained the procedure for selection of sample and the technique used. The past study did not also state the methods used for desegregation of continuous assessment scores from the final examination scores. The previous study was based on Physics which is a science subject unlike the present research that is a vocational subject. The past study was based on final examination score like the present study which is also based on final examination scores.

Maizam, Johor and Ahmad (2006) studied the relationship between entry qualification and performance in graduate education in Malaysian. The main objective of the study was to determine the extent to which undergraduate cumulative points average and undergraduate programmes of study influenced performance in Master in Technical and Vocational Education (MTVE) programme in Malaysia University. Two research questions were raised and two null hypotheses were tested. The method adopted for the study was descriptive design and academic records and applications forms from the 2001-2003 intake was the instrument for data collection. The population for the study was 612 students comprising of 214 males and 398 females. Descriptive statistics was used to analyse data on demography and multiple regression was used to determine the contribution of two factor variables of undergraduates cumulative point average (UGPA) and undergraduate program of study of grand cumulative point average (GCPA).

Finding from this study revealed that students who came with high UCPA tended to graduate with high performance. It was also found out that there existed high relationship between entry qualification and performance in graduate education and undergraduate. The past study was foreign based along with the environment under which it was carried out. The current research is related to the past study because they both studied entry qualification and performance. The previous research explained how the data were gathered and used which assisted the current research in the collection of data. This current research used cumulative grades in association with entry performance compiled from past records of students from the previous researcher. However, this current research included continuous assessment cumulative scores after determining their grade point to establish the extent continuous assessments influenced final performance. The previous research findings helped the current research in the formulation of null hypotheses.

Idowu and Esere (2009) conducted a research on continuous assessment practices in ten selected secondary schools in Ilorin. The objectives of the study was to evaluate continuous assessment practices of teachers in these selected secondary schools. Research questions were focused on four basic features of continuous assessment characteristic and qualitative study design was adopted. The study made use of stratified random sampling techniques to select 500 teachers. Instrument used for the study were interviews and focus group discussion which centered on teachers' continuous assessment practices. Descriptive analysis was used to analyse the demographic characteristic of the participants as well as to present the participants' responses on their continuous assessment practices. The findings of the study showed that the continuous assessment practices of most of the teachers were faulty and deviated markedly from policy guideline.

Although the past work was on continuous assessment practices of teachers in secondary schools in Ilorin Metropolis, is related to the current research, because both researches were on the use of continuous assessment for taking summative decision on student's level of attainment at the end of schooling. However, the previous work is helpful to this current research as it drew the attention of the researcher to some continuous assessment practices, attributes and challenges. The current study extensively used the literature review of the past research even though it was based on secondary level teachers. The past study however, did not formulate null hypotheses to further test research questions and did not correlate students' final performance to continuous assessment. This current study also did not make use of questionnaires to seek teachers' opinion on their continuous assessment practices as it was done in the previous study but the practices were inferred from teachers' scores allocated to students from past records.

Nwaogazie (2009) carried out a research study titled correlating continuous assessment scores to junior secondary school certificate examination (JSCE) final scores in Imo State. The main objective of the study was to investigate the influence of continuous assessment scores on JSCE scores. Four research questions were stated and four null hypotheses which included there is no significant relationship between students' continuous assessment scores in English Studies, Mathematics, Integrated Science and social studies and JSCE final scores. Correlational survey design was used for the study and the population comprised of 38,000 students who took the 1997 JSCE. Purposive non-sampling techniques was used to select 400 students for the study using Yara Yamen's formula $n = \frac{N}{dxT} + NE_2$. The instrument for data collection for the study was cumulative records of students' scores in continuous assessment and JSCE grades from the selected schools. The data collected were subjected to analysis

using Pearson Product Moment Correlation Coefficient (PPMC) to analyse the research questions and Z – ratio for testing the null-hypotheses at 0.05 level of significance. The four null hypotheses were rejected. Nwaogazie concluded that students with high continuous assessment in English, Mathematics, Integrated Science and Social Studies got low scores in their JSCE final scores and those with low scores in continuous assessment got high scores in JSCE final examination scores.

The current research is related to the study Nwaogazie (2009) because they both studied continuous assessment scores and final examination scores of students though at different levels. The previous study made use of past records of JSCE students while this present research made use of secretarial students' past records to find out the relationship between continuous assessment scores and final examination performance. The current research did not make use of any sampling technique and Z – ratio to test null hypotheses. The literature review of the research study was of importance to the current research and some of them were used in the current research. Nwaogazie's (2009) research objectives, findings and recommendation helped the current research in the choice of objective. However, the past study sample size was small which may not represent the population hindering effective inference.

2.11 Summary of Literature Reviewed

The review of literature gave a broad definition of entry grades, continuous assessment (CA) and summative assessment (final performance) and practice. The review revealed that many factors such as parental influence, peer effect, student factors and teachers factors influenced academic performance in Nigeria setting. The review also revealed that continuous assessment instrument involved varieties among such are tests, assignment, group work and hand-on-practicals in order to determine

various component of learning. The review also revealed that though continuous assessment is highly advantageous but has some problems such as validity and reliable tests and record keeping. The past researchers reviewed were carried out on various topics such as comparative study of students' entry grades on academic performance of NCE III Business Education in Colleges of Education in Niger State and correlating continuous assessment scores to junior secondary school certificate examination scores in Imo State.

From all empirical studies, none of them reported on the categorization of continuous assessment but entry grades and examination grades only. On the other hand some of these studies concentrated on a single school or locality as case study but this study covered five states and the Federal Capital Territory in North Central. It was also discovered that none of the studies reviewed combined the two variables of entry grades and continuous assessment in the determinant of performance. This study has gone beyond using a single variable of either entry grades or continuous assessment to a combined variable of entry grades and continuous assessment to determine academic performance. In view of the above, these are some of the gaps noticed and which the current study has closed.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter described methodology adopted for conducting the study under the following sub-headings:

- 3.1 Research Design.
- 3.2 Population for the Study.
- 3.3 Sample Size and Sampling Procedure.
- 3.4 Instrument for Data Collection.
 - 3.4.1 Validation of the Instrument.
 - 3.4.2 Pilot Study.
 - 3.4.3 Reliability of the Instrument.
- 3.5 Procedure for Data Collection.
- 3.6 Procedure for Data Analysis.

3.1 Research Design

The research design for this study was expo-facto design. According to Nworgu (1991) an expo-facto research design is one which seeks to find factors associated with events or occurrences that have already taken place. This research design was used because students past records of entry grades, continuous assessment scores and final examination were already in existence. The researcher and the respondents cannot manipulate the existing results which contributed to the usage of expo-facto design. The researcher only find the associated variables of entry grades, to continuous assessment scores and final examination scores and linked them to one another to determine the extent of influence on each other. In this study, the researcher obtained secretarial students entry grade, continuous assessment scores and

their final examination scores in Word Processing, Shorthand, Office Management in Business Education Departments in the Federal and State Government Colleges of Education in the North-Central-Geo Political Zone of Nigeria.

3.2 Population for the Study

The population for the study comprised six hundred and five (605) NCE III Secretarial Students in Business Education Department of three (3) Federal Colleges and Seven (7) State Government Colleges of Education in North Central States in Nigeria. The breakdown of the population for the study is shown in Table 3.1 :

Table 3.1 Population for the Study

S/N	NAME OF COLLEGES	STATES	NO OF STUDENTS
1	Federal College of Education	Kontagora, Niger State	26
2	Federal College of Education	Okene, Kogi State	81
3	Federal College of Education	Pankshin, Plateau State	110
4	State College of Education	Akwanga, Nasarawa State	30
5	State College of Education	Ankpa, Kogi State	60
6	State College of Education	Gindiri, Plateau State	42
7	State College of Education	Katsina-Ala, Benue State	40
8	State College of Education	Oju, Benue State	08
9	Niger State College of Education	Minna, Niger State	128
10	City College of Education	Zuba, Abuja (FCT)	80
TOTAL			605

Source: Records from Business Education Department of each College of Education (2014)

3.3 Sample Size and Sampling Procedure

Although, the population strata consisted of number of distinct characteristics Federal and State, no sample size and sampling procedure was employed because the researcher considered the population for the study not too large for the study.

3.4 Instrument for Data Collection

The instruments gathering data required for this research were based on the following:

1. Students' entry grades in either the National Business and Technical Examination Board (NABTEB), National Examination Council (NECO) and West African Examination Council (WAEC) results. These results were collected from students personal records file in the Department. The result grades were converted to grade points (see Appendix IV).
2. Students Continuous Assessment scores were collected from the continuous assessment records in the Department. The overall continuous assessment scores were structured into grades and grade points (see Appendix IV).
3. Students Final Year Examination Scores (Summative) were collected from the Academic records office. The letter grades and grades points are earned from percentage score in the final examination in a given course (see Appendix IV).

The performance of a student in each entry grade subject was reported as Grade Point Average (GPA), likewise the continuous assessment Score and final examination scores.

3.4.1 Validation of the Instrument

The instruments for the study were already validated through internal and external moderations appointed by each College of Education authorities. There was no need for the researcher to further establish the appropriateness of the instrument.

3.4.2 Pilot Study

A pilot study was conducted at Federal College of Education, Kano, Kano State in the North West Geo-Political Zone Nigeria, using twenty-six NCE III students past records. The researcher decided to use this institution because it had similar characteristics with the population of the study.

3.4.3 Reliability of the Instrument

The grades and scores of the test of 26 students were collected and subjected to a test of reliability using Statistical Package for the Social Sciences (SPSS). The reliability test of instrument produced reliability co-efficient (r) of NABTEB 0.67, NECO 0.69 and WAEC 0.73, Continuous Assessment 0.84 and 0.92 for final performance through split-half. The test is reliable and in line with the submission of Ali (2006) that with a high reliability test value, the instrument is reliable. Though the researcher did not develop the instruments, the consistency of their use needs to be ascertained that was why its reliability was tested.

3.5 Procedure for Data Collection

With the letter of introduction from the Head of Department, Vocational and Technical Education, Ahmadu Bello University, Zaria, the researcher and three colleagues visited the Colleges. The students' records were collected in the following order:

1. Entry Grades.

2. Past NCE results in Continuous Assessment and Final Examination Scores in the specified courses (Shorthand, Word Processing, Office Management and Technology and Office Management).

The researcher and the assistant used seven months for collecting the data. In the course of collecting the data by the researcher from the Colleges, the following challenges were encountered, incomplete records, strike and each College protocol in different locations. This was solved through series of visitations, verification of records and interactions. All the results collected were used for data analysis.

3.6 Procedure for Data Analysis

The data collected from the respondents were analysed using both descriptive and inferential statistics. The entry grades distribution of the respondents was analysed using means and percentages. The three research questions were answered through descriptive statistics that deal with frequency, mean, standard deviation and percentages. According to Ali (2006), descriptive statistics is used to determine and describe the closeness of students performance.

Null Hypotheses 1-3 were tested using one-way Analysis of Variance (ANOVA) in order to detect differences in the entry grades, continuous assessment and summative academic performance variability grades. The application of ANOVA is necessary when the researcher completely wants to determine whether differences exist in one variable or the other (Uzoagulu, 1998). The Pearson Product Moment Correlation (PPMC) also was used to find the strength of relationship between Office Technology & Management (OTM) education students entry grades at 0'level and their continuous assessment with their summative academic performance at the end of NCE 3 level. This is because a correlation coefficient is an index that shows and to

what extent variation in one goes with another variation, Pearson Product Moment Correlation (PPMC) was also used for easy statistical analysis. According to Uzoagulu (1998) the use of PPMC is the most sensitive measure of correlation for situations in which it applies. He further stated that it is more convenient to use when the number of variables is greater than 30 since it produces more accurate results.

All the three null hypotheses were tested at .05 level of significance ($P < .05$). For the PPMC, if the calculated significant (P) value of .000 is lower than the .05 alpha level of significance at a correlation index r level, the null hypotheses is rejected. In the case of ANOVA, if the calculated signified (P) value of .000 is lower than the .05 alpha level of significance at F-ratio value, the null hypothesis is rejected. Where as a higher p value than the .05 alpha level of significance at F-ratio value, the null hypothesis is retained.

CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

This chapter focused on the presentation and analysis of data for conducting the study under the following sub-headings;

- 4.1 Analysis of Bio-data variables
 - 4.2 Answer to Research Questions
 - 4.3 Testing of Null-Hypotheses
 - 4.4 Summary of Major Findings
 - 4.5 Discussion of Major Findings
- 4.1 Analysis of entry grades, continuous assessment and summative academic performance**

The entry grades, continuous assessment and summative academic performance variables revealed the vital information regarding the three categories of students admitted into Colleges of education under the study.

Table 4.1 Entry Grades Distribution of Office Technology & Management (OTM) students.

Table 4.1.1 Distribution of respondents by entry grade performance

Variable	N	90	\bar{X}	S.D
Distinction	35	5.79	3.62	.139
5 credits	126	20.82	3.06	.174
Below 5 credits	444	73.39	2.64	.551
Total	605	100.0		

Source: Field Work (2014)

Table 4.1.1 shows category of students based on their entry grades. Out of 605 students whose WAEC, NECO and NABTEB results were used, 35 students had

distinction representing 5.79%, 126 students had 5 credits representing 20.82% and 444 students had below 5 credits representing 73.39%. This shows that most of the students admitted to study Office Technology and Management (OTM) fell below the category of 5 credits entry requirements than those with distinctions and 5 credits.

Table 4.1.2 Continuous Assessment Distribution based on three categories of Entry Grades

Continuous Assessment	N	Grade %	Mean Score \bar{X}	S.D
Distinction	35	35.28	3.32	.513
5 credits	126	33.48	3.15	.554
Below 5 credits	444	31.24	2.94	.580
Total	605	100.0		

Source: Field Work (2014)

Table 4.1.2 shows the continuous assessment distribution performance based on the three categories of students entry grades under study. Students with distinction entry grade had 3.32 mean score in their continuous assessment representing 35.28%. Their counter-part with 5 credits entry grade also had a mean score of 3.15 representing 33.48% while those with below 5 credits had a mean score of 2.94 representing 31.24%. Thus implied an improvement on the continuous assessment grades by students with 5 credits entry grades over those with below 5 credits entry grade.

Table 4.1.3 Summative Academic Performance Distribution Based on Three Categories of Students Entry Grades

Summative Academic Performance	N	Grade %	Mean Score \bar{X}	S.D
Distinction	35	33.24	2.40	.743
5 credits	126	34.35	2.48	.779
Below 5 credits	444	32.41	2.34	.752
Total	605	100.0		

Source: Field Work (2014)

Table 4.1.3 shows the mean and grade percentage of students' summative academic performance based on their entry grades. Student with distinction entry grades had a mean grade of 2.40 representing 33.24% in their summative academic performance. Their counterpart with 5 credits entry grades also had a mean score of 2.48 with a 34.35% and those with below 5 credits entry grade had 2.34 mean grade representing 32.41%. This shows that the students with 5 credits performed better than those with distinction and below 5 credits.

4.2 Answer to the Researcher Questions

To answer research questions, all the variables were collated, computed and their mean grades and standard deviation were analysed as presented:

Research Question One:

What is the general record performance outlook of students who were admitted into the colleges with distinctions, 5 credits and below 5 credits with class grade?

Students' mean entry grade points, continuous assessment grade points and summative academic performance in Appendix IV were used to answer the research question in table 4.2.1. The general outlook progress is as presented in table 4.2.1.

Table 4.2.1 General Outlook Progress of Students Academic Performance

Variable	N	Grade %	Mean Score	S.D	
Distinction	35	Entry Grade	38.80	3.62	.139
		Continuous		3.62	
		Assessment Summative	35.28	3.32	.513
5 credits	126	Academic Performance	33.24	2.40	.748
		Entry Grade		3.06	.174
		Assessment Summative	32.83	3.15	.554
Below 5 credits	444	Academic Performance	34.35	2.48	.779
		Entry Grade		2.64	.551
		Assessment Summative	28.33	2.94	.580
		Academic Performance	32.41	2.34	.752

Field Work (2014)

Table 4.2.1 shows that there was a reduction in mean performance scores in the entry grade, continuous assessment and summative academic performance of students with distinction entry grades ($3.62 > 3.32 > 2.40$). The mean score of students with 5 credits was greater than those with distinction in their continuous assessment and those below 5 credits entry grade ($3.15 > 3.06$, $2.94 > 2.64$) respectively.

However there was a reduction in their mean scores on summative academic performance. The mean score of those with 5 credits in their summative academic performance is lower than their continuous assessment performance ($2.48 < 3.15$, 2.34

< 2.94) respectively. Thus implying that entry grades generally has varied influence on continuous assessment and summative academic performance of students.

Research question Two:

How much of influence would entry grades of Office Technology & Management (OTM) students with distinction, 5 credits and below 5 credits have on their summative academic performance?

Students’ mean entry grade points and summative performance grade points in Appendix IV were used to answer the research question in table 4.2.2. The significance is as presented in table 4.2.2

Table 4.2.2 Students’ Entry Grades and Summative Performance

Variable		N	Mean Score	S.D
Distinction	Entry Grade	35	3.62	.139
	Continuous			
5 credits	Entry Grade	126	3.06	.174
	Continuous			
Below 5 credits	Summative Academic Performance	444	2.48	.779
	Entry Grade			
	Continuous		2.64	.551
	Summative Academic Performance		2.34	.752

Source: Field Work (2014)

Table 4.2.2 shows the mean scores of category of students’ entry grade and their summative academic performance. Students with 5 credits entry grade shows high mean score of 2.48 in their academic performance than those with distinctions

who had 2.40 while those below 5 credits had mean score of 2.34. This implies that the entry grades did not influence students summative academic performance because it is expected that the higher the entry grade the better the students' academic performance in Office Technology & Management (OTM).

Research question Three:

How much of influence would continuous assessment of Office Technology & Management (OTM) students with distinction, 5 credits and below 5 credits have on their summative academic performance?

Continuous assessment grade points and summative assessment grade points in Appendix IV were used to answer the research question in table 4.2.3. The significance is as presented in table 4.2.3.

Table 4.2.3 Continuous Assessment and Summative Academic Performance of Students

Variables		N	Mean Score	S.D
Distinction	Entry Grade Continuous	35	3.32	.613
	Summative Academic Performance		2.40	.713
5 credits	Entry Grade	126	3.15	.554
	Summative Academic Performance		2.48	.774
Below 5 credits	Entry Grade Continuous	444	2.64	.580
	Summative Academic Performance		2.34	.752

Source: Field Work (2014)

Table 4.2.3 shows the mean score distribution of continuous assessment over the summative academic performance of students. The results in Table 4.2.3 shows

that the continuous assessment mean score had higher academic performance (3.32 >.40; 3.15 > 2.48; 2.94 > 2.34). Thus, implying that students' continuous assessment did not influence the summative academic performance in the three categories of students.

4.3 Test of Null Hypotheses

4.3.1 Research Hypothesis One:

Outlook of the record performance of students who were admitted into the college with distinctions, 5 credits and below 5 credits has no significant influence on class grade in Office Technology & Management (OTM).

The table 4.3.1 shows the mean score relationship between three categories of students' entry grades, continuous assessment and summative academic performance in Office Technology & Management (OTM) education class grades.

Table 4.3.1 Office Technology & Management (OTM) Students Academic Performance Records.

Sources of Variables		Sum of Square	df	Mean Square	F	Sig.
Entry Grades	Between Groups	4.656	25	.186	1.968	.145
	Within Groups	.852	9	.095		
	Total	5.507	34			
Continuous Assessment	Between Groups	25.650	25	1.026	10.842	.000
	Within Groups	.852	9	.095		
	Total	26.502	34			
Summative Academic Performance	Between Groups	36.246	25	1.450	.855	.645
	Within Groups	15.265	9	1.696		
	Total	51.511	34			

Source: Field Work (2014)

Table 4.3.1 shows the general outlook performance of Office Technology & Management (OTM) students class grade. The results from table 4.3.1 shows that there was no significant influence in the entry grades of Office Technology &

Management (OTM) students in Colleges of education ($F = 1.968$ at $p > 0.5$) over their summative academic performance ($F = .855$ at $P > .05$). However, the result shows that there was a significant influence of entry grades in the Office Technology & Management (OTM) students' continuous assessment ($F = 10.842$ at $P < .05$).

This implies that entry grades influence only continuous assessment but does not have influence on summative academic performance generally. Thus, implying that entry grades invariably influence both continuous assessment and summative academic performance of secretarial studies students. Therefore, the null hypothesis is retained for summative academic performance and rejected in the case of continuous assessment.

4.3.2 Research Hypothesis Two: Entry grades of students with distinctions, 5 credits and those below 5 credits has no significant influence on summative academic performance in colleges of education.

Table 4.3.2 shows the entry grades influence on students summative academic performance in Office Technology & Management (OTM).

Table 4.3.2 Entry Grades on Students Summative Academic Performance

Variables	N	Mean Score	S.D	Correlation Index (r)	Sig (2 – tailed)
Distinction		3.62	.139		
Summative Academic Performance	35	2.40	.743	-.081	.644
5 credits		3.06	.174		
Summative Academic Performance	126	2.48	.779	-.150	.390
Below 5 credits		2.64	.551		
Summative Academic Performance	444	2.34	.752	.006	.973

Source: Work Field (2014)

Table 4.3.2 shows mean score relationship between entry grades and summative academic performance of Office Technology & Management (OTM) students in colleges of education. The result of the Pearson product moment correlation on table 4.3.2 reveals that there was no significant influence of the entry grades on summative academic performance in the categories of distinction ($r = -.081$ at $p > .05$); 5 credits ($r = -.150$ at $P > .05$) and below 5 credits ($r = .006$ at $P > .05$) respectively. Table 4.3.2 further shows that the mean scores of entry grades with distinctions ($x = 3.26$); 5 credits ($x = 3.06$) and below 5 credits ($x = 2.64$) were higher than these of summative academic performance with mean scores of 2.40; 2.48 and 2.34 respectively.

Therefore, based on this findings, the null hypothesis two was accepted. This implies that entry grades do not influence summative academic performance of students under study.

Research Hypothesis Three: Continuous assessment has no significant influence on summative academic performance of Office Technology & Management

Table 4.3.3 shows that relationship between continuous assessment influence and students' summative academic performance. The significance is as presented in 4.3.3

Table 4.3:3: Continuous Assessment and Summative Academic Performance of Students.

Variables	N	Mean Score	S.D	Correlation Index (r)	Sig (2 – tailed)
Distinction		3.32	.513		
Summative Academic Performance	35	2.40	.748	-.016	.929
5 credits	126	3.15	.554		
Summative Academic Performance		2.48	.779	-.123	.482
Below 5 credits	444	2.94	.580		
Summative Academic Performance		2.34	.752	.171	.326

Source: Work Field (2014)

Table 4.3.3 shows the continuous assessment and summative performance analysis based on entry grades of students under study. Table 4.3.3 findings revealed that there was no significant influence of the continuous assessment on summative academic performance of students. The continuous assessment mean scores of ($x = 3.32$) were higher than the summative academic performance ($x = 2.40$) for students with distinctions ($x = 3.32 > x = 2.40$). Likewise students with 5 credits had higher continuous assessment mean score of 3.15 as against 2.48 for summative academic performance. In the same vein, students with grade below 5 credits had higher continuous assessment ($x = 2.94$) mean score of 2.94 as against summative academic performance mean score of 2.34.

Continuous assessment having no significant influence on summative academic performance was further shown in the results of students with distinction (r

= - .16 at $p > .05$); 5 credits ($r = - .123$ at $p > .05$) and below 5 credits ($r = .171$ at $p > .05$) respectively. Therefore, the null hypothesis of no significant influence was accepted.

4.4 Summary of Major Findings

The study established that:

1. Entry grades of students with distinctions, 5 credits and below 5 credits do not significantly influence summative academic performance but had significant influence on continuous assessment of students in Office Technology & Management (OTM). The results in Table 4.3.1 showed the F – value of 1.968 at significance level of 0.05. It is clear from the results that F – value 1.968 is greater than 0.05 – level of significance ($1.968 > 0.05$) and ($10.842 > 0.05$) which implies that the null hypothesis (H_{01}) was both retained and rejected. This means that there is no significant influence between entry grades and summative academic performance but influenced continuous assessment of students in Office Technology & Management (OTM) in colleges of education in North Central States, Nigeria.
2. Entry grades of distinctions, with 5 credits and below 5 credits do not influence summative academic performance of students in Office Technology & Management (OTM). The Table 4.3.2 results shows the r-value (-.081, -.150 and 0.006 at $p > .05$). Table 4.3.2 also shows that the mean scores of entry grades were higher than those of summative academic performance ($3.26 > 2.40$; $3.06 > 2.48$; and $2.64 > 2.34$). Based on this findings the null hypothesis (H_{02}) was retained. This means that there is no significant influence of entry grades on summative performance of students in Office

Technology & Management (OTM) in North Central States Colleges of Education, Nigeria.

3. Continuous assessment had no significant influence on summative academic performance of students in Office Technology & Management (OTM) in colleges of education in North Central States – Nigeria. The results in Table 4.3.3 showed the r – value is greater than the significance level of 0.05 ($r = .016 > 0.05$; $.123 > .05$ and $.171 > .05$). Thus implying that the null hypothesis (H_0) was retained. This implies that continuous assessment has no significant influence on students' summative academic performance.

4.5 Discussion of Major Findings

Based on the analysis on research questions and null hypotheses which concentrated at presenting and interpreting past records of students using descriptive and inferential statistics. This section discussed the findings so established. The outcome of hypothesis one in Table 4.3.1 shows that entry grades of students has no significant influence on summative academic performance but on their continuous assessment variedly in Office Technology & Management (OTM). The ANOVA was used to test this hypothesis which shows no significance influence between entry grades with distinctions, 5 credits and below 5 credits on summative performance, whereas there is significant influence of entry grades on continuous assessment generally. The students with high entry grades of distinctions were expected to perform better in their summative academic performance than those with lower entry grades due to their academic status and intellectual ability. This finding is in line with Gable (2008) and Irfan and Shaba (2012) who observed that good academic performance is a function of good entry grade and other performance factors such as

personality traits, quality of time spent on studies, intelligent ability and interest among others.

Table 4.3.2 shows that entry grades of distinctions, 5 credits and below 5 credits do not influence summative academic performance of students in Office Technology & Management (OTM). The Pearson's Product Moment Correlation (PPMC) technique used to test this null hypothesis shows no significance influence between entry grades and summative academic performance. This was as a result of the fact that summative performance of students do not varies directly with entry grade scores. This is contrary to the observations of Yousef (2011) and Daniel & Yousef (2012) who believed that good entry results at secondary school certificate examination leads to good academic performance.

Results of hypothesis in Table 4.3.3 shows that continuous assessment has no significant influence on summative academic performance of students in Office Technology & Management (OTM). The Pearson's Product Moment Correlation (PPMC) statistical technique was used to test this null hypothesis. The result shows no significant influence between continuous assessment and students' summative academic performance. This was due to the fact that those students with below 5 credits entry grades were more than those with distinctions and 5 credits entry grades. In addition, the teacher's continuous assessment scoring and rating approaches differ from college to college. This is in line with Ubong and Wokocha (2009) who observed that continuous assessment differences over summative academic performance are due to test construct approaches and rating style

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations of the study. The conclusions were based on the results of the research findings as well as recommendations on the way forward. This chapter contains:

- 5.1 Summary
- 5.2 Conclusion
- 5.3 Recommendations
- 5.4 Suggestion for further studies

5.1 Summary

This study was conducted to ascertain the entry grades and continuous assessment influence on summative performance of Office Technology & Management (OTM) students in Colleges of Education, North-Central States, Nigeria. Data were collected using past academic records of 605 students in Office Technology & Management (OTM) in 10 college of education.

The researcher after initial investigations, identified and stated the statement of the problem with regards to entry grades, continuous assessment and summative academic performance categories of students. Three objectives and three research questions were stated. For the purpose of meeting these objectives and answering the research questions, three (3) null hypotheses were formulated and tested at 0.05 alpha level of significance.

The mean (\bar{x}), Analysis of Variance (ANOVA) and Pearson's Product Moment Correlation (PPMC) were used for the analysis of research questions and null hypothesis. The following findings were established.

- H0₁ Entry grades with distinctions, 5 credits and below 5 credits has no significant influence on Office Technology & Management students summative academic performance but significantly influenced the continuous assessment of students. When this hypothesis was tested the F – Value for entry grades; F = 1.968 was greater than F – value for summative academic performance F = .855 at .05 level of significance; while that of continuous assessment F = 10.842 was greater than those of entry grades and summative academic performance this led to both the retention and rejection of the null hypothesis. This means that entry grades in the three categories do not significantly influence summative performance but significantly influenced the continuous assessment of students.
- H0₂ Entry grades of distinctions, with 5 credits and below 5 credits do not influence summative academic performance of Office Technology & Management (OTM) students in Colleges of Education, North Central States, Nigeria. When this hypothesis was tested the r – value (.081, .150 and 0.006) was greater than the 0.05 level of significance which led to the retention of the null hypothesis. This means that entry grades of the three categories had no influence on summative academic performance of students.
- H0₃ Continuous assessment had no significant influence on summative academic performance of Office Technology & Management (OTM) students in College of Education, North Central – States, Nigeria. When this hypothesis was tested the r-value = .016, .123, .171 was greater than the 0.05 level of significance.

5.2 Conclusion

Based on the findings of this study, it was concluded that entry grades with distinctions, 5 credits, below 5 credits only influenced continuous assessment of students while continuous assessment did not influence the summative academic performance of Office Technology & Management (OTM) students in Colleges of Education, North-Central States, Nigeria.

5.3 Recommendations

Based on the conclusion drawn, the researcher made the following recommendations:

1. Colleges of education should adhere strictly to admission requirements which stipulated that students possess at least 5 credits.
2. Teachers should make effective use of entry grades levels of students and continuous assessment feedback to improve summative academic performance.
3. Continuous assessment scores and grades should be standardized similar to results obtained at secondary school level and final examination scores and used regularly for continuous assessment conduct.

5.4 Suggestions for Further Studies

The researcher suggests the following for further studies:

1. This study should be repeated to cover more Colleges of Education in the Six Geo-Political Zones of Nigeria.
2. Effects of entry grades, continuous assessment practices and rating styles of teachers on summative performance of Business Education students in tertiary institutions.

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APPENDIX II

SUMMARY OF SECRETARIAL STUDENTS' GENERAL GRADES IN RELEVANT SUBJECTS IN NABTEB, NECO AND WAEC FROM 2005 TO 2009 FOR PILOT STUDY

YEAR	NO OF STUDENTS IN SECRETARIAL OPTION	GRADE GENERAL REQUIREMENT								
		ENG	MATHS	ACCT	COMM	ECONS	TYPING	OFF. PRAC	S/HAND	SEC. DUTY
2005	51	51	51	32	43	51	-	04	-	-
2006	31	31	31	19	29	31	-	-	-	-
2007	24	24	24	23	24	24	02	-	-	-
2008	05	05	05	03	05	05	-	-	-	-
2009	26	26	26	19	26	26	01	-	-	-

Source: Compiled from Business Education Department Federal College of

Education,

Kano,

2012.

APPENDIX III

**SUMMARY OF SECRETARIAL STUDENTS' GENERAL ENTRY GRADES IN SUBJECTS IN NABTEB, NECO AND WAEC FOR
2009 SET FROM 10 COLLEGES OF EDUCATION IN NORTH CENTRAL STATES**

S/N	ENTRY GRADES								EXAMINATION RECORDS															
	ENG	MATHS	COM	ECO	OFF PRA	S/HND	TYP	F/ACC	SHORTHAND				WORD PROCESSING				OFFICE MANAGEMENT				OFFICE TECH & MANAGEMENT			
									CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP
1.	C6	C6	C6	C6	-	-	-	C5	23	22	D	2	20	20	E	1	23	20	E	1	28	32	B	4
2.	C6	B3	B2	C6	-	-	-	C4	20	20	E	1	26	24	C	3	19	22	E	1	35	30	B	4
3.	D7	C4	C6	C4	-	-	-	C6	33	32	B	4	27	20	D	2	26	22	D	2	23	32	C	3
4.	C6	C5	C4	C5	-	-	-	C6	26	20	D	2	27	20	D	2	20	25	D	2	25	20	D	2
5.	D7	C5	C6	C4	-	-	-	C6	25	20	D	2	20	20	E	1	20	23	E	1	31	32	B	4
6.	C6	E6	B2	C5	-	-	-	C5	19	21	E	1	26	24	C	3	21	20	E	1	35	30	B	4
7.	C6	C4	A1	C4	-	-	-	-	34	30	B	4	27	20	D	2	29	20	D	2	19	21	E	1
8.	F9	C6	A1	C5	-	-	-	D7	31	38	B	4	28	24	C	3	26	20	D	2	25	20	D	2
9.	C6	C6	B3	C6	-	-	-	D7	25	20	D	2	19	20	E	1	20	23	E	1	29	31	B	4
10.	C5	A1	A1	C6	-	-	-	C5	20	20	E	1	26	24	D	2	21	20	E	1	35	30	B	4
11.	C6	C6	A1	B3	-	-	-	C4	34	31	B	4	27	20	D	2	28	21	D	2	20	20	E	1
12.	C6	C6	A3	C5	P7	-	C4	C5	36	33	B	4	26	26	C	3	26	20	D	2	25	20	D	2
13.	C6	P7	C5	P8	P7	-	-	-	20	25	D	2	19	21	E	1	21	22	E	1	29	31	B	4
14.	C6	C6	-	C6	-	-	-	C6	20	20	E	1	25	25	C	3	19	22	E	1	30	31	B	4
15.	C5	C4	C5	C5	-	-	-	C6	28	30	C	3	30	22	C	3	34	20	C	3	35	40	A	5
16.	C6	E8	C6	C6	-	-	-	C6	26	27	C	3	38	43	A	5	30	23	C	3	36	35	A	5
17.	C6	C6	C6	C5	-	-	-	C6	30	25	C	3	21	20	E	1	20	20	E	1	25	20	D	2
18.	C5	C6	B3	A1	C5	-	-	-	25	20	D	2	20	20	E	1	28	32	B	4	27	30	C	3
19.	C6	C5	C5	C6	C6	-	-	-	22	20	E	1	20	20	E	1	14	28	E	1	21	20	E	1
20.	D7	C6	C5	A1	C4	-	-	-	19	22	E	1	21	20	E	1	25	20	D	2	27	20	D	2

21.	C5	D7	C6	B3	C5	-	-	-	20	20	E	1	18	22	E	1	30	37	B	4	26	25	C	3
22.	C6	C6	C6	E8	C4	-	-	-	21	20	E	1	27	20	D	2	23	27	C	3	26	24	C	3
23.	E8	D7	C4	B3	C6	-	-	-	28	40	B	4	25	20	D	2	25	25	C	3	20	20	E	1
24.	C5	C6	B3	A1	C5	-	-	-	19	21	E	1	26	30	C	3	28	21	D	2	27	20	D	2
25.	C6	C6	B2	B3	B3	-	-	-	20	20	E	1	25	26	C	3	24	26	C	3	21	20	E	1
26.	C5	C6	C6	C4	C6	-	-	C5	27	20	D	2	20	24	E	1	28	22	C	3	25	25	C	3
27.	C6	D7	C5	C5	-	-	-	C6	22	20	E	1	28	27	C	3	20	28	D	2	30	24	C	3
28.	C4	B3	D7	D7	-	-	-	C6	20	30	C	3	26	20	D	2	31	20	C	3	26	20	D	2
29.	C6	D7	B3	C5	-	-	-	D7	34	40	A	5	28	30	C	3	25	20	D	2	25	20	D	2
30.	B3	C4	C6	C6	-	-	-	C5	25	25	C	3	27	30	C	3	24	20	E	1	25	20	D	2
31.	C6	C6	F9	C6	-	-	-	P7	28	20	D	2	30	27	C	3	30	27	C	3	30	27	C	3
32.	D7	C4	A1	B3	-	-	-	C6	34	20	C	3	26	30	C	3	20	20	E	1	30	43	A	5
33.	C4	D7	C6	B3	-	-	-	A1	20	20	E	1	30	20	C	3	30	50	A	5	30	29	C	3
34.	C6	E8	B3	C5	-	-	-	B3	30	21	C	3	25	20	D	2	33	20	C	3	27	30	C	3
35.	D7	E8	B3	C5	-	-	-	C5	24	20	E	1	21	20	E	1	27	20	D	2	30	30	B	4
36.	C6	C6	C6	E8	-	-	-	C5	20	20	E	1	20	20	E	1	20	20	E	1	33	20	C	3
37.	C5	C6	-	C5	-	-	-	C5	24	20	E	1	21	20	E	1	27	20	D	2	30	34	B	4
38.	C6	D7	C6	C6	-	-	-	E8	20	20	E	1	20	20	E	1	28	25	C	3	30	35	B	4
39.	C6	C5	C6	C6	-	-	-	C6	31	20	C	3	32	30	B	4	32	30	B	4	26	20	D	2
40.	C4	C5	A3	C6	C4	-	-	A3	26	20	D	2	25	20	D	2	22	20	E	1	28	20	D	2
41.	C6	D7	C6	C6	-	-	-	E8	20	20	E	1	29	31	B	4	31	20	C	3	20	28	D	2
42.	C5	C4	C4	D7	-	-	-	B3	30	24	C	3	20	20	E	1	25	20	D	2	25	20	D	2
43.	C5	C4	C4	C4	-	-	-	D7	25	20	D	2	29	22	C	3	22	20	E	1	20	21	E	1
44.	C6	C6	A2	C6	-	-	-	-	22	20	E	1	21	20	E	1	20	20	E	12	28	20	D	2
45.	P7	C5	C5	P8	-	-	-	F9	20	35	C	3	22	20	E	1	20	25	D	2	25	20	D	2
46.	E8	C5	C6	C5	-	-	-	F9	20	22	E	1	30	30	B	4	38	40	A	5	26	20	D	2
47.	C6	C5	C5	C5	-	-	-	C6	30	26	C	3	32	30	B	4	28	20	D	2	23	20	E	1
48.	D7	C6	C6	C5	-	-	-	C5	34	30	B	4	30	25	C	3	34	30	B	4	21	20	E	1
49.	C5	D7	C5	C5	-	-	-	C5	27	20	D	2	35	36	A	5	30	39	B	4	29	30	C	3
50.	E8	B3	F9	C6	-	-	-	C5	20	25	D	2	37	20	C	3	25	20	D	2	20	20	E	1

S/N	ENTRY GRADES								EXAMINATION RECORDS															
	ENG	MATHS	COM	ECO	OFF PRA	S/HND	TYP	F/ACC	SHORTHAND				WORD PROCESSING				OFFICE MANAGEMENT				OFFICE TECH & MANAGEMENT			
									CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP
51.	D7	C6	C5	C5	-	-	-	C4	24	30	C	3	27	33	B	4	31	29	B	4	30	35	B	4
52.	C6	E8	C5	C4	-	-	-	C5	30	32	B	4	31	36	B	4	31	22	C	3	25	26	C	3
53.	C5	C6	B3	C5	-	-	-	C4	29	28	C	3	28	30	C	3	29	16	D	2	34	30	B	4
54.	C6	C6	C6	C6	-	-	-	C5	25	22	D	2	30	26	C	3	29	28	C	3	24	40	B	4
55.	D7	E8	C5	C6	-	-	-	C5	22	20	E	1	31	34	C	3	31	22	C	3	26	25	C	3
56.	C5	C6	C5	C5	-	-	-	C4	22	19	E	1	29	25	C	3	28	16	E	1	27	20	D	2
57.	C6	C6	C4	C6	-	-	-	C5	26	24	C	3	37	32	B	4	22	21	E	1	28	32	B	4
58.	C4	C5	C6	C5	-	-	-	C6	30	26	C	3	33	27	A	5	25	21	D	2	18	27	D	2
59.	C6	D7	C5	C4	-	-	-	C4	30	27	C	3	18	30	D	2	24	26	C	3	26	27	C	3
60.	C5	C6	C5	C4	-	-	-	C6	24	22	D	2	22	32	C	3	28	22	C	3	31	33	B	4
61.	C6	C5	C4	C4	-	-	-	C4	28	32	B	4	21	33	C	3	29	19	D	2	23	20	C	3
62.	C5	D7	C4	C6	-	-	-	C6	26	24	C	3	29	16	D	2	25	22	D	2	20	25	D	2
63.	C4	C5	C5	C5	-	-	-	C6	30	40	A	5	32	19	C	3	37	24	B	4	25	22	D	2
64.	C6	C6	C6	C6	-	-	-	C5	19	21	E	1	30	23	C	3	25	28	C	3	32	35	B	4
65.	C6	E8	B3	B2	-	-	-	A1	27	30	C	3	34	17	C	3	28	28	C	3	28	29	C	3
66.	C4	C6	C4	B2	-	-	-	-	32	34	B	4	30	21	C	3	29	25	C	3	28	20	D	2
67.	C6	B3	C5	C6	-	-	-	B2	25	22	D	2	32	40	A	5	30	22	C	3	27	23	C	3
68.	D7	D7	C4	B3	-	-	-	-	30	43	A	5	27	39	B	4	24	26	C	3	15	20	F	0
69.	C6	C6	D7	E8	-	-	C5	-	27	28	C	3	26	62	A	5	26	31	C	3	24	16	E	1
70.	C5	B3	C4	B3	-	-	D7	-	32	22	C	3	30	51	A	5	22	33	D	2	31	34	B	4
71.	C6	C4	A1	B2	-	-	-	C5	26	24	C	3	28	47	A	5	23	24	D	2	32	28	B	4
72.	D7	C6	E8	D7	C6	-	-	D7	24	30	C	3	31	36	B	4	21	30	C	3	29	21	C	3
73.	C6	C4	C5	C6	-	-	-	C6	22	20	E	1	28	42	A	5	17	21	F	0	22	18	E	1
74.	C6	C5	C5	C5	-	-	C5	-	26	21	D	2	29	59	A	5	22	18	E	1	30	34	B	4
75.	C6	C4	C5	C6	-	-	D7	C6	18	23	E	1	31	22	C	3	30	23	C	3	26	35	B	4

S/N	ENTRY GRADES								EXAMINATION RECORDS															
	ENG	MATHS	COM	ECO	OFF PRA	S/HND	TYP	F/ACC	SHORTHAND				WORD PROCESSING				OFFICE MANAGEMENT				OFFICE TECH & MANAGEMENT			
									CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP
76.	D7	D7	B3	C6	-	-	-	C6	18	30	D	2	22	32	C	3	21	33	C	3	16	29	D	2
77.	C5	C6	B2	C5	-	-	-	-	23	30	C	3	17	34	C	3	21	30	C	3	25	29	C	3
78.	C6	C5	C6	C4	-	-	-	C6	21	30	C	3	23	30	C	3	19	32	C	3	21	33	C	3
79.	C6	C6	C5	C5	-	-	-	C5	18	30	D	2	33	27	B	4	24	37	B	4	27	33	B	4
80.	C6	C6	C6	C5	-	-	-	C5	22	32	C	3	36	31	B	4	28	25	C	3	31	36	B	4
81.	C4	B3	C5	C6	-	-	-	-	21	33	C	3	30	28	C	3	30	22	C	3	28	30	C	3
82.	C6	C4	B2	C5	-	-	-	C6	29	16	D	2	26	30	C	3	31	22	C	3	30	26	C	3
83.	C6	C6	C6	C5	-	-	-	C5	32	19	C	3	31	34	B	4	28	31	C	3	34	31	B	4
84.	C6	A1	C5	B2	-	-	D7	B2	30	23	C	3	29	25	C	3	28	26	C	3	25	29	C	3
85.	C6	E8	A1	B2	-	-	-	C6	34	17	C	3	32	37	B	4	29	28	C	3	37	32	B	4
86.	B3	B3	B3	C4	-	-	-	B2	30	21	C	3	33	27	B	4	31	22	C	3	33	27	B	4
87.	C6	E8	B3	C5	-	-	-	C4	31	22	C	3	16	29	D	2	32	40	A	5	29	16	D	2
88.	C6	D7	C5	C6	-	-	-	C4	29	16	D	2	19	21	E	1	27	39	B	4	28	22	C	3
89.	C5	C4	C5	C6	-	-	-	C5	28	29	C	3	30	21	C	3	26	30	C	3	22	21	E	1
90.	C6	D7	C6	C5	-	-	-	C5	31	22	C	3	30	23	C	3	28	31	C	3	24	22	D	2
91.	C6	E8	C5	C6	-	-	-	C5	28	28	C	3	28	30	C	3	29	28	C	3	31	22	C	3
92.	C5	C5	C6	C5	-	-	-	B3	28	25	C	3	31	36	B	4	30	26	C	3	29	23	C	3
93.	C4	C6	C4	B2	-	-	-	C5	37	24	B	4	29	25	C	3	27	32	C	3	31	24	C	3
94.	D7	D7	C6	C6	-	-	-	C6	21	39	B	4	22	22	E	1	20	25	D	2	20	32	C	3
95.	C6	C4	A1	D7	-	-	-	C5	18	26	D	2	19	29	D	2	18	38	C	3	19	26	D	2
96.	C4	C5	C5	C5	-	-	-	-	18	23	E	1	18	27	D	2	19	21	E	1	20	20	E	1
97.	C5	C5	C5	C5	-	-	-	D7	20	66	A	5	20	60	A	5	20	39	C	3	25	25	C	3
98.	C5	F9	C5	C5	C6	-	-	C6	24	19	E	1	21	24	D	2	16	29	D	2	15	25	E	1
99.	C5	C6	B3	C6	-	-	-	C6	18	22	E	1	22	21	E	1	16	25	E	1	17	31	D	2
100.	C6	C5	C5	C5	-	-	-	C6	20	23	E	1	17	31	D	2	21	29	E	1	19	35	C	3

S/N	ENTRY GRADES								EXAMINATION RECORDS															
	ENG	MATHS	COM	ECO	OFF PRA	S/HND	TYP	F/ACC	SHORTHAND				WORD PROCESSING				OFFICE MANAGEMENT				OFFICE TECH & MANAGEMENT			
									CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP
101.	C5	C5	C5	C4	-	-	-	-	30	21	C	3	18	22	E	1	26	24	C	3	26	25	C	3
102.	C6	C6	C4	C4	-	-	-	-	26	22	D	2	21	22	E	1	30	21	C	3	21	24	D	2
103.	C4	C6	B3	C6	-	-	-	-	28	22	C	3	15	26	E	1	26	22	D	2	23	24	D	2
104.	C6	E8	C6	C6	-	-	-	-	22	26	D	2	12	16	E	1	20	24	E	1	26	22	D	2
105.	C5	C4	C5	C5	-	-	-	-	26	15	D	2	23	25	D	2	24	20	E	1	26	22	D	2
106.	C6	C6	C4	B3	-	-	-	-	24	26	C	3	21	34	C	3	22	24	D	2	28	27	C	3
107.	C6	C6	C6	C6	-	-	-	-	20	44	B	4	19	24	E	1	28	26	C	3	21	21	E	1
108.	C4	B3	C5	C6	-	-	-	-	16	30	C	3	19	21	E	1	20	20	E	1	23	24	D	2
109.	C5	C5	C5	C5	-	-	-	-	16	27	E	1	30	24	C	3	27	22	D	2	21	20	E	1
110.	C5	C4	D7	C5	-	-	-	-	23	27	C	3	24	20	E	1	32	40	A	5	22	22	E	1
111.	B3	C5	C5	C5	-	-	-	-	14	24	F	0	26	21	D	2	24	29	C	3	26	24	D	2
112.	C5	D7	C6	E8	-	-	-	-	08	18	F	0	30	20	C	3	10	08	F	0	29	26	C	3
113.	C5	C4	C5	C5	-	-	-	-	23	27	C	3	24	26	C	3	16	35	C	3	26	24	C	3
114.	C6	E8	E8	E8	-	-	-	-	12	15	F	0	20	21	E	1	20	40	B	4	22	20	E	1
115.	C6	C5	D7	C6	-	-	-	-	17	29	E	1	23	27	C	3	23	40	B	4	30	20	C	3
116.	C5	D7	C5	C5	-	-	-	-	22	26	D	2	24	25	D	2	26	28	C	3	24	25	D	2
117.	C6	C6	C5	C6	-	-	-	-	10	11	F	0	24	22	D	2	21	10	F	0	26	23	D	2
118.	C6	C5	C5	C5	-	-	-	-	16	24	E	1	23	22	D	2	18	30	D	2	30	22	C	3
119.	C6	C5	C6	C5	-	-	-	-	22	46	B	4	26	24	C	3	26	40	B	4	25	24	D	2
120.	C6	C5	C6	C4	-	-	-	-	12	15	F	0	21	23	E	1	16	24	E	1	20	20	E	1
121.	C4	C5	C4	C5	-	-	-	-	16	26	E	1	23	27	C	3	30	26	C	3	23	27	C	3
122.	C5	C5	C5	C5	-	-	-	-	22	25	D	2	22	26	D	2	28	34	B	4	22	20	D	2
123.	C6	C6	-	C6	-	-	-	C6	19	24	E	1	25	30	C	3	22	24	D	2	23	24	D	2
124.	C6	D8	E8	C5	-	-	-	-	15	26	E	1	22	24	D	2	26	30	C	3	21	26	D	2

125.	D7	D7	C4	C6	-	-	-	-	29	17	E	1	19	21	E	1	24	24	D	2	30	21	C	3
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S/N	ENTRY GRADES								EXAMINATION RECORDS															
	ENG	MATHS	COM	ECO	OFF PRA	S/HND	TYP	F/ACC	SHORTHAND				WORD PROCESSING				OFFICE MANAGEMENT				OFFICE TECH & MANAGEMENT			
									CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP
126.	B2	C5	C5	C5	-	-	-	-	14	24	F	0	26	21	D	2	24	21	D	2	26	24	D	2
127.	C5	C4	D7	C5	-	-	-	-	23	27	C	3	24	20	E	1	32	20	E	1	22	22	E	1
128.	C5	C5	C5	C5	-	-	-	-	16	27	E	1	30	24	C	3	27	24	C	3	21	20	E	1
129.	C4	B3	C5	C6	-	-	-	-	16	30	C	3	19	21	E	1	20	21	E	1	23	24	D	2
130.	C6	C6	C6	C6	-	-	-	-	20	44	B	4	19	24	E	1	28	24	E	1	21	21	E	1
131.	C6	C6	C4	B3	-	-	-	-	24	26	C	3	21	34	C	3	22	34	C	3	28	27	C	3
132.	C5	C4	C5	C5	-	-	-	-	26	15	D	2	23	25	D	2	24	25	D	2	26	22	D	2
133.	C6	E8	C6	C6	-	-	-	-	22	26	D	2	12	16	E	1	20	16	E	1	26	22	D	2
134.	C4	C6	B3	C6	-	-	-	-	28	22	C	3	15	26	E	1	26	26	E	1	23	24	D	2
135.	C6	C6	C4	C4	-	-	-	-	26	22	D	2	21	22	E	1	30	22	E	1	21	24	D	2
136.	C5	C5	C5	C4	-	-	-	-	30	21	C	3	18	22	E	1	26	22	E	1	26	25	C	3
137.	D7	D7	C4	C6	-	-	-	-	29	17	E	1	19	21	E	1	24	21	E	1	30	21	C	3
138.	C6	E8	E8	C5	-	-	-	-	15	26	E	1	22	24	D	2	26	24	D	2	21	26	D	2
139.	C6	C6	-	C6	-	-	-	-C6	19	24	E	1	25	30	C	3	22	30	C	3	22	24	D	2
140.	C5	C5	C5	C5	-	-	-	-	22	25	D	2	22	26	D	2	28	26	D	2	22	20	D	2
141.	C4	C5	C4	C5	-	-	-	-	16	26	E	1	23	27	C	3	30	27	C	3	23	27	C	3
142.	C6	C5	C6	C4	-	-	-	-	12	15	F	1	21	23	E	1	16	23	E	1	20	20	E	1
143.	C6	C5	C6	C5	-	-	-	-	22	26	D	2	26	24	C	3	26	24	C	3	25	24	D	2
144.	C6	C5	C5	C5	-	-	-	-	16	24	E	1	23	22	D	2	18	22	D	2	30	22	C	3
145.	C6	C6	C5	C6	-	-	-	-	10	11	F	0	24	22	D	2	21	22	D	2	26	23	D	2
146.	C5	D7	C5	C5	-	-	-	-	22	26	D	2	24	25	D	2	26	25	D	2	24	25	D	2
147.	C6	C5	D7	C6	-	-	-	-	17	29	E	1	23	27	C	3	23	27	C	3	30	20	C	3
148.	C6	E8	E8	E8	-	-	-	-	12	15	F	0	20	21	C	3	20	21	E	1	22	20	E	1
149.	C5	C4	C5	C5	-	-	-	-	23	27	C	3	24	26	C	3	16	26	C	3	26	24	C	3

150.	C5	D7	C6	E8	-	-	-	-	D8	18	F	0	30	20	C	3	0	20	C	3	29	26	C	3
S/N	ENTRY GRADES								EXAMINATION RECORDS															
	ENG	MATHS	COM	ECO	OFF PRA	S/HND	TYP	F/ACC	SHORTHAND				WORD PROCESSING				OFFICE MANAGEMENT				OFFICE TECH & MANAGEMENT			
									CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP
151.	C5	C6	B3	A1	-	-	-	C5	21	19	E	1	19	24	E	1	20	25	D	2	21	19	E	1
152.	C6	C4	C4	C5	-	-	-	C4	22	23	D	2	22	28	C	3	21	27	D	2	20	30	C	3
153.	C5	C5	C6	C6	-	-	-	C6	23	22	D	2	21	19	E	1	22	18	E	1	20	21	E	1
154.	C6	C6	B3	C6	-	-	-	C6	24	26	C	3	18	30	D	2	20	26	D	2	21	24	D	2
155.	C6	C5	C6	C6	-	-	-	C6	15	25	E	1	20	28	D	2	21	19	E	1	21	27	D	2
156.	C6	C5	A1	C4	-	-	-	C6	20	20	E	1	16	26	E	1	21	21	E	1	16	31	D	2
157.	D7	C6	D8	-	-	-	D7	D7	21	24	D	2	17	33	C	3	22	28	C	3	18	32	C	3
158.	C6	F9	A1	C5	-	-	C6	-	19	21	E	1	16	24	E	1	19	28	D	2	17	33	C	3
159.	D7	C6	B2	C6	-	-	D7	C6	18	63	A	5	18	33	C	3	22	24	B	4	15	48	B	4
160.	D8	D7	B3	C5	-	-	D7	C6	20	61	A	5	19	34	C	3	23	45	B	4	22	44	B	4
161.	C6	C5	C5	C5	-	-	D7	C6	20	40	B	4	22	28	C	3	20	33	C	3	21	51	A	5
162.	C5	E8	C6	C6	-	-	-	-	17	23	E	1	21	30	C	3	17	40	C	3	19	23	E	1
163.	C6	C6	E8	C4	-	-	-	C4	16	31	E	1	28	23	C	3	18	23	E	1	18	30	E	1
164.	C6	D7	B3	B3	-	-	D7	C6	18	24	E	1	24	26	C	3	19	26	D	2	19	38	C	3
165.	D7	C6	C6	C6	-	-	-	C6	22	18	E	1	21	36	C	3	16	27	E	1	21	24	D	2
166.	D7	D8	C6	-	-	-	C6	D7	21	19	E	1	19	26	D	2	19	31	C	3	20	30	C	3
167.	D7	D8	C6	-	-	-	C6	D7	26	14	E	1	17	39	C	3	19	25	E	1	19	31	C	3
168.	C5	F9	D7	-	-	-	-	D7	17	33	C	3	20	30	C	3	21	19	E	1	18	29	D	2
169.	F9	C4	D7	-	-	-	-	D7	16	26	E	1	16	29	D	2	15	53	B	4	21	29	C	3
170.	C6	C5	C6	-	-	-	-	F9	19	35	D	3	19	31	C	3	26	31	C	3	26	34	B	4
171.	D8	C5	D7	-	-	-	D7	D7	18	36	C	3	18	27	D	2	18	22	E	1	19	46	B	4
172.	C6	D7	C6	-	-	-	D8	D7	22	20	E	1	22	46	B	4	16	32	D	2	16	36	C	3
173.	D7	F9	D7	-	-	-	-	C6	21	20	E	1	24	26	C	3	16	32	D	2	16	34	C	3
174.	F9	D7	C5	-	-	-	-	C6	16	24	E	1	17	42	E	1	19	31	D	2	19	22	E	1
175.	D7	D7	C5	-	-	-	-	C5	16	24	E	1	16	43	C	3	21	20	E	1	21	29	C	3

S/N	ENTRY GRADES								EXAMINATION RECORDS															
	ENG	MATHS	COM	ECO	OFF PRA	S/HND	TYP	F/ACC	SHORTHAND				WORD PROCESSING				OFFICE MANAGEMENT				OFFICE TECH & MANAGEMENT			
									CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP
176.	D7	C6	-	-	-	-	-	F9	17	30	D	2	17	29	D	2	22	25	D	2	19	22	E	1
177.	C5	C5	C5	C5	-	-	-	-	18	22	E	1	19	24	E	1	19	31	C	3	19	21	E	1
178.	C6	F9	B3	A1	-	-	-	C4	19	21	E	1	18	22	E	1	19	21	E	1	18	22	E	1
179.	D7	B3	C6	C6	-	-	-	-	20	22	E	1	19	21	E	1	22	26	D	2	21	47	B	4
180.	D7	D7	C5	-	-	-	-	C5	16	24	E	1	16	43	C	3	21	20	E	1	21	29	C	3
181.	F9	D7	C5	-	-	-	-	C6	16	24	E	1	17	24	E	1	18	31	D	2	19	22	E	1
182.	D7	F9	D7	-	-	-	-	C6	21	20	E	1	24	26	C	3	16	32	D	2	16	34	C	3
183.	C6	D7	C6	-	-	-	D8	D7	22	20	E	1	22	46	B	4	16	32	D	2	16	36	C	3
184.	D8	C5	D7	-	-	-	D7	D7	18	36	C	3	18	27	D	2	18	22	E	1	19	46	B	4
185.	C6	C5	C6	-	-	-	-	F9	19	35	C	3	19	31	C	3	26	31	C	3	26	34	B	4
186.	F9	C4	D7	-	-	-	-	D7	16	26	E	1	16	29	D	2	15	53	B	4	21	29	C	3
187.	C5	F9	D7	-	-	-	-	D7	17	33	C	3	20	30	C	3	21	19	E	1	18	29	D	2
188.	D7	E8	C6	-	-	-	C6	D7	26	14	E	1	17	39	C	3	19	25	E	1	19	31	C	3
189.	D7	E8	C6	-	-	-	C6	D7	21	19	E	1	19	26	D	2	19	31	C	3	20	30	C	3
190.	D7	C6	C6	C6	-	-	-	C6	22	18	E	1	21	36	C	3	16	27	E	1	21	24	D	2
191.	C6	D7	B3	C5	-	-	D7	C6	20	30	C	3	21	23	E	1	22	30	C	3	21	42	B	4
192.	C6	D7	B3	B3	-	-	D7	C6	18	24	E	1	24	26	C	3	19	26	D	2	19	38	C	3
193.	C6	C6	E8	C4	-	-	-	C4	16	31	E	1	28	23	C	3	18	23	E	1	18	30	E	1
194.	C5	E8	C6	C6	-	-	-	-	17	23	E	1	21	30	C	3	17	40	C	3	19	23	E	1
195.	C6	C5	C5	C5	-	-	D7	C6	20	40	B	4	22	28	C	3	20	33	C	3	21	51	A	5
196.	D8	D7	B3	C5	-	-	D7	C6	20	61	A	5	19	34	C	3	23	45	B	4	22	44	B	4
197.	D7	C6	B2	C6	-	-	D7	C6	18	63	A	5	18	33	C	3	22	41	B	4	15	48	B	4
198.	C6	C5	A1	C4	-	-	-	C6	20	20	E	1	16	26	E	1	21	21	E	1	16	31	D	2
199.	C6	C5	C6	C6	-	-	-	C6	15	25	E	1	20	28	D	2	21	19	E	1	21	27	D	2

200.	C5	C5	C6	C6	-	-	-	C6	23	22	D	2	21	19	E	1	22	18	E	1	20	21	E	1
S/N	ENTRY GRADES								EXAMINATION RECORDS															
	ENG	MATHS	COM	ECO	OFF PRA	S/HND	TYP	F/ACC	SHORTHAND				WORD PROCESSING				OFFICE MANAGEMENT				OFFICE TECH & MANAGEMENT			
									CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP
201	C5	D7	C6	E8	-	-	-	-	08	18	F	0	30	20	C	3	10	08	F	0	29	26	C	3
202	C5	C4	C5	C5	-	-	-	-	23	27	C	3	24	26	C	3	16	35	C	3	26	24	C	3
203	C6	E8	E8	E8	-	-	-	-	12	15	F	0	20	21	E	1	20	40	B	4	22	20	E	1
204	C6	C5	D7	C6	-	-	-	-	17	29	E	1	23	27	C	3	23	40	B	4	30	20	C	3
205	C5	D7	C5	C5	-	-	-	-	22	26	D	2	24	25	D	2	26	28	C	3	24	25	D	2
206	C6	C6	C5	C6	-	-	-	-	10	11	F	0	24	22	D	2	21	10	F	0	26	23	D	2
207	C6	C5	C5	C5	-	-	-	-	16	24	E	1	23	22	D	2	18	30	D	2	30	22	C	3
208	C6	C5	C6	C5	-	-	-	-	22	26	D	2	26	24	C	3	26	40	B	4	25	24	D	2
209	C6	C5	C6	C4	-	-	-	-	12	15	F	0	21	23	E	1	16	24	E	1	20	20	E	1
210	C4	C5	C4	C5	-	-	-	-	16	26	E	1	23	27	C	3	30	26	C	3	23	27	C	3
211	C5	C5	C5	C5	-	-	-	-	22	25	D	2	22	26	D	2	28	34	B	4	22	20	D	2
212	C6	C6	-	C6	-	-	-	C6	19	24	E	1	25	30	C	3	22	24	D	2	23	24	D	2
213	C6	E8	E8	C5	-	-	-	-	15	26	E	1	26	24	D	2	26	30	C	3	21	26	D	2
214	D7	D7	C4	C6	-	-	-	-	29	17	E	1	19	21	E	1	24	24	D	2	30	21	C	3
215	C5	C5	C5	C4	-	-	-	-	30	21	C	3	18	22	E	1	26	24	C	3	26	25	C	3
216	C6	C6	C4	C4	-	-	-	-	26	22	D	2	21	22	E	1	30	21	C	3	21	24	D	2
217	C4	C6	B3	C6	-	-	-	-	28	22	C	3	15	26	E	1	26	22	D	2	23	24	D	2
218	C6	E8	C6	C6	-	-	-	-	22	26	D	2	12	16	E	1	20	24	E	1	36	22	D	2
219	C5	C4	C5	C5	-	-	-	-	26	15	D	2	23	25	D	2	24	20	E	1	36	22	D	2
220	C6	C6	C4	B3	-	-	-	-	24	26	C	3	21	34	C	3	22	24	D	2	28	27	C	3
221	C6	C6	C6	C6	-	-	-	-	20	44	B	4	19	24	E	1	28	26	C	3	21	21	E	1
222	C4	B3	C5	C6	-	-	-	-	16	30	C	3	19	21	E	1	20	20	E	1	23	24	D	2
223	C5	C5	C5	C5	-	-	-	-	16	27	E	1	30	24	C	3	27	22	D	2	21	20	E	1
224	C5	C4	D7	C5	-	-	-	-	23	27	C	3	24	20	E	1	32	40	A	5	22	22	E	1
225	B3	C5	C5	C5	-	-	-	-	14	24	F	0	26	21	D	2	24	29	C	3	26	24	D	2

S/N	ENTRY GRADES								EXAMINATION RECORDS															
	ENG	MATHS	COM	ECO	OFF PRA	S/HND	TYP	F/ACC	SHORTHAND				WORD PROCESSING				OFFICE MANAGEMENT				OFFICE TECH & MANAGEMENT			
									CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP
226	C4	B3	E8	C6	-	-	-	-	24	26	B	4	23	18	E	1	24	22	D	2	28	22	C	3
227	C5	C6	C6	E8	-	-	-	-	17	23	E	1	24	26	C	3	23	23	D	2	24	22	D	2
228	C4	C6	D7	C6	-	-	-	-	25	26	C	3	23	27	C	3	21	24	D	2	22	21	E	1
229	E8	C6	E8	C5	-	-	-	-	17	24	E	1	22	20	E	1	23	22	D	2	20	21	E	1
230	D7	D7	C6	B3	-	-	-	-	24	23	D	2	21	22	E	1	26	24	C	3	22	23	D	2
231	C6	D7	E8	E8	-	-	-	-	23	21	E	1	20	20	E	1	25	26	C	3	24	26	C	3
232	C5	C5	E8	C6	-	-	-	-	20	20	E	1	26	21	D	2	24	23	D	2	25	23	D	2
233	D7	F9	C6	C6	-	-	-	-	23	22	D	2	23	20	E	1	23	27	C	3	24	22	D	2
234	C4	C5	C5	E8	-	-	-	-	24	20	E	1	21	22	E	1	20	20	E	1	24	21	D	2
235	B3	C4	C6	C6	-	-	-	-	23	17	E	1	23	22	D	2	24	21	D	2	26	25	C	3
236	D7	E8	D7	C6	-	-	-	-	24	27	C	3	24	22	D	2	22	21	E	1	25	25	C	3
237	C4	C5	C6	C6	-	-	-	-	22	23	D	2	24	30	C	3	23	25	D	2	22	20	E	1
238	E8	C6	E8	C6	-	-	-	-	24	20	D	2	20	20	E	1	25	25	C	3	23	24	D	2
239	C4	C6	C5	C5	-	-	-	-	21	25	D	2	22	26	D	2	21	30	C	3	14	06	F	0
240	C5	C6	E8	D7	-	-	-	-	21	19	E	1	24	21	D	2	22	24	D	2	21	28	D	2
241	D7	C5	C5	C6	-	-	-	-	24	22	D	2	22	24	D	2	28	22	C	3	30	26	C	3
242	C4	F9	C4	D7	-	-	-	-	17	23	E	1	26	20	D	2	29	18	E	1	27	16	D	2
243	E8	D7	C6	B3	-	-	-	-	30	21	C	3	28	23	C	3	31	22	C	3	26	22	D	2
244	D7	C4	C6	C5	-	-	-	-	15	35	C	3	22	44	B	4	10	10	F	0	08	18	F	0
245	C5	F9	C5	C4	-	-	-	-	20	44	B	4	28	14	E	1	24	23	D	2	22	24	D	2
246	E8	C6	D7	C6	-	-	-	-	16	09	F	0	28	16	E	1	25	27	D	2	24	26	C	3
247	E8	D7	B2	A1	-	-	-	-	27	35	B	4	22	29	C	3	26	19	D	2	25	25	C	3
248	C6	D7	C6	C6	-	-	-	-	27	16	E	1	21	24	D	2	28	22	C	3	20	21	E	1
249	P7	D7	F9	D7	-	-	-	-	25	20	D	2	20	24	E	1	30	20	C	3	28	23	C	3
250	C5	B3	C6	C6	-	-	-	-	19	21	E	1	24	26	C	3	20	23	E	1	20	25	D	2

S/N	ENTRY GRADES								EXAMINATION RECORDS															
	ENG	MATHS	COM	ECO	OFF PRA	S/HND	TYP	F/ACC	SHORTHAND				WORD PROCESSING				OFFICE MANAGEMENT				OFFICE TECH & MANAGEMENT			
									CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP
251	C6	F9	F9	F9	-	-	-	C6	28	26	C	3	21	20	E	1	24	20	E	1	14	10	F	0
252	C5	D7	D7	C5	-	-	-	C5	35	37	A	5	35	30	B	4	34	38	A	5	31	20	C	3
253	E8	C6	D7	E8	-	-	-	-	26	20	D	2	10	15	F	0	20	20	E	1	32	30	B	4
254	C5	C6	B3	B3	-	-	-	C6	28	24	C	3	24	30	C	3	23	25	D	2	26	22	D	2
255	E8	C6	-	D7	-	-	-	-	20	20	E	1	25	25	C	3	20	20	E	1	20	20	E	1
256	C5	B3	B3	C4	-	-	-	-	28	30	C	3	25	25	C	3	20	21	E	1	20	25	E	1
257	C4	A1	B3	B3	-	-	-	-	30	35	B	4	26	25	C	3	35	35	A	5	26	25	C	3
258	C6	C6	B3	B3	-	-	-	-	30	31	B	4	27	30	C	3	38	30	B	4	27	30	C	3
259	C6	C6	C6	C5	-	-	-	-	23	21	E	1	20	20	E	1	28	30	C	3	26	24	C	3
260	E8	D7	C6	C6	-	-	-	-	22	23	D	2	23	24	D	2	25	26	C	3	24	26	C	3
261	C6	B3	C6	B3	-	-	-	-	21	22	E	1	20	27	D	2	30	33	B	4	30	22	C	3
262	C6	C6	C5	D7	-	-	-	-	23	22	D	2	24	23	D	2	26	21	C	3	26	24	C	3
263	C5	C4	C6	C5	-	-	-	-	20	20	E	1	21	23	E	1	27	23	C	3	21	24	D	2
264	C6	D7	C5	C6	-	-	-	-	23	22	D	2	23	20	E	1	25	22	D	2	30	28	C	3
265	C6	C6	C6	E8	-	-	-	C5	20	20	E	1	21	22	E	1	30	30	B	4	30	30	B	4
266	C4	C4	C4	C5	-	-	-	C6	23	20	E	1	23	22	D	2	26	27	C	3	26	24	C	3
267	C6	C6	C6	C6	-	-	-	-	23	21	E	1	22	24	D	2	25	25	C	3	22	26	D	2
268	C6	B3	B2	C5	-	-	-	-	20	21	E	1	20	20	E	1	21	24	D	2	22	21	E	1
269	C6	A3	C4	C4	C6	-	-	C5	21	20	E	1	19	22	E	1	23	27	C	3	28	23	C	3
270	C6	B3	B3	C4	-	-	-	-	20	21	E	1	18	23	E	1	21	22	E	1	25	26	C	3
271	C4	C5	C5	C6	-	-	-	-	18	22	E	1	23	21	E	1	24	26	C	3	23	25	D	2
272	C6	B3	A1	D7	-	-	-	-	20	23	E	1	23	21	E	1	28	30	B	4	25	22	D	2
273	B3	C6	C6	C5	-	-	-	-	24	22	D	2	22	20	E	1	25	23	D	2	23	22	D	2
274	C6	C6	C6	C4	D7	-	-	C6	22	20	E	1	20	20	E	1	28	22	C	3	25	24	C	3

275	C5	C5	C6	C6	-	-	-	C6	17	23	E	1	23	18	E	1	23	23	D	2	24	22	D	2
S/N	ENTRY GRADES								EXAMINATION RECORDS															
	ENG	MATHS	COM	ECO	OFF PRA	S/HND	TYP	F/ACC	SHORTHAND				WORD PROCESSING				OFFICE MANAGEMENT				OFFICE TECH & MANAGEMENT			
									CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP
276	C6	B2	B3	B3	-	-	-	C6	28	32	B	4	23	20	E	1	31	20	C	3	36	38	A	5
277	E8	C6	C4	C6	-	-	-	E8	38	40	A	5	20	26	D	2	37	41	A	5	26	20	D	2
278	C6	E8	B3	C5	-	-	-	-	35	26	B	4	38	40	A	5	23	20	E	1	26	20	D	2
279	C5	C5	C6	B3	-	-	-	C6	21	20	E	1	25	25	C	3	23	20	E	1	35	25	B	4
280	C5	C6	D7	C4	-	-	-	B3	19	23	E	1	20	20	E	1	37	40	A	5	22	20	E	1
281	D7	C6	B2	C6	-	-	-	C6	21	20	E	1	20	20	E	1	30	48	A	5	23	20	E	1
282	C6	C6	D7	C6	-	-	-	C5	25	25	C	3	31	27	C	3	23	18	E	1	28	23	C	3
283	C6	E8	C6	C6	-	-	-	C6	21	20	E	1	32	30	B	4	26	20	D	2	30	30	B	4
284	C5	C6	C6	C4	-	-	-	C5	22	20	E	1	26	22	D	2	23	20	E	1	24	24	D	2
285	C6	C6	C6	C5	-	-	-	C6	33	40	A	5	28	30	C	3	25	25	C	3	26	20	D	2
286	D7	E7	C5	C6	-	-	-	C5	28	23	C	3	21	20	E	1	22	19	E	1	21	19	E	1
287	C6	C6	P7	C6	C5	-	-	C4	32	30	B	4	30	20	C	3	32	30	B	4	22	20	E	1
288	C6	C5	P7	P8	C6	-	-	C6	30	33	B	4	33	20	B	4	20	20	E	1	30	30	B	4
289	C6	C5	C4	D7	-	-	-	C5	38	32	A	5	26	32	C	3	22	20	E	1	23	20	E	1
290	C6	E8	B3	C4	-	-	-	D7	38	40	A	5	24	22	D	2	20	20	E	1	20	20	E	1
291	C6	C6	C6	C4	-	-	-	-	25	25	C	3	28	27	C	3	30	24	C	3	34	36	B	4
292	B3	C6	B3	C5	-	-	-	C4	29	20	D	2	20	21	E	1	32	40	A	5	26	20	D	2
293	C6	D7	C4	C5	-	-	-	E8	20	20	E	1	38	44	A	5	26	21	C	3	28	25	C	3
294	C5	C6	P8	C4	C6	-	-	C5	19	22	E	1	22	20	E	1	20	25	D	2	29	22	C	3
295	C6	D7	C5	C6	-	-	-	E8	26	27	C	3	31	30	B	4	34	33	B	4	21	20	E	1
296	C6	C4	C4	C4	-	-	-	C4	26	20	D	2	30	23	C	3	37	20	C	3	30	32	B	4
297	D7	C4	C5	C6	-	-	-	-	23	22	D	2	29	31	B	4	34	40	A	5	38	36	A	5
298	C6	D7	A1	B3	-	-	-	B3	19	21	E	1	25	22	D	2	38	30	B	4	34	34	B	4
299	C6	C6	A1	B3	-	-	-	C6	25	20	D	2	32	30	B	4	20	20	E	1	23	20	E	1
300	P7	C6	C6	C6	-	-	-	C6	27	20	D	2	20	20	E	1	32	30	B	4	20	20	E	1

S/N	ENTRY GRADES								EXAMINATION RECORDS															
	ENG	MATHS	COM	ECO	OFF PRA	S/HND	TYP	F/ACC	SHORTHAND				WORD PROCESSING				OFFICE MANAGEMENT				OFFICE TECH & MANAGEMENT			
									CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP
301	P7	C6	C6	C6	-	-	-	C6	27	20	D	2	20	20	E	1	32	30	B	4	20	20	E	1
302	C6	C6	A1	B3	-	-	-	C6	25	20	D	2	32	30	B	4	20	20	E	1	23	20	E	1
303	C6	D7	A1	B3	-	-	-	B3	19	21	E	1	25	22	D	2	38	30	B	4	34	34	B	4
304	D7	C4	C5	C6	-	-	-	-	23	22	D	2	29	31	B	4	34	40	A	5	38	36	A	5
305	C6	C4	C4	C4	-	-	-	C4	26	20	D	2	30	23	C	3	37	20	C	3	30	32	B	4
306	C6	D7	C5	C6	-	-	-	E8	26	27	C	3	31	30	B	4	34	23	B	4	21	20	E	1
307	C5	C6	P8	C4	C6-	-	-	C5	19	22	E	1	22	20	E	1	20	25	D	2	29	22	C	3
308	C6	D7	C4	C5	-	-	-	E8	20	20	E	1	38	44	A	5	26	21	C	3	28	25	C	3
309	B3	C6	B3	C5	-	-	-	C4	29	20	D	2	20	21	E	1	32	40	A	5	26	20	D	2
310	C6	C6	C6	C4	-	-	-	-	25	25	C	3	28	27	C	3	30	27	C	3	34	36	B	4
311	C6	E8	B3	C4	-	-	-	D7	38	40	A	5	24	22	D	2	20	20	E	1	20	20	E	1
312	C6	C5	P7	P8	C6	-	-	C6	30	33	B	4	33	30	B	4	20	20	E	1	30	30	B	4
313	C6	C6	P7	C6	C5	-	-	C4	32	30	B	4	30	20	C	3	37	30	B	4	22	20	E	1
314	D7	B3	C6	C6	-	-	-	-	20	22	E	1	19	21	E	1	22	26	D	2	21	47	B	4
315	C6	F9	B3	A1	-	-	-	C4	19	21	E	1	18	22	E	1	19	21	E	1	18	22	E	1
316	C5	C5	C5	C5	-	-	-	-	18	22	E	1	19	24	E	1	19	31	C	3	19	21	E	1
317	D7	C6	-	-	-	-	-	F9	17	30	D	2	17	29	D	2	22	25	D	2	19	22	E	1
318	D7	D7	C5	-	-	-	-	C5	16	24	E	1	16	43	C	3	21	20	E	1	21	29	C	3
319	F9	D7	C5	-	--	-	-	C6	16	24	E	1	17	24	E	1	18	31	D	2	19	22	E	1
320	D7	F9	D7	-	-	-	-	C6	21	20	E	1	24	26	C	3	16	32	D	2	16	34	C	3
321	C6	D7	C6	-	--	-	D8	D7	22	20	E	1	22	46	B	4	16	32	D	2	16	36	C	3
322	D8	C5	D7	-	-	-	D7	D7	18	36	C	3	18	27	D	2	18	22	E	1	19	46	B	4
323	C6	D5	C6	-	-	-	-	F9	19	35	C	3	19	31	C	3	26	31	C	3	26	34	B	4
324	F9	C4	D7	-	-	-	-	D7	16	26	E	1	16	29	D	2	15	53	B	4	21	29	C	3
325	C5	F9	D7	-	-	-	-	D7	17	33	C	3	20	30	C	3	21	13	E	1	18	29	D	2

S/N	ENTRY GRADES								EXAMINATION RECORDS															
	ENG	MATHS	COM	ECO	OFF PRA	S/HND	TYP	F/ACC	SHORTHAND				WORD PROCESSING				OFFICE MANAGEMENT				OFFICE TECH & MANAGEMENT			
									CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP
326	D7	D8	C6	-	-	-	C6	D7	26	14	E	1	17	39	C	3	19	25	E	1	19	31	C	3
327	D7	D8	C6	-	-	-	C6	D7	21	19	E	1	19	26	D	2	19	31	C	3	20	30	C	3
328	D7	C6	C6	C6	-	-	-	C6	22	18	E	1	21	36	C	3	16	27	E	1	21	24	D	2
329	C6	D7	B3	C5	-	-	D7	C6	20	30	C	3	21	23	E	1	22	30	C	3	21	42	B	4
330	C6	D7	B3	B3	-	-	D7	C6	18	24	E	1	24	26	C	3	19	26	D	2	19	38	C	3
331	C6	C6	E8	C4	-	-	-	C4	16	31	E	1	38	23	C	3	18	23	E	1	18	30	E	1
332	C5	E8	C6	C6	-	-	-	-	17	23	E	1	21	30	C	3	17	40	C	3	19	23	E	1
333	C6	C5	C5	C5	-	-	D7	C6	20	40	B	4	22	28	C	3	20	33	C	3	21	51	A	5
334	D8	D7	B3	C5	-	-	D7	C6	20	61	A	5	19	34	C	3	23	45	B	4	22	44	B	4
335	D7	C6	B2	C6	-	-	D7	C6	18	63	A	5	18	33	C	3	22	41	B	4	15	48	B	4
336	C6	F9	A1	C5	-	-	C6	-	19	21	E	1	16	24	E	1	19	28	D	2	19	33	C	3
337	D7	C6	D8	-	-	-	D7	D7	21	24	D	2	17	33	C	3	22	28	C	3	18	32	C	3
338	C6	C5	A1	C4	-	-	-	C6	20	20	E	1	16	26	E	1	21	21	E	1	16	31	D	2
339	C6	C5	C6	C6	-	-	-	C6	15	25	E	1	20	28	D	2	21	19	E	1	21	27	D	2
340	C6	C6	B3	C6	-	-	-	C6	24	26	C	3	18	30	D	2	20	26	D	2	21	24	D	2
341	C5	C5	C6	C6	-	-	-	C6	23	22	D	2	21	19	E	1	22	18	E	1	20	21	E	1
342	C6	C4	C4	C5	-	-	-	C4	22	23	D	2	22	28	C	3	21	27	D	2	20	30	C	3
343	C5	C6	B3	A1	-	-	-	C5	21	19	E	1	19	24	E	1	20	25	D	2	21	19	E	1
344	C4	C5	C4	F9	-	-	-	C5	15	35	C	3	20	44	B	4	10	10	F	0	08	18	F	0
345	F9	E8	C6	F9	-	-	-	-	13	07	F	0	09	16	F	0	35	51	A	5	20	35	C	3
346	C6	C6	C6	D7	-	-	-	D7	27	35	B	4	16	30	C	3	20	25	D	2	20	45	B	4
347	E8	E8	C6	C6	-	-	-	C5	11	16	F	0	16	27	E	1	20	36	C	3	16	24	E	1
348	C6	C4	C5	C6	-	-	-	C6	26	26	C	3	21	31	C	3	21	31	C	3	26	31	C	3
349	C6	E8	F9	E8	-	-	-	-	10	10	F	0	20	25	D	2	25	20	D	2	25	29	C	3
350	F9	D7	C6	C5	-	-	-	-	11	11	F	0	22	19	E	1	19	21	E	1	22	25	D	2

S/N	ENTRY GRADES								EXAMINATION RECORDS															
	ENG	MATHS	COM	ECO	OFF PRA	S/HND	TYP	F/ACC	SHORTHAND				WORD PROCESSING				OFFICE MANAGEMENT				OFFICE TECH & MANAGEMENT			
									CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP
351	F9	C6	C6	-	-	-	-	C6	10	14	F	0	14	24	F	0	24	23	D	2	22	24	D	2
352	F9	P8	F9	P8	-	-	-	P8	14	27	F	0	28	14	E	1	25	27	C	3	24	26	C	3
353	D7	C6	E8	D7	-	-	-	C6	12	10	F	0	22	22	E	1	20	22	E	1	22	36	C	3
354	C5	C4	C5	C5	-	-	-	C6	16	44	E	1	16	27	E	1	27	23	C	3	24	40	B	4
355	C6	C5	C5	C6	-	-	-	-	19	30	D	2	30	24	C	3	26	22	D	2	26	34	B	4
356	E8	C4	C4	C5	-	-	-	C5	08	16	F	0	24	16	A	5	24	36	B	4	24	26	C	3
357	C6	C5	C5	C4	-	-	-	-	17	30	D	2	27	27	C	3	21	30	C	3	19	31	C	3
358	D7	D7	C4	D7	-	-	-	-	18	16	F	0	18	12	F	0	19	32	C	3	19	37	C	3
359	D7	C6	C6	C5	-	-	-	C5	18	21	E	1	19	32	C	3	19	26	D	2	26	22	D	2
360	E8	F9	C5	E8	-	-	-	C6	16	16	F	0	23	23	D	2	21	30	C	3	24	26	C	3
361	C6	C5	C5	C5	-	-	-	C6	18	30	D	2	22	23	D	2	21	27	D	2	27	24	C	3
362	F9	C5	C5	D7	-	-	-	-	11	19	F	0	19	32	C	3	18	22	E	1	20	26	D	2
363	F9	F9	C5	D7	-	-	-	F9	19	11	F	0	22	22	E	1	19	22	E	1	22	24	D	2
364	C6	C6	B2	B3	-	-	-	-	11	17	F	0	24	28	C	3	22	24	D	2	24	26	C	3
365	C5	C4	C5	B3	-	-	-	C4	27	24	C	3	18	32	C	3	23	24	D	2	24	32	C	3
366	C6	B3	A1	C4	-	-	-	-	19	24	E	1	24	30	C	3	21	30	C	3	29	21	C	3
367	E8	C4	C5	C6	-	-	-	D7	17	12	F	0	16	25	D	2	22	23	D	2	26	24	C	3
368	C5	F9	C6	D7	-	-	-	-	12	19	F	0	29	21	C	3	26	25	C	3	22	24	D	2
369	C6	E8	-	C6	-	-	-	-	17	29	E	1	22	19	E	1	21	26	D	2	22	26	D	2
370	C6	C6	C5	C6	-	-	-	-	22	26	D	2	25	25	C	3	24	26	C	3	27	23	C	3
371	D7	D7	-	C4	-	-	-	C6	10	11	F	0	21	25	D	2	26	22	D	2	22	23	D	2
372	D7	E8	-	E8	-	-	-	C5	16	24	E	1	21	34	C	3	22	24	D	2	20	21	E	1
373	C5	B3	C4	B3	-	-	-	-	22	26	D	2	25	25	C	3	26	30	C	3	26	34	B	4
374	F9	C6	F9	E8	-	-	-	D7	12	15	F	0	22	28	C	3	25	30	C	3	16	30	D	2
375	F9	F9	E8	C4	-	-	-	D7	19	24	E	1	24	16	E	1	19	21	E	1	26	20	D	2

S/N	ENTRY GRADES								EXAMINATION RECORDS															
	ENG	MATHS	COM	ECO	OFF PRA	S/HND	TYP	F/ACC	SHORTHAND				WORD PROCESSING				OFFICE MANAGEMENT				OFFICE TECH & MANAGEMENT			
									CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP
376	F9	D7	C5	D7	-	-	-	-	16	12	F	0	19	21	E	1	18	22	E	1	19	21	E	1
377	E8	E8	C6	E8	-	-	-	F9	15	26	E	1	18	27	D	2	30	26	C	3	30	24	C	3
378	C6	D7	E8	B3	-	-	-	-	30	52	A	5	25	37	B	4	24	16	E	1	20	43	B	4
379	C5	C6	C6	C6	-	-	-	C6	10	12	F	0	25	25	C	3	17	03	F	0	21	31	C	3
380	C5	C5	D7	C6	-	-	-	D7	31	52	A	5	25	31	C	3	27	37	B	4	20	43	B	4
381	C6	C5	D7	C6	-	-	-	C5	22	21	E	1	22	30	C	3	24	16	E	1	21	40	B	4
382	C6	C6	C4	D7	-	-	-	C5	22	18	E	1	24	16	E	1	25	32	C	3	25	39	B	4
383	C6	C5	C5	C5	-	-	-	C5	25	31	C	3	24	16	E	1	-	-	-	-	25	40	B	4
384	C6	E8	C6	B2	-	-	-	-	31	44	A	5	27	40	B	4	26	25	C	3	24	47	A	5
385	C6	C6	C5	C5	-	-	-	-	20	21	E	1	21	21	E	1	24	23	D	2	24	40	B	4
386	D7	C6	B3	B3	-	-	-	B3	21	19	E	1	20	16	F	0	26	28	C	3	23	43	B	4
387	D7	E8	D	C5	-	-	-	-	20	33	C	3	25	43	B	4	25	28	C	3	21	34	C	3
388	C5	C6	D7	C6	-	-	-	-	25	26	C	3	22	24	D	2	24	26	C	3	25	45	A	5
389	C5	C4	B2	C5	-	-	-	-	21	30	C	3	25	20	D	2	26	35	B	4	22	44	B	4
390	C5	C4	C4	C6	-	-	-	-	24	33	C	3	23	22	D	2	25	32	C	3	21	29	C	3
391	C6	E8	C5	C6	-	-	-	-	28	43	A	5	20	21	E	1	25	32	C	3	24	41	B	4
392	C6	E8	C6	C5	-	-	-	-	24	21	D	2	20	20	E	1	22	18	E	1	21	32	C	3
393	C5	C4	C5	C4	-	-	-	C5	22	42	B	4	22	24	D	2	27	29	C	3	32	49	A	5
394	C6	C6	C5	C5	-	C6	C6	C4	22	18	E	1	24	16	E	1	21	19	E	1	24	38	B	4
395	C5	C6	C6	C6	-	-	-	D7	15	08	F	0	26	24	C	3	18	08	F	0	10	09	F	0
396	C6	D7	C6	C6	-	-	-	D7	25	25	C	3	24	27	C	3	25	27	C	3	24	36	B	4
397	C6	B3	C4	C5	-	-	-	B3	25	25	C	3	22	21	E	1	26	29	C	3	25	25	C	3
398	C4	C5	C4	C4	-	-	-	C5	24	26	C	3	22	21	E	1	24	21	D	2	28	46	A	5
399	D7	D7	D7	D7	-	-	-	-	23	27	C	3	23	31	C	3	27	28	C	3	20	25	D	2

400	C5	E8	C5	E8	-	-	-	C6	21	20	E	1	21	22	E	1	24	26	C	3	23	31	C	3
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S/N	ENTRY GRADES								EXAMINATION RECORDS															
	ENG	MATHS	COM	ECO	OFF PRA	S/HND	TYP	F/ACC	SHORTHAND				WORD PROCESSING				OFFICE MANAGEMENT				OFFICE TECH & MANAGEMENT			
									CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP
401	C5	C5	C6	C5	-	-	-	C6	22	18	E	1	19	09	F	0	24	16	E	1	20	21	E	1
402	C5	C6	D7	C6	-	-	-	-	26	24	C	3	23	27	C	3	27	34	B	4	30	40	A	5
403	C6	C6	C5	C5	-	-	-	-	20	20	E	1	20	31	C	3	21	19	E	1	12	10	F	0
404	D7	D7	C6	C6	-	-	-	C6	21	39	B	4	22	22	E	1	20	25	D	2	20	32	C	3
405	C6	C4	A1	D7	-	-	-	C5	18	26	D	3	19	29	D	2	18	38	C	3	19	26	D	2
406	C4	C5	C5	C5	-	-	-	-	18	23	E	1	18	27	D	2	19	21	E	1	20	20	E	1
407	C5	C5	C5	C5	-	-	-	D7	20	66	A	5	20	60	A	5	20	39	C	3	25	25	C	3
408	C5	F9	C5	C5	C6	-	-	C6	24	19	E	1	21	24	D	2	16	29	D	2	15	25	E	1
409	C5	C6	B3	C6	-	-	-	C6	18	22	E	1	22	21	E	1	16	25	E	1	17	31	D	2
410	C6	C5	C5	C5	-	-	-	C6	20	23	E	1	17	31	D	2	21	29	C	3	19	35	C	3
411	C6	C5	C5	C5	-	-	-	C6	18	24	E	1	26	34	B	4	21	44	B	4	19	21	E	1
412	C5	C4	C5	B7	-	-	-	C5	22	29	C	3	21	47	B	4	19	40	C	3	22	40	B	4
413	C6	C5	C5	C4	-	-	-	C5	17	25	E	1	15	45	B	4	20	33	C	3	24	33	C	3
414	C6	C4	C4	C4	-	-	-	C4	21	29	C	3	23	27	C	3	22	45	B	4	21	40	B	4
415	C6	F9	C5	C6	-	-	C5	-	16	31	D	2	23	41	B	4	27	33	B	4	23	25	D	2
416	C6	C5	C5	C4	-	-	-	C5	22	28	C	3	20	45	B	4	21	34	C	3	19	33	C	3
417	C6	C4	C4	C4	-	-	-	C4	21	31	C	3	18	32	C	3	22	31	C	3	16	29	D	2
418	C6	C5	C5	C6	-	-	-	C5	32	40	A	5	29	28	C	3	22	30	C	3	37	24	B	4
419	C6	C5	C5	C5	-	-	-	C5	29	28	C	3	22	31	C	3	28	28	C	3	25	28	C	3
420	D7	D7	B3	C6	-	-	-	C6	18	30	D	2	22	32	C	3	21	33	C	3	16	29	D	2
421	C5	C6	B2	C5	-	-	-	-	23	30	C	3	17	34	C	3	21	30	C	3	25	29	C	3
422	C6	C5	C6	C4	-	-	-	C6	21	30	C	3	23	30	C	3	19	22	C	3	21	33	C	3

423	C6	C6	C5	C5	-	-	-	C5	18	30	D	2	33	27	B	4	24	37	B	4	27	33	B	4
424	C6	C6	C6	C5	-	-	-	C5	22	32	C	3	36	31	B	4	28	25	C	3	31	36	B	4
425	C4	B3	C5	C6	-	-	-	-	21	33	C	3	30	28	C	3	30	22	C	3	28	30	C	3
S/N	ENTRY GRADES								EXAMINATION RECORDS															
	ENG	MATHS	COM	ECO	OFF PRA	S/HND	TYP	F/ACC	SHORTHAND				WORD PROCESSING				OFFICE MANAGEMENT				OFFICE TECH & MANAGEMENT			
									CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP	CA	FS	G	GP
426	C6	C4	B2	C5	-	-	-	C6	29	16	D	2	26	30	C	3	31	22	C	3	30	26	C	3
427	C6	C6	C6	C5	-	-	-	C5	32	19	C	3	31	34	B	4	28	31	C	3	34	31	B	4
428	C6	A1	C5	B2	-	-	D7	B2	30	23	C	3	29	25	C	3	28	26	C	3	25	29	C	3
429	C6	E8	A1	B2	-	-	-	C6	34	17	C	3	32	37	B	4	29	28	C	3	37	32	B	4
430	B3	B3	B3	C4	-	-	-	B2	30	21	C	3	33	27	B	4	31	22	C	3	33	27	B	4
431	C6	E8	B3	C5	-	-	-	C4	31	22	C	3	16	29	D	2	32	40	A	5	29	16	D	2
432	C6	D7	C5	C6	-	-	-	C4	29	16	D	2	19	21	E	1	27	39	B	4	28	22	C	3
433	C5	C4	C5	C6	-	-	-	C5	28	29	C	3	30	21	C	3	26	30	C	3	22	21	E	1
434	C6	D7	C6	C5	-	-	-	C5	31	22	C	3	30	23	C	3	28	31	C	3	24	22	D	2
435	C6	E8	C5	C6	-	-	-	C5	28	28	C	3	28	30	C	3	29	28	C	3	31	22	C	3
436	C5	C5	C6	C5	-	-	-	B3	28	25	C	3	31	36	B	4	30	26	C	3	29	23	C	3
437	C4	C6	C4	B2	-	-	-	C5	37	24	B	4	29	25	C	3	27	32	C	3	31	24	C	3
438	C4	C4	A1	C4	-	-	-	C5	24	18	E	1	24	22	D	2	18	14	F	0	18	22	E	1
439	C5	C4	C5	C6	-	-	-	C5	20	15	F	0	30	44	A	5	30	28	C	3	26	35	B	4
440	C5	C4	B3	C5	-	-	-	C6	24	17	E	1	28	26	C	3	26	20	D	2	21	19	E	1
441	C6	C5	C4	E8	-	-	E8	C4	30	28	C	3	28	32	B	4	28	20	D	2	30	35	B	4
442	C6	E8	C6	C5	-	-	-	C5	28	30	C	3	30	33	B	4	27	20	D	2	22	18	E	1
443	D7	E8	C6	C5	-	-	-	E8	31	20	C	3	31	30	B	4	26	30	C	3	32	40	A	5
444	C5	C5	B3	C4	-	-	-	-	25	20	D	2	30	36	B	4	32	30	B	4	29	21	C	3
445	C6	D7	B2	B3	-	-	-	C4	22	20	E	1	20	20	E	1	27	30	C	3	28	30	C	3
446	C4	C5	B2	C4	-	-	-	C5	32	30	B	4	30	40	A	5	27	25	C	3	26	24	C	3
447	B3	C4	C4	C4	-	-	-	E8	15	10	F	0	24	22	D	2	18	10	F	0	23	20	E	1
448	E8	D7	C4	C5	-	E8	E8	-	18	12	F	0	28	20	D	2	16	12	F	0	25	26	C	3

449	C6	-	C6	C6	-	-	-	C4	10	15	F	0	26	25	C	3	26	22	D	2	30	34	B	4
450	E8	C6	C4	C5	-	D7	-	-	21	19	E	1	32	34	B	4	30	25	C	3	24	40	B	4
451	C5	D7	C4	C6	-	-	-	C5	28	25	C	3	26	27	C	3	20	21	E	1	25	26	C	3
452	C5	C5	C5	C5	-	C6	C6	C4	22	18	E	1	27	30	C	3	30	30	B	4	27	20	D	2
453	C5	E8	C5	E8	-	-	-	C6	18	17	F	0	30	35	B	4	31	30	B	4	28	32	B	4
54	C6	E8	C6	B2	-	-	-	D7	20	14	F	0	24	30	C	3	28	25	C	3	18	27	D	2
455	C6	C5	C6	C6	-	-	-	C6	25	20	D	2	26	24	C	3	18	28	D	2	27	26	C	3
456	D7	C6	B3	C4	-	-	-	E8	16	17	F	0	30	40	A	5	20	25	D	2	31	33	B	4
457	D7	C6	B3	B3	-	-	-	B3	16	14	F	0	21	19	E	1	21	20	E	1	31	34	B	4
458	C5	C6	C5	C4	-	-	-	C5	13	19	F	0	29	36	B	4	29	28	C	3	28	27	C	3
459	D7	C4	B3	C5	-	-	-	C6	20	21	E	1	31	40	A	5	33	30	B	4	23	20	E	1
460	C4	C5	C5	C5	C6	-	C4	-	25	20	D	2	21	20	E	1	24	20	E	1	20	25	D	2
461	C4	B3	C4	C5	-	-	-	E8	20	21	E	1	22	20	E	1	24	13	F	0	22	20	E	1
462	C6	C6	B2	C4	-	-	C5	D7	27	23	C	3	25	22	D	2	27	23	C	3	25	22	D	2
463	C6	C6	A1	B2	-	-	-	C6	20	21	E	1	30	43	A	5	25	28	C	3	32	35	B	4
464	C6	C4	C6	C5	-	-	-	E8	30	23	C	3	27	28	C	3	20	17	F	0	28	29	C	3
465	F9	C4	C5	C6	-	-	-	C6	22	18	E	1	31	32	B	4	30	41	A	5	20	28	D	2
466	C6	B3	C6	C5	E8	-	D7	-	18	23	E	1	25	22	C	3	30	37	B	4	23	27	C	3
467	C5	C5	C4	C5	-	-	-	C6	22	20	E	1	26	24	C	3	26	22	D	2	20	15	F	0
468	C6	C4	B3	B2	-	-	-	C6	27	20	D	2	28	29	C	3	20	21	E	1	22	20	E	1
469	C6	C6	C5	C5	-	-	-	B2	26	21	D	2	30	32	B	4	28	26	C	3	30	34	B	4
470	F9	D7	C6	C5	-	-	-	C6	20	13	F	0	24	30	C	3	19	17	F	0	24	10	F	0
471	A3	D7	C6	A3	-	-	-	-	30	38	B	4	38	25	B	4	19	22	E	1	25	25	C	3
472	C5	C6	C5	C5	-	-	-	-	35	38	A	5	21	20	E	1	24	28	C	3	17	20	F	0
473	E8	B3	-	E8	-	-	-	-	27	30	C	3	30	24	C	3	23	30	C	3	22	23	D	2
474	C6	C6	-	C5	-	-	-	-	37	30	B	4	16	08	F	0	19	21	E	1	21	19	E	1
475	C6	C6	C6	C6	-	-	-	-	36	30	B	4	19	25	E	1	18	11	F	0	30	23	C	3
476	C6	C6	B3	C6	-	-	-	-	28	22	C	3	30	24	C	3	19	23	E	1	27	20	D	2
477	C6	C6	C6	C6	-	-	-	-	32	30	B	4	28	30	C	3	30	23	C	3	14	11	F	0
478	C5	C5	B2	C6	-	-	-	-	30	30	B	4	37	38	A	5	26	30	C	3	27	26	C	3
479	C6	C6	C6	C5	-	-	-	C6	30	34	B	4	36	35	A	5	30	35	B	4	25	20	D	2

480	C6	C6	B3	C6	-	-	-	-	30	29	C	3	35	37	A	5	30	42	A	5	38	50	A	5
481	C6	B3	C4	C4	-	-	-	C4	37	20	C	3	23	23	D	2	26	30	C	3	22	30	C	3
482	C6	B3	C5	C5	-	-	-	B2	33	40	A	5	30	28	C	3	32	30	B	4	30	37	B	4
483	C6	A1	C4	C6	-	-	-	B3	20	20	E	1	27	20	D	2	18	24	E	1	25	20	D	2
484	C5	B3	C5	C6	-	-	-	B3	33	20	C	3	35	38	A	5	19	25	E	1	18	22	E	1
485	B3	C4	C4	B3	-	-	-	-	28	30	C	3	35	30	B	4	28	30	C	3	25	25	C	3
486	C6	C6	C5	B3	-	-	-	D7	20	20	E	1	37	30	B	4	26	30	C	3	30	33	B	4
487	C6	C6	C5	-	-	-	-	C6	32	20	C	3	29	30	C	3	36	35	A	5	17	23	E	1
488	C5	C6	C5	C5	-	-	-	-	38	40	A	5	26	30	C	3	32	30	B	4	30	40	A	5
489	E8	B3	B2	E8	-	-	-	-	40	48	A	5	26	30	C	3	26	30	C	3	21	20	E	1
490	C6	D7	C6	C5	-	-	-	-	31	30	B	4	32	30	B	4	17	26	E	1	12	08	F	0
491	E8	C6	B3	C6	-	-	-	-	38	30	B	4	37	30	B	4	30	26	C	3	24	30	C	3
492	C4	D7	C5	C6	-	-	-	-	40	45	A	5	39	30	B	4	29	30	C	3	29	30	C	3
493	C6	C6	A1	C4	-	-	-	-	34	40	A	5	35	35	A	5	25	25	C	3	19	22	E	1
494	C5	D7	C6	C6	-	-	-	-	36	34	A	5	40	33	A	5	38	30	B	4	33	40	A	5
495	C6	C6	A1	C4	-	-	-	-	20	20	E	1	29	30	C	3	33	20	C	3	30	39	B	4
496	C6	E8	C4	C6	-	-	-	-	27	20	D	2	40	33	A	5	25	28	C	3	19	21	E	1
497	C5	C5	B2	C6	-	-	-	-	31	23	C	3	19	21	E	1	30	33	B	4	18	30	D	2
498	C6	E8	C4	C6	-	-	-	-	25	30	C	3	28	30	C	3	33	30	B	4	26	25	C	3
499	B3	C6	C6	C6	-	-	-	-	31	39	A	5	36	34	A	5	35	33	B	4	17	10	F	0
500	B3	C6	C6	C6	-	-	-	-	20	20	E	1	30	23	C	3	12	11	F	0	23	30	C	3
501	C6	C5	C6	C5	C4	-	-	C5	24	23	D	2	34	38	A	5	35	38	A	5	21	23	E	1
502	C4	P8	C6	C4	P7	-	-	C6	26	28	C	3	29	30	C	3	26	27	C	3	30	37	B	4
503	D7	D7	B3	C5	C5	-	-	-	30	25	C	3	29	20	D	2	18	26	E	1	22	22	E	1
504	C6	P8	C6	A1	P8	P8	-	P8	20	29	D	2	26	20	D	2	26	26	C	3	29	26	C	3
505	F9	F9	F9	D7	-	-	-	-	16	24	E	1	30	52	A	5	21	31	C	3	31	20	C	3
506	C6	C6	D7	C4	-	-	-	D7	17	27	F	0	12	10	F	0	20	20	E	1	23	27	C	3
507	C6	C6	C5	C5	-	-	-	-	03	17	F	0	21	22	E	1	21	40	B	4	19	09	F	0
508	C6	C5	C6	C6	-	-	-	-	23	25	C	3	31	32	C	3	21	30	C	3	21	22	E	1
509	C4	C6	C4	C4	-	-	-	-	16	24	E	1	24	21	D	2	25	39	B	4	31	23	C	3
510	C5	E8	C6	C6	-	-	-	-	12	25	F	0	28	28	C	3	25	40	B	4	21	22	E	1

511	E8	C6	-	D7	-	-	-	-	26	26	C	3	31	25	C	3	24	26	C	3	24	20	E	1
512	C5	C5	C5	C5	-	-	-	-	18	23	F	0	21	24	D	2	24	21	D	2	27	24	C	3
513	D7	-	C5	C4	-	-	-	-	35	26	B	4	21	22	E	1	24	40	B	4	26	34	B	4
514	C5	E8	C5	-	-	-	-	D7	28	26	C	3	33	21	C	3	24	23	D	2	24	16	E	1
515	C6	C4	C6	P7	P8	-	-	C6	15	26	F	0	19	31	C	3	21	25	D	2	22	16	F	0
516	D7	D7	E8	C6	-	-	-	-	18	22	E	1	26	21	D	2	25	22	D	2	21	20	E	1
517	C4	-	C6	C6	-	-	-	-	19	27	E	1	30	21	C	3	21	29	C	3	22	23	D	2
518	C6	C6	F9	C6	-	-	-	C6	19	21	E	1	24	22	D	2	29	22	C	3	22	24	D	2
519	C6	C6	P8	C5	F9	-	-	P7	27	25	C	3	28	24	C	3	24	29	C	3	20	20	E	1
520	C4	C4	B2	C4	-	-	-	B2	18	08	F	0	33	24	C	3	29	32	B	4	20	24	E	1
521	E8	D7	E8	C6	-	-	-	-	21	24	D	5	24	22	D	2	32	29	B	4	24	22	D	2
522	F9	F9	E8	F9	-	-	-	-	26	24	C	3	18	22	E	1	24	27	C	3	23	22	D	2
523	C5	C5	C5	C4	-	-	-	C6	16	24	E	1	25	26	C	3	24	32	C	3	25	22	D	2
524	C6	C5	C6	C5	-	-	-	F9	34	27	B	4	22	24	D	2	21	38	C	3	25	43	B	4
525	C4	B3	C4	C5	-	-	-	C4	28	27	C	3	26	24	C	3	09	10	F	0	25	20	D	2
526	F9	E8	-	D7	-	-	-	C5	19	21	E	1	20	20	E	1	25	25	C	3	24	22	D	2
527	C4	E8	C5	-	-	-	-	C4	27	25	C	3	33	20	C	3	25	20	D	2	20	16	F	0
528	C6	C6	C4	C6	-	-	-	-	19	26	D	2	30	52	C	3	25	26	C	3	27	40	B	4
529	C6	C6	C6	A1	-	-	-	-	16	20	F	0	25	35	B	4	28	25	C	3	24	16	E	1
530	C6	C6	C6	A1	-	-	-	-	18	23	F	0	27	23	C	3	24	28	C	3	24	23	C	3
531	C5	C5	-	C6	-	-	-	C6	25	19	E	1	20	21	E	1	21	20	E	1	28	23	C	3
532	C5	C6	C6	C5	-	-	-	-	23	22	D	2	26	24	C	3	23	25	D	2	22	30	C	3
533	C6	C5	C5	C4	-	-	-	C6	25	27	C	3	25	25	C	3	24	21	D	2	25	31	C	3
534	C5	C6	D7	C6	-	-	-	C6	24	16	E	1	21	26	C	3	26	25	C	3	31	30	B	4
535	C6	C4	C6	D7	-	-	-	E8	28	26	C	3	21	20	E	1	26	28	C	3	25	25	C	3
536	F9	C4	C5	C6	-	-	-	F9	23	22	D	2	24	21	D	2	25	23	D	2	25	22	D	2
537	F9	C6	A1	D7	-	-	-	C6	21	24	D	2	24	27	C	3	23	20	C	3	27	23	C	3
538	C6	E8	E8	D7	-	-	-	D7	16	17	F	0	18	22	E	1	12	22	F	0	25	22	D	2
539	C6	E8	E8	E8	-	-	-	D7	16	24	E	1	21	20	E	1	22	28	C	3	15	20	F	0
540	C4	C6	F9	C5	-	-	-	C6	03	17	F	0	22	33	D	2	24	21	D	2	16	35	C	3
541	D7	E8	C6	C6	-	-	-	-	27	37	B	4	20	25	D	2	30	26	C	3	16	27	E	1

542	D7	E8	C6	C6	-	-	-	-	17	18	F	0	25	43	B	4	19	18	F	0	27	26	C	3
543	C4	C4	C5	C4	-	-	-	C5	25	23	C	3	16	20	F	0	20	14	F	0	12	21	F	0
544	C4	C5	C6	C5	-	-	-	C5	24	17	E	1	21	22	E	1	20	22	E	1	18	29	E	1
545	C6	B3	F9	F9	-	-	-	-	24	16	E	1	27	40	B	4	10	12	F	0	26	29	C	3
546	F9	D7	C6	C6	-	-	-	C6	24	23	D	2	24	16	E	1	20	26	D	2	22	26	C	3
547	C5	C6	C5	C5	-	-	-	-	26	25	C	3	23	28	C	3	24	22	D	2	24	19	E	1
548	C5	B3	C6	C6	-	-	-	-	20	22	E	1	22	30	C	3	25	26	C	3	27	23	C	3
549	D7	C5	B3	D7	-	-	-	-	17	20	F	0	25	31	C	3	27	30	C	3	22	36	C	3
550	D7	C5	B3	D7	-	-	-	-	26	28	C	3	25	30	C	3	26	42	B	4	16	22	F	0
551	D7	C6	A1	B3	-	-	-	-	25	26	C	3	20	20	E	1	30	21	C	3	19	27	E	1
552	E8	C6	C4	B3	-	-	-	B3	20	13	F	0	22	24	D	2	23	30	C	3	17	30	D	2
553	C6	E8	C6	C5	-	-	-	C6	19	29	D	2	16	24	E	1	11	18	F	0	21	19	E	1
554	C5	B3	C5	C5	-	-	-	-	21	17	F	0	26	34	B	4	20	21	E	1	16	07	F	0
555	C6	C6	C6	C6	-	F9	D7	-	27	26	C	3	27	24	C	3	18	22	E	1	19	32	C	3
556	C6	B3	A1	C5	-	-	-	-	22	29	C	3	20	24	E	1	26	24	C	3	22	24	D	2
557	C6	C5	C4	C5	-	-	-	-	26	27	C	3	21	22	E	1	18	20	F	0	22	24	D	2
558	F9	F9	E8	C5	-	-	-	E8	19	17	F	0	23	22	D	2	24	20	E	1	21	24	D	2
559	F9	C5	-	D7	-	-	-	C6	19	21	E	1	22	23	D	2	28	43	B	4	21	19	E	1
560	C5	C6	C6	C6	-	-	-	-	08	18	F	0	10	19	F	0	24	28	C	3	14	06	F	0
561	B3	B3	B2	B3	-	-	-	B3	14	21	F	0	27	23	C	3	31	25	C	3	21	34	C	3
562	D7	E8	D7	C6	-	-	-	C6	20	24	E	1	20	23	E	1	19	17	F	0	16	30	D	2
563	C6	-	C5	C5	-	-	-	-	16	21	F	0	20	31	C	3	08	19	F	0	12	29	E	1
564	C6	C5	A1	C5	-	-	-	-	16	24	E	1	22	21	E	1	20	33	C	3	21	29	C	3
565	C5	E8	C6	C6	-	-	-	-	24	26	C	3	23	24	D	2	25	27	C	3	21	46	B	4
566	E4	C6	F9	F9	-	-	-	-	27	34	B	4	25	22	D	2	22	25	D	2	22	26	D	2
567	C6	C6	C6	C5	-	-	-	-	22	21	E	1	24	20	E	1	19	25	E	1	21	25	D	2
568	F9	D7	C4	C4	-	-	-	-	21	27	A	5	28	23	C	3	18	20	F	0	22	24	D	2
569	F9	-	-	C6	-	-	-	-	22	20	E	1	25	26	C	3	26	24	C	3	30	34	B	4
570	F9	D7	C5	C6	-	-	-	C6	15	28	E	1	21	25	D	2	24	26	C	3	22	28	C	3
571	D7	C6	C4	C6	-	-	-	F9	28	24	C	3	15	19	F	0	21	24	D	2	16	24	E	1
572	E8	P7	C6	C4	-	-	-	F9	20	20	E	1	20	31	C	3	21	19	E	1	12	10	F	0

573	C6	C6	C6	C6	-	-	-	-	22	18	E	1	19	09	F	0	24	16	E	1	20	21	E	1
574	C6	C6	C4	C6	-	-	-	-	24	26	C	3	22	21	E	1	24	21	D	2	28	46	A	5
575	C6	C5	C6	C4	-	-	-	C6	22	18	E	1	24	16	E	1	21	19	E	1	24	38	B	4
576	C6	C6	C5	C5	C5	-	-	A1	20	23	C	3	25	43	B	4	25	28	C	3	21	32	C	3
577	F9	B3	B3	E8	-	-	-	D7	21	19	E	1	21	24	D	2	24	23	D	2	24	40	B	4
578	C6	C6	C6	C5	-	-	-	-	22	25	D	2	23	27	C	3	20	21	E	1	25	43	B	4
579	-	C5	C5	D7	-	-	-	D7	23	22	D	2	24	26	C	3	26	25	C	3	24	16	E	1
580	C5	B2	-	C5	-	-	-	-	24	16	E	1	22	24	D	2	26	28	C	3	25	32	C	3
581	C6	C6	C5	C6	C6	-	-	P7	23	22	D	2	25	25	C	3	24	27	C	3	23	31	C	3
582	C6	C4	C6	C6	-	-	-	C5	21	20	E	1	25	43	B	4	24	16	E	1	28	22	C	3
583	C6	F9	C5	C6	-	-	C6	C5	23	21	D	2	26	24	C	3	21	19	E	1	25	26	C	3
584	P7	F9	P7	P8	P8	-	-	P7	10	12	F	0	21	19	E	1	24	27	C	3	25	26	C	3
585	C6	C6	F9	F9	-	-	-	-	23	22	C	3	23	31	C	3	27	28	C	3	20	25	D	2
586	C6	D7	C6	D7	-	-	-	-	21	24	D	2	28	46	A	5	23	31	C	3	26	24	C	3
587	C5	C6	C5	C5	-	-	-	C6	22	18	E	1	19	17	F	0	25	20	D	2	20	21	E	1
588	C6	C6	C5	C4	C5	A3	-	-	31	27	C	3	27	32	C	3	25	22	D	2	24	22	D	2
589	D7	D7	B3	C6	-	-	-	C6	21	31	C	3	17	03	F	0	25	26	C	3	27	23	C	3
590	C6	D7	C6	D7	-	-	-	-	23	27	C	3	27	28	C	3	24	26	C	3	24	36	B	4
591	C5	C5	C5	C5	-	-	-	C5	20	21	E	1	24	26	C	3	25	22	A	5	30	21	C	3
592	E8	C5	E8	E8	-	-	-	E8	28	22	C	3	27	23	C	3	20	26	D	2	22	42	B	4
593	C6	D7	D7	C6	-	-	-	D7	31	22	C	3	31	35	B	4	28	42	A	5	31	25	C	3
594	C5	B3	C5	C4	-	-	-	C5	26	24	C	3	28	23	C	3	08	15	F	0	21	24	D	2
595	C6	C6	C5	C6	-	-	-	-	20	20	E	1	21	20	E	1	12	10	F	0	31	26	C	3
596	C5	C6	C5	C5	-	-	-	C6	25	26	C	3	25	21	D	2	31	25	C	3	33	44	C	3
597	D7	E8	B2	C6	-	-	-	C6	21	22	E	1	25	26	C	3	24	36	B	4	20	30	C	3
598	C6	C6	C6	C6	-	-	-	-	28	24	C	3	33	28	B	4	28	38	B	4	23	28	C	3
599	C6	E8	B3	C6	-	-	-	-	27	24	C	3	28	22	C	3	22	28	C	3	26	25	C	3
600	C6	A3	F9	C4	-	-	-	C5	25	26	C	3	25	26	C	3	20	31	C	3	22	29	C	3
601	D7	C5	C6	-	-	-	-	C5	24	22	D	2	24	22	D	2	24	28	C	3	19	27	D	2
602	C5	C6	-	D7	-	-	-	E8	30	21	C	3	20	22	E	1	20	26	D	2	28	24	C	3
603	C6	C6	F9	P7	C5	-	-	C4	29	21	C	3	21	24	D	2	22	24	D	2	22	24	D	2

604	F9	B3	B3	E8	-	-	-	C6	23	24	D	2	27	23	C	3	25	26	C	3	20	25	D	2
605	D7	C4	C5	C6	-	-	-	-	23	22	D	2	29	31	B	4	34	40	A	5	38	36	A	5

APPENDIX IV

NABTEB, NECO AND WAEC CONVERSION GRADE POINT AVERAGE

NABTEB/NECO/WAEC GRADE	GRADE POINTS AVERAGE
A1	5
B2 & B3	4
C4, C5, & C6	3
D7	2
E8	1
F9	0

SOURCE: WAEC, 2010

CONTINUOUS ASSESSEMENT RESTRUCTURED GRADE POINTS AVERAGE

SCORE	GRADE	GRADE POINTS AVERAGE
0 – 7	F	0
8 – 15	E	1
16 – 19	D	2
20 – 23	C	3
24 – 27	B	4
28 – 40	A	5

SOURCE: FIELD WORK (2014)

**CONVERSION OF SUMMATIVE PERFORMANCE GRADE POINTS FROM
FINAL EXAMINATION SCORES**

SCORE	GRADE	GRADE POINTS AVERAGE
70 – 100	A	5
60 – 69	B	4
50 – 59	C	3
45 – 49	D	2
40 – 44	E	1
0 – 39	F	0

**SOURCE: NATIONAL COMMISSION FOR COLLEGES OF EDUCATION
(2011): HANDBOOK FOR MANAGER OF NCE AWARDED
INSTITUTION 22 – 23**