



Investigation into The Uses and Practices of Continuous Assessment Among Secondary School Teachers in Biu Educational Zone of Borno State

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Abstract

This research assess uses and practice of continuous assessment among senior secondary school teachers in Biu Educational Zone of Borno State, Nigeria. Descriptive survey design was employed, all the one hundred and ninety-two (192) teachers in the zone constitute the population and sample of the study. Three objective, one hypotheses were formulated to guide the study, questionnaire was used. Frequency and percentage were used to answer the research questions. While one-way analysis of variance (ANOVA) were used to answer the hypotheses at 0.05 level of significance data collected was statistically analyzed using statically package of social science (SPSS) at 0.05 level of significance. The major findings of the study revealed that: teachers do not make used of continuous assessment in decision making, there is no significant in the practice of continuous assessment among less qualified, qualified and unqualified teachers. The researchers recommended that: the state government as well as stake holders in Biu Educational Zone of Borno state should only recruit teachers with educational background, those that are still in the system should encouraged to have post graduate diploma in education. Administrator and stakeholders should from time to time organize in house workshop or seminars for teachers in order to acquire real knowledge of C.A. Government should also provide appropriate continuous assessment guideline to help teachers on how to conduct and use continuous assessment, also regular supervision should be done to ensure the effective and efficient use of continuous assessment.

Keywords: Use, practice, continuous, assessment, teaching experiences and academic qualification

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Introduction

Schools are established for the purpose of teaching and learning. In order to determine whether or not learning has taken place, teacher evaluate learners. The process of evaluating learners in what is commonly known as assessment. Assessment plays a vital role in all level of education. The process of teaching and learning is not complete without effective and efficient judicious use of assessment. Educational assessment provides the necessary feedback stakeholders require in order to maximize the outcomes of educational effort. This assessment of learners learning provides objectives evidences necessary in the decision making process in education. There is little

doubt among education practitioners about importance of educational assessment as basic condition for effective learning and decision making.

Adebuwale (2005), view assessment as a process of obtaining information that is used for decision making about student's curricula, programmers and educational policy. Assessment in education may be generally used for formative r summative purpose. A generic definition of evaluation that fits most situations is that evaluation is the systematic process of judging the worth, desirability, effectiveness or adequately of something according to definite criteria and purpose. It includes obtaining information (which could be quantitative or



qualitative) for use in judging the worth of a programme, product, procedure, subject (course), curriculum or objective, or objective of the potential utility of alternative, or the approaches designed to attend specified objectives. Thus, evaluation is a process that involves obtaining, generating or providing useful information or data (which could be test score), and taking decision or making value judgments based on these information/data/scores. It is a tool in educational practice for ascertaining whether alternative procedures are equally effective or not in achieving a set of educational goals. It is a system of quality control which can be used at various steps in the teaching learning process to verify, and/or ensure the effectiveness of each person's step. Evaluation reveals how good the performance of a person is when compared to the predetermined goals criteria or standards. The uses and process of evaluation include:

- Appraisal of academic achievement of individual pupil
- Diagnoses of educational programme
- Appraisal of effectiveness educational programme
- Assessment of educational progress of a large population

The process of evaluation includes:

- Prescription of specific values or goals to be achieved
- Securing specific evidence regarding the existence, quality and quality of a condition or process
- Making a judgment in the height of available evidence concerning the extent to which the desire values or goals have been attained.

Placement Evaluation: this is concerned with determined learner's entry performance or behavior prior to commencement or furtherance of the teaching learning process. It seeks to determine the knowledge and skills that learners(s) already possess(es) in readiness to commence or benefit from the instructional process. The goal of placement evaluation is to determine the position in the instrumental sequence and the mode of instruction that is most likely to be beneficial to the learners. It

seeks to determine the class or programme that best suits the child's aptitude, interest and perhaps aspiration.

Formative Evaluation

Joshua (2018) This is usually undertaken during the process of teaching or programme implementation, and the result of it is used as feedback or input to improve the teaching and learning process or improve the programme implementation. It is used to monitor learning progress during instruction and to provide continuous feedback for the improvement of the instructional process to realize the goals of the process. It provides feedback to the learners, the teacher, the curriculum developer, the sponsor/financer the government that is to decide on the adoptions or otherwise of the programme being implemented, and to all other stakeholder concerned.

Diagnostic Evaluation

This is usually undertaken to unravel any persistent or recurring learning difficulties that are left unresolved by the standard corrective prescription of formative evaluation. It involves the use of specially prepared diagnostic tests as well as some observation techniques and sometimes the services of remedial, psychological or medical specialists to identify typical or underlying problems impeding learning and the necessary therapies to be applied the main aim of diagnostic evaluation is to determine possible causes of learning problems, and to formulate plans for remedial action.

Summative Evaluation

Carr & Miller (2016) This is usually undertaken at the end of instructional process, or end of term/year or end of programme or end of curriculum implementation to prove data for some terminal decisions and value judgments. Is it designed to determine the extent to which the earlier specified objectives of the lesson/course/programme/curriculum have been achieved. The results are used to assign grades to determine mastery, for certification, for promotion/demotion, for adoption/continuation, dropping of the programme/curriculum, for awards. The result



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may also be used to judge the appropriateness of the course/programme objectives, the effectiveness of the instruction and the propriety of learning outcomes.

National policy on education (2013) has given more emphasis on the use of continuous assessment as stated that “continuous assessment and school examination shall be on a ratio of 40:60 and shall be used as a basis for achievement from one class to another in both public and private schools.” The continuous assessment was introduced based on the deficiency practiced on the traditional system of assessment practiced in the past which concentrated only on the cognitive domain with little or no attempt made to assess the affective a psychomotor domain. This system encourages students to study only during the period of examination.

This is done by the memorization of facts which are forgotten after examination Alufohai & Akinlosolu, (2016).

But after the introduction of continuous assessment of systematic because C.A is planned to suite the age and experience of the students and it is introduced at suitable intervals during the school year the timing saves learners from too frequent assessment. Comprehensiveness continuous assessment since it is not focused cognition alone, but embraces the cognitive psychomotor and affective domains by which a lecturer is assessed as a total entity continuous assessment instrument such as test and non-test techniques. Cumulative characteristics of continuous assessment implies that all information gathered on the individual has to be taken holistically before a decision can be taken while the guidance – oriented nature of continuous assessment meant at information gotten from learners could be used for decision making on their education progress.

Empirical Studies

Alufohai and Akinlosotu (2016) conducted a research to investigate knowledge and attitude of secondary school teachers towards continuous assessment practices in Esan central senatorial District of Edo state, Nigeria. The descriptive research design using the survey method was adopted in this study. 543 teachers

were drawn from the population of 1084 teachers across the district. However, 512 questionnaires were recovered and used for analysis. Mean and standard deviations (S.D) were used to analyze the research questions while the t-test statistics was used to test the hypothesis. Findings showed that the majority of the teachers, perceived continuous assessment practices as a systematic and comprehensive system of evaluation but have in adequate knowledge of its cumulative and guidance oriented characteristics. Results of hypotheses showed that years of experience and teachers’ area of specialization are the only significant predictors of teachers’ attitude towards CAs as a road map for appropriate guidance and decision making among students. Udeh (2014) conducted research knowledge and use of continuous assessment among teachers’ in basic schools of nursing in southeast zone, Nigeria. Descriptive survey was adopted for the study. Using the population 194 teachers in 16 school of nursing South East Zone, the whole population used. Data was collected through the use of questionnaire the instrument was validated by face validity also the reliability of the instrument was established by split half method. The mean and standard deviation were used to answer research questions. ANOVA and t-test were used for testing hypotheses at 0.05 level of significant. Major findings revealed that majority of the teachers have knowledge of continuous assessment most teachers do not use various continuous assessment techniques in carrying out continuous assessment, continuous assessment data is not adequately used in decision making in most schools, there is a significant positive relationship between knowledge and practice of continuous assessment and there is a significant difference in the practice of continuous assessment between teachers with diploma and teachers with University degree. The researcher recommended that more emphasis be placed on the knowledge of the teachers on the use of continuous assessment. The main limitation of the study is great dearth of knowledge and literature in this area.

Ismail (2015) carried out study to evaluate continuous assessment practice among Senior



Secondary School teachers in Kano Municipal Zone. Descriptive research design was employed. The population involved 1387 teachers, 306 was used as a sample using cluster sampling technique. Questionnaire was used for the study. It has face and content validation and reliability was established by test-retest. Frequency and percentage as well as chi-square techniques were used to answer the research questions and test the hypotheses. The finding of the study reveal that teachers used only teachers made test, assignment, class work and home work as the tools for continuous assessment. Teachers were aware of the guideline of continuous assessment, teachers at slightly high level of adhere to continuous assessment guide line. Also the findings reveal that there is no significant difference in the practice of continuous assessment by teachers of different qualifications and experience. The following recommendation was offered. More continuous assessment tools should be used in addition to teachers made test, assignment, classwork a homework. Seminars should be organized to all teachers to improve skill, to handle continuous assessment.

Veronica and Micheal (2015) this examined the implication of continuous assessment in Ekiti State Secondary Schools with special interest in Ado Local Government. The population for the study was the whole number of teachers in Ekiti State secondary school and the sample for the study was 160 secondary school teachers who were randomly selected from four secondary schools in Ado-Ekiti. The study used qualitative and quantitative descriptive survey design to collect and analyze the data. The data were collected through the use of questionnaire. The data collected were analyzed through the use of percentage and students t-test using SPSS version 17. Findings of the study revealed that state of continuous assessment were found to negate the definition of the national policy of Education which state that learners should be evaluated in the three (3) domains of educational level. Findings also show there is significant difference in the way and manner the professional and non-professional teachers implement continuous assessment in schools. It was recommended that government should organize seminars,

conference and workshop for teachers on the correct implementation of continuous assessment in Secondary schools.

Challenges in the practice oof continuous assessment

Bernard and Emmanuel (2012) conducted a study to investigate the problems of implementing continuous assessment in primary schools in Nigeria. Descriptive survey design was used. The population for the study consisted of a total 548 primary school (grade II) teachers drawn from Niger (243) and Kogi (305) states. Out of the sample from Niger state 130 and 113 subjects were drawn from rural urban school centers. A form of sample from Kogi state, 162 and 143 subjects were drawn from rural and urban environments respectively. Thus, a total of 292 and 256 subjects were randomly selected from rural and urban centers respectively questionnaire was used. The data was analyzed using chi-squares. Findings showed that teachers deliberately set simple C.A. test, some are overloaded with as much as twelve subjects, children cheat to pass C.A. test, no financial or material stationaries support from the government and lack of uniformity of standards in different schools. Recommendations include adequate financial and material support, training for teachers in special subject areas, constant workshop or seminars for teachers. The need for inspectors to go round and ensure that standards are maintained and the need for teachers to be properly remunerated were also mentioned.

Research Objectives

- i. To investigate the extent of using continuous assessment in decision making among secondary school teachers in Biu educational zone.
- ii. To find-out the extent of practicing continuous assessment among secondary school teachers in Biu educational zone.
- iii. To find-out the challenges in the use and practices of continuous assessment among secondary school teachers in Biu educational zone.

Research Questions

- i. What is the extent using of continuous assessment in decision making among



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- secondary school teachers in Biu Educational Zone?
- ii. What is the extent practicing continuous assessment among secondary school teachers in Biu Educational Zone?
 - iii. What is the challenges in the use and practices of continuous assessment among secondary school teachers in Biu Educational Zone?

Research Hypothesis

HO₂: There is no significant statistical difference in the continuous assessment use mean score among less experienced, experienced and highly experience teachers in Biu Educational zone.

Methodology

This study used descriptive survey design. This design was chosen because it was an attempt to investigate and make judgment on the use and practice of continuous assessment among senior secondary school teachers. Survey research design concerns itself with present research and attempt to determine the current phenomena under investigation. Kothari (2004) stated that the major purpose of descriptive survey is description of the state of affairs as it exists at present by gathering information about the characteristics, actions or opinions of a large group of people.

The whole one hundred and ninety-two teachers in Biu Educational Zone were used as the sample because the population of the teachers is not large enough. This study adapted an instrument from Udeh (2014) title continuous assessment knowledge, practice and Use Scale (CAKPUS) with Cronbach Alpha reliability coefficient of 0.96. the

researcher wants to see how effective the instrument is in different environment and senior secondary school since the instrument was used in higher institution. The instrument has two sections A and B. Section A comprises the respondents' demographic characteristics while section B contains items designed to generate data.

There are 39 items presented in the Likert scale ranging from strongly agree five (5) to strongly disagree one (1) the higher the respondent can score is one hundred and ninety-two (192) and the lowest is thirty-nine (39). Knowledge of continuous assessment has fifteen (15) items the highest scores seventy-five (75), use continuous assessment has 8 items the highest score is forty (40), practice of continuous assessment has 9 items the highest score is 45. Lastly challenges face in the practice has seven (7) items the highest score is thirty-five (35).

The researcher ID card was used as evidence to facilitate compliance of participants to the supply of data researcher adapt an instrument tagged knowledge, use and practice of continuous assessment (KUPCA). In order to collect adequate and accurate data and also prevent irregularities the researcher administered the questionnaire by himself. In this study the analysis of the data was done through the use of percentage and frequency count to answer the research questions. The null hypotheses were tested using analysis of covariance (ANOVA).

Result

Research Question One; What is the extent using of continuous assessment in decision making among secondary school teachers in Biu Educational Zone?

Table 1: Scores of Teachers use of Continuous Assessment

Score	Frequency	Percentage
High extent	46	53.9%
Low extent	50	51.1%
Total	96	100

Source from the field

The table above showed the frequency and percentage of teachers' use of continuous assessment. From the table, forty-six (46) representing 47.92% teachers have high extent

of continuous use assessment, fifty (50) representing 52.08% teachers have low extent of the use of continuous assessment. Based on this therefore, it was concluded that majority of



teachers have low extent in the used of continuous assessment.

Table 2: Analysis of variance of teachers use of continuous assessment by working experience

Result	Sum of Squares	DF	Mean Square	F-cal	Sig.
Between Groups	29.225	2	14.612	.613	.544
Within Groups	2216.109	93	23.829		
Total	2245.333	95			

Source from the field

Table 2 above shows analysis of variance of teachers' use of continuous assessment by working experience. From the table the p-Value of 0.544 is greater than alpha level of 0.05 of significance with degree of freedom 95. Thus, the null hypothesis, which stated that there is no significant difference in the use of continuous assessment among experienced, less experienced and highly experience teachers, is therefore, accepted, meaning that, there is no

significant difference in the use of continuous assessment among less experience, experienced and highly experience teachers in Biu Educational zone.

Research question two: What is the extent practicing continuous assessment among secondary school teachers in Biu Educational Zone?

Table 3: Scores of Teachers Practice of Continuous Assessment

Score	Frequency	Percentage
High extent	41	42.7%
Low extent	55	53.3%
Total	96	100

Source from the field

Table 3 above showed the frequency and percentage of teachers practice of continuous assessment. From the table, forty-one (41) representing 42.271% teachers have high extent of practice of continuous assessment, fifty-five (55) representing 42.71% teachers have low extent of the practice of continuous assessment. Based on this therefore, it was

concluded that majority of teachers' do not have high extent in the practice of continuous assessment.

Research Question three: What is the challenges in the use and practices of continuous assessment among secondary school teachers in Biu Educational Zone?

Table 4: Score of challenges face by teachers in the use of continuous assessment

Score	Frequency	Percentage
High extent	43	45.8%
Low extent	53	55.2%
Total	96	100

Source from the field

Table 4 above showed the frequency and percentage of teacher's challenge in the use of continuous assessment. From the table, forty-three (43) representing 45.80 teachers have low extent of challenges face in the practice of

continuous assessment, fifty-three (53) representing 55.20% teachers have high extent of challenges in the use of continuous assessment. Based on this therefore, it was concluded that majority of teachers have low



extent in the challenge face in the practice of continuous assessment.

Findings

1. A significant percentage of (52.08%) of teachers have low extent of the use of continuous assessment in decision making. It means that significant portion of the teachers do not make use of continuous assessment in decision making
2. A significant percentage 57.92% teachers have low extent of the continuous assessment as stipulated in national policy on education
3. Also, about 45.80% of teachers have low extent of the challenges face in the practice of continuous assessment

Discussion

The study investigates use and practice of continuous assessment among senior secondary school teachers in Biu Educational Zone. The finding reveals that 53.13% teachers have knowledge of continuous assessment.

The finding agrees with Udeh (2014) who concluded research knowledge and use of continuous assessment among teachers in basic schools of nursing Southeast Zone, Nigeria. His finding reveals that majority of the teachers have knowledge of continuous assessment. Also agrees with Ajayi (2011) finding indicates a high level of knowledge of continuous assessment among the primary school teachers. The study disagrees with Clement and Ayibatunde (2014) examined the causes of the science teachers' indifference to the implementation of continuous assessment in secondary schools in Rivers state. Finding reveals that many science teachers are not professionally qualified and as such lack the skills to construct and administer CA test in secondary school. The research also disagrees with Alufohai and Akinlosotu (2016) who conducted a research to investigate knowledge and attitude of secondary school teachers towards continuous assessment practices in Esan central senatorial district of Edo state, Nigeria. Findings showed that majority of the teachers, perceived CA practices as a systematic and comprehensive system of evaluation but have adequate knowledge of its

cumulative and guidance-oriented characteristics. In different finding with Amenu (2012) his finding reveals most teachers had incomplete understanding about continuous assessment in that they concentrated on summative components of assessment. The difference may be due to the variation in sample size and the location of the studies.

The finding indicates (52.08%) teachers do not make use of continuous assessment as stipulated in the national policy on Education. The finding agrees with the finding Udeh (2014) which reveals most teachers do not use various continuous assessment techniques in carrying out continuous assessment, continuous assessment data is not adequately used in decision making in most schools. This also agrees with Ismail (2015) carried out study to evaluate continuous assessment practice among senior secondary school teachers in Kano municipal Zone. The finding of the study reveals teachers used only tests, assignment, class work and home work as the tools for continuous assessment. In the same line with Sa'ad (2010), conducted research on an evaluation of continuous assessment practice and conduct in Taraba State Secondary School, the research revealed that teachers do not use continuous assessment scores to guide their students in various subjects and also they use only tests and assignment as instrument to conduct the continuous assessment in their school. This finding disagrees with the finding of the findings of the study revealed that: Numerous continuous assessment strategies (i.e. the written test, recap exercises, take-home assignment, check list, observation, presentation and projects) were being used. The difference may be due to the location of the study.

The finding shows (57.92%) teachers have low extent of the practice of continuous assessment. The finding agrees with Alufohai and Akinlosotu (2016) Results also showed that teachers' attitude towards C.A practices was negatively skewed in the same finding with Osadebe (2015) and Amenu (2012) The result showed that low extent of teachers' practice of continuous assessment in line with the education policy was low also the finding disagrees with Ajayi (2011) The result



shows that the primary school teachers have a moderately high level of continuous assessment practice. This may be due to the location of the study.

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Recommendation

The study recommended the following:

1. Teachers in Biu Educational Zone should be trained on the use and practice of continuous assessment.
2. Government should also provide appropriate assessment guideline to help teachers on how to use continuous assessment as stipulated in the national policy on education
3. Principals and administrators should regularly supervise teachers on the use and practice of continuous assessment.

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