

## APPRAISAL OF CONTINUOUS ASSESSMENT MODES IN PUBLIC AND PRIVATE JUNIOR SECONDARY SCHOOLS IN BENIN METROPOLIS

**OGEGEBE, O. ANITA AND ORHERUATA, U. MATILDA, PhD**

Department of Educational Evaluation and Counselling Psychology,  
University of Benin, Nigeria

### Abstract

*The study appraised continuous assessment modes in public and private junior secondary schools in the Benin metropolis. Specifically, the study ascertains if a difference exists in the continuous assessment modes between public and private junior secondary schools in the Benin metropolis. To achieve this, three hypotheses were tested at 0.05 alpha level of significance. The design used for this study was the survey research design using the documentary approach. The population of the study consist of 435 public and private junior secondary schools and 2,357 teachers in public and private junior secondary schools in the Benin metropolis of Edo State. A sample of 420 teachers was selected using a simple random sampling technique through balloting. A Check-list was used as the research instrument. The instrument was validated by experts. In analyzing the data, the chi-square test for independence was used to test the hypotheses. The findings of the study revealed that there was no significant relationship between techniques practised between the private and public junior secondary schools, however, there was a significant difference in the marks awarded to continuous assessment in both schools. Furthermore, the findings revealed that the method of implementation of continuous assessment is significantly different in both schools in the Benin metropolis. This study recommended that the state government through the Ministry of Education should put measures in place to ensure that continuous assessments carried out in schools by teachers are in line with recommended standards.*

**Keywords:** Appraisal, Assessment, Continuous Assessment, Modes.

### Introduction

One of the goals of teaching is to bring about change in students' behaviour by exposing students to various learning experiences. To determine or observe the expected change in students' behaviours or the competencies they have acquired as a result of teaching, classroom assessment becomes important. Teaching, therefore, cannot be said to have succeeded until an assessment proves so. Assessment is one of the concepts of instructional processes that play an important role to improve teaching and learning in an educational institution as part and parcel of the instructional process. It is a basic tool of education to check the awareness of learning on the part of the learners. Afrends (2002) stated that assessment refers to the full range of information gathered and synthesized by teachers about their students and their classroom to make decisions about learners and instruction. Similarly, Orheruata and Oyakhirome (2019) mentioned that assessment should be viewed as a series of well-planned and systematic measurements that will enable the teacher to make an authentic and valid decision about a learner.

Continuous assessment is described as a system of evaluation in which the appraisal of the learners' performance at any point in the learner's career takes into consideration all that the learner has done in the past or present in all the facets of schooling (Ihekweba&Osuala,2012). A formal definition of continuous assessment was given in the handbook of continuous assessment by the Federal Ministry of Education, Science and Technology by Ugodulunwa (2008) as: "A mechanism

whereby the final grading of a student in cognitive, affective and psychomotor domains of behaviour takes into account in a systematic way of all his performances during a given schooling. Such an assessment involves the use of a great variety of modes of evaluation to guide and improve learning and performance of students" (p. 67).

Continuous assessment as stipulated by National Policy on Education (Federal Republic Nigeria FRN, 2004) should occur on a regular and continuous basis, continuous assessment entails the use of various modes of assessment, the methods of implementation and marks awarded. Different modes of continuous assessment that can be used by teachers as designed by the policy on continuous assessment include Group exercise, Class tests and Projects. The Federal Government had through the National Policy on Education ushered in continuous assessment and hoped that all existing contradictions, ambiguities and lack of uniformity in educational practice in the federation should be removed to ensure orderly development in the educational system. The importance of continuous assessment provides students with feedback to meet the learning outcomes and to motivate students to study. It is also geared towards assisting students learning, identifying students' strengths and weaknesses, assessing the effectiveness of some instructional methods, ascertaining and improving on teachers' effectiveness and that of some curriculum programmes and providing data that assist in decision making (Swearingen, 2002). As laudable as the objectives of the continuous assessment are considered to be, several challenges along its over three decades of implementation have left the classroom assessment landscape untransformed as teachers are seen to have abandoned continuous assessment methods as prescribed in the National Policy on Education (Anyaegbunam & Onu, 2019).

The National Policy on Education (FRN, 2004) stated that continuous assessment enables teachers to be more flexible and innovative in their instructions and helps to provide a basis for teachers to improve their instructional methods. Despite the seemingly wide importance and acceptance of continuous assessment as a tool for improving education, it is disappointing to note that more than thirty years after its introduction in Nigerian schools, output remains the same as found in schools (Okeke, 2001). A major contributing factor to this prevailing condition is the lack of good-quality teachers who would have enhanced meaningful teaching. One of the reasons for continuous assessment according to the National Policy on Education (FRN, 2004) is to provide a basis for effective maintenance of uniformity in scoring and maintenance of effective standards among schools both public and private schools. It was also stated in the handbook of continuous assessment that at the end of the junior secondary year, a formal examination will be given but the performance during the school period will be weighted and taken into account for certification purposes, as application, there is need for a uniform standard of continuous assessment irrespective of school ownership. However, research in some study areas revealed that there is a gross disparity among schools in the implementation of continuous assessment that would make it difficult to compare scores or/and mode of continuous assessment given by one school with that given by another school (Ademolokun, 2012; Ezeugwu, 2011).

Ezeugwu (2011) investigated continuous assessment modes of evaluation in the universal basic education programme in the Nssuka Educational zone. The results

showed that teachers at both levels of basic education seriously abuse the CAM of evaluation. Based on the findings, he concluded that each school adopted whatever CAM of evaluation that is pleasing to teachers. Also, Ademolokun (2012) studies the mode of continuous assessment among secondary schools. He reported that there is a gross disparity in continuous assessment which could wane the quality of education among secondary schools and would make it difficult to compare the mode or grade of assessment given by one school with that given by another school. He concluded that even though those schools operate on the same syllabus and received the same directives from their state or Federal Ministry of Education on ways to operate in schools, there is still gross disparity.

Continuous Assessment is a teacher-directed assessment procedure with the aim that the result is included as part of the public assessment. Nevertheless, there have been arguments raised that the issues of quality, scoring, grading and comparability of standards of the assessment tools could vary from one school to another (Osunde, 2007; Gani & Ttah, 2015). One of the objectives of the continuous assessment is that it should provide for the maintenance of uniformity in scoring and maintenance of expected standards. Therefore, it becomes important that continuous assessment be practised effectively and uniformly among teachers in line with the Federal Government stipulations. Lack of homogeneity in the practice of continuous assessment among the schools may threaten the validity and reliability of the scores contributed to the final grade and as such may lead to the false impression of the ability of the students.

From the literature at present, there is a paucity of empirical information documented on the appraisal in the conduct of continuous assessment across the schools in terms of continuous assessment Modes, Marks and methods of Implementation as stipulated by the National Policy on Education and no research has been carried out on the study in Benin metropolis of Edo State to the best of the researcher's knowledge. Consequently, the desire to investigate the continuous assessment mode in public and private junior secondary schools in the Benin metropolis motivated this study.

To guide this study, the following hypotheses were formulated:

1. There is no significant difference in the Continuous Assessment techniques between public and private junior secondary schools in the Benin metropolis.
2. There is no significant difference in the Continuous Assessment marks awarded between public and private junior secondary schools in the Benin metropolis.
3. There is no significant difference in the methods of Implementation of Continuous Assessment between public and private junior secondary schools in the Benin metropolis.

## **Methods**

The survey research design using a documentary approach was used for this study. The research design was considered to be appropriate for the study because it will help to look into teachers' respective continuous assessment record books and collect and analyse data from the sample population. The population of this study consist of four hundred and thirty-five (435) public and private junior secondary schools and

two thousand, three hundred and fifty-seven (2,357) teachers in the public and private junior secondary schools in the Benin metropolis. A sample size of four hundred and twenty (420) teachers was selected using simple random sampling techniques through balloting. The research instrument used was the checklist titled- Continuous Assessment Practice Checklist (CAPC). The instrument was face and content validated by experts. In analyzing the data, the chi-square test for independence was used for hypotheses 1, 2 and 3. All hypotheses were tested at a 0.05 level of significance.

## Results

**Table 1: Chi-Square Statistics of Continuous Assessment Techniques between Public and Private Junior Secondary Schools in Benin Metropolis**

SchOwshp			Techniques					Total	X <sup>2</sup> cal	X <sup>2</sup> value
			GPE	AST	FT	ST	PJT			
SchOwshp	Public	Fo	63	165	210	210	15	663	12.68	0.13
		Fe	72.4	143.8	212.7	212.7	21.3			
	Private	Fo	80	119	210	210	27			
		Fe	70.6	140.2	207.3	207.3	20.7			
Total			143	284	420	420	42	1309		

$\alpha = 0.05$ , GPE-Group Exercise, AST-Assignment, FT-Frist test, ST- Second test, PJT-Project and TCHR- Teacher, Fo- Frequency observed and Fe- Frequency expected

Table 1 shows a chi-square test for significant differences in the continuous assessment techniques between private and public junior secondary schools in the Benin metropolis. The  $X^2 = 12.682$  with d.f 4, are p-value = 0.013 tested at 0.05 alpha level of significance, the p-value was greater than the alpha level, hence the null hypothesis which states that there is no significant difference between continuous assessment techniques in public and private junior secondary school is retained. Consequently, there is no significant difference between continuous assessment techniques in public and private junior secondary schools in the Benin metropolis.

**Table 2: Chi-square Statistics of Continuous Assessment Marks Awarded between Public and Private Junior Secondary in Benin Metropolis**

SchOwshp			Techniques					Total	X <sup>2</sup> cal	X <sup>2</sup> value
			GPE	AST	FT	ST	PJT			
SchOwshp	Public	Fo	39	27	176	158	10	410	22.39	0.00
		Fe	25.0	20.8	180.0	170.0	14.2			
	Private	Fo	14	17	205	202	20			
		Fe	28.0	23.2	201.0	190.0	15.8			
Total			53	44	381	360	30			

$\alpha = 0.05$ , d.f = 4, Fo = Frequency observed, Fe = Frequency expected

Table 2 show a chi-square test for the significant difference in the continuous assessment marks awarded between public and private junior secondary school in the

Benin metropolis. The  $X^2 = 22.398$  with  $df = 4$  with a p-value of 0.000 tested at 0.05 alpha level of significance. The p-value (chi-square value) was less than the alpha level hence the null hypothesis which state that there is no significant difference between continuous assessment mark awarded in public and private junior secondary school is rejected. Consequently, there is a significant difference in the continuous assessment marks awarded between public and private junior secondary schools in the Benin metropolis.

**Table 3: Chi-square Statistics of Methods of Implementation of Continuous Assessment between Public and Private Junior Secondary Schools in Benin Metropolis**

SchOwshp			Techniques/Import				Total	X <sup>2</sup> cal	X <sup>2</sup> value				
			GPE	AST	FT	ST				PJT			
Public	Fo		42	152	200	180	10	13.18	0.01				
		Fe	55.8	138.0	194.8	181.2	14.2						
	Private	Fo		64	110	170	164			17	13.18	0.01	
			Fe	50.2	124.0	175.2	162.8			12.8			
		Total		106	262	370	344			27			1109

Table 3 shows a chi-square test for significant differences in the methods of implementation of continuous assessment between public and private junior secondary schools in the Benin metropolis. The  $X^2 = 13.189$  with  $df = 4$  with a p-value ( $x^2$  value) of 0.010 tested at 0.05 alpha level of significance. The p-value ( $x^2$ value) was less than the alpha level, hence the null hypothesis which states that there is no significant difference in the methods of implementation of continuous assessment between public and private junior secondary schools are rejected. Consequently, there is a significant difference in the methods of implementation of continuous assessment in public and private junior secondary schools in the Benin metropolis.

### Discussion of Findings

From the above data presentation, the result from Table 1 shows that there is no significant difference in the continuous assessment techniques practice in both public and private junior secondary schools this, therefore, implies that both private and public junior secondary school practice the techniques of continuous assessment as recommended by the National Policy of Education. This finding is in agreement with Adetayo (2014) who carried out a similar study on the practice of continuous assessment among teachers and his findings revealed that teachers do not differ significantly in the practice of continuous assessment techniques across schools by school type. Also, Osadebe's (2015) study of continuous assessment techniques practice revealed that there is no significant difference between teachers in the various schools regarding the practice of continuous assessment in line with Educational Policy in Nigeria. The finding in Table 2 reveals that there is a significant difference in the continuous assessment marks awarded between public and private junior secondary schools. This implies that marks awarded to various techniques of continuous assessment are not the same across schools by school type. This finding is

not at variance with the study carried out by Osunde (2007) and Gani & Attah (2015) who both reported that scoring and grading of continuous assessment techniques vary from one school to another.

The finding in Table 3 reveals that the method of implementation of continuous assessment significantly differs among schools. This shows that the method of carrying out continuous assessments in private and public schools differs among teachers in the different schools. The findings were in agreement with the findings of Atsumie and Raymond (2012) who carried out a similar study on the implementation of continuous assessment in schools in Nigeria. The findings from their study revealed that the method of implementing continuous assessment in schools varies among teachers and schools as many teachers are reluctant to conduct continuous assessment regularly as the strict adherence to continuous assessment practice may overwork the teachers as a result some teachers put down fictitious marks/grades for students to represent grades of tests which were not conducted. The findings also reveal that the continuous assessment techniques practice in the schools is the same but there is a significant difference in the methods of implementation and the marks awarded to continuous assessment between public and private junior secondary school. Despite the recommendation from NPE, this study reveals that there is a disparity in the methods of implementation and the marks awarded between public and private junior secondary schools. This is in agreement with the findings of Ademoluku (2012) who observed gross disparity in continuous assessment among secondary schools. He stated that this disparity will make it difficult to compare the mode or grade of assessment given by one school with that given by another school and this could wane the quality of secondary education.

## **Conclusion**

Based on the findings of this study, the researcher concluded that there is no significant difference in the continuous assessment techniques practice in both public and private junior secondary schools. However, there is a significant difference in the marks awarded to continuous assessment by teachers and there is a significant difference in the method of implementation of continuous assessment in both private and public junior secondary schools.

## **Recommendations**

From the findings of the study, the following recommendations were made:

1. The state government through the Ministry of Education should put measures in place to ensure that continuous assessment scores and methods of implementation are carried out by teachers in schools in line with the recommended standards.
2. The Ministry of Education should ensure consistent monitoring of CA practices in schools in the state from time to time to ensure every school practices the recommended standard as this will help to ensure uniformity.
3. Seminars and workshops should be organized occasionally to educate teachers on the importance of continuous assessment and how it can be implemented effectively in the classroom.

---

**References**

- Ademoluku, G. O. (2012). A survey of the implementation of continuous assessment practices among secondary schools in Delta State, Nigeria. *International Journal of Institute of African Studies*, **14** (1): 389-407.
- Adetayo, J. O. (2014). An appraisal of the perception of the continuous assessment practices among primary school teachers in Ogun state. *Journal of Education*, **5**(9), 11-22.
- Anyaegbunam, N. J. & Onu, W. O. (2019). Observed and Expected Characteristics of CA in South-East Nigeria Secondary Schools. *African Journal of Theory and Practice of Educational Assessment*, **7**: 133-145.
- Afrends, R. (2002). *Classroom instruction and management*. New York: McGraw Hill Inc.
- Atsumbe, E. N. & Raymond. E. (2012). The problem of implementing continuous assessment in primary schools in Nigeria. *Journal of Education and Practice*, **3** (6): 96-103.
- Ezeugwu, J. O. (2011). Continuous assessment mode of evaluation in a universal basic education programme: issues of teacher quality in assessment and record- keeping. *Journal of Education, Health and Technology Research*, **1** (1): 89-96
- Federal Ministry of Education (2004). *Handbook on continuous assessment*, Lagos. Evaluation unit, Ministry of Education.
- Federal Ministry of Education (2013). *National Policy on Education*. Lagos Government Press.
- Federal Ministry of Education (2014). *National Policy on Education*. Lagos Government Press.
- Gani, P. S. & Attah, B. J. (2015). Assessment of private secondary school teachers' level of compliance with basic characteristics of CA in Jos Metropolis Plateau State. *Nigerian Journal of Educational Research and Evaluation*, **15** (1): 53-61.
- Ihekweba, C. N. & Osuala, R. C. (2012). *Principles of Measurement and Evaluation in Education*. Owerri: Zionbless Publishers Nig. Pp. 55.
- Okeke, E. C. (2001). Teachers' perception of C.A., a mechanism for quality assurance in Enugu State primary school. An unpublished M.Ed. Thesis. Enugu State University.
- Okeke, E. C. & Nkuru, F. (2012). Teachers' perception of continuous assessment as the mechanism for quality assurance in Enugu State primary school. An unpublished M.Ed. Thesis, Enugu State University.
- Orheruata, M. U. & Oyakhiromen, H. A. (2019). Effect of formative classroom assessment on students' academic achievement in junior secondary school basic science in Egor Local Government of Edo State, Nigeria. *Journal of Educational Practice*, **10** (5): 184-189.
- Osadebe, P. U. (2015). Assessment of teachers' continuous assessment in line with educational policy in primary schools. *International Journal of Education*, **3** (3): 55-60.
- Osunde, A. U. (2002). *The relevance of assessment in instruction and learning in the school system*. Paper presented at the 31<sup>st</sup> annual conference of the international association for educational assessment (IAEA) at the NICON Hilton Hotel, Abuja, Nigeria.

- Osunde, A. U. (2007). Assessment of the competency level of primary school mathematics teachers in designing assessment tools. *Nigerian Journal of Educational Research and Evaluation*. 7 (1): 78-84.
- Swearingen, R. (2002). A Premier: Diagnostic, Formative, and Summative Assessment. Retrieved on 4<sup>th</sup> October 2019 from <http://www.mmrusjr.com/assessment.htm>.
- Ugodulunwa, C. A. (2008). *Fundamentals of educational measurement and evaluation*. Jos: Fab Educational Books. Pp. 67.