



Continuous Assessment as a Good Predictor of Actual Performance

Ajaja, O. B.*

Department of Business Education College of Education, Ikere – Ekiti, Ekiti State.

***Corresponding Author:** Ajaja, O. B., Department of Business Education College of Education, Ikere – Ekiti, Ekiti State.

Abstract: This study specially set out to examine continuous assessments as a predictor of actual performance of students in the Department of Business Education College of Education Ikere -Ekiti. Based on the problem under investigation, some hypotheses were generated to guide the investigation. Relevant data were collected from the students' files. The total population of the student in Part II was 860 out of which 50 students were randomly sampled using proportional stratified sample technique. The data collected were analysed using Pearson's correlation coefficient and student's t-test analysis to show whether the hypotheses generated could be upheld or rejected. The results indicate that there is high correlation between continuous assessment and actual performance of the students. Similarly, the student's t-test analysis shows that there is no significant different between the mean of continuous assessment scores and the mean of the examination scores.

1. INTRODUCTION

The dominant method of assessing student's progress formerly was through examination, which took place on terminal basis. During the period, assessment was based on knowledge acquired on various subjects of the School Curriculum, At that very period of time, assessment related to affective and psychomotor domains were neglected as various assessment carried out then were based on cognitive domain alone.

However, with the adoption of the 6-3-3-4 system of Education, which calls for introduction of continuous assessment, as a means of assessing making assessment of learners morereliable, valid, objective and comprehensive. Since the emphasis is now on the totality of learning, it became necessary to evolve and use an assessment system that will consider all aspects of learning. Similarly, decisions that affect students' lives are of great importance. This, therefore, calls for proper and better organization in teaching /learning situation.

However, with policy statement emphasizing the need to have assessment throughout a variety of evaluation techniques, the question that readily comes to mind is "what is Continuous Assessment"?

Continuous assessment could be regarded as a measurement and evaluation tool used amongst the academia, educational administrators and policy makers. According to Adeyeye (1999) continuous assessment is conceived as "A mechanism whereby the final grading of a student in the Cognitive, affective and psychomotor domains of behaviour systematically takes account of all his performances during a given period of schooling, such assessment involves the use of great variety of models of evaluation for the purpose of guiding or improving the learning and performances of the students".

Assessment is a situation, which elicits some kind of performance from each person, assessed and scores accruing from it are reflections of attribute possessed by individual student Lawal (1997), and Danjumo (2004). Valid and reliable assessment of students that would be unbiased is therefore necessary in order to project the ability of each student. Students who score high marks in Continuous Assessment could be expected to also score high marks in-end-of semester examination and vice versa. This isreferred to as positive relationship. This is an expectation, which may be different from reality. Hence, the need to find out the level of correlation between continuous assessment scores and end-of- semester examination marks.

Continuous Assessment in the educational system servesseveral purposes, which include the following:

- (1) Teachers are actively involved in continuous assessment and therefore in the final certification of the students. In fact at the Primary School, certificate of pupils is based wholly on continuous assessment, in the Secondary School, the internal assessment and the external assessment are combined in the final certification of learners. In both cases, teachers play prominent roles in assessing the learners they teach.
- (2) Assessment is made part of teaching in continuous assessment feedback from school assessments is to improve classroom teaching. This is made possible as assessment goes on hand-in-hand with teaching Yoloye, (1984).
- (3) Under continuous assessment, learner's deficiencies are identified and remedied immediately.
- (4) Learners do not lose anything on transferring from one school to the other. There is a common assessment plan, so that results of assessments in individual learners can be transferred from one school to the other.
- (5) Assessment is coordinated - it is not haphazard as it is systematically carried out.
- (6) All the domains are taken care of during assessment
- (7) The results of assessment are used for guidance purposes.

2. STATEMENT OF THE PROBLEM

This study set out to find out whether there is any correlation between continuous assessments of some selected of Accounting Department of Ikere College of Education and their actual performance in the final year examination. It also examine whether continuous assessment can be use as a predictor of actual performance of students in Business Education of the same department.

2.1. Purpose of the Study

The main purpose of this study was to examine the extent of reliability of continuous assessment as predictor of student's performance in end of semester examination.

2.2. Research Questions

The following research questions were raised to guide the study

1. Is there any significant relationship between continuous assessment scores and final scores of students in end of semester examination?
2. Is there any significant difference between the mean scores of continuous assessment and final scores in end of semester examination?

2.3. Hypotheses

To achieve the objective of this study, the following hypotheses were generated for verification.

- (1) There is no significant correlation co-efficient between continuous assessment scores and examination scores.
- (2) There is a significant different between the mean of continuous assessment and the mean of the final scores in end of semester examination.

2.4. Significance of the Study

The successful completion of the study would serve as basis in determining whether or not there is a strong or low correlation between continuous assessment and actual performance of students in the new educational system. Similarly, it is believed that the result of the study would prompt policy makers to design programmes that would enhance better understanding of the scheme of continuous assessment and be able to implement such correctly. Finally, the result of the study will enables students to take continuous assignment seriously as it is an important part of the test that will determine their actual performance in their education.

3. METHODOLOGY

The sample used in this study was made up of fifty (50). Accounting students that took part in 200 level course taught by one teacher. The target population was the accounting students of the College of Education, Ikere-Ekiti. The face and the content validity of the instrument were already established

as the data analyzed are moderated by external moderators. The split-half reliability was employed in computing the reliability of the 40 items in the instrument. This method yielded reliability of 0.82 which was very high and acceptable for the purpose of the study, Continuous assessment scores and their corresponding examination marks were obtained from the examination and records office of the College. The data so collected, were subjected to the Pearson’s correlation co-efficient (r) to detect the measure of association between the two variables.

3.1. Result of Findings

Analysis was carried out on the data collected to determine the relationship between continuous assessment on one hand and actual scores at the end of semester examination on the other hand. Bivariate correlation procedures using statistical package for social sciences (SPSS) were employed in computing the Pearson’s correlation coefficients. The correlation coefficient expresses the strength of the relationship on a scale, ranging from -1 to + 1. A positive value close to + 1 indicates a strong positive relationship, in which an increase in one variable implies an increase in the value of the second variable while a strong negative relationship (close to -1) indicates that an increase in one variable leads to a decrease in the other variable. The extent of correlation is considered at C 01 level of significance similarly, the data were subjected to students t-test to determine if there is a significant different between the mean of continuous assessment and the mean of the actual scores in the end of semester examination. The result of the two analysis are as shown in table 1 and U below.

HO₁: There is no significant correlation co-efficient between continuous assessment scores and examination scores.

Table1. Descriptive statistics of continuous assessment and Actual Scores at the end of semester examination

Variable	N	R-Calculated	r-Critical
Continuous Assessment Scores	50	0.708	0.273
Examination Scores	50		

The above table was derived using Pearson’s correlation formula.

$$r = \frac{n\sum XY - \sum X \sum y}{\sqrt{(n\sum X^2 - (\sum n)^2) (n\sum Y^2 - (\sum y)^2)}}$$

The table above shows that r= calculated of 0.708" is greater that r-critical of 0.273 when "P is at 0 05. This indicates that there is a high significant correlation relationship between the overall scores in continuous assessment and end of Semester Examination Scores. Hypothesis 1 is therefore rejected and the alternative upheld.

When the scores from both continuous assessment and actual performance in the end of semester examination were subject to student's t-test to show whether there is a significant different between the means of the two variables. The table below shows the result of the analyses.

HO₂: There is a significant different between the mean of continuous assessment and the mean of the final scores in end of semester examination.

Table2. t - test for difference in the mean of continuous assessment and end of semester examination

		\bar{X}	Std.dev	Tc	t _t	Ns
Continuous Assessment	50	20.78	42.30	0.10	1.6	
Examination	50	22.66	123.40			

P. at 0.05 Note C.A. = Continuous assessment scores

Exam = Examination scores

The results presented in the table II above indicated that there is no significant difference m the mean of continuous assessment scores and the means of the real examination scores since t -calculated value of (0 10) at degree of freedom 49 has lower value than the critical value of 1.96 leading to the acceptance of the hypothesis that there is no significant different between the mean of continuous assessment and the mean of the examination scores.

3.2. Discussion of Findings

From the results of the analysis made in the study, there is a relationship between the overall scores in continuous assessment and examination indicated that the student who scored high in continuous assessment also scored high marks in the end of the semester examination and vice versa. The finding therefore shows that continuous assessment scores could be used to predict actual performance of students in the end of semester examination. This assertion corroborate Danjumo (2004) and also that of Lawal (1997). However, it is note worthy that continuous assessment are subject to whim and caprice of the teacher and so are exposed to various forms of manipulations. Since the figure can be inflated for the reason that is best known to the teacher in charge.

Hence, teacher might use continuous assessment as a mean to victimize students rather than examinations since marking guide are usually made for end of semester examinations whereby the students can easily call for remark of his paper some students also do lobby for continuous assessment marks after they might have failed to attempt any test or assignment.

Similarly, there are instances where teachers failed to give any tests or assignment to students but have to cook marks for continuous assessment based on the students performance in their end of the semester examination. Also some teachers give impromptu tests to students whenever they realized that many students fail to turn up for the lecture. On the part of the students, many of them failed to take continuous assessment seriously or even failed to attempt any class assignment and if they do at all, they usually copy from each other.

4. CONCLUSION AND RECOMMENDATIONS

From the foregoing it is seen that the introduction of continuous assessment into our educational system is a welcome proposition. It is a right peg in the right hole for it has in stocks a good prospect for our educational efforts in this country if it is properly planned and executed by a crop of experienced, highly dedicated, resourceful and willing teachers (Yoloye, 1984, Bajah, 1984, Ogunneye, 1991).

From the results, therefore, one can conclude that continuous assessment and end of semester examination scores, guidelines should be provided for use throughout the nation by our policy makers. It is therefore recommended that Ministry of Education should engage in more active supervision of schools with a view of monitoring the implementation of continuous assessment programme as well as make sure that they organize workshops and seminal for teachers on how to construct valid and reliable instruments for continuous assessments. Finally, there is need to suggest cut-off mark for the end of semester examination such that any student score below this cutoff mark cannot pass a particular course

REFERENCES

- [1] Adeyeye, (1999). Correlates of the Cumulative Continuous Assessment and the Senior Secondary Certificate Examination in Chemistry Results in Ekiti State, Nigeria, *Journal of Educational Issues* 1 (1).
- [2] Bayah (1984). "The National Policy on Education and Continuous Assessment in W.A.S.C. Chemistry: Implication for Curriculum Development in Nigeria A paper presented at the S.T.A.N. Chemistry Panel on National Policy on Education and Continuous Assessment in W.A.S.C Chemistry, University of Jos. Jos P (9-10)
- [3] Danjuma E. (2004). Continuous Assessment as Predictor of End-of-Semester Performance of Science Students of College Of Education, *Waka Journal of Vocational Educational, Arts And Science Studies* 1,7-11.
- [4] Federal Ministry of Education. (1980). *Handbook on Continuous Assessment*. University Press Ltd. Lagos.
- [5] Lawal, J (1997) A Study of the level of correlation between Continuous Assessment Scores and Students Examination Scores. *The Nigerian Teacher Today*. 5 (1 & 2.) 117-121.
- [6] Ogundele, L. (2004) *Teachers Perception of Continuous Assessment Practice in Ondo State Secondary Schools*. M.Ed Dissertation. Institute of Education, Faculty of Education, University of Ado-Ekiti, Ekiti State.
- [7] Ogunleye, P.O. (1984). *Perception of the Role of Principals and Inspectors in Ekiti -West Secondary Schools of Ekiti State*. M.Ed. Dissertation. Department of Education Management. Faculty of Education, University of Ibadan.
- [8] Ogunneye, W., (1991). Continuous Assessment in the School System: Its methodological Diagnostic - remedial implications for Teaching and Learning. *The Nigeria Teacher Today*. 1(1) P 49 – 54.

- [9] Tawari, O. C. (1986). Principals Leadership Behaviour and Teachers Morale. A Perpetual Study of Secondary School Teachers in Bendel State, Nigeria. *The Journal of Guidance and Counselling* 3 (1) 12-23.
- [10] Ukwuye. R. P. I. (1985). Teachers' and Students' Perception of Factors Relating to Poor Academic Achievement of Secondary Schools - *Nigerian Journal of Education Psychology* 3(1), 20-27.
- [11] Yoloye, A.E. (1984). Continuous Assessment. A simple Guide for Teachers. London; Cassel. Ltd.

Citation: Ajaja, O. B. "Continuous Assessment as a Good Predictor of Actual Performance" *International Journal of Humanities Social Sciences and Education (IJHSSE)*, vol 7, no. 7, 2020, pp. 72-76. doi: <http://dx.doi.org/10.20431/2349-0381.0707008>.

Copyright: © 2020 Authors. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.