

Assessment Of Teachers' Implementation Of Continuous Assessment In Senior Secondary Schools In Delta Central Senatorial District.

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ABSTRACT

The study investigated the Assessment of Teachers' Implementation of Continuous Assessment in Senior Secondary School in Delta Central Senatorial District. To guide the study, six research questions were raised and six null hypotheses were formulated. The ex-post-facto research design was used in the study. The population of the study consisted of 6405 teachers from Public Senior Secondary School in Delta Central Senatorial District. 1024 teachers out of the total population of 6405 were selected through a proportionate stratified sampling technique. A 30-item questionnaire was used to collect data from the selected schools. Mean was used to answer the research questions, while t-test was used to test the hypotheses at 0.05 level of significant. Result of the findings include the following: there was no significant difference between male and female teachers on the implementation of continuous assessment in secondary schools; there was no significant difference between rural and urban teachers' on the implementation of continuous assessment in secondary schools; there was no significant difference between high and low socio-economic background of teachers on the implementation of continuous assessment in secondary schools; there was no significant difference between single and mixed school teachers' on the implementation of continuous assessment in secondary schools; there was no significant difference between teachers' below 30 and 30 years above on the implementation of continuous assessment in secondary schools; there was no significant difference between B.Ed and M.Ed teachers on the implementation of continuous assessment in secondary schools. The study contributed to knowledge because it provides data relating to continuous assessment of teachers for the benefit of educational management; the study has opened a new route about teachers on the implementation of continuous assessment which could be of great help in the management of continuous assessment practices in schools.

Keywords: Assessment, Implementation, Teachers', Continuous Assessment

INTRODUCTION

In order to reform the educational system, the Federal Government of Nigeria in 2004, reviewed the national policy on education. One of the high points in the policy instrument was the emphasis laid on continuous assessment in the various level of education. Since one of the functions of a school is the certification of the individual learner under its embrace (Idowu & Esere, 2009), to effectively carryout this role, assessment of one kind or the other is a prerequisite. Assessment is a means where by the teacher obtains information about knowledge gains, behavioural changes and other aspects of the development of learners (Oguneye, 2002). It involves the deliberate effort of the teacher to measure the effect of the

instructional process as well as the overall effect of school learning on the behaviour of students.

Continuous assessment was introduced in schools following the adoption of 6-3-3-4 system of education. The intention was to make assessment of the learner more reliable, valid, objective and comprehensive. Since the emphasis is now on the all-round development of the learner, it becomes necessary to involve the use of assessment that will consider all aspects of learning. Before continuous assessment was introduced in secondary school, the old system of assessment was summative, that is, examination was done only at the end of the term's work. In some cases, Students were not examined on what they have been taught until the end of term or session. The summative system of assessment only made use of class test, while take home assignment and project were hardly used in assessing the learner. In the old system only the cognitive domain was assessed, that is, only the intellectual ability was examined. The affective domain (interest, attitude, feeling, emotions) and the psychomotor domain of the learners were ignored in the assessment. The old system had no feedback mechanism that reported on the pupil's area of weakness. More so, it gave scanty information in form of terminal report sheets to parents which did not really portray the child's overall performance and it usually led to examination malpractice as strong emphasis was laid on passing to promote.

In Nigeria, Educational Planners and Administrators seem to be more conscious than ever before on their role in the nationwide scheme of curriculum innovation. Not only have new courses been introduced and new contents injected into existing subjects, a fundamental change in the system of assessment of students performance has also emerged through the formalization of continuous assessment as a major component of evaluation process (Oyesola, 1986; Idowu & Esere, 2009).

In order to assess the new educational system, one policy that cuts across all educational levels throughout Nigeria is that of continuous assessment. In Section 1 of the National policy of Education (Federal Government of Nigeria, 2004), which deals with the philosophy and goals of education in Nigeria, paragraph 9 (g) states that "educational assessment and evaluation shall be liberalized by their being based in whole or in part of continuous assessment of the progress of the individual" (p8). This statement is well amplified in subsequent sections of the document dealing with primary Education (section 4), Secondary Education (section 5), Tertiary Education and finally in Section 12 which deals with planning, Administration and supervision of Education.

The repeated emphasis being placed on continuous assessment is a clear evidence of its importance. The national Steering Committee on Continuous Assessment led by Professor Yoloje regards continuous assessment as a method of ascertaining what a student gains from schooling in terms of knowledge, industry and character development taking into account all his / her performances in tests, assignments, projects and other educational activities during a given period of term, year, or during the entire period of an educational level (Ipaye, 1995). According to Ezewu and Okoye (1986), continuous assessment refers to a systematic and objective process of determining the extent of a student's performance in all the expected changes in his behaviour, from the day he enters upon a course of study and judicious accumulation of all pieces of information derived from this purpose with a view to using them to guide and shape the student and to serve as a basis for making important decision about the child. In other words, continuous assessment should be systematic, comprehensive, cumulative and guidance oriented.

Similarly, the official handbook of the Federal Ministry of Education (1985), viewed continuous assessment as a method of finding out what the student has gained from learning activities in terms of knowledge, thinking and reasoning, character development and industry (Education Evaluation Unit, 1980). This new appraisal technique is designed to systematically cover all students performance in class tests, home assignment, projects, interviews, questionnaires and other school activities, weekly, monthly or periodically – throughout the entire duration of the students course. The handbook also stipulates among other things, that the accurate records of these data should be kept for further use for aiding the student's further development, finding necessary information to parents and guardians and for the general guidance purposes.

Effective continuous assessment reduces such incidences as do-or-die affair. Owing to the fact that assessment has been summative, learners are tempted to do everything within their reach to ensure their promotion to the next class thereby increasing the rate of examination malpractice. Continuous assessment lays more emphasis on comprehensive information on the cognitive, affective and psychomotor measures of an individual, if well implemented. This will also make learning more meaningful to the children and essentially for independent living and meaningful contribution of effective life of the society.

Teachers implement continuous assessment in a variety of ways such as tests, questionnaire, observation technique, interview, sociometric technique, project technique etc. to allow them to observe multiple tasks and to collect information about what students know, understand and can do. Teaching experience determines teachers' level of understanding of continuous assessment in schools. Dosumu (2002) observed that the more experienced a teacher is, the more he begins to understand and appreciate some important test construction skills. Therefore, Implementation of continuous assessment may be sensitive to years of experience. Location is a factor in teachers' perception of continuous assessment. The school location comprises urban and rural schools where the teachers live or operate from. These are the geographic area (urban and rural) that the school is located.

One of the most powerful factors related to school performance is socioeconomic status (SES), the combination of income, occupation, and level of education that describes a family or individual. A family's SES provides a sense of their standing in a community; how much flexibility they have in where they live or what they buy, how much influence they have on political decision making, and the educational opportunities their children have. Teachers' SES could directly affect their work. Thompson (2006) as sited in Werang (2014) , low pay teachers' mixed with increasing costs of living and the fear of losing their jobs, has been a significant factor in the overall decrease in implementation of continuous assessment. The low pay has also affected people that are considering becoming teachers in the future, by convincing them to train for higher paying professions.

In spite of the seemingly widely acceptance of continuous assessment as a tool for improving education, it is disappointing to note that more than twenty years after its introduction in Nigerian schools, output still remains the same, as found in schools. A major contributing factor to this prevailing condition is lack of good quality teachers who would have enhanced meaningful teaching, Okeke (2001). Fasasi (2006) observed that as far back as 2004/2005, 25.65% of teachers in Nigerian schools were not professionally qualified. As a result, despite the teachers' understanding of the need for continuous assessment, their quality of teaching and application of continuous assessment are likely to be low. Consequently, this educational attainment of the teachers either B.Ed or M.Ed will have adverse effects on the learners. It is expected that the more qualified the staff members are, the more concerned and more responsible they become in the implementation of continuous assessment.

Gender as a nature of teachers of either males or females plays a significant role on teachers' level of implementation of continuous assessment. Nzewi (2010) observed that Science and Technology were seen as male domain. As a result, the females' upbringing tended to shape them away from Science and Technology. The calculations involved in continuous assessment would likely make female teachers uncomfortable because of the wrong societal expectation that calculations are not meant for women.

School type includes single sex school type and mixed school type. Oyebola (2014) indicated that teachers were given the same training irrespective of the type of schools they are working whether single sex or mixed sex school type. Teachers are given the same opportunity to conduct continuous assessment for their students and they are aware of the importance of continuous assessment to their students' progress and success in education. Since teachers are key stakeholders in the reform of educational system, their age has an important role to play in the education of the student. A study carried out in Turkey by Martin and Smith (1990), teachers were grouped in three levels – young age, middle age and old age.

Despite these heavy responsibilities necessitated by the teaching professions, teachers are expected to be physically, mentally and professionally prepared to be accepted in operating the system (Greg, 1997). The old system of assessment was single, and teachers never encouraged the implementation of continuous assessment because to them they feel it is burdensome and time consuming. Also, there is the problem of unqualified personnel to implement and operate the continuous assessment method. Judging from general comment from parent and society, it is apparent that continuous assessment has some factors that affect its implementation. Therefore, in order to have an effective implementation of continuous assessment, teachers should acquire skills and utilize the results of such assessment in improving school curriculum. Teachers must be knowledgeable in interpreting the scores and grades awarded to students using the various measuring instruments, demonstrate competence in the construction of tests, questionnaire, checklists and rating scales etc. for assessing the cognitive, affective and psychomotor domains or learning outcome. Nwana, (1979); Ipaya, (1982); Nkpa, (1984) among others.

The success of implementation of continuous assessment programme depends on factors such as the provision of materials and equipments to schools, particularly in the issuance of the senior secondary school certificate, the junior secondary school certificate even the primary six leaving certificate by head masters and principals.

From the researcher's personal experiences and observations from teachers, it was noticed that there are poor assessment practices among teachers. For example, many teachers conduct weekly or monthly tests and the results of such tests were never incorporated in the final grading for any purpose. This has been traced to the cognitive aspect of the student learning to the neglect of the manipulative skills, attitude and values which the student must have acquire during the period of learning. Teachers appear to give less attention to the implementation of continuous assessment. Hence, the researcher wants to make investigation into the problem that might be responsible for teachers' lack of interest in effective implementation of continuous assessment in schools. This apparent lack of interest in the implementation of continuous assessment prompted the need for this research to determine the extent of the implementation of continuous assessment in Senior Secondary School in Delta Central Senatorial District.

LITERATURE REVIEW

Concept of Assessment

While many educators are highly focused on the tests, it is important to consider that over the year, teachers can build in many opportunities to assess how students are learning and use this information to make beneficial changes in institution. Assessment involves two major types of activities; collecting information about how much knowledge and skill students have learned (measurement) and making judgments about the adequacy or acceptability of each student's level of learning (evaluation). To determine how much learning has occurred, teachers can for example, have students take exams, respond to oral questions, do home work exercises, write papers, solve problems, and make oral presentations. Teachers can then evaluate the scores from those activities by comparing them either to one another or to an absolute standard.

Huba and Freed (2000), viewed assessment as the process of gathering and discussing information from multiple and divers' sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. Assessment should center on the learner and learning process. It is as processes that identify, collect, and prepared data to evaluate the attainment of student's outcomes and program/unit objectives. Huba and Freed (2000), explained that there are four elements in assessment. They are; formulating statement of intending learning outcomes, developing or selecting assessment measures, creating experiences leading to outcomes, discussing and using assessment results to improving learning.

Linn and Miller (2005) considered assessment as any of a variety of procedures used to obtain information about student performance; it is the full range of information gathered and synthesized by teachers about their students and their classrooms. Effective assessment uses relevant, direct, indirect, quantitative and qualitative measures as appropriate to the objective or outcomes being measured. Appropriate sampling methods may be used as part of an assessment process.

Black and Wiliam (1998) defined assessment broadly to include all activities that teachers and students undertake to get information that can be used diagnostically to alter teaching and learning. Under this definition, assessment encompasses teacher observation, classroom discussion, and analysis of student work, including home work and tests. Assessment become formative when the information is used to adopt teaching and learning to meet student needs. Allen (2004) opines that assessment involves the use of empirical data on student learning to refine programs and improve student learning. When teachers know how students are progressing and where they are having trouble, they can use this information to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches or offering more opportunities for practice. These activities can be lead to improved student success. Boston and Carol (2002), identified various types of assessment which includes; formative assessment, summative assessment, placement assessment, screening assessment, performance assessment etc.

Formative Assessment

This is the process of evaluation of student learning that are typically administered multiple times during a unit, course, or academic program. The general purpose of formative assessment is to give educators in- process feedback about what students are learning or not learning so that instructional approaches, teaching materials and academic support can modified accordingly. It can take the form of diagnostic, standardized tests, quizzes, oral question, and class discussions with students. It tends to see if the students understand the instruction before doing a summative assessment.

Summative Assessment

This is used to evaluate student learning at the conclusion of a specific instructional period – typically at the end of a unit, course, semester, program, or school year. Summative assessment are typically scored and graded tests, assignments, or project, that are used to determine whether students have learned what they were expected to learn during the defined instructional period. In order words, it is made to summarize what the students have learned, to know if they understand well.

Diagnostic Assessment

Diagnostic assessment deals with the whole difficulties at the end that occurs during the learning process.

Placement Assessment

It is used to place students into a course level, or academic program. It is administered before a course or program begins, and the basic intent is to match students with appropriate learning experiences that address their district learning needs.

Concept of Continuous Assessment

In modern society, education is viewed as the primary means of solving social, economic and political problems. Indeed, the future welfare of a child has been placed on the shoulders of the schools. Today, assessment has become a critical composition of education reform. Policy makers, educational administrators, families and employers often view assessment scores to hold schools accountable for teachers' performance.

The national policy on Education dated back to 1969 curriculum development conference in a paper presented by National Education Research Council (NERC). The National policy on Education (1981) stated that "ultimately, there will be no formal examination at the end of the first six years of primary education; certificate will be based on continuous assessment. At the end of the first three years following primary education, the junior secondary school certificates will be based on final examination and continuous assessment method. The certificate will be issued by the head of the institution. At the end of the three years course (senior secondary), a formal examination will be given but the performance during the three years will be weighted and taken in account for certificate purpose. The university and other institution of higher learning will also be required to explore ways of introducing and element of continuous assessment of their students. Continuous assessment refers to the mode of evaluation and certification of learning that takes into account the learners' performances in the area of cognitive, affective and psychomotor domain of educational objectives.

Continuous assessment is a classroom strategy implemented by teachers to ascertain knowledge, understanding, skills and attitude attained by students. In line with the above assertions, Reece and Walker (2003) defined assessment as the process of obtaining information about how much the student knows. That is, continuous assessment is a process and is much more than an examination of pupil's achievement. The Trent of using tests and examinations at the end of a semester / a year as a mode of assessment does not by itself prove the learners excellence in different aspects. In this respect, onetime final examination or test does not bring a complete or true picture of students' performance including the higher order thinking skills. To overcome this, it will be much more helpful if the assessment is employed on a continuous basis using different strategies Shumetie (2015).

Continuous assessment according to Onuka, 2006; Burhanua, 2003; in Alex (2015) is a process of listening closely to student, observing student as they are engaged with materials and trying

to understand what they understand. It is a function for building up cumulative judgment about a student learning activities in term of knowledge, thinking and reasoning behaviours or character development and industry. Going by these definitions, continuous assessment, according to national policy on education (2004) continuous assessment is defined as a mechanism whereby the final grading of a student in cognitive, affective and psychomotor domains take account of all his performances in a schooling period.

Nitko (2004) described continuous assessment as an on – going process of decisions about what to teach and how well students have learned. According to the Cambridge learner Dictionary (2002), the word assessment comes from the root word assess which means to judge, or decide or determine the importance, size, or value of something. It is a process used in collecting information on events, objects, but particularly on human behaviour which is used to evaluate the quality of work done. When assessment is applied to education, it is an all embracing term covering any of the situations in which some aspects of pupils' education are measured by the teacher and the success of their instructional practices. Some of the problem of continuous assessment that could be associated with the teacher include their skill in test construction (Alausa, 2006; Abiy, 2013) in Ale (2015) content that like using the table of specification before test construction and their attitude towards the continuous assessment approach and record keeping. Teacher should be able to measure the learner cognitive, affective and psychomotor domain.

Adebowale and Alao (2008) sees continuous assessment as an ongoing process of gathering and interpreting information about student learning that is used in making decision about what to teach and how well students have learned. To the contrary, the broad definition sees continuous as related to and beyond classroom instruction. For example, Asabe (2007) envisaged it as a decision making tool that teachers utilize about students, curriculum programs, and educational policy. Many however agree that it is a process of collecting, interpreting and synthesizing information to aid decision making.

Continuous assessment occurs recurrently during the school years, and serves as a part of teacher – student interaction. It serves as a means of increasing students' achievement, and is used as an alternative or supplemental to high stake testing (USAID, 2003). As divergent from summative tests, continuous assessment is formative in that, it enable both teachers and students to be aware of the knowledge base and level of students, and indicates both teachers and students the gap to be filled and the higher level to deal with.

In their definition, Okpala, Onacha and Oyedeji 1993, in Ayodele (2015) viewed continuous assessment as a system of assessment which is carried out at pre – determined intervals for the purpose of monitoring and improving the overall performance of student and of the teaching learning environment. The predetermined interval means there is a plan of operation which is uniform for all schools in the educational system. For such plan to work effectively, the steps and activities it contains should be implemented in a systematic fashion to ensure uniformity and comparability. More also Osadebe (2013) defined continuous assessment as the frequent use of valid and reliable instruments or techniques such as test, observation, questionnaire, interview among others to obtain information about students behaviour upon which judgment is made. These include cognitive, affective and psychomotor domain.

Webb and Briars (1990) argued that assessment must be an interaction between the teacher and students, with the teacher continually seeking to understand what a student can do and how a student is able to do it. Yoloye (1999) also pointed out that continuous assessment is only a part of the educational evaluation. He further argues that continuous assessment is a

method of evaluating the progress and achievement of students' educational institutions. This means that continuous assessment could be used to predict future pupils' performance in the final examinations and the possible success of the work place or on a particular job. Many teachers seem not to understand the meaning, purpose and practice continuous assessment. Oguneye (1992) noted that majority of teachers in our school do not understand why they have to give continuous assessment tests, mark and analyze the results of such tests. He argued that some teachers because of their ignorance of the meaning and purpose of continuous assessment see it as an introduction capable of wasting their time, energy and materials. In such situation, what would one expect from such teachers? How valid and reliable are the scores generated?

Concept of Implementation

Implementation is the carrying out, execution or practice of a plan, a method or any design, idea, model, specification standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen Rouse (2000).

In line with the new national policy on education (2014), the practical task of implementing new curriculum at school level requires continuous assessment as part of the curriculum in general and the instructional process in particular. This shows that enough attention is given towards the implementation of continuous assessment, since it's a classroom strategy implemented by the teachers to ascertain knowledge, understanding, skills and attitude attained by students.

Implementation is defined according to winter and Squalanski (2001) as a specific set of activities designed to put into practice and activity or program of know dimensions. According to this definition, implementation processes are purposeful and are described in sufficient detail such independent observers can detect the presence and strength of the specific set of activities. In addition, the activities or program being implemented is described in sufficient detail so that its presence and strength. Implementation is a continuous process that includes a set of activities designed to put a program or activity into practice. It is a process of turning formal plan – often very detailed conceptual plans that will affect many into reality Grant, Morris and Wooding (2011).

Continuous assessment is one of the innovations introduced into Nigerian Education by the National Policy on Education (2004). The basis for continuous assessment implementation in schools is that one short examination, which was the main mode of examination was inadequate, hence the introduction of continuous assessment. Continuous assessment is a verifiable tool in assessment in that, it is comprehensive, systematic, cumulative and guidance oriented. Modupe (2015). Many schools have since embarked on the implementation of continuous assessment. It is not surprising therefore to find teachers testing their pupils weekly, at the end of each unit or module.

Implementation of Continuous Assessment Based on Sex of Teacher

Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by pupils. Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what pupils know, understanding and can do. Continuous assessment occurs frequently during the school year and is part of regular teacher – pupil interactions. Pupils receive feedback from teachers based on their performance that allows them to focus on what they have not mastered (Mkpa, 2003).

In the study carried out by Byichipi, Partrick and Akpokiniovo (2007) about gender and qualification differentials in the implementation of continuous assessment. There is a variation in the implementation of continuous assessment with respect to gender. The implication to their observation therefore is that, in terms of implementation of continuous assessment, the female teachers put in more effort to this regard. This may have risen from that fact that women who are natural home keepers may have brought their God given attribute to play by properly monitoring the children who have been put under their care. To them, female teachers, were greater in the teaching services in the implementation of continuous assessment.

The extent to which teacher assess students' behaviour needs to be determined. Assessment would help to determined whether or not teachers are fully practicing continuous assessment in line with the Federal Government recommendations as in the Handbook of continuous assessment. A situation where teachers do not properly implement a country's educational policy, it poses a serious problem to educational development Osadebe (2015).

Adeneye, and Babajide (2013) as sited in Nneji (2012) investigated the attitude of 305 Science Technology and Mathematics (STM) teachers towards assessment practices in Nigeria. Their investigation shows that gender, teaching experience and professional training might be factors in STM teachers' attitude toward assessment practices.

The investigation carried out by Osadebe (2015) shows that there was no effect between male and female practice of continuous assessment by school teachers in line with the educational policy in Nigeria. Also, the result was similar to that of Omole, (2007); Osadebe, (20014); Odubenu, (2015) who carried out their study on continuous assessment and found low implementation by teachers.

The attainment of a functional education in Nigeria is in the hands of school teacher and successful implementation of continuous assessment while gender has a significant influence on the implementation of continuous assessment and other educational policies by teachers. Nzewi (2010) sited by Okeke and Nkiru (2012), observed that science and technology were seen as male domain. As a result, the females' upbringing tended to shape them away from Science and Technology. The calculation involved in continuous assessment would likely make female teachers uncomfortable because of the wrong societal expectation that calculations are not reserve for women.

The result of an investigation by Adetayo (2014) reveals that teachers do not differ significantly in the implementation of continuous assessment practice across schools by teachers' gender. This may be due to the fact every teacher irrespective of sex is given the same opportunity to conduct continuous assessment for their pupils and they are aware of the importance of continuous assessment to their pupil progress and success in education. Both male and female teachers at one point or the other were also trained in the rudiment of continuous assessment in tertiary institutions.

Implementation of Continuous Assessment Based on Location of Teacher

The National Policy recognizes that Government is aware that the administration of continuous assessment within schools will pose certain significant problems to both teachers and the educational system itself. The policy further advocated training programmes for teachers who will be central to the achievement of continuous assessment and other objectives of school evaluation programme. There is the need to design an operational plan so that uniformity in both standards and record keeping across and within schools will be maintained. Such model is

necessary so as to facilitate the transfer of students records from school – to – school without much distortion to his / her previous records. Omebe (2014).

As teachers assess their own students, one cannot guarantee that the standards are the same across schools. This is because, the assessment instruments may focus on different topics and grading system which may vary from one location to another (urban and rural) based on the individual teacher. Ifiofokobong (2015).

The investigation carryout by Osadebe (2015) reveal that there was no difference between rural and urban school teachers on the practice of continuous assessment in line with educational policy in Nigeria. The result was also similar to that of Omole, (2007); Osadebe, (2014); Odubenu (2015) who carried out their studies on continuous assessment and found low implementation by teachers. The low practice was at variance with Federal Government of Nigeria (1981, 1998, & 2004) policy on continuous assessment and Federal Ministry of Education Science and Technology (1985) Handbook on Continuous assessment, who supported high practice of continuous assessment. They emphasized that continuous assessment should be practice by teachers in line with the educational policy of Nigeria.

A study carried out by Kauts and Kaur (2013) on perception and attitude of teacher from rural and urban towards continuous comprehensive evaluation at secondary school reveal that there was no difference between the rural and urban teachers, and urban teacher teachers have a slightly more favourable attitude than rural teachers toward implementation of continuous comprehensive evaluation at secondary school level. It was further investigated in a study by Anita (2013) that urban teachers were more positive than rural teacher about factors contributing to success in their respective schools.

Rahman (2003) expressed that school authorities are always busy to get money for themselves and they give concentration rarely to school welfare. It is one of the main challenges of implementing continuous assessment at rural a school for which teachers cannot use effective methodology in classroom and that is liable performance in rural areas.

Implementation of Continuous Assessment Based on Socio – Economic Status of Teachers

Socio – economic status (SES) is a measure of class standing, combination of education, income and occupation. It is commonly conceptualized as the social standing or class of an individual or group. When viewed through a social class, privilege, power, and control are emphasized.

Santrock (2004) defines socio – economic status as the grouping of people with similar occupational, educational, and economic characteristics. There are three levels of SES. Low, moderate, and high to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupation) can be assessed. Education in higher socio – economic families is typically stressed as much more important, both within the household as well as the local community.

Woolfolk (2007) call SES the relative standing in society based on income, power, background and prestige. Teacher's socio – economic status, according to Burden and Byrd (1999) as a measure of a family's relative position in a community, determined by a combination of parents' income, occupation and level of education. Similarly, America Psychological Association (APA) stated that, socio – economic status (SES) is often measured as a

combination of education, income, and occupation. It is commonly conceptualized as the social standing or class of an individual or group.

Teachers SES could directly affect teachers work. Nichols (2006) stated that "teachers suffer from low – pay – high cost – of – living gap. Werang (2014) as sited in Thompson (2006) low pay mixed with increasing costs of living and the fear of losing their jobs, has been a significant factor in the overall decrease in the teachers implementation of continuous assessment. The low pay has also affected people that are considering becoming teachers in the future, by convincing them to train for higher paying professions.

Eggen and Kauchak (2004) viewed SES as the most powerful factor related to school performance. The combination of income, occupation and level of education describes a family or individual. A family's SES, provides a sense of their standing in a community, how much flexibility they have in where they live and what they do and the educational opportunities their wards have. In connection of with the above facts. Bailius (2014) see teachers' performance as an integrative part of school performance and is affected by their socio economic. Teachers in high socio – economic status are not only able to provide an adequate of learning facilities at home to developing his or her capabilities and their children's capability as well.

Wollfolk (1993) was on the opinion that teachers in high economic status are even able to provide a more special time for learning, preparing materials and media needed in tomorrow's teaching – learning process, checking and assessing students work. On this contrary, teachers in low socio – economic status are not only able to provide their family's basic needs but also are not able to provide time and facilities at home to develop their knowledge and skills needed to deal with assessment challenges.

Quoted kummerer (1990), Werang (2010) wrote "teachers' have no time at home to design teaching learning process and to provide all the needed materials to increase students understanding. Teachers even have no enough time to assess students work due to the fact that they are so busy to earn money for the need of family's life by teaching in other schools, farming, and trading. Teachers in low socio – economic status some time even present in school as a very exhausted person. Their mind is occupied with the fact that they are not able to provide all the basic needs of the family. This fact is directly affect teachers work and the classroom performance.

The result of the investigation carried out by Werang (2012) shows that SES of teachers could enhance teachers job performance which could greatly affect teachers involvement on the implementation of continuous assessment. This is also in line with Eggen and Kaychak (2004) as sited by Basilius (2014), found that one of the most powerful factors related to school performance is socio – economic status (SES), the combination of income, occupation, and level of education that describes a family or individual. This result was also similar to Kummerer (1990) and Werang (2010). Findings that teachers have no time to assess their students work due to the fact that they are so occupied with other activities in order to meet up with their family needs.

The best assessment practices exhibited by teachers are not influenced by socio – economic status. Standards could also be due to excess teachers' workload or even the diversion of efforts to personal issues like focusing attention on how to meet up with family demands instead of teaching Bassey, William, Akpama & Ayang (2013).

Implementation of Continuous Assessment Based on type of School

Single-sex school, also known as single gender education, is a practice of conducting education where male and female students attend separate class or in separate buildings or schools. The practice was common before the nineteenth century, particularly in secondary education and higher education. Single school in many cultures is advocated on the basis of tradition as well as religion, and is practiced in many parts of the world. Recently there has been a surge of interest and establishment of single-sex schools due to educational research.

Mixed-sex school also known as mixed-gender education where males and females are educated together. Mixed – sex school has since become a standard in many cultures, particularly in western countries. Teachers are critical components in challenging gender bias in schooling, but they also can be major contributors to it as well, through assessment practices, curriculum choices, and assessment strategies. Kathryn (2009).

A common response from teacher when asked about gender inequality in classroom (mixed or single) is that they treat all their students the same. Elaine (2013). There are two problems with this statement, first, students are diverse and have different learning issues, thus treating all students in the same way means that some students will be assess better than their peers. Secondly, teachers may be ignoring their unconscious gender bias towards their students, their schools and them, if ignored, these gender biases which may have developed from culture norms, may have developed from cultural norms and may lead to bias in class room assessment.

Scanlebury (2009) indicated that there is a strong gender role stereotype for masculinity and feminity. Students who do not match them can encounter problems with teachers and with their peers. For example, the expectation is that boys naturally exhibit boisterous, unruly behaviour, are academically able, rational, and socially uncommunicative, where as girls are quite, polite and studious. Girls, who present discipline problems for teachers, or quite, studious boys, may encounter a lack of understanding from teachers and teachers' classroom assessment.

Teachers' uses gender expectations as a means of maintaining classroom control. Teachers will seat undisciplined boys next to girls as a classroom management. Teachers' uses the gendered expectation that girls nurturing characteristics still lead them to place other needs before their own. In other words, it is more challenging in implementing continuous assessment or assessing mixed school than single school in the areas of their cognitive, affective and psychomotor domain. Baker (2007), Boys and Girls have different educative experiences in classroom. Most students prefer to learn in groups, using hands – on activities. Mixed sex schools can engage students and teachers monitor the interactions between students in those groups to ensure all students are being assess equally, compared to single – sex school where teachers, for example girls are often relegated to passive roles in class and in performance based assessment (Scantlebury & Baker 2007)

The result of the research carried out by Oyebola (2014) reveal that teachers do not differ significantly in conducting continuous assessment practices across schools whether mixed sex school type or single sex school type. This may be due to the fact that every teacher irrespective of the type of schools is given the same opportunity to conduct continuous assessment for their students and they are aware of the importance of continuous assessment to their students' progress and success in education.

Implementation of Continuous Assessment Based on Qualification of Teachers

Since assessment is a means whereby the teacher obtains information about knowledge gains, behavioural changes and other aspects of the development of learners (Oguneye, 2002). It involves the deliberate effort of the instructional process as well as the overall effect of school learning on the behaviour students. The quality of assessments and their consequences on teaching and learning depends on teachers' competence and knowledge in the educational assessment (Alkharusi & Al - musawai 2011). Along this line, Gronlund (2006) proposes that a well grounded educational assessment requires a clear articulation of all planned learning outcomes of the instruction and diverse assessment methods that are related to the instruction, adequate to sample student performance, and fair to everyone.

The America Federation of Teachers (AFT), the National Council on Measurement in Education (NCME) and the National Education Association (NEA) (1990) stated that teachers should be competently be able to chose and develop assessment methods appropriate for instructional decisions, administer, score, and interpret results of externally produced and teacher assessment, use assessment results when making educational decisions, develop valid grading procedures, communicate assessment result to various audiences, and recognize unethical, illegal, and inappropriate methods and uses of assessment. For instance, in a survey of 555 in – service teachers in the United States, Plake and Impara (1992) developed and instrument titled the “Teacher Assessment Literacy Questionnaire (TALQ)” consisting of 35 items to measure teachers' knowledge in educational assessment based on the AFT, NCME, and NEA (1990). The findings showed that the teachers were not well prepared to assess students learning as indicated in their studies and hence teacher assessment literacy requires more examination.

With respect to Egwu, Elewa and shinto (2009) observed that poor experience / qualification of mathematics teachers in Benue and Ondo States adversely affected implementation of continuous assessment. Complementing this finding, Ipaye (2007) pointed out that most teachers do not have the right qualification and training in educational measurement in post primary schools situation that greeted the effective implementation of continuous assessment in our schools.

Susuwele-Banda (2005) contended in their studied that teacher colleges and ministry of Education should consider classroom assessment issues more in training programmes and that collaboration between teacher colleges and ministry of Education should be increased to better understand the challenges and reality of the classroom assessment experienced by the teachers.

Ogan-Bekiroglu (2009) argued that teachers' knowledge and attitudes in educational assessment should be considered when making reforms in the educational systems. Results of both studies by Susuwele – Banda (2005) and Ogan – Bekiroglu (2009) implies that teachers assessment practices might be a combination of many factors including teachers personal knowledge and characteristics of the school context.

In a study of educational assessment literacy, Deluca and Klinger (2010) found those teachers who were enrolled in an educational assessment cause had higher levels of confidence in educational assessment literacy than those who did not have formal instruction in assessment. Koloj and Koaites (2012) surveyed 691 primary and secondary school teacher in Botswana about their classroom assessment practices. Result indicated factors related to teachers educational level, teaching experience, and assessment training contributed positively to beliefs, skills, and uses of desirable classroom assessment practice.

Likewise, in a study of assessment knowledge, skills, and attitude of 217 in – service teachers in Oman, Alkharusi et al (2011) found that teachers who had pre – service course in educational assessment demonstrated an average a higher level of educational assessment knowledge than those who did not have a pre – service assessment course. Stiggins (1994) indicated that teaching load and educational assessment training may play a critical role in teachers' attitude, competence, knowledge and practice in educational assessment.

Implementation of Continuous Assessment Based on Age of Teacher

In continuous assessment, teachers assess the curriculum as implemented in that classroom, it allows teachers to evaluate the effectiveness of the teaching strategies relative to the curriculum, and to change those strategies as dedicated by the needs of their students Ayodele (2015). According to Sloan and Kelly (2003), most developed countries such as America do not care about the age of a teacher. A study on teachers' age carried out in Turkey by Martin & Smith (1990), teachers were grouped in three levels – young age, middle age, and old age. The study revealed that middle age teachers were perceived by learners to be more effective in classroom assessment, organization and competence.

The importance of teachers in the educational process has been demonstrated by many empirical studies such as; Hattie, 2003; Sanders and Rivers, 1996; Rockoff, 2004; Harushek, 1992. Teachers are key stakeholders in the reform because efforts are essential in the implementation process Tumova (2012). A study carried out in Tanzanian secondary school teachers' perception of continuous assessment practice by Ndalichako (2013) indicated that age as a variable has no significant effect on teachers continuous assessment practice.

Burhanu (2004) conducted a research on teachers' assessment of student performance with emphasis on continuous assessment at high school level. Moreover, Delsalegn (2001) carried out a research on the evaluation of adequacy of the syllabus training institutes in preparing trainees to implement continuous assessment in circle secondary school. In addition, Tamene (2007) conducted a research on factors affecting the implementation of continuous assessment at college level. Getachew (2008) also conducted a research on the status of continuous assessment and factors affecting its implementation in technical education and training at college level. Similarly, Hassen (1998) conducted a research in continuous assessment in general framework and implementation strategy. In their findings irrespective of teachers' age, has no effect on the continuous assessment practice in schools.

On the contrary, a studied investigated by Metin (2010), reveal that teachers under the age of 25 years have more positive attitude towards performance assessment in the classroom level. This is also in line with Kanatli (2009) that teachers between age 21 – 25 have more positive attitude toward assessment practices than older teachers. This is to say that, young teachers have more positive attitude on assessment practice than older teachers. Implementation of continuous assessment practices is very new in educational system. It was though, that this condition was the result from young teachers who graduated recent years had well taught and practiced on measurement and assessment mentality by academicians in higher institutions. On the other hand, the older teacher who graduated in past years may be lack of theoretical background on newly adopted assessment practice. Metin (2010).

REVIEWED OF EMPIRICAL STUDIES

From the work of Osadebe (2015) which focused on the assessment of teachers' continuous assessment practice in line with Educational policy in primary schools in which 1000 school teachers was randomly selected using proportionate stratified random sampling technique based on sex and location of teachers. The data collected were analyzed, using Mean and Z-test

to answer research questions and hypotheses. The result of his findings showed that there was no significant difference between male and female as well as rural and urban school teachers on the practice of continuous assessment in line with the educational policy in Nigeria.

Based on the investigation carried out by Okeke and Nkiru (2012) on the teachers' perception of continuous assessment: A mechanism for Quality Assurance. The study adopted descriptive research design. The research sample size was 4604. Twelve-item structured questionnaire was developed by the researcher. The data collected were analyzed using Mean and frequency scores to answer the research questions while chi-square, Z-test and ANOVA were used to answered the hypotheses. From their reveal, it showed that there is a significant difference in the responses of male and female primary school teachers on their perception of continuous assessment. According to them, it could be as result of sex-role stereotype which would have arrogated things deal with science and technology to the masculine gender. This is similar to Nzewi (2010) which observed that science and technology were seen as male domain. As a result, the females' upbringing tended to shape them away from science and technology. The calculations involved in continuous assessment would likely make female teachers uncomfortable because of the wrong societal expectation that calculations are not reserved for women.

From the work of Kauts and Kaur (2013) on the perception and attitude of teachers from rural and Urban towards continuous and comprehensive evaluation at secondary schools in which 100 teachers, 50 from rural and 50 from urban schools were randomly selected. Scale of Attitude and Scale of Perception towards continuous comprehensive evaluation were administered to the selected school teachers. The data collected were analyzed using Mean, standard deviation and t-test at 0.05 level of significance. From their findings, it shows that there was no difference between rural and urban teachers toward implementation of continuous comprehensive assessment in secondary level.

The study investigated by Adeneye and Babajide (2013) which deals with examining attitude towards continuous assessment practices among Nigeria pre-service STM Teachers. 156 pre-service teachers out of the total population of 339 were selected for the study. These include 83 males and 73 females. A four point likert scale questionnaire was used for the study. The data were analyzed using means and Anova to answer the research questions and hypotheses. Their result shows that gender and age had no statistically significant effect on pre-service STM teachers' attitude toward continuous assessment

From the work of Mordecai (2013) which focused on socio-demographic characteristics as correlates of teachers continuous assessment practices in senior secondary school. The study adopted correlation design. 600 teachers were randomly selected through a non-proportionate stratified sampling technique. 200 teachers were sampled; questionnaire was used to collect data. Regression was used to analyze the data. From his findings, it was revealed that there was no significant difference between B.Ed and M.Ed teachers in implementing continuous assessment programme. This is also in line with Edgebe (2002) and Egbule (2002).

Based on the work of Adetayo (2014) on an appraisal of the perception of the continuous assessment practice among school teachers. 200 teachers were randomly sampled for the study. A questionnaire instrument was used for the study, descriptive research design was adopted. Data collected were analyzed using t-test at 0.05 level of significance. The results from his findings revealed that teachers do not differ significantly in conducting continuous assessment across schools by school type. This may be due to the fact that every teacher irrespective of sex, socio-economic status and school type is given the same opportunity to

conduct continuous assessment for their students since they are aware of the importance of continuous assessment to the students progress and success in education. And all teachers were trained in the rudiment of continuous assessment in tertiary institution.

Based on the research carried out by Werang (2012) on Teachers socio-economic status and its relationship with teachers work morale and teachers job performance in schools. 118 teachers were sampled for the study; questionnaire was used as a method of data collection. In his findings, it was revealed that there was a significant relationship between teachers SES and teachers' job performance.

From the work of Ndalichako (2015) on Secondary School Teachers' Perceptions of Assessment, total populations of 4160 Tanzanian teachers were involved in the study. A five point likert scale questionnaire was used to collect data. Mean, standard deviation and t-test were used to analyze the data. Form her investigation; it was revealed that age as a variable has no significant effect on teachers, assessment practice. The findings also support the work of Adeneye and Babajide (2013), their study revealed that gender and age of teachers had no statistically significant effect toward continuous assessment.

The work of Metin(2011) on the examination of teachers attitude towards performance assessment with respect to difference variables such as gender, age. 566 teachers were selected for the study; a survey method was used in the study, questionnaire was used as a method of data collection. In the study, T-test, one-way analysis variance (ANOVA) was used to clarify the significant of the difference on means. Also a scheffe test was used in order to determine the means difference in the ANOVA. According to him, there are significant differences in performance assessment attitudes between age and genders of teachers. Teachers under the age of 25 years have more positive attitude toward performance assessment in the classroom level.

Research Questions

The study was guided by the following research questions;

- 1) What is the mean level of implementation of continuous assessment by male and female teachers in senior secondary schools?
- 2) What is the mean level of implementation of continuous assessment by urban and rural teachers in senior secondary schools?
- 3) What is the mean level of implementation of continuous assessment by high and low socio-economic status of teachers in senior secondary schools?
- 4) What is the mean level of implementation of continuous assessment by single and mixed school teachers in senior secondary schools?
- 5) What is the mean level of implementation of continuous assessment by teachers who are below 30 years of age and those who are above 30 years in senior secondary schools?
- 6) What is the mean level of implementation of continuous assessment between teachers with B.Ed and teachers with M.Ed in senior secondary schools?

Hypotheses

The following hypotheses were formulated for the study:

- 1) There is no significant difference in the mean level of implementation of continuous assessment by male and female teachers in schools.
- 2) There is no significant difference in the mean level of implementation of continuous assessment by urban and rural teachers in schools.

- 3) There is no significant difference in the mean level of implementation of continuous assessment by high and low socio-economic status of teachers in schools.
- 4) There is no significant difference in the mean level of implementation of continuous assessment by mixed and single teachers in schools.
- 5) There is no significant difference in the mean level of implementation of continuous assessment by teachers who are below 30 years of age and those who are above 30 years of age in schools.
- 6) There is no significant difference in the mean level of implementation of continuous assessment between teachers with B.Ed and teachers with M.Ed teachers in schools.

METHOD

Design of the Study

The researcher employed *ex post – facto* design because the study is descriptive in outlook. This design was chosen because it is not always possible to select, control and manipulate the factors necessary for the study.

Population of the Study

The population of this study is limited to all teachers of public senior secondary schools in Delta Central Senatorial Districts. The population constitutes both male and female teachers of 6405 from senior secondary schools in Delta Central Senatorial Districts. The 6405 teachers are made up of 2058 male teachers and 4347 female teachers respectively. Source: Ministry of Basic and Secondary Education (Delta State Post – Primary Education Board).

Sample and Sampling Techniques

The schools were chosen through simple random sampling by balloting. The 51 schools from the total numbers of 156 public senior secondary schools in Delta Central Senatorial Districts were selected for the study.

The sample size consists of 16% of the total population of teachers which was selected through proportionate stratified sampling technique. A 16% of the total number of male is equal 329, while 16% of the total number of female is equal 695. Therefore, the total sample size for the study is 1024.

Research Instrument

A 30-item questionnaire was constructed. Some of the items were broken down into different components. The questionnaire was grouped into sections A and B. Section A contains bio-data information, this is to elicit data based on qualification, gender, location, age, school type, and socio – economic status.

Apart from the breakdown information, section B consists of questions constructed on four-point point likert scale viz; Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). Where SA=4, A=3, D=2, SD=1.

Validity of the Instrument

The instrument had face and constructs validities. The instrument was validated by the researcher supervisor and other lecturers who are specialist in Measurement and Evaluation, in the Faculty of Education, Delta State University Abraka. Based on the proper scrutiny, identification of problem areas and further modifications made, final instrument for the study was drawn up.

Reliability of the Instrument

The method used in establishing the reliability of the instrument was cronbach alpha method. The instrument was administered to thirty (30) teachers and cronbach alpha reliability was obtained from the instrument of cognitive, affective and psychomotor. Thus a reliability coefficient of 0.94 was obtained for the whole instrument while the subsection of cognitive is 0.85, affective is 0.85 and psychomotor is 0.96 as a measure of internal consistency.

Method of Data Collection

The instrument was administered personally by the researcher during school hours. Research assistants assisted to collect data in the schools where the study was conducted; this helped to avoid consultations among teachers before making their responses. The questionnaire was completed by the respondents.

Method of Data Analysis

The data collected were analyzed in line with the researcher questions and hypotheses. Mean was used to answer the research questions, while t-test was used to test each hypothesis. The hypotheses were tested at 0.05 level of significance.

RESULTS

Research Question 1: What is the mean level of implementation of continuous assessment by male and female teachers in senior secondary schools?

Table 1: Mean rating of male and female teachers in their implementation of continuous assessment in senior secondary schools

Gender	N	Mean	SD
Male	440	2.38	0.23
Female	513	2.38	0.22
Total	953	2.38	0.22

Table 1 above showed that the mean rating of male teachers on the implementation of continuous assessment in senior secondary schools is the same (2.38). The result showed that male and female teachers are not differ in their implementation of continuous assessment in secondary schools.

Research Question 2 What is the mean level of implementation of continuous assessment by urban and rural teachers in senior secondary schools?

Table 2: Mean rating of rural and urban teachers in their implementation of continuous assessment in senior secondary schools.

Location	N	Mean	SD
Rural	354	2.40	0.23
Urban	599	2.37	0.22
Total	953	2.39	0.22

The result of table 2 above showed that teachers from rural and urban schools are slightly different by 0.02 in their implementation of continuous assessment in secondary schools. However, the different is of no statistical significant.

Research Question 3: What is the mean level of implementation of continuous assessment by high and low socio-economic status of teachers in senior secondary schools?

Table 3: Mean rating of teachers from high and low socio-economic status in their implementation of continuous assessment in senior secondary schools.

Socio-Economic Background	N	Mean	SD
High	422	2.38	0.23
Low	531	2.39	0.22
Total	953	2.39	0.22

From the result of table 3, it can be concluded that there is no difference between teachers from high and low socio-economic background in their implementation of continuous assessment in secondary schools. The mean rating of teachers from high socio-economic background is 2.38, while that of teachers from low socio-economic background is 2.39, with just a difference of 0.01.

Research Question 4: What is the mean level of implementation of continuous assessment by single and mixed school teachers in senior secondary schools?

Table 4: Mean rating of teachers from single and mixed schools in their implementation of continuous assessment in senior secondary schools

Type of School	N	Mean	SD
Mixed	530	2.38	0.22
Single	423	2.38	0.23
Total	953	2.38	0.22

The table 4 above showed that the mean rating for teachers from mixed schools is 2.38 and that of teachers from single schools is also 2.38, which is the same. Hence, teachers from mixed and single schools are not different in their implementation of continuous assessment in senior secondary schools.

Research Question 5: What is the mean level of implementation of continuous assessment between teachers with B.Ed and teachers with M.Ed in senior secondary schools?

Table 5: Mean rating of teachers with B.Ed and teachers with M.Ed in their implementation of continuous assessment in senior secondary schools

Education Qualification	N	Mean	SD
B.Ed	576	2.38	0.23
M.Ed	423	2.39	0.21
Total	953	2.38	0.22

The result of table 5 above showed that teachers with B.Ed degree had a mean score of 2.38 while teachers with M.Ed degree got a mean score of 2.39. The difference is just 0.01, hence there is no difference in their implementation of continuous assessment in secondary schools.

Research Question 6: What is the mean level of implementation of continuous assessment by teachers who are below 30 years of age and those who are above 30 years of age in senior secondary schools?

Table 6: Mean rating of teachers who are below 30 years of age and those who are above 30 years of age in their implementation of continuous assessment in senior secondary schools

Age	N	Mean	SD
Below 30 years	576	2.37	0.22
Above 30 years	423	2.40	0.23
Total	953	2.39	0.22

The above table 6 revealed that while teachers that are below the age of 30 had a mean score of 2.37, teachers above the age of 30 scored 2.40 with 0.03 differences. However, because the difference is not too significant, it can be deduced that they do not differ in their implementation of continuous assessment in senior secondary schools.

Hypothesis 1: There is no significant difference in the mean level of implementation of continuous assessment by male and female teachers in schools.

Table 7: Analysis of the difference in the mean level of male and female teachers on the implementation of continuous assessment in schools

Gender	N	Mean	SD	T	P	Decision
Male	440	2.38	0.23	0.41	0.68	Not Significant
Female	513	2.38	0.22			

Table 7 showed an independent sample t-test run to determine the differences in the implementation of continuous assessment in schools among male and female teachers. The result showed the p-value (0.68) to be greater than our 0.05 level of significance. Because this is so, the null hypothesis is therefore accepted. This means that there is no significant difference in male and female teachers in their implementation of continuous assessment.

Hypothesis 2: There is no significant difference in the mean level of implementation of continuous assessment by urban and rural teachers in schools.

Table 8: Analysis of the difference in the mean level of rural and urban teachers on the implementation of continuous assessment in schools

Location	N	Mean	SD	T	P	Decision
Rural	354	2.40	0.23	1.84	0.07	Not Significant
Urban	599	2.37	0.22			

The result of table 8 showed that there is no significant difference in teachers from urban and rural schools in their implementation of continuous assessment in secondary schools. This is because, the p-value is greater than 0.05 ($t=1.84$, $p>0.05$).

Hypothesis 3 There is no significant difference in the mean level of implementation of continuous assessment by high and low socio-economic status of teachers in schools.

Table 9: Analysis of the difference in mean level of high and low socio-economic status of teachers on the implementation of continuous assessment in schools

Socio-Economic Status	N	Mean	SD	t	P	Decision
High	422	2.38	0.23	0.57	0.57	Not Significant
Low	531	2.39	0.22			

As indicated in table 8 above, the independent sample t-test revealed that $t=0.57$, $p>0.05$. Hence, the null hypothesis is accepted. This means there is no significant difference in the implementation of continuous assessment among teachers from high and low socio-economic status.

Hypothesis 4: There is no significant difference in the mean level of implementation of continuous assessment by mixed and single teachers in schools.

Table 10: Analysis of the difference in mean level of mixed and single school teachers on the implementation of continuous assessment in schools

School Type	N	Mean	SD	t	P	Decision
Mixed	530	2.38	0.22	0.36	0.72	Not Significant
Single	423	2.38	0.23			

Table 10 above showed the result of an independent sample t-test which was run to examine the difference in the implementation of continuous assessment among teachers from mixed and single secondary schools. The result revealed the t-value to be 0.36, $p>0.05$. Hence the null hypothesis is accepted. This means that there is no significant difference in the implementation of continuous assessment among teachers from mixed and single schools.

Hypothesis 5: There is no significant difference in the mean level of implementation of continuous assessment by teachers who are below 30 years of age and those who are above 30 years of age in schools.

Table 11: Analysis of the difference in mean level of teachers who are below 30 years of age and those who are above 30 years of age on the implementation of continuous assessment in schools.

Age	N	Mean	SD	t	P	Decision
Below 30 years	485	2.37	0.22	1.90	0.06	Not Significant
Above 30 years	468	2.40	0.22			

The table 11 above showed a non-significant difference between teachers with teaching experience below 30 years and above 30 years on the implementation of continuous assessment in schools. This is because the p-value (0.06) is greater than 0.05 level of significance. Hence the null hypothesis is accepted.

Hypothesis 6: There is no significant difference in the mean level of implementation of continuous assessment between teachers with B.Ed and teachers with M.Ed in schools.

Table 12: Analysis of the difference in mean level of teachers with B.Ed and teachers with M.Ed on the implementation of continuous assessment in schools.

Educational Qualification	N	Mean	SD	T	P	Decision
B.Ed	576	2.38	0.23	0.57	0.57	Not Significant
M.Ed	377	2.39	0.21			

Table 12 above showed an analysis of the difference between teachers who had B.Ed and those who had M.Ed degree in their implementation of continuous assessment in schools. The result revealed that $t=0.057$ and $p>0.05$. Hence, the null hypothesis is accepted, indicating a non significant difference.

DISCUSSION

The result from the research questions shows that gender, Location, School type. Socio-economic status, Age and Educational Qualification contribute to teachers' implementation of continuous assessment in schools.

The result on hypothesis one revealed that there was no significant difference in the mean level of implementation of continuous assessment by male and female teachers in secondary schools. This means that both male and female teachers implement continuous assessment. This finding is in line with Osadebe (2015) whose study showed that there was no significant difference between male and female teachers on the practice of continuous assessment in line with the educational policy in Nigeria. This could be as a result that male and female teachers' implement continuous assessment in their various schools irrespective of their gender, because both teachers' in their various schools carried out continuous assessment. It also supports Adeneye and Babajide (2013) in their study revealed that gender and age of teachers' had no statistically significant effects toward continuous assessment.

The findings on hypothesis two showed that there was no significant difference in the mean level of implementation of continuous assessment by urban and rural teachers in secondary schools. This finding was similar to the study carried out by Kauts and Kaur (2013) on perception and attitude of teacher from rural and urban towards continuous comprehensive assessment as secondary school. They find out that there was no difference between rural and urban teachers toward implementation of continuous comprehensive assessment in secondary level. This also in line with that of Osadebe (2015) which state that there was no significant difference between rural and urban teachers on the implementation of continuous assessment in secondary schools. But on the contrary, Anita (2013) revealed that urban teachers were more positive than rural teachers about factors contributing to success in their respective schools.

The finding in hypothesis three showed that there was no significant difference in the mean level of implementation of continuous assessment by high and low socio-economic status of teachers in secondary schools. Adetayo (2014) was in the support that irrespective of teachers' sex, socio-economic background is given the same opportunity to conduct continuous assessment for their students. All teachers were trained in the rudiment of continuous assessment in tertiary institutions. On the contrary to the work of Werang (2012) whose study revealed that there was a significant relationship between teachers' socio-economic status and teachers' job performance.

The fourth hypothesis revealed that there was no significant difference in the mean level of implementation of continuous assessment by mixed and single school teachers in secondary schools. This result indicates that equal opportunities are being given to both teachers either mixed or single schools to implement continuous assessment. This finding was similar to the work of Adetayo (2014) which revealed that teacher don not differ significantly in conducting continuous assessment across schools whether mixed sex school type or single sex school type. This may be due to the fact that every teacher irrespective of the school type is given the same opportunity to conduct continuous assessment for their students and they are aware of the importance of continuous assessment to their students' progress in education.

The result on hypothesis five showed there was no significant difference in the mean level of implementation of continuous assessment by teachers who are below 30 years of age and those who are above 30 years of age in secondary schools. The result indicates that age of teachers has nothing to do with implementation of continuous assessment. This finding was in line with Ndalichako (2013) whose study indicated that age as a variable has no significant effect on teacher assessment practice. Also Getachew (2008), Hassen (1998), in their findings, irrespective of teachers' age, has no effect on the continuous assessment practice in secondary schools. The findings also support the work of Adeneye and Babajide (2013), in their study revealed that gender and age of teachers had no statistically significant effect toward continuous assessment.

The sixth hypothesis revealed there was no significant difference in the mean level of implementation of continuous assessment between teachers with B.Ed and teachers with M.Ed teachers in secondary schools. This finding is in agreement with Edgebe (2002), Egbule (2002), as cited by Modercai (2013) which state that there was no significant difference between the professional and non – professional teachers in implementing the continuous assessment programme. Teachers' qualifications are of fundamental importance for the effective teaching and efficient teaching in the secondary schools.

CONCLUSION

Based on the findings above, the following conclusions are hereby made;

1. Gender of teacher does not differ in their implementation of continuous assessment in schools.
2. Location of teacher does not differ in their implementation of continuous assessment in schools.
3. School type does not differ in the implementation of continuous assessment in schools.
4. Socio – economic status of teacher does not differ in their implementation of continuous assessment in schools.
5. Age of teacher does not differ in their implementation of continuous assessment in schools.
6. Teachers' qualification does not differ in their implementation of continuous assessment in schools.

RECOMMENDATIONS

In view of the various findings from the study, the following recommendations are offered for considerations.

1. Experienced teachers' who have been trained in education should be employed in schools by the government.
2. Adequate continuous assessment materials should be provided by the government to all schools both the urban and rural to enable teachers' carry out continuous assessment effectively.

3. It is also recommended that only qualified teachers' with educational qualification such as B.Ed, M.Ed.
4. Experts should be selected by the ministry of Education to organize Conferences, Seminars, Workshops, and In-service training for teachers' so that they can understand the new dimensions and current strategies, skills and techniques on how to implement continuous assessment.
5. There should be a coordinating committee in each school, in each district or local government area and each state should be inspected, supervise and monitor by the ministry of education to know what is going on in their area of jurisdiction to ensure maintenance of approved standards and procedures in continuous assessment.

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