

THE RELATIONSHIP OF CONTINUOUS ASSESSMENT WITH SEMESTER EXAMINATION

SCORES OF UNDERGRADUATE STUDENTS IN DEPARTMENT OF EDUCATION, BAYERO UNIVERSITY, KANO

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Abstract

This study investigated the relationship of continuous assessment with semester examination scores of undergraduate students in department of education, Bayero University, Kano. Three Hypothesis were generated to guide the study, the instrument used for data collection was tagged, Documentary records were used. A sample of 108 participants was drawn by systematic sampling techniques. The statistical instrument for the data analysis of the study is Pearson Product Moment Correlation Coefficient (PPMCC). The result of the data analysis showed appositve correlation between Continuous Assessment and end of semester examination scores of undergraduate students with assumption. Those perform nicely in continuous assessment are expected to perform better at the end of semester examination. The paper recommends a need for wider dissemination of knowledge that will be geared towards a better understanding about the importance of continuous assessment.

Keywords: Continuous assessment, Examination, Scores, Undergraduate students

Introduction

The assessment of students form primary school level to tertiary level hinges on two test formats that is, the continuous assessment, marks and the examination marks. The essence of continuous assessment is to take care with individual differences in learning, encourage students to work hard all year round, reduce the incidence of examination malpractices to improve performance in examination and to maximize the learning of students. The overall implication was the fact that there is a need to assess student continuously and regularly to have a valid judgment of the work of each student. Proper accountability is also necessary in teaching and learning situation so these decisions that affect student's live are not taken lightly. Education can be described as the preparation for greater life ahead. Teachers usually faced with certain decision regarding student performance they determine who to promote to the next class, assess instruction procedures and materials and certification as well as identify those who need remedial help. The school subjects and to work, it appears, therefore that in the teacher's bio to assess the performance of the leaner, the psychomotor and affective domain are ignored.

Continuous assessment in the systematic method of assessing and evaluating students learning achievement, and attributes, Information collected from the continuous assessment of student help teachers to have the better understanding of the strength and weakness in addition to providing a comprehensive picture of each student over a period of time such information will help in student education and vocational placement. Proper accountability is also necessary in teaching / learning situation

so those decisions that affect students' lives are not taken lightly. According to Simmer (1987), assessment, is a process which elicits some kind of performance from each person being assessed and scores accruing from it, are reflections of attributes possessed by the individual student. Therefore to really project the ability of each student there is a need for valid and reliable assessment of the students that would be unbiased. One would expect that a positive relationship would exist between the students' scores in the continuous assessment and the examination marks. This is to say that student that score high marks in continuous assessment would be those who will score high marks in the examinations. Many times reality is different from expectations, hence the need to find out, the level of correlation between continuous assessment scores and the end of semester examination Marks.

Principles of Continuous Assessment

According to Sorajo (2000) as cited by Ado (2009), the following principles must be borne in mind when preparing continuous assessment.

- a. Continuous assessment must have a sound operational base. This implies that, the objectives of the continuous assessment must be clearly set out in terms of what is expected to be accomplished within a given time along the educational programme.
- b. There must be a wide dimension of the continuous assessment that is the teacher should diversify or vary the form of tests, quizzes, assignments, debates and projects.
- c. Continuous assessment must be reasonably spaced. In other words, there is need for a time table to be followed that is whether it will be weekly, for tightly, or monthly. It is equally important to familiarize the student with the time table so as to make the exercise meaningful and effective.
- d. The weighting system must be determined by the teacher. This implies that the teacher must determine the rating of each continuous assessment measure vis-à-vis the final grade.
- e. Continuous assessment must be capable of satisfying the requirement of instrument. Hence each measure must be valid, reliable and useable.

Finally, an arrangement must be made for an expert to moderate the continuous assessment. This step is aimed at avoiding possible manipulation or abuse by teacher. In a situation where the student scores 36 out of 40 in the continuous assessment and score only 12 out of 60 in the semester examination the continuous assessment cannot be said to be reliable (1986 as cited by Aleabo 2005). Hence, the moderation will help to enhance standardization

Purpose and Advantages of Continuous Assessment

An assessment programme when properly planned and administered services lead to various benefits which include the following:

- It provides a more valid and reliable measure of students overall ability than single examination (Harbor and Nworgu, 1986).
- It is a comprehensive, systematic, cumulative and guidance Oriented mode of assessing students performance (Ohuche, 1983)
- It provides the learner with knowledge of his achievement in relation to stated objectives, thus serving as a reinforcer and enabling him take whatever remedial action considered necessary, (Bajah and Ta'bo, 1998).
- It provides a useful and objective basis for diagnosing the pupils learning difficulties.
- It acts as a guide in determining evaluation procedures.
- It provides the teacher opportunity to assess the teaching strategy which will enable him to modify some where necessary.
- It provide a useful and objective basis for diagnosing the students learning difficulties and also provides a valid judgment of the students performance

- Assessment, for serial years served as an instrument for educational institution job centers and scholarship bureaus as well as for pedagogical functions of providing information on the strength and short coming of a particular learning programme and the efficiency of the teaching techniques employed.

Problems of Continuous Assessment

The teacher must be aware of some fundamental problems associated with the preparation administration and interpretation of continuous assessment so that he could endeavor to avoid them or take care of each as they arise. Some of the problem associated with Continuous assessment are as follows:

- Inadequacy of experience and qualified staff
- Inadequacy of supervisor and inspection
- Low level of commitment among staff
- Inadequacy of educational materials and facilities □ Inadequacy of fund.
- Automatic promotion.
- Low level of commitment. Dada (1986 as cited by Aleabo 2005).

The process of continuous assessment are demanding and time consuming if the principles already highlighted have to be borne in mind, it is obvious that the continuous assessment, cannot be hatful designed this problem is compound where the students population is large more so with current economic recession in the country, many schools are stifled to equip funds with which to equip their libraries with appropriate resource materials which students can utilize. The achievement of students who attend such equipped school is likely to be undermined.

The Uses of Examination in Measuring Performance

Examination is a form of assessment which set out to measure as accurately as possible how much a child has been able to respond (understand) in a given time (Onojake 2006). The most common form of testing used in education to assess learning is the examination. Examination can be practical, written Oral etc. When they are set by the candidates own teachers, they described as internal when they set by an examiner who has no direct knowledge of the candidates assessment is therefore both impartial and independent they are described as external. When they lead to nationally recognized qualifications, they are called public examinations (Ferrant 1988). According to Aggarwal (2008) semester examination signifies the division of the academic year into parts, also implied that courses are designed to cover one semester (instead of a year) and that the final examination is held twice a year

Advantages of End of Semester Examination

The main advantages for examination can be briefly stated below:

- Examination gives incentives and makes student work. It gives the students something definite to aim at and it makes them harder.
- It provides internationally recognized standards of achievements. It makes teacher observe a complete and well organized syllabus
- It prevents favorisim and corruption. No amounts of money or favoursim will get one a certificate if one has not the ability and has not worked hard to pass (one joke, 2006).

Disadvantage of End of Semester Examination

Some of the advantages of end of semester examination include:

- They testify used exclusively for assessing students does not adequately give an overall picture of those assessed.

- Examination gives room for leakage, cheating and other forms of examination malpractices.
- Examination does not provide opportunity for student to improve their learning, because by the time a decision is made based on the result of the examination, it is too late to help student to improve in their learning (onojake 2006).

Hypotheses

Two hypotheses were formulated for the study.

1. There is no significant relationship between those with low scores in continuous assessment and those with low scores in the end of semester examination.
2. There is no significant relationship between those with average scores in continuous assessment and those with average scores in end of semester examinations.
3. There is no significant relationship those with high scores in continuous assessment and those with high scores end of semester examinations.

Methodology

The study employed expo-facto research design and limited to only Department of Education (BA.Ed Eng) Bayero University, Kano. The population of the study is comprised all students of BA.ED English in the Department of Education, 2016/2017, 2017/2018, 2018/2019 academic session of Bayero University, Kano. The sample employed in this study consisted of one hundred and eight (108) level 300 students systematically selected using simple random sampling technique that is out of every three students one is selected (those that took Edu 331 test and measurement) in the sessions stated above. Documentary data which were the compiled academic approved results for EDU331 (test & measurement) semester 2016/2017, 2017/2018 and 2018/2019 session were used. All the data needed for this research were collected from the examination office using proforma for data collection, in the Department of Education Bayero University, Kano. The Pearson Product Moment Correlation Coefficient (PPMCC) was used to analyze the data collected.

Results

Table 1: C.A and examination scores for EDU 331

Measurement and evaluation for three academic session of Bayero University, Kano that is 2016/2017, 2017/2018 and 2018/2019

S/N	COURSE COMBINATION	EDU 331		EDU 331		EDU 331	
1.	III	11	19	25	34	25	35
2.	III	10	31	25	39	23	38
3.	III	20	25	26	28	23	40
4.	III	16	27	24	29	28	42
5.	III	16	39	27	23	18	32
6.	III	18	34	25	27	21	32
7.	III	20	20	26	33	20	24
8.	III	18	25	22	27	19	34
9.	III	13	30	24	28	19	28
10.	III	34	29	29	33	20	35
11.	III	18	27	25	29	19	42
12.	III	16	39	25	30	24	33
13.	III	13	27	27	24	26	37

14.	III	6	34	26	31	28	33
15.	III	11	38	29	28	05	31
16.	III	18	41	27	31	25	32
17.	III	13	32	25	19	26	33
18.	III	15	37	27	28	16	29
19.	III	15	25	24	30	25	30
20.	III	14	32	27	39	24	26
21.	III	14	35	27	29	26	37
22.	III	20	38	23	33	31	29
23.	III	15	41	24	24	32	41
24.	III	05	30	25	35	26	25
25.	III	10	28	35	35	31	32
26.	III	13	35	31	39	25	36

S/N	2016/2017		2017/2018		2018	
S/N	C.A	EXAM	C.A	EXAM	C.A	EXAM
27.	24	34	20	30	26	46
28.	20	28	18	32	20	44
29.	20	31	20	30	28	44
30.	10	45	18	26	22	41
31.	18	42	16	14	25	37
32.	35	19	20	20	31	26
33.	11	29	22	28	05	31
34.	12	39	18	30	25	15
35.	16	26	20	28	23	29
36.	18	29	18	28	25	28

Source: Department of Education, Bayero University, Kano

Table 1: test of significant relationship between the students continuous assessment score

Variable	N	A	B	C
CORRELATION COEFFICIENT				
A Low (0-15%)	20	0.77		
B Average (16-25%)	60	0.46		
C High (26-40%)	28	0.76		

Hypothesis One

It revealed that there is significant relationship between student continuous assessment and end of semester examination scores and those with low scores in end of semester examination, from the table II. Highlighted a low correlation (0.17) and thus the null hypothesis is rejected.

Hypothesis Two

It states that there is no significant relationship between those with high scores in continuous assessments and end of semester examination. From table ii a correlation coefficient of 0.46 was obtained. This is a positive correlation because null hypothesis was also rejected

Hypothesis Three

It implies that there is no significant relationship between those with high score continuous assessments and end semester examination. A high positive correlation coefficient of 0.76 was obtained (Table II) which shows that there is an agreement between the two groups and thus null hypothesis is rejected.

Conclusion

The analysis of the results of this research revealed that there is a positive relationship between student's continuous assessment scores and end of semester examination scores. It also indicate that both perform a useful objective and valid measurement of students overall ability. Based on the findings of this research it was concluded that students with high score in continuous assessment are likely to have high scores in the examination vice versa.

Recommendations

1. There is the need to carry out a study in other department more student should be involved in order to have more representative sample of the population.
2. There is also need for wider dissemination of knowledge that will be geared toward a better understanding about the importance of continuous assessment.
3. Workshops for lecturers need to be organized by the Nigerian university commission (NUC) on how to construct valid and reliable instruments for making necessary assessments
4. There should be guidance to be used nationally for the types of assessment to be given to the students as well as frequencies. That is project and homework per course per semester etc.

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