

Difference and Similarity of Continuous Assessment in Malaysian and Nigerian Universities

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Abstract

The study will clarify the Continuous Assessment (C.A.) and also outlining the advantages and disadvantages of the Continuous Assessment, categorization and problems of the Continuous Assessment. The Malaysian system of curriculum according to OBE will be discussed. The history of Outcomes-Based Education (OBE) curriculum will also be looked into. The characteristics and history of OBE also to be discussed. Its problem, weakness and benefits will also be analysed. The similarities and difference of the Continuous Assessment in Nigerian and Malaysian Universities will be discussed. Also, what both countries can benefit from each other and improve is highlighted.

Keywords: Continuous Assessment (C.A.), Similarity and difference in CA, OBE, Advantages and Disadvantages of C.A., Nigeria, Malaysia,

1. Introduction

Assessment is aimed at finding out how much a student has acquired in terms of learning skills, but also takes into consideration the personal-social development of the student. In Nigerian Universities, Assessment, more often than not is concentrated on cognitive achievement to the detriment of affective and psychomotor development of learners. Educational assessment provides the essential feedback we need in order to maximise the outcomes of educational efforts. The assessment covers all aspects of University experience both within and outside the classroom. It covers the cognitive as well as the affective and psychomotor aspects of learning. This classificatory system covering all aspects of Universities learning originated from the work of Bloom, 1971. Bloom and his associates categorized the cognitive domain into six levels of thinking. These are knowledge, The assessment of learners' learning provides objective evidences necessary in the decision-making process in education. As correctly pointed out by Cone & Foster (1991) good measurement resulting in precise data is the basis of sound decision making. There is little uncertainty among educational practitioners about the special value of assessment as a basic condition for effective learning. The major problems of assessment of learners have been in the approaches or methods.

Bloom and his associates categorized the cognitive domain into six levels of thinking. These are knowledge, understanding, application, analysis, synthesis and evaluation. The affective domain covers such social and personality characteristics as values, attitudes, interest, adjustment, habits, perception, social relations and beliefs. Psychomotor domain involves skills acquired by learners in manipulation, following specified procedures and body movements. It ranges from simple handwriting to drawing, handling of implements, apparatus, vehicles and equipment, playing of instruments and using keyboards, stage performance and dance, games/sporting skills. These three domains are interrelated and interdependent (Oyesola, 1986).

2. The Concept of Holistic Assessment Measure

In Nigeria, Educational Administrators are now more conscious than ever before of their role in the nationwide scheme of curriculum Assessment in Nigerian Universities 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 formalisation of holistic assessment as a major component of evaluation process (Oyesola, 1986). The term "Holistic Assessment Measure" (the Authors' Coinage) refers to the combined use of assessment measures in the cognitive, affective and psychomotor domains. This invariably implies that the student's behaviour, attitudes, interests, modes of interaction, skills, style of work and a variety of other non-cognitive factors will contribute to the decision made by the teacher for each student.

3. The Concept of Continuous Assessment (C.A.)

The Federal Government of Nigeria regards education as an instrument for effecting national development. Her

philosophy on education is based on the development of the individual into a sound and effective citizen and the provision of equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels both inside and outside the formal Universities system. The language of instruction in Nigerian institutions is English. The Ministry of Education is the government body charged with the duty of regulating procedures and maintaining standards. Continuous Assessment as the name connotes is a classroom strategy implemented by a teacher to ascertain the knowledge, understanding and skills attained by students. In our today's modern education, continuous assessment (test) has become a component of education reform. Educators view test scores as a measure of educational quality. It is also a process through which teachers are held responsible for their performance, should they fail to perform to the expectations of the society. Teachers administer assessment in a variety of ways over a period of time with view of observing multiple tasks and also collecting information about what students know, understand and can do. The assessment is a curriculum based task previously taught in class. It occurs regularly during the University's year, and forms part of the regular teacher-students interaction.

The principal rationale behind continuous assessment is to enhance quality education by ensuring that students do not wait for the end of the semester or certificate examinations to exert study effort. It is designed with the aim of sustaining quality learning throughout a period of the semester or term. The method of assessment is very good and should be highly given due attention.

In its simplistic way, continuous assessment can be described as a systematic and regular method or technique of determining what a learner has gained from learning activities. These learning activities involve knowledge, thinking and reasoning (cognitive), character development (affective) and industry (psycho motor). The Federal Government Handbook on Continuous Assessment (1985) defines the C.A. as:

A mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behaviour systematically takes account of all his performances during a given period of Universitiesing. Such an assessment involves the use of a great variety of modes of evaluation for the purpose of guiding and improving the learning and performance of the student.

Would a one short examination adequately assess what a learner has learned over a long period of Universitiesing? How would you grade a learner who happens to fall ill and could not write the final examination? To answer these questions, educational measurement experts and educational policy makers have come up with the concept of continuous assessment. Many educational systems all over the world have adopted this approach in assessing learners' achievement in many subject areas. Similarly, in Nigeria, the Ministry of Education has directed that continuous assessment be widely used in the educational system.

4. What is Continuous Assessment?

Continuous assessment of learners' progress could be defined as a mechanism whereby the final grading of learners in the cognitive, affective and psychomotor domains of learning systematically takes account of all their performances during a given period of Universitiesing (Falayajo, 1986). Continuous assessment is merely a gathering and interpreting information about student's learning that is used in making decisions about what to teach and how well students have learned (Nitko, 2004). It is an educational assessment system or style which is designed to replace standardized public examination testing by accessing students based on academic and personal progress from the start of their education to its completion; from kindergarten to higher education. Continuous assessment is supposed to relieve the pressure of examinations. Continuous assessment can also be defined as a mechanism where the final grading of a student in the cognitive, affective and psychomotor domains of behaviour takes a systematic account of all performances during a period of Universitiesing. Assessment in the cognitive domain is associated with the process of knowledge and understanding. The affective domain applies to characteristics such as attitudes, motives, interests, and other personality traits. Assessment in the psychomotor domain involves assessing the learners' ability to use his or her hands (e.g. In handwriting, construction and projects). The teacher evaluates scholastic performance, arts and sports involvement and personal as well as social development. The student is accessed continuously on a fairly wide range of criteria such as attendance, weekly quiz, journals, use of language, presentations, show and tell and others.

Continuous assessment is an education policy in which students are examined continuously over most of the duration of their education, the results of which are taken into account after leaving Universities. It is proposed or used as an alternative way to access students rather than depending solely on the final exam system. Continuous assessment also viewed as an assessment approach which should depict the full range of sources and methods teachers use to gather, interpret and synthesise information about learners; information that is used to help teachers understand their learners, plan and monitor instruction and establish a viable classroom culture. On their own part, Baker (1991) opined that continuous assessment should involve a formal assessment of learners' affective characteristics and motivation, in which they will need to demonstrate their commitment to tasks over

time, their work-force readiness and their competence in team or group performance contexts.

From these definitions, one could deduce that continuous assessment is an assessment approach which involves the use of a variety of assessment instruments, assessing the various components of learning, not only the thinking processes but including behaviours, personality traits and manual dexterity. Continuous assessment will also take place over a period of time. Such an approach would be more holistic, representing the learner in his/her entirety. It will begin with the decisions that the teachers perform on the first day of Universities and end with the decisions that the teachers and administrators make on the learners regarding end-of-year grading and promotion.

5. Advantages of Continuous Assessment

Being guidance oriented is one of the expected advantages of continuous assessment since it will involve data gathering over a long period of time, it will yield more accurate data reaching the teachers early enough to modify instruction. This could play a very important task in remediation and diagnosing areas of learners' weaknesses if properly anchored in what occurs in classrooms.

It places teachers at the centre of all performance assessment activities and that it encourages more teacher participation in the overall assessment or grading of learners. Continuous assessment is a move towards that would take into custody the full range of learners' performance. What is the aim of this goal is the quality of what is learned in Universities (knowledge, skills, values and attitudes) and how well these are learnt (levels of competence attained on learning outcomes from Students).

Teachers and administrators would thus be able to measure learners' progress and would have time to correct the problems. A further advantage of continuous assessment is that it places teachers at the centre of all performance-assessment activities. It encourages more teacher participation in the overall assessment or grading of his/her learners. As recommended by Paris and Lawton, (1991), teachers must be given opportunities to select and review assessments so that they become concerned and conversant in the process. Through this approach, teachers would be able to integrate assessment and assessment results into instructional practice. Teachers will be expected to incorporate assessment into the larger learning framework and possibly to provide evidence regarding how assessment information is used to inform and guide instruction for individual learners. Also continuous assessment teachers must embed the assessment in their instructions, score the assessments and discuss standards for good learners' work with colleagues, parents and learners (Lewis, 1997).

In continuous assessment also, it is more to how educators access than encourage the move away from the heavy used of the traditional judgmental approaches to assessment toward an alternative, more inclusive means of determining what learners know and can do so, continuous assessment serves as the barometer by which student's achievement outcome can be gauged. Continuous assessment unable the Universities to achieve an overall objective of having as complete a record of the growth and progress of each pupil as possible in order to make an unbiased judgment in the cognitive, affective and psychomotor evaluation in the classroom.

Kayode (2003) argues that teachers need to access Students through a classroom mechanism referred to as continuous assessment. Continuous assessments promotes frequent interactions between Students and teachers that enable teachers know the strengths and weakness of learners to identify which students need review and remediation (Nitko, 2004). Students also receive feedback from teachers based on performance that allows them to focus on a topic they have not yet mastered. Teachers must be given opportunities to select and review assessments so that they become involved and knowledgeable in the process. Teachers would be able to integrate assessment results into instructional practice. Teachers are also expected to in the cooperate assessment into the larger learning framework and be able to provide evidence regarding how assessment information is used to inform and guide the learners. Regardless of the listed advantages, eminent scholars such as (Vergis & Hardy, 2010) (Jaeger, 1991) Vergis and Hardy (2010), Fadal *et al.* (2007), Yu (2005), Payla (2000), Huitt *et al.* (2001), Tyack (1974), Madaus (1985), McDonagh and Madaus (1979), Charney (1984), Cole (1987), Zessouless and Garden (1990), Darling-Hammond (1991), Jaeger (1991), Shepard (1991) and Nutall (1992) have raised pertinent issues against the acceptability and universality of common assessment measures in any educational system.

6. Problems of Continuous Assessment

I will mainly concentrate on the problems of continuous assessment that could be associated with the academic staff not rather attempting to cover all the problems that could be associated with continuous assessment practice in our universities. This is because they are the main implementers of the programme. The problems of continuous assessment that could be associated with the academic staff include: their skills in test construction and administration, and their attitudes toward the continuous assessment approach and record keeping. Even though the continuous assessment has many advantages, but the issue here is that the new system has only increased the stress of teachers. This system is supposed our stress, but it has done the opposite. Now the

students have to continuously monitor their own behaviour as their future is at the mercy of teachers. The students don't even feel it is necessary to study as they are evaluated then and there. They will constantly try to pretend to be good in class. The teachers need to observe every student throughout the year. "It can be a tedious job". The record keeping is again a burden to the teachers, the increased test that result in more marking by the teachers. One of the important aspects of continuous assessment is the accessibility of valid and reliable tests which could be used in all universities. There is a need to construct these tests following established procedures and practices. To make the results comparable across all the universities, academic staff need to be equipped with skills of test construction and administration.

Apart from the skills of test construction measuring cognitive aspects of learning, universities could also organise workshops on test construction and administration for serving staff. Should also be able to measure the learners' affective attributes such as attitudes, motives, interests, values and other personality characteristics. Such characteristics could be as important as others associated with intelligence. They could assist the academic staff and administrators in understanding the learners better, both in the process of education and in the practical affairs of everyday life. They could help us answer questions such as why learners perceived to have high academic abilities do not do well at university. They also provide clues about the interest patterns of learners which could be used in their placement in higher learning and for employment purposes. It is believed that antisocial behaviours such as truancy, lying, cheating, stealing and poor attitude to work could be corrected by providing affective education in our universities (Obemeata, 1988). For successful implementation of the continuous assessment approach, academic staff need to give most tests, which means more marking. They need to observe the learners more keenly to assess their affective outcomes, and there will be more records to be kept on the learners. All these could mean more work for the academic staff, more demand on his or her time and more responsibility on him or her. This means they must be professionally and attitudinally prepared for operating the system. If the academic staff is not adequately prepared for operating the system, it may lead to a tendency to merely 'cook up' scores in the name of continuous assessment. Thus, academic staff should be encouraged to form favourable attitudes toward the practice. They should be made aware of the requirements of the system, its importance and how to implement it.

Furthermore, continuous assessment requires teachers to spend more time evaluating individual students and it can put additional strain on the teacher that negatively influence their ability to access the students. Likewise, another problem with continuous assessment is the issue of record keeping. Learners' records have to be adequately and meticulously kept over a long period of time. Moreover in continuous assessment the result is used in reporting to parents and in cooperating continuous assessment grades into leaving and certification decision. In short continuous assessment is a summative "mark" to be passed forward to grade, certified or select a student. They should be properly stored and easily retrievable. A related issue is that of collation. Scores may have to be combined from different sources using various weights.

The issue of record keeping is seen as a major issue in this continuous assessment. Learners' record has to be adequately and meticulously kept over a long period of time. The records are used to assess their affective outcomes. There will be more record to be kept on the learners

They should be properly stored and easily retrievable. Another related issue here is that of collation. Scores may have to be combined from different sources using various weights. Teachers will need basic arithmetical operation of addition and multiplication, So that score is not misplaced.

7. Continuous Assessment in Nigerian Universities

Continuous assessment in higher institutions, especially in Nigeria contributes highly to the final result or grade to be earned by students under the system of a Cumulative Grade Point Average (CGPA). Continuous Assessment is not only useful as a component of the final grade, but, very importantly, it is a tool for assessing the progress of students, and also motivates them in the process of learning. Continuous assessment varies from 30% to 40% in Nigeria. In most of the institution's continuous assessment carries 30% of marks while examinations carry 70% of marks. So this is just the signification of it. Lack of paying proper attention to continuous assessment is one of the factors responsible for the massive failure of students in examinations. This is one of the reasons a lot of students carry over courses in a semester. In some cases, some students who already carry some courses don't even attend lectures let alone sitting for the continuous assessment, and that is why they must fail because academic excellence is never achieved by magic. This kind of attitude negates the philosophy of continuous assessment.

Continuous assessment's objectives include giving teachers greater involvement in the total assessment of learners (students), providing a basis for more effective guidance of the learners, reducing examination malpractice and also produce a basis to improve their instructional methods (Awotunde & Ugodulunwa, 2001). Awotua-Efebo (1999) is also of the view that sustained evaluation through continuous assessment can lead to early detection of problem areas that each student encounters with a view to designing and implementing

corrective measures for them. From the foregoing, it is evident that continuous assessment is an evaluation that takes place over a period of time. It helps to ensure that all students make learning progress throughout the Universities circle, thereby increasing their academic achievement. So, it is a method of assessing students during the learning process, but not after the learning process. Through the aid of continuous assessment a teacher can track the improvement of the learners, if any. The teacher will be able to give more support, and guidance which will highly improve the students. In simplicity, continuous assessment is of more importance than examination itself because it is the most powerful diagnostic tool for ascertaining students' performance. It enables the students to understand the areas where they lack behind and to concentrate their efforts in those areas. Parents are also not left out as it makes them know the areas they contribute in improving their wards at home.

There is a need for both teachers and students to understand the philosophy of continuous assessment, and also adhere to its rules sincerely. This is because it is through continuous assessment that the teacher discovers students who need revision and remediation, and those who are fit to the next level.

One of the obvious changes in the Nigerian educational system since independence in 1960 is the introduction of the Continuous Assessment Scheme, which on the face value, deviated from the one inherited from the colonial masters, summative evaluation. Summative evaluation emphasizes assessment conducted at the end of the term or year or end-of-session or end-of-course and gloves over the formative evaluation.

The objectives of continuous assessment in Nigeria universities are multi-dimensional; basically to improve the standard of teaching, make learning more meaningful, develop sound attitudes and manipulations of skills, frequent assessment of students' (marking class attendance), not relying on one examination among others. The present conduct of continuous assessment in universities seems to indicate that the objectives of the 6-3-3-4 system of education has not been achieved because some problems inherited from the former 6-5-2-3 system of education are still prevalent and even more compounded as observed by the researcher. Prominent among these problems, are the -do-or-die syndrome in examination, examination malpractices like cheating, copying, buying question papers, lobbying for marks in teachers' quarters, paying for people (mercenaries) to write the examination on one's behalf, greater emphasis on paper qualifications and so on.

The alarming rate of failure and poor performance of students in both the internal and external examinations are pointers to the need for a workshop on improving the practice of Continuous Assessment in our universities as noted (Egbeyemi, 2002). In the same vein, Alonge (2002) observed that examination and assessment in the Universities system today have been misinterpreted in the sense that parents and students have the impression that what is important in learning is to obtain a certificate (either through fair or foul means) at the end of the course.

Mikpa (1989) noted that teachers deliberately set simple continuous assessment tests in order to record high percentage passes in their class to convince the external examiners that they taught so well that most of their students passed well. Badmus & Omoife (1998) observed that some teachers set easy tests while others may set difficult tests. Flaws might be in the test items being conducted which may give room for overestimation or underestimation of continuous assessment scores. This could have an effect on the extent to which continuous assessment scores are comparable among universities.

However, Comparability of standard of continuous assessment had been one of the major problems being identified by scholars, stakeholders, since inception of 6-3-3-4 system of education. This problem seems to arise as a result of difference in personnel and the practice of continuous assessment. Other problems associated with this include examination malpractices, -do-or-die syndrome in examinations, too much of paper qualification, quality of teachers, lack of funding, attitude of students, parents and teachers towards continuous assessment, teachers' integrity, lack of commitment, quality of assessment instruments that vary from staff to staff and from Universities to Universities. Other problems include inconsistency in instrument administration, student's characteristics, categories of universities, differences in procedures of scoring and grading and collation of continuous assessment grade. Bandele (1993) argued that variation in teachers and universities was accountable for non-uniformity of performance standard.

It is assumed that transformed scores are useful in comparing continuous assessment scores. The continuous assessment scores of a student tell one nothing about the student since one has no idea on how other students are scored. One does not know the total number of questions on the assessment instrument used to generate their scores nor whether some have easier questions than the others. True scores, predictive true scores, Z-scores, T-scores and Derived true scores are necessary for inter and intra individual interpretation.

The problem of non-uniformity in the quality of assessment instruments, consistency in assessment, administrative procedure and procedure for scoring and grading which varies from staff to staff. Some universities seem to use this advantage to unduly inflate continuous assessment scores of the students to favour their universities. Juola (1976) stated that inflated grades provide inaccurate feedback which may point to intellectual dishonesty. To harmonize these scores, Burger, (1998) suggested that there should be an acceptable performance standard that should not be viewed as minimum competency but should set high and achievable

expectations for students and not below that everyone meets or exceeds it. Beside, some uniform grades are attached to scores like A, B, C, D, E, F despite the fact that there are no uniform criteria or parameters by which such conclusions are made. Not only that some Universities examination officers seem to manipulate continuous assessment scores with or without the knowledge of the subject teachers before submitting continuous assessment scores.

Alonge (2004) who stresses that to facilitate meaningful analysis and interpretation, raw scores are transformed to other scales. The study therefore investigated whether there is any difference in the transformed continuous assessment scores for the selected Universities subjects among the sampled universities, states and across the subjects.

8. Continuous Assessment in Malaysian Universities

The Malaysian government has planned to put into operation of the school-based assessment in public schools in the attempt to substitute the current public examinations. However, as School Based Assessment, which aims to shift the emphasis from public examinations to more regular school-based evaluation of students. The new system will be a combination of the current system of central examinations (which may take on a different form) and school-based assessing methods, which will see teachers playing a vital role in assessing their charges. School Based Assessment as asserted by Griffith (2005) refers to the “process where students, as candidates, undertake specified assignments during the course of the school year under the guidance of the teacher... as part of a subject examination”. It is hoped that the move will empower teachers to really get to know their students, using various informal methods and psychometric testing such as diagnostic, general ability and aptitude tests. Under the new system, good students could progress faster and weaker ones take more time to learn under a more fluid and interesting education style. With teachers doing school-based assessments from Year One, there would be better understanding of students’ capabilities.

The School Based Assessment has not yet to be in full swing, relatively little is known about the concerns of the teachers who would directly be involved in the implementation system. Cheung (2001) asserts that there are various reasons why changes such as innovations fail. He commented that out of the various reasons, one reason seems to be the most important; the concerns of the staff involved in the innovation attempt. According to Wilhelm & Chen Pei (2008), since the mid 1970s, a number of Asian countries have been concerned with economic reforms which in turn have brought about various improvements in the educational system. Malaysia is no exception. A new assessment system for Malaysian public schools will be implemented by the end of 2010 to replace the current centralized examination. According to the Malaysian Ministry of Education, the new assessment system promotes a combination of Centralized and School Based Assessment. Malaysian Teacher Education Division (TED) is entrusted by the Ministry of Education to formulate policies and guidelines to prepare teachers for the new implementation of the assessment. As emphasized in the innovation of the student assessment, Continuous School Based Assessment is administered at all grades and at levels. Additionally, students sit for common public examinations at the end of each level.

It is also a fact that the responsibility of teachers in the new assessment system is very important. Their claim is further supported by Hamzah & Sinnasamy (2009) who quoted Tan Sri Dr Murad Mohammad Nor, the former Education Director General as claiming, “...The most important part in the implementation of any plan, is the teachers. However good the plan, it will be of no use if the teachers do not implement it well. Teachers will be given empowerment in assessing their students. Nonetheless, the empowerment also comes with the requirements of adequate knowledge and skills in using a variety of informal methods of testing and psychometric testing such as diagnostic general ability, and aptitude test (Teacher Education Department, Ministry of Education, 2007). Nonetheless, it is quite shocking to note that as reported by Hamzah & Sinnasamy (2009) based on a preliminary study they conducted, the oral school-based assessment was not implemented according to the Guidelines and Objectives provided by the Malaysian Examination Syndicate. This indirectly provides evidence of teachers’ lack of knowledge and skills in conducting school-based assessment such as the oral English assessment despite the availability of the guidelines and objectives. Malaysia is adopting the curriculum and assessment here in the OBE system in 2009.

9. Outcomes-Based Education (OBE)

According to Van der Horst & Macdonald (1997), OBE can be described “as an approach, which requires teachers and learners to focus their attention on two things.” Firstly, they maintain that “the focus is in the end-result of each learning process.” They concede that “these desired end-results be called outcomes of learning and learners need to demonstrate that they have attained them. Secondly, they claim that “the focus should be on the instruction and learning processes, which will guide the learners to these end-results.” Moreover, they believe that “teachers are required to use the learning outcomes as a focus when they make instructional decisions and plan their lessons.”

Fleish (2002) claims that “OBE aims to shift the focus of school teaching away from the objectives derived from syllabi content to structuring learning experiences around what students should know by the time they leave the formal school system.”

Malan (1997) maintains that “education, the process of teaching and learning, is outcomes-based when it accepts as its premise that the definition of outcomes should form the basis of all educational activity. He believes that “these include the description of qualifications, the development of curricula, the assessment of learners, the developmental of educational structures and institutions.” Therefore, he concedes that even the planning of finances, buildings and other resources are also components of the education process.

Baxen & Soudien (1999) argue that “OBE has its focus on the country’s pedagogical and ideological legacy, is proposed as the organizing curriculum framework through which the National Qualifications will be operationalized.” Baxen & Soudien (1999) also claim that “adherents of OBE state that this system enables teachers and educationists to adopt a more explicit, unequivocal curricular focus, to be able to develop better instructional procedures, and assess learner’s achievements with exactitude and clarity.”

10. Characteristics of OBE

- 1) Focus on learning outcomes.
- 2) With resources and time, all students can succeed.
- 3) Developmental approach - students learn in different ways and at different rates.
- 4) Constructivist approach - learners construct their own learning, discovery learning, real world learning.
- 5) Teachers as facilitators. Students as knowledge navigators, lifelong learners, autonomous learners.
- 6) Emphasis on politically correct and new-age dispositions and feelings.

11. The History of Outcome-Base Education (OBE)

OBE was introduced in South Africa under controversial circumstances because of the legacy of apartheid education from which they came. Because of that, schools in South Africa reflect the inequalities that were resulted from apartheid legislation. In 1994 the government introduced the Reconstruction and Development Programme (RDP) to eradicate all the discrepancies resulted from apartheid. On the educational sphere, OBE was the curriculum policy aimed at eradicating the legacy of apartheid education. The then Minister of Education was convinced that OBE or Curriculum 2005 would be a developmental approach to education and would take South Africa into the 21st century. Ever since its introduction, educators have encountered many problems with the implementation of OBE, especially in the previously disadvantaged areas of the Eastern Cape.

OBE as there is a lot of ignorance about this new system of education to both educators and parents. There is also evidence of ignorance in matters pertaining to the relationship between OBE and its relationship to the Reconstruction and Development Programme (RDP). A major recommendation that is made then is that for OBE to be relevant in the South African context, it should help to improve the lives of ordinary people in South Africa, especially in Previously Disadvantaged Areas.

12. Problems of OBE in South Africa

It was found out that Government Officials had a clear understanding of the focus of OBE, while the educators, students and the parents did not. The students had no idea whatsoever about the focus of OBE. It was discovered that the focus of OBE is on the needs of the child so that children will take an active role in their learning and development. This is in agreement with Gulting, Lubisi, Parker, & Wedekind (1998) when they argue that “one of the principles of curriculum design and development is human resource development.” They claim that motivating learners by providing them with positive learning experiences and by affirming their worth is what the curriculum should aim at.” In a survey conducted, the respondents, thus, agreed that this was, indeed the focus of OBE, to provide learners with positive learning experiences. There is a lot of ignorance about this new system of education to both educators and parents. There is also evidence of ignorance in matters pertaining to the relationship between OBE and its relationship to the Reconstruction and Development Programme (RDP).

13. Problems of OBE in Australia

After implementing OBE in Australia, authorities realised it had failed and the term OBE has disappeared from the education lexicon,” (Donnelly, 2006). That approach to education originates in the 1920s at Teachers college, Columbia, New York. Wherever and whenever it is tried, it fails. It has particularly failed those children who have no access to education elsewhere, other than school—they have no access at home or through a personal tutor. Kevin Donnelly says in his book, “Dumbing Down”, “Australia’s adoption of OBE is the reason why our education system is consistently at the centre of controversy. Since the development of the Keating Government’s national statements and profiles in the early to mid-1990s, all states and territories have adopted OBE to various degrees. Internationally, only a handful of countries has attempted to implement OBE and those

educational systems that outperform Australia in the TIMMS tests ignore OBE in favour of a more academic and teacher-friendly syllabus.”

14. Why OBE has Failed in Australia

- 1) Untested and untried nature of OBE
- 2) Superficial and vague outcome statements
- 3) Teachers overwhelmed by the number of outcomes and related indicators - check list mentality.
- 4) Failure to deal with ‘the structure of the discipline’
- 5) Lack of regular testing and consequences for failure
- 6) Failure to adapt to research about effective learning - directors
- 7) Instruction and whole class teaching.
- 8) Jargon and edubabble

15. Similarities in Continous Assessment between Malaysian and Nigerian Universities

School Based Assessment (SBA) is mostly used for the upgrading of students between levels and final certification at the completion of a course of study in both of the two countries. The Continuous Assessment (C A) is a component of every semester examination of students and the accumulation of students’ semester examination results make up the grade of their certificate and likewise the C A component takes a certain percentage of every examination study in both of the two countries. The duration of the of the study is 14 weeks of teaching and 1 week of study. In terms of assessment, students will be assessed via continuous assessments which includes tests, assignments and presentations.

16. Difference in Continous Assessment between Malaysian and Nigerian Universities

The weightage for Continuous Assessment and the final examination between Malaysian and Nigerian Universities varies slightly. The weightage for CA in Malaysia is 50% to 60% and for the final examination is 40% to 50%, while in Nigeria CA is 30%, whereas the final examination carries 60%, mostly with some variation, that is CA 30% to 40% while examination is 60% to 70% in some few universities. The assessment methods conducted are in wide range consisting of both formative and summative modes of assessment. Thus, the assessment methods are almost universal where it consists of both on-going assessments and the final examination.

17. Conclusion

OBE system in Malaysia is still at an infancy stage so we couldn’t further and up to the Agency related to OBE to make further research and findings to rectify the issues in OBE.

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He held a Deputy Chairman, Johor Science and Mathematics Society and a Member of Malaysian Education Society. He has been an Associate Professor since 1st October, 1991 and a Professor since 1st October, 2002 and have various honours. He was head of Postgraduate study and research from 5th Jan, 1994 uptill July 1996 in UTM. Dept. Deputy Dean of Academic and research from July 1996 to July 1998 in UTM, Head of Off Campus Program from October, 2000 to September, 2004 in UTM, Chemistry Program Coordinator from June, 2005 till July, 2007 in UTM, Also Deputy Dean of Post Graduate and Research from August, 2008 to August 2009 in UTHM, also Deputy Dean of Research and development, FPTeK, (Aug 2009 until June 2011), UTHM. Likewise, Senate member UTHM, August 2009 until Jun 2014 and a Director, Centre of Assessment, Evaluations, and Measurement, UTHM (CAME).

He held various positions, supervised 15 Ph.D. 26 Masters and more than 100 Undergraduate students' theses, dissertations and projects. And also has been an Internal and External Examiner. He examined 9 Ph.D. and more than 40 Masters students as an Internal examiner and 8 Ph.D. as an External examiner. Also, as an External Referee for the Post of Associate Professor for 5 Doctors and External Referee for the Post of Professor was 3, Chairing students Master and Ph.D. Viva, more than 50 students. He has attended 21 Workshops, published 5 books, 41 Journal and papers.

He also had the following awards: (a) Received Dean's List while doing Phd Program 1986 (b) Commissioned to the rank of captain in Army Reserve 1992. (c) "JASA BAKTI" Award (d) Khidmat cemerlang UTM 2003 (e) Cited in America Publication, "Who's Who In the world" 2011 Publication.