

# THE IMPLEMENTATION OF CONTINUOUS ASSESSMENT IN SOCIAL STUDIES IN SELECTED SECONDARY SCHOOLS IN YOLA METROPOLIS

MARAFSA SAHABO  
DEPARTMENT OF CRIME MANAGEMENT AND CONTROL,  
ADAMAWA STATE POLYTECHNIC, YOLA

## ABSTRACT

This research investigates to what extent continuous assessment programme is being implemented in some selected secondary schools in Adamawa state. The researcher used the questionnaire method to gather information from the teachers of seven (7) selected secondary schools in the capitals and its environs. The project discussed in brief the continue assessment, evaluation and assessment in the cognitive and non-cognitive domains, various record of continues assessment to improve teaching and learning characteristics and problems of continue assessment. Effort has been made to determine whether or not the implemental on the programme has started yielding positive results on student's performances. An attempt has also been made to determine the success of the programme in the state. Finally the result of the analysis shows that the implementation of the continues assessment has significant effect on the performance of student in social studies subjects.

**Key words:** Continues assessment, Social studies.

## INTRODUCTION

Social studies is among the subjects offered at all levels of education. The performance of the student in the subjects depends on the availability of teachers provided in the school as well as the elective needs of the discipline. Because of the eclectic nature of the discipline, the subjects selects its content from the wide variety of disciplines such as geography, economic, political science, sociology, psychology, history, authority and archaeology, among others. Social studies as a discipline is relatively new in Nigerian educational system. It is not as well known or as understood as longer established, traditional subjects such as sociology, history geography and economics to mention but a few. Makinde (1979) stated that in the organization and implementation of the social study curriculum, two major problems are encountered Viz: scope and sequence determination. The problem is eliminated primarily and initially because nearly all the teachers in the subjects specialized in other subjects as sociology economic, geography and history among others. Introduction of continues assessment into the system of (6-3-3-4), the essence of school be it primarily secondary or tertiary is to ensure that desirable change in behaviors of the students take place, such behaviors include the cognitive thinking or intelligence (brain) behaviors, the effective or feeling (mind/heart) behavior and the psychomotor or physical manipulative (mussels). Continues assessment is aimed at taking onto account all that a child does during his stay or during his school course before a state or national examination as may be deemed necessary. It include test, home work, any other form of teachers own evaluation. Chinese for instance, utilize test up to judo years in their schools system.

By continuous assessment we mean assessing or weighing performance of students periodically to determine progress made in teaching and learning activities. Continuous tests can be done daily, weekly, monthly, depending on the goal of teaching and learning. Continues assessment is defined in the federal ministry land book as:

“A mechanism where by the final grading of a student in the cognitive effective and psychomotor domains & behavior which taker account in a systematic way of all his performance during a given school period, such an assessment involves the use & a great model & evaluation for the purpose of finding and improving the learning and performances of the student”

The major features of continuous assessment include the following:

Continuous assessment is systematic, Comprehensive, guidance oriented, if is a technique for assessment which teachers use for class room test. Ever since the introduction of continuous assessment programme in our new educational system (6-3-3-4), in Adamawa State, no attempt has been made to carry out research into the new programme to verify its effectiveness

## HYPOTHESIS

- (a) To what extent has continuous assessment programme been successful in secondary schools in Adamawa State.
- (b) To what extent has the programme affect student's performance in social studies at J.S.S.C.E level?

The finding of this research will assist the Adamawa State Ministry Of Education in seeing to the need for the provision & proper and enough instructional materials in schools. It will also reveal to the schools management board, the need for intensive supervision in order to enhance teaching-learning of social studies in secondary schools. The study is confirmed to only grade 'B' secondary schools within the State Capital and the schools within its due to distance and other constraints.

### CONCEPTUAL FRAME WORK

The review deals with some selected literatures, which are closely related to continues assessment in secondary school system in general and as proposed in the National Policy of Education (2004) paragraph 15 (8) of N.P.E on how to evaluate students performance/achievement in the schools.

The system requires that all areas of the child's learning be assessed. Carew, (1985) observed that, continues assessment as a programme which takes in to account all school life.

This includes the assessment of cognitive, psychomotor and the affective domains. According to Farrant (1964) "Testing is not an end" when we test our students, we obtain results. These results are used for placement and formative in nature. Carrol (1980) says it enables the education profession to determine whether it is making the required contribution to its students, the community and the society general. Lassa (1986) says, one of the aspect of the assessment process include the collection of samples of students behaviors to determines instructional outcome while test are only one aspect of means of collecting such data.

Cognitive Process are: - perception discovery recognition, imaging judging, memorizing learning thinking and often speech. Wagon (1972) confirming that cognitive domain is the area that requires much work in setting the objective. The cognitive domain of educational objectives as discussed earlier has been classified by Bloom, (1956) into assess the cognitive domain; the teacher has to find out questions in advance on the course work that has been treated.

### METHODOLOGY

The section discussed the research procedure under the following sub-headings.  
A descriptive research is a kind of research which specific the nature of a given phenomena (Osuala, 1991).

### POPULATION

The population for this study comprises of all social studies teacher's in grade "B" schools, in the state capital and those within its environs.

### RESEARCH INSTRUMENT

Questionnaire, interview and observation, was used as an instrument for data collection. The questionnaire was administered to the social studies teachers in the schools sampled by the research.

### TECHNIQUES FOR DATA ANALYSIS

The data collection was analysis using chi-square ( $X^2$ ) to answer and test each of the research questions and hypothesis respectively at the significant of 0.05 chi-square is non parametric test of significant used to determine whether the observed frequencies were significantly different from the expected frequencies.

The Formula Used For The Chi-Square Is Chi-Square Is

$$(X^2) = \frac{\sum (O-E)^2}{E}$$

E

Where O= observed frequencies  
E= expected frequencies  
∑= sum of

The associated degree of freedom is contingency table given by  
 $df = (RC)$

Where r = the number of rows  
c = the number of columns

In order to achieve the purpose of the investigation, the data collected through questionnaire were grouped based on the hypothesis formed.

Item 1 – is on qualification of respondents, if can be seen that 18% of the respondents are ordinary National Diploma holders, 19% are National Certificate of Education holders, 18% have Bachelor in Art, 17% have Bachelor in Education, 15% are Holders of Masters in Education.

Item 2: deals with teachers years of experience, where those with 1-6 years experience constitute 27%, 32% are those with 6-10 years working experience, 14% are those having experience 10-20 year working experience is none. On the basis of continuous assessment, the respondents answered, in 100% showing that there is continuous assessment in their schools.

On the type of domain the continuous assessment is tested, 25% of the respondents answered in 100% showing that there is continuous assessment in their schools. On the type of domain the continuous assessment is tested 25% of the respondents said on cognitive domain. 8% on psychomotor, 14% on affective while 55% says it's assessed on all of the domain.

On the number of times continues assessment is conducted, it can be seen that 5% of the respondents says weekly 32% fortnightly, 55% monthly and 8% termly. On the success while only 4% said that it is failure. Problems associate as it can be of the respondents opined that the problems are mainly lack of material/facilities to carry out the programme successfully, while 18% attributed it to lack of enthusiasm on the part of the students, 27% said that it is mainly due to inadequate information and training on how programme should be implemented. The method use in assessing the psychomotor domain of the students shows that 55% of the respondents use ratio scale in assessing the psychomotor domain of student as their continuous assessment, 9% use checklist, while 30% use self report of student.

The method use in assessing the cognitive domain of the students include that 59% of the respondents use essay type of assessment in testing of the cognitive domain of their students 5% use competitive 27% multiple choice, 5% true/false and 4% use matching item. The method respondents use in assessing the affecting domain of the students, shows that 55% of the respondent use ratio scale in assessing the psychomotor domain of the students as their continues assessment 9% use checklist while 36% use self report of the students. On the type of how continuous assessment improved students performance in social studies, 70% of the respondents believed that continuous assessment has improved students performance in social studies, 16% opined that it has not improved, while 14% remain undecided on the issue.

Assessment, 9% use checklist while 30% use self report of students. The method use in assessing the cognitive domain of the students include that 59% of the respondents use essay type of assessment in testing of the cognitive domain of their student 5% use competitive 27% multi choice, 5% true /false and d4% opt to students, shows that 55% of the respondent's use in assessing the affective domain of the students, shows that 55% of the respondents use ratio scale in assessing the checklist while 36% use self report of the students.

Table 4.1 Hypothesis I  
 (observe value Vs Expected values )

Item	Sa	A	U	Sd	D	Total
1	5(5.25)	15(8.0)	1(2.25)	0(3.0)	1(3.5)	22
2	12(5.25)	6(8.0)	3(2.25)	0(3.0)	1(3.5)	22
Total	17	21	4	0	2	44

Table 4.1 is the computation of chi-square ( $\chi^2$ ) to establish that the new continuous assessment programme has not been successful in secondary school in Adamawa state. Result indicated that the calculated value is 24.84 and the degree of freedom  $df=$  at the probability level of 0.05. While the table value is 9.488. from the result obtained on table 4.1 that the calculated value or chi-square values is 24.84 is greater that the critical or table values of 9.488. Therefore the null hypothesis is rejected which implies that the new continuous assessment programme has been successful in secondary schools in Adamawa state.

Table 4.2 is the computation of chi- square ( $\chi^2$ ) to established that there is no significance difference in the implementation of continuous assessment and the performance of student in social studies. Results indicate that the calculated value is 28.05 and the degree of freedom  $df=4$  at the 0.05 level of significance. While the critical or table value is 9.488. from the result obtained on table (4.2) the chi square or calculated value is (28.05) implies that the calculated value is greater than the table value of (9.488) which signifies that there is significance difference in implementation of continuous assessment and the performance of the students in the social studies.

Table 4.2

ITEM	SA	A	U	SD	D	TOTAL
1	1(5.25)	3(8.0)	2(2.25)	10(3.0)	6(3.5)	22
2	3(5.25)	8(8.0)	3(2.25)	2(3.0)	6(3.5)	22
Total	4	11	5	12	12	44

## DISCUSSION OF FINDINGS AND SUMMARY

The two hypothesis formulated in the implementation of continuous assessment in social studies as perceived by social studies teachers were tested using chi-square as shown on table (4.1.18) and (4.1.19) respectively. The result obtained from table shows that the calculated  $\chi^2 = 24.88$  is greater than the critical value 89.488 at 4(df) degree of freedom and 0.05 level of significance. The result of the chi – square test, therefore, is significant thereby rejecting the null hypothesis which states that the new continuous assessment programme has not been successful in secondary school in Adamawa state. The result obtained on table (4.1.19) shows that the calculated  $\chi^2 = 28.05$  is greater than the critical value of 9.488 at freedom at 0.05 level significant of the results of the chi-square test is therefore significant thereby rejecting the null hypothesis which states there is no significant difference in the implementation of the continuous assessment and the performance of the student in social studies. This implies the implementation of continuous assessment has significant effect on the performances of the social studies. The study was carried out to investigate the extent of successful implementation of new continuous assessment programme of students in social studies. A descriptive survey research was used for the study and the sample was made up of all the teachers of social studies in the aforementioned secondary schools known as grade “B” secondary schools in the state capital. The data was analysed using chi-square. An analysis of the result revealed that there is significant difference in the implementation of continuous assessment and the performance of the students in social studies and that also the implementation of continuous assessment programme has been successful in secondary schools in Adamawa State. Based on the data collection so far, the following findings were revealed: The new continuous has been successful in secondary schools due to the fact that it has covered all aspect of students performance and has been framed in such a way that it covers all the three domain namely affective cognitive and psychomotor: There is significant difference between implementation of continuous and performance of student of social studies due to that many teachers objected of the idea that continuous assessment is tedious and expensive and also rejected the idea that only the cognitive domain of the student are assessed.

## CONCLUSION

This study investigates the implementation of assessment in secondary school in Adamawa State as perceived by the teachers of social studies. The finding shows that continuous assessment programme would have been more successful if all hands are on deck. These include organizing workshops for social studies teachers on how to conduct and evaluate the continuous assessment programme effectively by agencies concerned. It has also been revealed that inadequate teachers and material also hinder the effective implementation of the programme in secondary schools in the state.

## RECOMMENDATION

Based on the findings the following recommendations were made:-

1. There is the need to acquire the secondary schools teachers with the skills the need in order domain of the continuous assessment for example rating scale, socio-metric and check-list techniques in collecting information on student's progress in collaboration with test, assignment and examinations.
2. There should be uniformity on the number of time; teachers should assess their student a term not in social studies but all other subjects.
3. The state ministry of education and the create zonal offices for proper implementation of continuous assessment.
4. The state primary schools board should endeavor more social studies teacher.

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