PROCEDURES OF CONDUCTING CONTINUOUS ASSESSMENT IN CURRICULUM IMPLEMENTATION FOR SUSTAINABLE TEACHER EDUCATION DEVELOPMENT IN COLLEGES OF EDUCATION IN SOUTHWEST NIGERIA

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Abstract

National Policy on Education recommends the principles of continuous assessment (CA) in all educational level in Nigeria for the evaluation of students. Therefore, the study examined the procedure of conducting continuous assessment by the lecturers in the State and Federal Colleges of Education. The study adopted descriptive survey research design. The population of the study comprised of 328 lecturers from five schools: (i) Arts and Social Sciences (ii) Science (iii) Education (iv) Languages (v) Vocational and Technical Education in each of the two Colleges of Education, Emmanuel Alayande College of Education, Oyo and Federal College of Education, Abeokuta, selected through random sampling technique. Four research questions were answered. Data were collected using a self-designed questionnaire entitled "Procedure of Conducting Continuous Assessment Questionnaire". (PCCAQ) The reliability of the instrument was determined using Cronbach Alpha formular yielding a co-efficient of 0.75. Data collected were analyzed using frequency counts and percentages. Findings revealed that majority of the lecturers in the State and Federal Colleges of Education were not drawing the table of specification in construction of test items of Continuous Assessment. Emphasis were on cognitive domain at the detriment of affective and psychomotor domain in Continuous Assessment while the results of Continuous Assessment were not used as basis of organizing tutorial classes in the two institutions under study. The study also showed that Continuous Assessment scores formed part of summative assessment in the two institutions and seminars / workshops on Continuous Assessment were rarely attended by lecturers in both institutions. Based on the findings, it is recommended that committee to monitor the conduct of Continuous Assessment in the Colleges of Education should be set up by the college authorities while workshop / seminar on Continuous Assessment should be organized for lecturers.

Introduction

Colleges of Education form part of the core educational institutions to provide teacher education in Nigeria. They are to produce highly qualified teachers (manpower) for the basic education of the nation. They award the Nigeria Certificate in Education (NCE). Between 1970 and 1980, State and Federal Governments have started establishing Colleges of Education and by 1984 there were fifty-six Colleges of Education with every state having at least one (Osokoya, 1999). As at now, there are twenty one Federal Colleges of Education; forty-seven for the States while forty-one are privately own (JAMB, 2016). The bulk of the manpower designed for the implementation of Universal Basic Education (UBE) programme comes from Colleges of Education. This underscores the reason why quality has to be emphasized at this level (Viatonu, 2009)

Quality assurance in the implementation of the teacher education

development should be a concern to all educational stakeholders. This is due to the fact that teacher education occupies a prime position in nation building, hence it is the pivot of all levels of education and the hub upon which a nation's economy is based. It is asserted by National Policy in Education (FRN, 2004), that no education system can rise above the quality of its teachers. Section 71 of the policy provides that teacher education should produce highly motivated, conscientious and efficient classroom teachers for all levels of the Nigerian education system; and provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing education and social situations.

The policy seeks to make the nation's education system functional and relevant to the society through quality assurance for sustainable teacher production (Akpanoboug & Etim, 2011). According to Adegbile (2011), the summative test, which was emphasized in Nigeria school system, did not really portray the picture of students' performance in school subjects. Usually, such a test concentrates mostly on cognitive skills while the affective and the psychomotor domains were not considered.

Oluwagbemi (2010) is of the opinion that a teacher who believes that continuous assessment is only to document what students know, such a teacher only targets how to complete the syllabus without adequate knowledge of the process and the usefulness of continuous assessment in sustainable education development. Ajuonuma (2007) findings revealed that lecturers in universities implement only eleven out of twenty four identified continuous assessment implementation practices or items. She cited example of many lecturers that do not construct and use

appropriate instruments. Many lecturers use instruments without making reference to their validity and reliability. Ugodulunwa and Mustapha (2005)'s submission that many practicing teachers at all levels of education are incompetent in conducting effective and efficient assessment of learners achievement since they do not make use of table of specification in constructing items, assessment did not include affective and psychomotor domains and no provision for item analysis, item difficulty and discrimination indices.

According to Ogunboyede (2009), the characteristics of learners outcome must be in consonance with national goals which is in form of acquisition of knowledge, attitudinal change and skills development which must be identified and recorded. This justifies the place of continuous assessment as machinery within the school system for monitoring and enhancing learning to ensure the realization of national goals. It is generally believed that teachers teach the way they were taught in school therefore there is the need to refocus continuous assessment in teacher education programme to bring about the expected behavioural changes needed for sustainable development. To this end, Bamidele, (1993) revealed that classroom assessment at the secondary school level has for a long time not been able to produce desirable behavioural changes in the recipient. Oluokun (2015), on the procedure of compiling continuous assessment in College of Education, asserted the need for a good marking and this according to him depends on good marking guides. Marking guide should be detailed to ensure high intra-observer and inter-observer reliabilities. As regards the contribution of continuous assessment in curriculum implementation, Okonkwo (2000) maintained that it allows

the teacher and the learners to discover their strengths and weaknesses while the scores from the various assignments and projects are used to diagnose students learning difficulties.

It is in the light of this background that this study examined the procedure adopted by the lecturers to conduct continuous assessment in Colleges of Education with the view to making recommendations on how; to improve on procedure of conducting continuous assessment in the Implementation of Colleges of Education curriculum. To this end, four essential elements in the implementation of continuous assessment for sustainable teacher education development have been identified as follows: validity of the test items, coverage of the three domains, procedure of compiling continuous assessment and the contribution of continuous assessment in curriculum implementation in Colleges of Education.

Statement of the Problem

In Nigeria, educators are clamouring for mastery learning technique which is an innovative teaching strategy. However, teaching that is expected to bring students to a level of mastery require regular conduct of continuous assessment. It has been observed that as important as continuous assessment is, lecturers seem not to conduct it properly as curriculum dictates. For instance, many lecturers use instruments without making reference to their validity and reliability. Table of specification as an instrument that guide the test developer in constructing test items were hardly drawn while many lecturers seldom compute and use item difficulty and discrimination indices among others.

This led to inadequate investigation of the status of an individual learner or group

with reference to an expected curriculum outcome. Poor qualitative measurement and assessment of learner behaviour hinders effective curriculum implementation in Colleges of Education. On this premise, the study examined the procedure of conducting continuous assessment Colleges of Education in order to bring about expected behavioural changes needed for sustainable educational development.

Objectives of the Study

The study was guided by the following objectives:

· To access the validity of the test items in continuous assessment

· To investigate the coverage of continuous of assessment in terms of the three domains of educational objectives (cognitive, affective, and psychomotor).

· To examine the procedure of compiling continuous assessment in Colleges of Education

· To identify the contribution of continuous assessment in curriculum implementation in Colleges of Education and make recommendations on how to improve on procedure of conducting continuous assessment in the implementation of Colleges of Education curriculum

Research Questions

1. How valid are the test items constructed for continuous assessment in Colleges of Education in Southwest Nigeria?
2. What is the scope of continuous assessment practice in Colleges of Education in Southwest Nigeria?
3. What is the procedure of compiling continuous assessment in Colleges of Education in Southwest Nigeria?
4. What are contributions of

continuous assessment in curriculum implementation in Colleges of Education in Southwest Nigeria?

Research Methods

The design for the study was a descriptive survey. There are twenty six Colleges of Education in the Southwest, Nigeria. Seven are owned by the state government, four by federal and sixteen by private organizations (JAMB, 2016).

Purposive sampling technique was used to select Emmanuel Alayande College of Education, Oyo and Federal College of Education, Abeokuta based on the fact that the Institutions are located in Southwest, Nigeria. They are the oldest Colleges of Education in their respective States, also they have several years of exposure to curriculum implementation, One is owned by the state government and the other by the Federal government.

The subject of this study were selected based on random sampling. One hundred and ninety-five respondents from three hundred and fifty eight (55%) population of teaching staff of Emmanuel Alayande College of Education, Oyo and one hundred and thirty-three from the two hundred and forty (55%) teaching staff of Federal College of Education, Abeokuta. In all, three hundred and twenty-eight respondents from the five hundred and ninety-eight population of teaching staff in both institutions under study. The sample cuts – across the five schools (i) Arts and Social Sciences, (ii) Education, (iii) Science (iv) Languages and (v) Vocational and Technical Education in each of the two Colleges of Education. The sample also cuts-across lecturers teaching 100 to 300 levels students in the institutions under study.

Instrumentation

The instrument used for this study was a set of questionnaire titled, "Procedure of Conducting Continuous Assessment Questionnaire" (PCCAQ). The instrument constituted fifteen items for the lecturers in colleges of Education under study. It was designed by the researcher to seek information from the lecturers on procedure of conducting Continuous Assessment (C. A). The questionnaire was divided into five sections A, B, C, D & E. Section A sought information on demographic data of the respondents such as names of the college and the school. Qualification, teaching experience and area of specialization. Section B solicited for information on the validity of the test items. Section C sought information on coverage of three domains of teaching / learning. Section D was on procedure of compiling C.A while Section E is on contributions of C. A. in curriculum implementation.

Validation of the Instrument

The research instrument was validated through consultation with experts in measurement and evaluation. The correction and suggestion of the experts led to a modification of some items in the questionnaire.

Reliability of the Instrument

The reliability of the instrument was determined using test-retest method. The reliability co-efficient of 0.75 was obtained using Cronbach Alpha formular.

Data Analysis

The data collected was analysed using percentages and frequency counts.

Results and Discussions

Research Question 1: How valid are the

test items constructed for continuous assessment in Colleges of Education in Southwest, Nigeria?

Procedure adopted by Lecturers to Conduct Continuous Assessment (C. A) in the State and Federal Colleges of Education.

Table 1: Validity of Test Items in Emmanuel Alayande College of Education, Oyo

S/N	ITEM	VO	O	R	N	MEAN
1.	Tables of specification were used to construct test items	-	-	(12.8) 25	(87.2) 170	1.13
2.	Test items were validated before use	(49.7) 97	(23.1) 45	(27.2) 53	-	3.23
3.	Test items were analyzed meticulously e.g items difficulties and discriminating indices were obtained			(74.4) 145	(25.6) 50	1.74

Average Mean: 2.05

Table 2: Validity of Test Items in Federal College of Education, Abeokuta

S/N	ITEM	VO	O	R	N	MEAN
1.	Tables of specification were used to construct test items	4	3	2 (9.0) 12	1 (91.0) 121	1.09
2.	Test items were validated before use	(67.7) 90	(15.0) 20	(17.3) 23	-	3.50
3.	Test items were analyzed meticulously e.g items difficulties and discriminating indices were obtained		(92.5) 123	(7.5) 10	-	1.93

Average Mean: 2.17

Discussion of Findings

It could be observed that 87.2% of the lecturers in Emmanuel Alayande College of Education Oyo never drew table of specification in construction of test items while 91.0% of their counterpart in the Federal College of Education indicated the same, contrary to the submission of Macmillan (2007) that high-quality classroom assessment requires the use of table of specification.

As regards validation of the test items before use, the State College had fairly good record of 49.7% of the lecturers that validate very often while 67.7% of the lecturers in the Federal College of Education, Abeokuta very often validated the test items. In the State College of Education under study, 74.4% of the lecturers rarely analyzed test items while 92.5% of the lecturers in the Federal College of Education rarely analyzed test items. Tables 1 & 2 items 1-3 illustrates further

However, the average mean scores in both institutions are X = 2.03 and 2.17 respectively which is above the mid-point of X = 2.00. This signified validity of the test items constructed for C. A.

Research Questions 2: What is the scope of continuous assessment practice in Colleges of Education in Southwest Nigeria?

Table 3: Coverage of Continuous Assessment in Emmanuel Alayande, College of Education, Oyo

S/N	ITEM	VO	O	R	N	MEAN
4.	Test items cover topics on cognitive domain	(89.7) 175	(10.3) 20	-	-	3.89
5.	Test items cover topics on Affective domain	-	(2.1) 4	(92.8) 181	(5.1) 10	1.97
6.	Test items cover topics on psychomotor domain	(10.3) 20	(2.5) 5	(87.2) 170		2.23

Average Mean: 2.76

Table 4: Coverage of Continuous Assessment in Federal College of Education, Abeokuta.

S/N	ITEM	VO	O	R	N	MEAN
4.	Test items cover topics on cognitive domain	(100) 133	-	-	-	4.00
5.	Test items cover topics on affective domain	-	-	(45.9) 61	(54.1) 72	1.46
6.	Test items cover topics on psychomotor domain	(13.5) 118	-	(37.6) 50	(48.9) 65	1.78

Average Mean: 2.41

Discussion of Findings

As shown in table 3 item 4, 89.7% lecturers in Emmanuel Alayande College of Education Oyo indicated that their test items very often cover cognitive domain while 100% of the lecturers in the Federal College of Education, Abeokuta very often, items in their C. A cover cognitive domain. This corroborates Aguokogbuo (2000) assertion that cognitive domain occupies significant position in teaching / learning. On affective domain, findings in the State College of Education showed that 92.8% of the lecturers rarely cover affective domain in the conduct of C.A while 51.1% of the lecturers in the Federal College of Education none coverage of affective domain was displayed in this institution. This is in affirmation of Ayandele (2016) findings that societal values and other social behaviours embodied in the curriculum hardly lend themselves to the conventional evaluation procedures that teachers are more conversant with.

On psychomotor aspect of the C.A 87.2% of the lecturers in the State College of Education indicated that they rarely include the domain in their C.A items and 37.6% of the lecturers in the Federal College of Education rarely include the domain in the continuous assessment the average mean scores are X=2.76 for the State College of Education while X = 2.41 for the Federal college. This is above mid-point of X=2.00 an indication that C. A covers the three domains of teaching / learning. Table 3 and 4 illustrate further.

Research Question 3: What is the procedure of compiling continuous assessment in Colleges of Education in Southwest Nigeria?

Table 5: Compilation of Continuous Assessment in Emmanuel Alayande College of Education, Oyo

S/N	ITEM	VO	O	R	N	MEAN
7.	Marking scheme were prepared for marking C. A tests	(50.8) 99	(46.1) 90	(3.1) 6	-	3.48
8.	Tests conducted and assignment were duly marked	(87.2) 170	(12.8) 25	-	-	3.87
9.	CA scores were recorded in CA recording format	(100) 195	-	-	-	4.00

| 10. | Students' scripts used for the tests and assignment were distributed to the students after marking and recording. | - | (82.1) 160 | (15.4) 30 | (2.5) 5 | 2.79 |
| 11. | Attendance of students taken during lectures were used as part of CA | - | (71.8) 140 | (12.8) 25 | (15.4) 30 | 2.56 |

Average Mean: 3.34

Table 6: Compilation of Continuous Assessment in Federal College of Education, Abeokuta

S/N	ITEMS	VO	O	R	N	MEAN
7.	Marking scheme were prepared for marking C. A tests	(100) 133	-	-	-	4.00
8.	Tests conducted and assignment were duly marked	(75.2) 100	(24.8) 33	-	-	3.75
9.	CA scores were recorded in CA recording format	(100) 133	-	-	-	4.00
10.	Students' scripts used for the tests and assignment were distributed to the students after marking and recording.	(73.7) 98	(26.3) 35	-	-	3.74
11.	Attendance of students taken during lectures were used as part of CA	-	(66.2) 88	(7.5) 10	(26.3) 35	1.74

Average Mean: 3.45

Discussion of Findings

Findings revealed that 50.8% of the lecturers in Emmanuel Alayande College of Education, Oyo indicated that marking scheme were prepared for making of tests very often. In the Federal College of Education, Abeokuta, 100% of the lecturers indicated preparation of marking scheme very often for C. A tests. The study also showed that scripts of tests and assignments were marked very often with 87.2% of the lecturers that signified this in the State College of Education while 75.2% of the lecturers in the Federal College of Education very often marked the scripts of tests and assignments.

On account of record of C.A scores, findings in both institutions showed that 100% of the lecturers did record C.A in the C.A format. Distribution of tests and

assignments scripts to the students in the State College of Education, the study revealed that 82.1% of the lecturers complied very often while 73.7% of the lecturers in the Federal College very often did the some.

On whether the attendance of students marked during lectures were used, 71.8% of the lecturers very often made use of it while 66.2% of the lecturers in the Federal College of Education often made use of it. Tables 5 & 6 items 7 – 11 attests to this. This corroborates the submission of Arter (1996) that establishing affective performance criteria is an hallmark in educational assessment.

However, the average mean scores in both institutions are X = 3.34 and 3. 45 State and Federal College respectively since the average mean scores are above the mid-point of X.2.00, this shows an appropriate procedure of compiling C.A in their respective Colleges of Education.

Research Question 4: What are the contributions of continuous assessment in teaching / learning in Colleges of Education in Southwest Nigeria?

Table 7: Contribution of Continuous Assessment in Curriculum Implementation in Emmanuel Alayande College of Education, Oyo.

S/N	ITEM	VO	O	R	N	MEAN
12.	Results of CA tests were used to organize tutorial classes	-	-	(76.9) 150	(23.1) 451	1.77
13.	Results of CA were used to improve on teaching strategies	-	(92.3) 180	(5.2) 10	(2.5) 5	2.89
14.	CA scores formed part of summative assessment	(100) 195	-	-	-	4.00
15.	Seminar / Workshop on CA were frequently atten ded by the lecturers	-	-	(88.2) 175	(11.8) 23	1.88

Average Mean: 2.64

Table 8: Contribution of Continuous Assessment in Curriculum Implementation in Federal College of Education, Abeokuta

S/N	ITEM	VO	O	R	N	MEAN
12.	Results of CA tests were used to organize tutorial class	-	-	(74.4) 99	(25.6) 34	1.74
13.	Results of CA were used to improve on teaching strategies	-	(75.2) 100	(24.8) 33	-	2.75

14.	CA scores formed part of summative assessment	(100) 133	-	-	-	4.00
15.	Seminar / Workshop on C A were frequently attended	-	-	(71.4) 95	(28.6) 38	1.71

Average Mean: 2.55

Values in parentheses represent percentage
Key: N = Never = 0.00-1.0; R = Rarely = 1.5-2.0; O = Often 2.5-3.0; Vo = Very Often = 3.5-4.0

Discussion of Findings

On the use of C.A results to organize tutorial class in Emmanuel Alayande College of Education, Oyo 76.9% of lecturers rarely use it for that purpose whereas 74.4% of the lecturers in the Federal College of Education, Abeokuta rarely use it for tutorial classes. In the State College of Education, findings revealed that 92.3% of the lecturers often use C.A to improve on teaching strategies while 75.2% of the lecturers in the Federal college often use it. All the participating lecturers (100%) Emmanuel Alayande College of Education, Oyo and Federal College of Education, under study used C.A scores very often as part of summative assessment. As regards the attendance of seminar / workshop on C. A, both the State and Federal Colleges of Education lecturers rarely attend seminar / workshop with 88.2% and 71.4% records for Emmanuel Alayande College of Education, Oyo and Federal College of Education, Abeokuta respectively. Tables 7 & 8, items 12-15 illustrates further This finding runs contrary to the submission of Bosker (1999) that teacher needs adequate and updated knowledge of assessment of students performance in schools.

The average mean scores in both institutions are X = 2.64 and 2.55, State and Federal Colleges respectively. Since the mean scores are above mid-point of X=2.00, this is an indication that C. A contributed significantly to curriculum implementation.

Conclusion

National policy on education (2004) recommends the principles of continuous assessment in all educational levels in Nigeria for the evaluation of students. However, lecturers in Emmanuel Alayande College of Education, Oyo and Federal Colleges of Education, Abeokuta under study made used of various continuous assessment practices in teaching / learning to a large extent. However, continuous assessment practices on affective domain still remain ineffective. This corroborates Ayandele (2016) findings that the societal values and other societal behaviours embodied in the school curriculum hardly lend themselves to the conventional evaluation procedures that teachers are more conversant with. This hinders effective curriculum implementation in Colleges of Education.

Recommendations

Based on the findings of this study, the following recommendations are made:

Every teacher, pre-service and in-service should be encouraged to attend seminars and workshops on conduct of continuous assessment of students academic performance. College authority should organize periodic workshop on continuous assessment for the lecturers.

There is the need to inaugurate continuous assessment committee saddle with responsibility of checking the validity

of test items, coverage of the three domains, procedure of compiling the C.A in curriculum implementation and contributions of the continuous assessment.

Lecturers need to develop a scale of measurement such as self-report inventories like interview which involve a face to face encounter between the lecturers and the students. The questions for such an interview should revolve round the behaviour (affective domain) which the lecturers intend to evaluate.

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