



ROLES OF CONTINUOUS ASSESSEMENT PATICIPATION IN STUDENTS ACADEMIC PERFORMANCE

OGBEIDE-AKUGBE, MERCY

Email: akugbemercy282@gmail.com

Tel No: 08033503458

IGIEKHUME, ISMAILA ADIQAH

Email: adiqahigiekhume@yahoo.com

Tel: 08144576146

And

ELAMAH, ABDULSALAMI NASIRU

Email: elamahabdulsalami@gmail.com

Tel: 07038028587

Abstract

This paper examines the Roles of Continuous Assessment Participation in Students' Academic Performance. Over the years, continuous assessment has been the pre-evaluation process of students academic success before the final examination period, in this 21st century, however, it appears that lecturers are not using continuous assessment to prepare students ahead of examination because some of them don't mark their test script and return the script back to students to see their performance before the final examination.. This paper concludes that continuous assessment helps students to remember what has been learnt, to concentrate effort on difficult areas of the subject and helps identify their areas of strengths and weaknesses. It was suggested amongst others that lecturers should critically examine students performance in continuous assessment so as to understand their area of weaknesses and help them on it by equipping students' with effective study habits and social skills that can contribute to their level of subject mastery.

Key Words: Continuous Assessment, Participation, Assessment, Students Academic Performance

Introduction

Continuous Assessment refers to a system of assessment, which is carried out at pre-determined intervals for the purpose of monitoring and improving the overall performance of students and of the teaching – learning process (Okpala, Onocha & Oyediji 2013). Examination is a formal written, oral or practical test especially at school or college to see how much learners know about a subject or what he/she can do.

Education has to do with the transfer of knowledge from one generation to another. These are the philosophy behind the introduction of the variables contained in the title of the investigation. Beaton & Faloyago (2006) opined that the rise of continuous assessment between countries used as measure of all the overall quality of education as a consequence, assessment has acquired an importance beyond merely providing some kinds of reliable and valid measure of students' knowledge and understanding the emphasis has shifted to it becoming a measure of the individual



teachers capabilities than when sum across the country a measure of the effectiveness of the quality of the educational system as a whole (Falayajo, 2009)

Hasting, Ohumche & Madaus (2018) defined Continuous Assessment as the use of systematic, evaluation in the process of curriculum construction teaching and learning processes. Continuous Assessment is also explained as the systematic determination of the extent of students' progress or lack of it in school subjects including attitude and values from the first day students steps into the school up to and including the last day in it.

The former system of education in Nigeria was criticized by educationists and other well-meaning citizens. The system lacked scientific and vocational content and over emphasized the arts and social sciences. Its evaluation was inadequate in that only the cognitive behaviour of the students was evaluated. It also put emphasis on decisions as the end of term or course so that it was often too late to help students improve on their learning because most of them would be going on to other classes. These weaknesses contributed to the inability of the system to provide functional Nigerians.

To tackle the above inadequacies, the 6 – 3 – 3 – 4 - system of education was introduced in 1982. This system incorporates a system of evaluation which is a method of ascertaining what a student has gained from learning activities in terms of knowledge, thinking, reasoning, character development and industry, taking into account all his/her performances in tests, assignments, projects and other school activities, during a given period (term, year, in entire course). (Ezeoke 2002). This evaluation is systematic, continuous, comprehensive, and correlative and guidance oriented

Ezewu and Okoye (2012) sees continuous assessment as a systematic and objective process of determining the extent of a students' performance in all expected changes in behaviour from the day he enters upon a course of study to the end of such a course and a judicious accumulation of all pieces of information derived from the process with a view to using them to guide and shape the student in his learning from time to time and to serve as a basis for important decisions about the child.

Continuous Assessment is therefore a way of obtaining the most valid assessment of the capabilities and qualities of a student. This is because it is an aggregate of all the performances of a student from the beginning of the course to the end of it. Denga (2003) assessing the importance of continuous assessment writes that the 6 – 3 – 3 -4 system of education requires that many important decisions have to be taken on the child at the end of the primary, first three years of secondary school and the later three years of secondary school before the child joins the labour force or goes into the university. Many of these decisions are so sensitive and internally crucial to the child that the traditional strategy of examination at the end of the term or the end of the year is a woefully inadequate data source for it.

This paper will give lecturers some insight into the problems of students as regards continuous assessment practice. The knowledge gained from this paper will help teachers to implement continuous assessment effectively. It will also be useful to policy makers in formulating suitable policies, concerning continuous assessment.



Concept of Continuous Assessment

Assessment of student's level of academic performance is vital to teaching and learning process as it provides the necessary feedback about the outcome of educational goals and objectives. The assessment of learning outcomes provides objective evidences necessary in the decision making process in education. As pointed out by Bassavanthappa (2019), good measurement resulting in accurate data is the foundation of sound decision making about educational endeavour. In education, assessment aims at determining the level of students' mastery of body of knowledge and skills in a subject.

Continuous Assessment is a classroom strategy implemented by teachers to ascertain the knowledge, skills and understanding attained by students at a particular point in time. Teachers administer assessments in a variety of ways in order to observe multiple tasks and information about what students know, understand and can do. Continuous Assessment is a method of evaluation carried out periodically or at a predetermined interval of the school year. It is aimed at finding out how much students have acquired in a subject matter. It is a consistent monitoring of students' progress at school. It involves collecting data with a view to making value judgment about the quality of person, object, group of event (Ajuonuma, 2017).

The continuous assessment grading system requires the assessment of the change in behaviors, in terms of cognitive, affective and psychomotor domains. The students are evaluated from one stage to the other through tests, quiz, assignments, projects and other school activities. At the end of the term or session, the tests are used for determining the performance of the students in a particular subject. Race (2017) stated that continuous assessment is more useful to the students, as it provides them with on-going feedback on their performance, helps them to become more self-critical and encourages them to attempt mastering material as they actually work through a course, thus, achieving success in their academic goals. According to Adegbeye (2013), continuous assessment is more relevant as it allows students to demonstrate their ability and development on a periodical basis, so that students who have studied hard but is not very good in sitting for examination is not placed at the disadvantage compared with lazy students who engage in minimum amount of work needed to pass such examinations.

In the past, the educational systems of many African nations were dominated by the one-short summative type of assessment. Students were trained to pass examinations so as to move up the education ladder, in order to stop this, suggestions for a broader approach to assessment, which would be flexible and also provide valid and reliable results were made (Federal Government of Nigeria, 2004). In the light of this, Continuous Assessment was introduced to find ways in which academic evaluation impacts on the way teaching occurred and learners learnt, hence, the significance of teachers' understanding of relevance of continuous assessment to students' academic success.

Through the National Policy on Education (NPE), the Federal Government of Nigeria (FCN, 2004) stated that educational assessment at all levels of education would be liberalized by basing them in whole or part on continuous assessment. This recommendation was based on some deficiencies identified in the nation's way of assessing students. The traditional system of



assessment concentrated only on the cognitive domain, with little or no attempt made to assess the affective and psychomotor domains. This system encourages students to study only during the period of examination. This is done by the memorization of facts, which are forgotten after the examination. It was based on these reasons that more that the committee set for National Policy on Education in 1971), recommended the use of continuous assessment in Nigeria Educational System. In pursuance of this policy statement, National University Commission (NUC) allotted 30% and 70%, while the Polytechnic is 40% and 60% of the total scores of the students to continuous assessment and end of semester examination respectively.

Continuous assessment is work that students do during a course rather in examination especially work that counts towards student final grades. It is a form of educational examination that evaluates a students' progress throughout a prescribed course. It is often used as alternative to the final examination system.

Hornby (2017) sees continuous assessment as the work that is assigned to as part of an educational course and counts towards the grade given for the performance are assessed at the end of the semester or session with the combination of continuous assessment (CA) and semester examination. Continuous assessment comprises of classroom work activities, practical and tests, attendance which all students must participate in to fulfill the school requirements before students can graduate. Continuous Assessment is activities which are frequently encountered in all formal education all over the world. It is essentially a mental activity which involves thinking, reading, speaking out, reconsideration, re-examining, summarizing or repeat performance of an activity whether purely mental or psycho-motor in nature, with the aim of enhancing learning.

Therefore, continuous assessment enhances performance in academics, no lecturer can afford not to allow his or her students participate in continuous assessment activity and no student can also avoid participation in CA if the student wants to graduate with good grades and become successful in the nearest future. Even now, 75 percent attendance in lectures is required before students are allowed into examination hall. This is not really obtainable in most institution of learning (Ezeogwu & Okoye 2012). Students prefer CA for learning. It is usually specified by the teachers or through learning guides for those who take self-thought courses. It entails a wide range of activities that includes experimentation, research, practice as well as written dissertations. Students in higher institution have course work grades and those courses are combined to those of assessment examinations. This is met to determine the overall performances. CA writing takes several days or weeks as opposed to examination.

Importance of Continuous Assessments

Active class participation also improves critical and higher level thinking skills. Students who participate in course work have studied the material well enough to introduce new concepts to their peers. This level of thinking goes beyond simple comprehension of text, and can also improve memory.

To engage the students in participation in a classroom is an important method of teaching. It provides the students opportunity to receive input from fellow students, to apply their knowledge and to enhance public speaking skills. From the participation of students, the teachers can get



accurate idea of the understanding level of students about the concept being taught (Maznevski, 2016)

Engagement within the learning environment generally refers to the relationship between the learner and the content or topic being pursued. While the highest levels of engagement are seen when the learner is passionate about the topic, significant levels of engagement can be achieved through a variety of strategies that actively involve the learner in activities and environments that make learning both interesting and challenging. Engagement with content leads to higher levels of learning (Whelan, 2017)

Our experience reveals that for many students class participation is a big problem. Lecturers often complain about students' passive behaviour in class participation. But up till now there has been a very little research into the promotion of class participation. More often low self-esteem, anxiety and general lack of confidence is considered responsible for student's non- participation in the classroom activities.

According to Cummins (2013), lack of participation could be due to multiple factors. The first thought is students' reluctance which could be due to lack of understanding but it very well, be that students' does not feel connected to the curriculum, and student cannot relate to it. Students who are empowered by their school experiences develop ability, confidence, and motivation to succeed academically. Students' participate competently in instruction as a result of having developed a confident cultural identity as well as appropriate school based knowledge and interactional structures.

Bonwell and Eison (2011) suggest that active learning is generally defined as any instructional method that engages students in the learning process. Active learning requires students to do meaningful learning activities and think about what they are doing. The core elements of active learning are student activity and engagement in the learning process. Adopting instructional practices that engage students in the learning process is the defining feature of active learning. The importance of students' engagement is widely accepted and there is considerable evidence to support the effectiveness of student engagement on a broad range of learning outcomes.

Jason (2021) pointed out the rationale for continuous assessment. It gives the lecturer the opportunity to participate in the final assessment of his/her students. It is more valid and more indicative of the learners' overall ability than a single examination. A continuous assessment procedure facilitates appropriate guidance of the learners both in their learning and preparation for a career. Data from continuous assessment can be useful to the teacher for self-assessment. It is believed that if continuous assessment is employed examination misconduct would be curbed.

The way the learners perceive any teaching/learning activities is believed to affect their participation in the activities. Since the learners are directly involved in continuous assessment programme. It behooves the implementers of the programme to be aware of their perception of the programme.

Factors Affecting Students' Participation in Continuous Assessments

More of the students appear to have an inactive role in the continuous assessments participation. Synthesis, evaluation, analysis and application are the more important things which



are to be developed during continuous assessment participation. Ames and Ames (2019) outlined the factors affecting students' participation in continuous assessment as follows:

- Continuous assessment improves the performance and the result of the learning in the students, encouraging their work in a continuous way, the easiest way to acquire the necessary skills.
- The overcoming of basic and fundamental subject from previous years affects, clearly the marks.
- It is fundamental that the assessment benefits the learning, encouraging in the feedback, the motivation and the comprehension ability of the student of his own learning process. This way, the students will assimilate it as one more part of their learning process and they will improve their results.
- The valuation of the teaching activities affects in an important way the teaching-learning process and out knowledge of its perception has to give us hints to know how to improve continuously.
- As a general rule, it can be affirmed that the students' ability and perception of the subject and its teacher affect in a determining way in the teaching-learning process.

The power of the lecturer, gender and the age discrimination of the students, the cognitive level towards class room and also the sentiments of the students are such factors which have significant influence on the interaction amongst students in the classroom. The societal behaviour of students and teachers as well has a great effect on CA participation. The students get frightened by the lecturer and lose their confidence to participate in different kind of activities in the CA. To lessen the gap among students and lecturers and to provide student friendly atmosphere enhance the degree of participation in various activities in the class.

The participation of students in continuous assessment increases the reasoning of the students' critical thinking and creativity skills in them as well. The best learning environment and participation could be increased through demolishing the factors like uncertainty and anxiety in the class room.

Mclnnis (2010) suggested that the participation of the students could be increased in the class room through redesigning our curriculum and different types of courses in a significant manner which may prove a mile stone in engaging different groups of students with one another and it is related to classroom with academic and social interchange and by keeping this point in mind, even a lay man can propose the idea of producing the social links among students with other students and with teachers also.

Methods of Assessing Students in Continuous Assessment

To effectively evaluate whether your students meet a subject learning outcomes, you need to choose an appropriate assessment methods. Different assessment methods allow you to assess different skills. For example, while one method may ask students to demonstrate analytical skills, another may focus on collaboration. The method of assessment chosen will then inform the selection of an appropriate task

According to Staut (2022) to choose an appropriate assessment method, you must understand:



- The subjects learning outcomes
 - The skills and knowledge associated with those learning outcomes
 - Which assessment methods will allow your students to demonstrate the skills and knowledge?
- Considering these three aspects puts the student and their learning at the centre of learning design.

Methods of assessment can also be aligned with types of assessment, allowing for types of assessment to be altered at the offering level (i.e in subject outlines) without changing the assessment method. If your criteria standards focus on the skills and knowledge to be assessed, you can change elements such as format, length, detail of task and form of task

Other methods of assessment according to Staut (2022) are application, analytical, clinical, collaborative, creative, evaluate, factual, field, meta-cognitive, practical, procedural, reflective, research and work integrated learning.

Application: Apply concepts and skills to know and new contexts. Many assessment types can be aligned with this method the discriminator for an application task is that it provides an authentic context for application of knowledge and skills.

Analytical: Draw connections between complex ideas, think critically, make judgments and develop solutions. (Developing arguments, reflecting, evaluating, and assessing judging problem solving).

Clinical: Activity in a clinic location that imitates a situation or process, to demonstrate learning and practical skills. (Applying theory experiential learning documenting, recording, observing, reporting, discussion, diagnoses).

Collaborative: Work with others on a defined task and in ways where every individual contributes. If your assessment involves group work, ensure it complies with the assessment conduct of coursework assessment and examinations procedures guidelines on group assessment work.

Creative: Facilitate insight or change based on new and original approaches. This may involve a creative process and /or lead to a new and/or original product (imagining, visualizing designing, producing creating, innovating performing).

Evaluative: Engage in disciplined inquiry to make judgments based on evidence. (Questioning assumptions and bias, making judgments using a set of steps, justifying decisions and judgments, arguing, describing, advocating, negotiating presenting).

Factual: Recall facts and basic concepts and explain ideas or concepts to demonstrate knowledge and understanding. (Recalling, describing, reporting, recounting, recognizing, identifying relating and interrelating).

Field: Participate in work undertaken outside the institution under study to gain knowledge through direct contact and observation. (Applying theory, experiential learning, documenting, recording, observing, reporting, discussion, diagnosis)

Meta Cognitive: Plan a task monitor progress, self assess, and adjust in accordance with self-assessment and understanding one's own knowledge. (Identifying problems, posing problems, defining problems, analyzing data, reviewing, designing experiments, planning, applying information).



Practical: Participate in a hands-on activity that involves practical experience. (Applying theory, problem solving experiential learning, documenting recording observing reporting).

Procedural: Identify and/or perform procedures and demonstrate techniques. (Computation, taking readings, using equipment following laboratory procedures, following protocols, carrying out instructions).

Reflective: Reflect on experiences to support and guide learning, manage and develop one. (Reflecting questioning, revising, assessing what is known and not known, being self-directed managing tasks, organizing).

Research: Accessing, managing and communicating information to answer a question or for a specific purpose. (Researching, investigating, interpreting, organizing, reviewing and paraphrasing information, collecting data, searching observing, interpreting, and managing information sources).

Students' Participation in Continuous Assessments

There is need for students to participate in course work because this will definitely enhance their performance thereby improving the academic performance. Students' interest and engagement is not always an easy thing to predict, nor is it static, because students are constantly changing and growing, educators must be aware of how those changes impact the students. Skinner, Furrer, Marchand, and Kindermann (2018) explored the emotions and behaviors that correlate with engagement and disaffection in the classroom.

Therefore, educators must either be prepared to reach students at all grade levels or must take preventative measures. Students often indicate their engagement through certain behaviors, and when teachers recognize these behaviors and the emotion behind them, they can best address the issue. As a teacher, it is important to recognize these signs both positive and negative and either reinforce or remedy the situation. Marks (2010) purported that three factors influence students' engagement and learning; which are personal background and orientation towards school, school initiatives and subject matter. When students have some semblance of control over their learning, they are more likely to be engaged and achieve academic success.

Lecturers Assessment of Continuous Assessments

What is Assessment? A good place to start is to ask what assessment and appraisal involve. At first sight the two notions appear similar. However, assessment means measuring the knowledge, skills and attitudes a student has accrued. Appraisal is the process of awarding a value to this, for example in the form of grade.

Why do we Assess: Assessments allows you to check whether or not a student has obtained certain knowledge, skills and attitudes. The learning outcome shows the total of knowledge, skills and attitudes at programme level. A programme's objective is for a student to acquire the entire learning outcome. At course level we translate the learning outcome into learning objectives. In a course you can assess the level to which the learning objectives have been obtained taken together the assessments in a programme from the assessment programme. If a student has passed all



assessments for all courses, it is safe to assume that he/she has achieved the intended learning outcome.

As well as the aim of checking whether students have achieved the learning outcome and the learning objectives, assessment also investigate students' study behaviour. For example, a multiple choice assessment with reproduction questions will incite different study behaviour than an assessment with analytical questions or case histories. Finally, the level and content of your learning objectives and assessment determine the learning activities. These activities must make it possible for the students to achieve the learning objectives and prepare for the assessments.

Assessment Functions: You can use assessments for various objectives, such as:

- A means of selection for considering future students suitability to participate in a course.
- An educational tool for directing the learning process
- Progress check the assessment arms the lecturer and the student with information about the students' progress in obtaining the learning objectives.
- Appraisal for checking whether the learning objectives have been obtained to the appropriate level..

When to assess: The point at which the assessment takes place is determined by the assessments objective. Assessment as a selection tool is used prior to the course. Assessment as an educational instrument or progress check acts as feedback during the course. Assessments specifically aimed at appraisal take place during or at the end of a course. Mid-semester assessments formative and summative can provide a powerful stimulus for a student to continue to study regularly.

How to access: The content and the level of the learning objectives and the chief items determining the most appropriate type of assessment to use. A mix of different assessments is usually used in each programme permitting students to show across a spectrum of different contexts the level to which they have acquired knowledge, skills and attitudes.

Academic Performance Explained

Academic performance is the measurement of students' achievements across various academic subjects (Rosie 2022). Teachers and Education officials typically measure achievements using classroom performance, graduation rate and result from standardize test. It describes academic outcome that indicate the extent to which a student has achieved their learning goals. It may be referred to completing educational benchmark such as Bachelor degree. Academic achievement is often measured through examination and continuous assessment. The academic performance involve factors such as intellectual level, personality, motivation, skills, interest, study habit, self-esteem, the student teacher relationship. When gap between the academic performance and the student expected performance occurred it refers to a diverging performance.

Academic performance means the knowledge and skills the student have mastered in a subject or a course. It is basically a measure of how well students have performed in the various assessment items set for them base on some educational criteria determine by professional educators. Through the student performance in their assessment items such as essays, test, viva and



examination, student' performances are determined in ranking as to the educational standard that they have reached. That is pass, credit, distinction, high distinction and so on.

The academic performance refers to what you gain during school, college days as what is your percentage in tenth standard, twelve standard and graduate or in a master's degree. Here we are talking about the educational performance from school to last education but sometime it will be the whole achievement in academic performance with extra-curricular activities. So the conclusion is that if some ask you what is your academic performance? Then your answer will be the overall performance of education with extracurricular activities (Jason, 2021).

Students Participation in Coursework and Lecturers Assessments in Relation Students' Academic Performance

Students performance in examination varies some perform very well while others perform poorly. There are many factors responsible for this differentials performance among other factors are Lecturers method of teaching availability or otherwise of the necessary laboratory equipment, study habits pattern of the students. Apart from the above factors students' performance in the continuous assessment can determine how they perform in the actual examinations. That is if a student perform very well in course work, be fully aware that the same students will perform excellently well in examinations if the lecturer assess objectively.

In addition, the urgent need to promote learning and improve performance in the developments in continuous assessment at classroom levels. This undetermined the future of many students that are in schools that persistently perform poorly. What therefore remains disturbing is whether a relationship adopted by lecturers with students performance in final examination. There is need for students to talk about their experience while participating in classroom activities such as class test.

There is need to explore lecturers perception about the effects of course work on students who record lower attainment in class. Also for the lecturer to check the class arrangement that they adopt to enhance the participation of students who record lower attainment in classroom activities. To see the experience of students who record lower attainment concerning their performance. And above all to see the challenges that lecturers encounter while supporting student record lower attainments to participation in continuous assessment tasks.

Continuous Assessment should be deeply rooted in specific class task or activity. That is, it should be performed by the students to a certain standard under the strict observation of the Lecturers. It includes competency demonstration, assessment, public disclosure and programme follow-up. (Anaele, 2010). The hallmark of continuous assessment should be the demonstration of exactly what the student can do. Among the objectives of continuous assessment is to provide a basis for the effective maintenance of uniformity in scoring and maintenance of expected standards geared towards quality attainment, to provide a more valid assessment of a student's overall ability and performance, to enable lecturers to be more flexible and innovative in their instructions, to provide a basis for lecturers to improve on their instructional methods and to provide a basis for more effective guidance of the students.



According to Ezeaugwu (2011), the diagnostic nature of continuous assessment is based on the fact that it helps in the continuous monitoring of student's ability level, his strengths and weaknesses with regard to contents of course, possible causes of weaknesses in content and their possible remedies. It is prognostic in predicting how well a learner can perform if exposed to similar tasks or events on completely different tasks in future. It comes in two or three phase-test spread over the semester time frame. continuous assessments should be able to measure what a student knows and what he can do with his knowledge (Wolff, 2012).

In carrying out a competency-based assessment, Briggs (2012) proposed some few principles such as clearly defining the objective of the assessments, identifying the criteria and sharing it with the assesses (students) in a transparent manner, feedback to the assesses on his her performance, the nature of records made and data collected need to be shared with the students, and if the data is to be used for purpose other than what was defined before the assessment is to further use the data take certain strategic decisions like repositioning teaching-learning strategy, learning situation etc. Also, to give feedback for reinforced development in learning.

Briggs, stated that feedback provided after assessments help the participants that is the students in self-reflection, it appeals to the logic of the students participating in the assessment and help them to get a clear understanding of their development area. In executing a feedback on assessment, Briggs proposed the following consideration such as:

- Pre-empt the expectation of participants or students from the feedback which act as a compass for the assessor who eventually is the Lecturer.
- The assessor needs to be specific and stick to the predefined parameters or competencies to make reference; when necessary, cite examples to facilitate better understanding of students.
- Involving the students is important feedback has to be a dialogue and not a monologue which means students should be given the opportunity to discuss their strength and weakness and experience in the assessment and areas of development;
- Students should be allowed to explain the intent behind their response and differing opinions whenever appropriate, assessors should refrain from passing a judgmental statement that is , their statement have to be suggestive rather than an absolute truths, assessors need to be patient and display great listening skills to create the required trust and rapport with the students

Feedback assessment should aim at making the students to be aware of their strength and areas of development, encourage introspection, help students draw inference and read conclusions. As a result, feedback requires care as it is seen as being a delicate process in teaching-learning process. Briggs observed that in a wrongly positioned feedback, students are very good at hiding any feeling of hurt and upset and that beneath the façade lies a demoralized, de-motivated individual as the student might start thinking. "if that is what I am like, am I really going to get to where I want to be? Where tactfulness is not applied in feedback, it can become the road to frustration. The feedback that is explained here means Lecturers must mark, that is assess whatever means of their continuous assessment and return it back to the students; let them see their performance in that particular course or subject before their final examination.



Conclusion

Conclusively, there is need for students to participate in course work because this will definitely enhance their performance thereby improving the academic performance. Lecturers Assessment of continuous assessment will allows them to check whether or not a student has obtained certain knowledge, skills and attitudes.

There is no doubt that students' performance in the continuous assessment can determine how they perform in the actual examinations. That is if a student perform very well in continuous assessment, also be fully aware that the same students will perform excellently well in examinations.

Suggestions

Having concluded that continuous assessment participation by students and assessment by lecturers in relation students' academic performance, it also pertinent to make certain suggestions to help reduce failure rate of students in continuous assessments thereby affecting their performance in examination:

1. Continuous assessments a determining factor in assessment of students' performance, hence students should participate regularly and fully in CA and their attitude towards responses to CA should be positive.
2. Strategy should be put in place to monitor the independence of students participation in CA, award score and commensurate penalty should be meted out to defaulters..
3. Continuous Assessments performance has correlation with examination grades and examination questions are prepared from what has been administered in continuous assessment of students should be motivated to participate in it regularly.
4. Students should adopt positive attitude to continuous assessment since their attitude to CA has impact on their performance.
5. Lecturers must return their marked assessment scripts to the students so as to known their performance and know how to work harder for their examination.

REFERENCES

- Adegbeye, K. L.(2013) Quality Assurance. Methods and technologies Columbus: McGraw Hill.
- Ajuonuma G. B. (2017). Conditions under which assessment supports students learning.*Journal of learning and teaching in higher education.*
- Anaele, C.O. (2010). The relevance of course work assessment of secretarial vocational education and training to national development. *Journal of national association of professional secretarial staff of Nigeria.*
- Bassavanthappa C. J. (2019). Motivational needs theory. Retrieved on 26th September2021 from <http://www.businessballs.com/davidmcclelland.htm>.



- Beraton C. & Faloyago T. (2009). The need for reform in Continuous assessment method in school in Nigeria for uniformity in scoring and evaluation of Outcomes. Conference published paper. Institute of Education University of Nigeria Nsukka.
- Briggs, M (2012). *Competency based assessment: Meaning and important concepts*. Retrieved on June 15th 2018 from <http://www.managementstudyguide.com/competencybased assessment .htm>.
- Ezeagwu, O. J. (2011). Continuous assessment mode of evaluation in universal basic education programme. Issues of teacher quality in assessment and record keeping. *African Journal of Studies in Education*,
- Ezeoke T. (2002). *Education research. basic issues and methodology*. Nsukka Enugu University Trust Publishers
- Ezeugwu G. & Okoye T. (2012): Continuous assessment mode of evaluation in universal basic education programme: issue of teacher quality in assessment and record keeping. *Journal of education, health and technology research (JEHERT)*
- Federal Government of Nigeria,(2004). National Policy on Education, Abuja NERDC Press.
- Horby.A.S. (2017).Oxford Advanced Learner's Dictionary. Oxford University press. New York.
- Jason, S. (2021). School Performance indicators, accountability ratings, and student achievement. American Secondary Education.
- Marks, H. (2010). Student engagement in instructional activity: Patterns in the elementary, middle, and high school years. *American Educational Research Journal*.
- Ohumche J, & Madacus (2018) *Continuous Assessment for every Learner*. Onitsha fep publisher ltd.
- Okpalla, J. D, Onocha M. & Oyedigji S. (2018).Continuous Assessment mode of evaluation in Nigeria. Need for reform in the agenda for attainment of Millennium Development goals.
- Race G.E. (2019). Students' perception of course work grades in learning, research in curriculum.
- Rosie J. Y (2022). Academic expectations stress inventory, development factor analysis, reliability and validity. Educational and psychological measurements.
- Skinner, E.Furrer, C. Marchand, G and Kindermann, T. (2018) Engagement and disaffection in the classroom: Part of a larger motivational dynamic. *Journal of Educational Psychology*.
- Staut C. (2022). Assessment methods. Division of learning and teaching retrieved 13th October, 2022 from www.csu.edu.au on
- Wolff, R. (2012) Competency Based Education. Retrieved on 15th September, 2017 from <http://www.managementstudyguide.com/competency-based assessment .htm>.