

**ASSESSMENT OF TEACHERS IMPLEMENTATION OF CONTINUOUS  
ASSESSMENT IN NASARAWA SOUTH SENATORIAL DISTRICT OF  
NASARAWA STATE**

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**Abstract**

This study examined assessment of teachers' implementation of continuous assessment in senior secondary schools in Nasarawa South Senatorial District of Nasarawa State. Descriptive research design was employed for the study. The population of the study consisted of all teachers in 146 Public Senior Secondary Schools in the Senatorial District. 1024 teachers out of the total population of 5220 were selected through simple random sampling technique. A 30-item questionnaire was used to collect data from the selected schools. Mean and standard deviation were used to answer the research questions, while t-test was used to test the hypotheses at 0.05 level of significant. Findings from the study revealed that there was no significant difference between male and female teachers on the implementation of continuous assessment in secondary schools, there was no significant difference between rural and urban teachers on the implementation of continuous assessment in secondary schools, and there was no significant difference between B.Ed. and NCE teachers on the implementation of continuous assessment in secondary schools. Recommendations were that only Experienced teachers' who have been trained in Education should be employed in schools by the government and adequate continuous assessment materials should be provided by the government to all schools both the urban and rural to enable teachers' carry out continuous assessment effectively among others.

**Keywords:** Assessment, Teachers, Implementation, Continuous Assessment

**Introduction**

In order to reform the educational system, the Federal Government of Nigeria in 2004, reviewed the national policy on education. One of the highpoints of the policy instrument was the emphasis laid on continuous assessment in the various levels of

education. Since one of the functions of a school is the certification of the individual learner and to effectively carry out this role, assessment of one kind or the other is a prerequisite. Assessment in education occurs whenever one person, in some kind of interaction, direct or indirect, with another, is conscious of obtaining and interpreting information about the knowledge and understanding, or abilities and attitudes of that other person (Anikweze, 2016). It involves the deliberate effort of the teacher to measure the effect of the instructional process as well as the overall effect of school learning on the behaviours of students. Assessment is always an evaluative, interpretative appraisal of performance. It provides information that can enable teachers and other school personnel make decisions regarding the children they serve. Assessment is a means through which the teacher obtains information about knowledge gains, behavioural changes and other aspects of the development of learners.

Continuous assessment (CA) was introduced in schools as a result of the adoption of 6-3-3-4 system of education. The purpose was to make assessment of the learner more reliable, valid, objective and comprehensive. Since the emphasis is now on the all-round development of the learner, it becomes necessary to involve the use of assessment that will consider all aspects of learning. Before continuous assessment was introduced in secondary schools as basic part of assessing students' achievements, the evaluation of students' performances was based on their achievements in a single paper and pencil examination set by some external bodies such as State Ministry of Education conducting part of the Grade II Teachers Certificate Examination, the West African Examination Council (WAEC) conducting the West African School Certificate (WASC) and the General Certificate of Education (GCE) at O' Level and A' level. Obviously, these external bodies were not responsible for the students. The teacher who actually taught and thus knew the students' - abilities had no say in the final assessment of their students

(Lega, 2022). This led to their concentration on the coverage of syllabi without concern for learners' mastery of course contents. This summative or one-shot method of assessment had always been criticized by educators for its inadequacy and subjectivity as an evaluation method. Stating some major weaknesses of summative assessment, Lega (2022) asserted that the one-shot or almighty June system focused and emphasized only on the cognitive aspects of learning while the affective (interest, attitude, feeling, emotions) and psychomotor aspects were neglected. Objectivity was sacrificed for other reasons. This affects the two parties involved. It also denies the teacher the opportunity to make substantial input to the final decision making regarding the students' progress. Furthermore, there is the delay in taking educational decisions until the end of the year or course, by which time such decisions might have been too late to help students improve their learning. Most of them would by then be going on to other classes for other subject (Lega, 2023). The old system has no feedback mechanism in reporting students' learning progress.

In order to assess the new educational system, one policy that cuts across all educational levels throughout Nigeria is that of continuous assessment. In Section 1 of the National Policy of Education (Federal Government of Nigeria, 2004), which deals with the philosophy and goals of education in Nigeria, paragraph 7:7 states that "educational assessment and evaluation will be liberalized by basing them as whole or in part on continuous assessment of the progress of the individual" (p8). The repeated emphasis being placed on continuous assessment is a clear evidence of its importance. The national Steering Committee on Continuous Assessment led by Professor Yoloye regards continuous assessment as a method of ascertaining what a student gains from schooling in terms of knowledge, industry and character development taking into account all his / her performances in tests, assignments, projects and other educational activities

during a given period of term, year, or during the entire period of an educational level. Continuous assessment is a formative mode of evaluation that is, in ideal form, systematic, comprehensive, objective, cumulative and guidance oriented (Anikweze, 2016). Because of these characteristics, CA is acclaimed to be a progressive and objective method of evaluating learners' achievement gains from class instruction with the teacher fully involved in the conduct. CA is a mechanism whereby the final grading of a student in cognitive, affective, and psychomotor domains of behaviour takes account in a systematic way of all his performances during a given period of time during school (FME, 1980). It involves the use of a variety of evaluation instruments for the purpose of guiding and improving the learning and performance of the students.

Similarly, the official handbook of the Federal Ministry of Education reviewed (2013), viewed continuous assessment as a method of finding out what the student has gained from learning activities in terms of knowledge, thinking and reasoning, character development and industry. This new appraisal technique is designed to systematically cover all students' performance in class tests, home assignment, projects, interviews, questionnaires and other school activities, weekly, monthly or periodically – throughout the entire duration of the students course. The handbook also stipulates among other things, that the accurate records of these data should be kept for further use for aiding the student's further development, finding necessary information to parents and guardians and for the general guidance purposes.

Effective continuous assessment reduces such incidences as do-or-die affair. Owing to the fact that assessment has been summative, learners are tempted to do everything within their reach to ensure their promotion to the next class thereby increasing the rate of examination malpractice. Continuous assessment lays more emphasis on comprehensive information on the cognitive, affective and psychomotor

measures of an individual, if well implemented. This will also make learning more meaningful to the children and essentially for independent living and meaningful contribution of effective life of the society (Osadebe and Oghenekaro, 2018).

Teachers implement continuous assessment in a variety of ways such as tests, questionnaire, observation technique, interview, sociometric technique, project technique etc. to allow them to observe multiple tasks and to collect information about what students know, understand and can do. Teaching experience determines teachers' level of understanding of continuous assessment in schools. Lega (2023); Osadebe *et al* (2018) observed that the more experienced a teacher is, the more he begins to understand and appreciate some important test construction skills. Therefore, Implementation of continuous assessment may be sensitive to years of experience. Location is a factor in teachers' perception of continuous assessment. The school location comprises urban and rural schools where the teachers live or operate from. These are the geographic area (urban and rural) that the school is located (Lega, 2023; Awasila, 2012)

Gender as a nature of teachers of either males or females plays a significant role on teachers' level of implementation of continuous assessment. Nzewi (2010) and Ukwuije (2012) observed that Science and Technology were seen as male domain. As a result, the females' upbringing tended to shape them away from Science and Technology. The calculations involved in continuous assessment would likely make female teachers uncomfortable because of the wrong societal expectation that calculations are not meant for women.

Despite these heavy responsibilities necessitated by the teaching professions, teachers are expected to be physically, mentally and professionally prepared to be accepted in operating the system (Osedebe, 2015). The old system of assessment was single, and teachers never encouraged the implementation of continuous assessment

because to them they feel it is burdensome and time consuming. Also, there is the problem of unqualified personnel to implement and operate the continuous assessment method. Judging from general comment from parent and society, it is apparent that continuous assessment has some factors that affect its implementation. Therefore, in order to have an effective implementation of continuous assessment, teachers should acquire skills and utilize the results of such assessment in improving school curriculum. Teachers must be knowledgeable in interpreting the scores and grades awarded to students using the various measuring instruments, demonstrate competence in the construction of tests, questionnaire, checklists and rating scales etc. for assessing the cognitive, affective and psychomotor domains or learning outcome. (Osadebe *et al*, 2018 and Anikweze, 2016) among others. The success of implementation of continuous assessment programme depends on factors such as the provision of materials and equipment to schools, particularly in the issuance of the senior secondary school certificate, the junior secondary school certificate even the primary six leaving certificate by head masters and principals.

From the researcher's personal experiences and observations from teachers, it was noticed that there are poor assessment practices among teachers. For example, many teachers conduct weekly or monthly tests and the results of such tests were never incorporated in the final grading for any purpose. This has been prompted to the cognitive aspect of the student learning to the neglect of the manipulative skills, attitude and values which the student must have acquire during the period of learning (Akani, 2019). Teachers appear to give less attention to the implementation of continuous assessment. Hence, the researcher wants to make an investigation into the problem that might be responsible for teachers' lack of interest in effective implementation of continuous assessment in schools. This apparent lack of interest in the implementation

of continuous assessment impelled the need for this research to determine the extent of the implementation of continuous assessment in Senior Secondary School in Nasarawa South Senatorial District of Nasarawa State.

### **Literature Review**

From the work of Osadebe (2015) which focused on the assessment of teachers' continuous assessment practice in line with Educational policy in primary schools in which 1000 school teachers was randomly selected using proportionate stratified random sampling technique based on sex and location of teachers. The data collected were analyzed, using Mean and Z-test to answer research questions and hypotheses. The result of his findings showed that there was no significant difference between male and female as well as rural and urban school teachers on the practice of continuous assessment in line with the educational policy in Nigeria.

In another development, Osadebe and Oghenekaro (2018) study assessment of teachers' implementation of continuous in senior secondary school in Delta Central Senatorial District of Delta State. the research design employed was ex-post-factor. The population of the study comprised of all senior secondary school teachers of the District. Sample size of 956 teachers were selected for the study through random sampling technique. Mean and standard deviation were used to answered research questions and t-test statistic were employed to test the hypotheses. The findings show that there is no significant difference in male and female teachers in their implementation of continuous assessment. It was further reveals that there is no significant difference in teachers from urban and rural schools in their implementation of continuous assessment in secondary schools.

From the investigation carried out by Okeke and Nkiru (2012) on the teachers' perception of continuous assessment: A mechanism for Quality Assurance. The study

adopted descriptive research design. The research sample size was 4604. Twelve-item structured questionnaire was developed by the researcher. The data collected were analyzed using Mean and frequency scores to answer the research questions while chi-square, Z-test and ANOVA were used to answer the hypotheses. From their reveal, it showed that there is a significant difference in the responses of male and female primary school teachers on their perception of continuous assessment. According to them, it could be as result of sex-role stereotype which would have arrogated things deal with science and technology to the masculine gender. This is similar to Nzewi (2010) which observed that science and technology were seen as male domain. As a result, the females' upbringing tended to shape them away from science and technology. The calculations involved in continuous assessment would likely make female teachers uncomfortable because of the wrong societal expectation that calculations are not reserved for women.

Similarly, Kauts and Kaur (2013) investigated the perception and attitude of teachers from rural and Urban towards continuous and comprehensive evaluation at secondary schools in which 100 teachers, 50 from rural and 50 from urban schools were randomly selected. Scale of Attitude and Scale of Perception towards continuous comprehensive evaluation were administered to the selected school teachers. The data collected were analyzed using Mean, standard deviation and t-test at 0.05 level of significance. The findings reveal that there was no significance difference between rural and urban teachers toward implementation of continuous comprehensive assessment in secondary level. It was further reveals that gender and age of the teachers has not significance effect on continuous assessment implementation.

Adeneye and Babajide (2013) examined attitude towards continuous assessment practices among Nigeria pre-service STM Teachers. 156 pre- service teachers out of the total population of 339 were selected for the study. These include 83 males and 73

females. A four point likert scale questionnaire was used for the study. The data were analyzed using means and Anova to answer the research questions and hypotheses. Their result shows that gender and age had no statistically significant effect on pre-service STM teachers' attitude toward continuous assessment

From the work of Mordecai (2013) which focused on socio-demographic characteristics as correlates of teachers' continuous assessment practices in senior secondary school. The study adopted correlation design. 600 teachers were randomly selected through a non-proportionate stratified sampling technique. 200 teachers were sampled; questionnaire was used to collect data. Regression was used to analyze the data. From his findings, it was revealed that there was no significant difference between B.Ed. and NCE teachers in implementing continuous assessment programme. This is also in line with (Osadebe *et al*, 2018)

Based on the work of Adetayo (2014) on an appraisal of the perception of the continuous assessment practice among school teachers. 200 teachers were randomly sampled for the study. A questionnaire instrument was used for the study; descriptive research design was adopted. Data collected were analyzed using t-test at 0.05 level of significance. The results from the findings revealed that teachers do not differ significantly in conducting continuous assessment across schools by school type location. This may be due to the fact that every teacher irrespective of sex, socio-economic status, school type and location is given the same opportunity to conduct continuous assessment for their students since they are aware of the importance of continuous assessment to the students' progress and success in education. And all teachers were trained in the embryo of continuous assessment in tertiary institution.

### **Statement of the Problem**

In spite of the superficial acceptance of continuous assessment as a tool for improving education, it is disappointing to note that more than thirty years after its introduction in Nigerian secondary schools, output still remains the same, as found in schools. A major contributing factor to this prevailing situation is lack of good quality teachers who could have enhanced meaningful teaching. Fasasi (2016) observed that as far back as 2014/2015, 25.65% of teachers in Nigerian schools were not professionally qualified. As a result, despite the teachers' understanding of the need for continuous assessment, their quality of teaching and application of continuous assessment are likely to be poor. It is expected that the more qualified the teachers are, the more concerned and more responsible they become in the implementation of continuous assessment. This study therefore, focuses on assessment of teachers' implementation of the continuous assessment in Nasarawa South District of Nasarawa State.

### **Research Questions**

In order to achieve the purpose of the study, the following research questions were answered.

1. What is the mean level of implementation of continuous assessment by male and female teachers in senior secondary schools in Nasarawa South Senatorial District of Nasarawa State?
2. What is the mean level of implementation of continuous assessment by urban and rural teachers in senior secondary schools in Nasarawa South Senatorial District of Nasarawa State?
3. What is the mean level of implementation of continuous assessment between teachers with B.Ed and teachers with NCE in senior secondary schools in Nasarawa South Senatorial District of Nasarawa State?

## **Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significance

1. There is no significant difference in the mean level of implementation of continuous assessment by male and female teachers in schools in Nasarawa South Senatorial District of Nasarawa State.
2. There is no significant difference in the mean level of implementation of continuous assessment by urban and rural teachers in schools in Nasarawa South Senatorial District of Nasarawa State.
3. There is no significant difference in the mean level of implementation of continuous assessment between teachers with B.Ed. and teachers with NCE in schools in Nasarawa South Senatorial District of Nasarawa State.

## **Methods**

The research design employed in this study was descriptive design. This is because the study was set to obtain respondents' opinion on teachers' implementation of continuous assessment. This design was also chosen because it is not always possible to select, control and manipulate the factors necessary for the study. The population of this study consists of all teachers of public senior secondary schools in Nasarawa South Senatorial District (2040 female and 3180 male teachers respectively). Through simple random sampling, 42 schools with total number of 1024 teachers from the total numbers of 146 public senior secondary schools in Nasarawa South Senatorial Districts were selected for the study (329 female and 695 male teachers). The instrument adopted in this study was questionnaire. A 30-item questionnaire was constructed. The questionnaire has two sections A and B. Section A contains bio-data information, this is to elicit data based on qualification, gender, location, age, school type, and socio – economic status. Apart from the breakdown information, section B consists of questions constructed on four-

point likert scale viz; Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). Where SA=4, A=3, D=2, SD=1. The instrument was validated by three experts in Measurement and Evaluation from Federal University of Lafia and validity index of 0.86 was obtained. To establish instrument reliability, the instrument was administered to thirty (30) teachers outside the sampled schools and cronbach alpha reliability of 0.76 was obtained from the instrument of cognitive, affective and psychomotor. The instrument was administered personally by the researcher thereby avoided any consultations among respondents before responses. The data collected were analyzed using mean and standard deviation to answer research questions, while t-test was used to test each hypothesis at 0.05 level of significance.

## **Results**

**Research Question One:** What is the mean level of implementation of continuous assessment by male and female teachers in senior secondary schools?

**Table 1: Mean rating of male and female teachers in their implementation of continuous assessment in senior secondary schools**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
Male	695	2.48	0.24
Female	329	2.47	0.23
Total	1024		

Table 1 showed that the mean rating of male teachers on the implementation of continuous assessment in senior secondary schools is the same. The mean of male teachers=2.48 and female teachers=2.47 The result shows that male and female teachers are not differ in their implementation of continuous assessment in secondary schools.

**Research Question Two:** What is the mean level of implementation of continuous assessment by urban and rural teachers in senior secondary schools?

**Table 2: Mean rating of rural and urban teachers in their implementation of continuous assessment in senior secondary schools.**

Location	N	Mean	SD
Rural	340	2.38	0.22
Urban	684	2.36	0.21
Total	1024		

Table 2 shows the mean of 2.38 for rural and 2.36 for urban. This implies that teachers from rural and urban schools are slightly different by 0.02 in their implementation of continuous assessment in secondary schools. However, the difference is of no statistical significance.

**Research Question Three:** What is the mean level of implementation of continuous assessment between teachers with B.Ed and teachers with NCE in senior secondary schools?

**Table 3: Mean rating of teachers with B.Ed and teachers with NCE in their implementation of continuous assessment in senior secondary schools**

Qualification	N	Mean	SD
B.Ed.	458	2.39	0.25
NCE	566	2.38	0.38
Total	1024		

The result of table shows that teachers with B.Ed degree had a mean score of 2.39 while teachers with NCE degree got a mean score of 2.38. The difference is just 0.01, hence there is no difference in their implementation of continuous assessment in secondary schools.

**Hypothesis One:** There is no significant difference in the mean level of implementation of continuous assessment by male and female teachers in schools.

**Table 4: Analysis of the difference in the mean level of male and female teachers on the implementation of continuous assessment in schools**

Gender	N	Mean	SD	t-value	p-value	Decision
Male	695	2.48	0.24	0.43	0.67	not sig
Female	329	2.47	0.23			
Total	1024					

Table 4 shows t-test run to determine the differences in the implementation of continuous assessment in schools among male and female teachers. The result shows the p-value (0.67) to be greater than the 0.05 level of significance. The null hypothesis is therefore accepted. This means that there is no significant difference in male and female teachers in their implementation of continuous assessment.

**Hypothesis Two:** There is no significant difference in the mean level of implementation of continuous assessment by urban and rural teachers in schools.

**Table 5: Analysis of the difference in the mean level of rural and urban teachers on the implementation of continuous assessment in schools**

Location	N	Mean	SD	t-value	p-value	Decision
Rural	342	2.30	0.22	1.78	0.78	Not sig
Urban	684	2.36	0.21			
Total	1024					

Table 5 shows t-test run to determine the differences in the implementation of continuous assessment in schools among male and female teachers. The result shows the p-value (0.78) to be greater than the 0.05 level of significance. The null hypothesis is therefore accepted. This means that there is no significant difference in urban and rural teachers in their implementation of continuous assessment.

**Hypothesis Three:** There is no significant difference in the mean level of implementation of continuous assessment between teachers with B.Ed. and teachers with NCE in schools.

**Table 6: Analysis of the difference in mean level of teachers with B.Ed. and teachers with NCE on the implementation of continuous assessment in schools.**

Qualification	N	Mean	SD	t-value	p-value	Decision
B.Ed.	458	2.39	0.25	0.65	0.58	Not sig
NCE	566	2.38	0.23			
Total	1024					

Table 6 above shows an analysis of the difference between teachers who had B.Ed. and those who had NCE in their implementation of continuous assessment in schools. The result revealed that  $t=0.065$  and  $p>0.05$ . Hence, the null hypothesis is accepted. This indicates that there is no significant difference between teachers with B.Ed. and NCE in the implementation continuous assessment in schools.

### Discussion

The result on hypothesis one revealed that there was no significant difference in the mean level of implementation of continuous assessment by male and female teachers in secondary schools. This means that both male and female teachers implement continuous assessment. This finding is in line with Osadebe (2015) whose study showed that there was no significant difference between male and female teachers on the practice of continuous assessment in line with the educational policy in Nigeria. This could be as a result that male and female teachers' implement continuous assessment in their various schools irrespective of their gender, because both teachers' in their various schools carried out continuous assessment. It also supports Adeneye and Babajide (2013) in their study revealed that gender and age of teachers' had no statistically significant effects towards continuous assessment implementation.

Hypothesis two showed that there was no significant difference in the mean level of implementation of continuous assessment by urban and rural teachers in secondary schools. This finding was similar to the study carried out by Kauts and Kaur (2013) on

perception and attitude of teacher from rural and urban towards continuous comprehensive assessment in secondary school. They find out that there was no difference between rural and urban teachers toward implementation of continuous comprehensive assessment in secondary level. This also in line with that of Osadebe (2015) which state that there was no significant difference between rural and urban teachers on the implementation of continuous assessment in secondary schools. But on the contrary, Anita (2013) revealed that urban teachers were more positive than rural teachers about factors contributing to success of continuous assessment in their respective schools.

Hypothesis three revealed that there was no significant difference in the mean level of implementation of continuous assessment between teachers with B.Ed. and teachers with NCE teachers in secondary schools. This finding is in agreement with Edgebe (2002), Egbule (2002), as cited by Modecai (2013) which state that there was no significant difference between the professional and non – professional teachers in implementing the continuous assessment programme. Teachers’ qualifications had no statistically significant effect toward continuous assessment.

### **Conclusion**

Based on the findings, the following conclusions were drawn.

1. Gender of teacher does not differ in their implementation of continuous assessment in schools.
2. Location of teacher does not differ in their implementation of continuous assessment in schools.
3. Teachers’ qualification does not differ in their implementation of continuous assessment in schools.

## **Recommendations**

Based on the findings and conclusion of the study, the following recommendations were made.

1. Experienced teachers' who have been trained in education should be employed in schools by the government.
2. Adequate continuous assessment materials should be provided by the government to all schools both the urban and rural to enable teachers' carry out continuous assessment effectively.
3. It is also recommended that only qualified teachers with educational qualification such as B.Ed. and NCE should be employed to teach in secondary schools.
4. Experts should be selected by the ministry of Education to organize Conferences, Seminars, Workshops, and In-service training for teachers' so that they can understand the new dimensions and current strategies, skills and techniques on how to implement continuous assessment.
5. There should be a coordinating committee in each school, in each district or local government education area office and each state should be inspected, supervise and monitor by the ministry of education to ensure maintenance of approved standards and procedures in continuous assessment.

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