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## AN EVALUATION OF TEACHERS' ATTITUDE AND COMPETENCE TOWARDS CONTINUOUS ASSESSMENT IMPLEMENTATION IN SECONDARY SCHOOLS IN DELTA SOUTH SENATORIAL DISTRICT OF DELTA STATE

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### Abstract

The research work was designed to evaluate the attitude and competence of teachers towards continuous assessment implementation in secondary schools in Delta South Senatorial District of Delta State. The purpose of the study was to investigate whether teachers show favourable attitude and are competent enough in the operation of continuous assessment and to examine certain problems that may act as hindrance towards its full implementation in the study area. Five (5) research questions and three (3) null hypotheses were formulated to guide the study. Teachers' attitude and competence towards continuous assessment implementation questionnaire titled "TACCAIQ" was used to collect data from eighty (80) teachers in sixteen (16) secondary schools that were sampled randomly from the schools in Delta South Senatorial District of Delta State. The study adopted the descriptive survey research design in carrying out the investigation. Both percentage and Chi-square ( $\chi^2$ ) test were used as method of statistical analysis. Analysis of data collected through the administration of TACTCAIQ revealed that: teachers in the study area show negative attitude towards the effective implementation of continuous assessment in secondary schools; there was a significant effect of teachers' attitude on the implementation of continuous assessment in secondary schools; there was a significant effect of teachers' competence on the implementation of continuous assessment in secondary schools; teachers do not use all the assessment tools available for carrying out continuous assessment and that only tests and examinations are frequently used; there was no significant sex difference in the attitudes of teachers towards continuous assessment implementation; and that, a number of challenges are facing teachers in the -effective implementation of continuous assessment in the study area. Based on these findings, it was recommended among others that teachers should be given adequate orientation in the form of in-service training on the need and importance of continuous assessment and how to effectively operate it through the combination of various assessment techniques and instruments.

**Keywords:** Teachers' competence, teachers' attitude.

## Introduction

The National Policy on Education (NPE) of the Federal Republic of Nigeria introduced some noble ideas aimed at channeling education to the development of Nigeria economic, political, sociological and human resources. One of these innovative ideas in the policy document is “the liberalization of assessment and evaluation by basing them in whole or part on continuous assessment (CA) of the progress of the individual” (F. M. E., 2004; 2013). This approach to assessing and evaluating students became prominent in our educational system with the implementation of the 6-3-3-4 system of education (Osadebe&Oghenekaro, 2018).

Obimene, Ugwu&Mbonu (2023), defined continuous assessment as a method of evaluating students’ progress and achievements in educational institutions aimed at getting a true picture of learners’ abilities and also helping to assist them in maximizing their potentials. Again, Okonkwo (2012) defined continuous assessment as a way of assessing learners’ achievement in the cognitive, affective and psychomotor domains right from when they become learners until the end of it. This, according to him is determined using scores obtained from various instruments and techniques of assessment such as tests, projects, rating scales, checklist, observations, interviews and other appropriate techniques. From the above definitions, continuous assessment involves the use of a great variety of modes of evaluation for the purpose of guiding and improving the learning outcomes and performance of the students. The introduction of continuous assessment in our educational system was aimed at obviating the shortcomings of the old practice of one-shot testing for promotion and/or certification, a practice that was bedeviled with incidence of examination malpractices. The West African School Certificate Examination (WASCE) which served as a single final examination in the old system of assessment was summative in nature, anxiety provoking and threatening to students on the eve of such examinations. Teachers then were teaching almost exclusively for examination (Awofala&Babajide, 2013) while periodical assessment to monitor the progress of students’ learning was totally ignored. Osadebe&Oghenekaro (2018) noted that the single final examination was crucial in deciding the future of the candidate such that the temptation to ensure success by all means (fair or foul) was very high. Besides, the situation in which students are exposed to one single terminal examination, which their teachers had no input in the setting, has negative implications. Continuous assessment (CA) was introduced based on the belief that it will give teachers greater involvement in the overall assessment of students’ achievement and to keep under control some issues affecting students’ performance that is traceable to faulty evaluation procedures and practices. As the emphasis was placed on examination to the neglect of practical knowledge and experiences, the tendency therefore, would be for students to cram in order to pass the examination. Continuous assessment improves students’ learning skills and has positive effects on the overall learning of students (Saleem, Raza&Deeba, 2022). One of the positive effects of it is that, it guides against students’ cheating in examinations.

Faren (2020) observes that the nature of continuous assessment require regular evaluation of learners’ performance to provide a comprehensive and systematic view of the learners’ performance. Undoubtedly, results from this regular assessment will further provide additional and necessary information to guide the students toward improved performance. It was because of the above feature associated with continuous assessment that the Federal

Government introduced it into our school system as an innovative measure to correct the lapses of the one-shot examination. Despite the laudable attempt by government for introducing continuous assessment as an innovative measure to improve on the evaluation of learners, the programme is far from achieving its goals. Students massively fail in external examinations year in, year out. In order to avoid failure, the only way possible for students is to be involved in examination malpractices. The situation is getting worst in Delta State where the present investigation was conducted. The question one may ask is: To what extent is continuous assessment being fully implemented in our schools as required and why has it not yielded desired results? Answering these questions demands examining the attitude and level of competence teachers exhibit towards the implementation of continuous assessment in secondary schools.

Attitude is a psychological construct that relates to a person’s mental and emotional attributes (Obineme, Ugwu&Mbonu, 2023). It can be a positive, negative or neutral view of a person to an object or event. Attitude can also be a complex mental state involving beliefs, feelings, values and disposition to act in certain ways. Attitude can also be seen as a learned inclination or tendency of an individual to respond positively or negatively to objects, situations, concepts, or other individuals (Mulala, 2015). Based on one’s attitude or feelings towards something, one is pre-disposed to behave in a particular way. People can also behave in a certain way, depending on the situation that involves the object, idea, event or person.

Attitudes of teachers toward continuous assessment play a major role in the way they implement it. Classroom teachers implement much of continuous assessment (Asale, 2017; Salamanu, 2018). They need to be proficient and well-grounded in the planning, construction and utilization of achievement tests and other assessment tools for measuring learning outcomes or attainment of students. However, as a result of teachers’ operational classroom experience, many teachers see continuous assessment as too cumbersome and an unnecessary creation of more works for them. Many teachers of the low socio-economic class do not have time at home to prepare valid and reliable instruments for proper and effective assessment of their students (Osadebe&Oghenekaro, 2018).

The issues surrounding teachers’ attitude cannot be understated in ensuring successful implementation of continuous assessment. Many teachers have negative attitude towards conducting continuous assessment in schools because of laziness in marking, and this has been affecting the way and manner they conduct their continuous assessment activities in the classroom. According to Akanni (2019), teachers are expected to employ varying techniques at different occasions to obtain students’ continuous assessment scores. According to him, many teachers fail to do this but confined themselves to only one or two assessment procedures in a term simply because they are not interested in marking and reporting students’ performance regularly or periodically as demanded by continuous assessment practices. This kind of attitude negatively affects the effective implementation of continuous assessment as it disrupts the main objective of the programme. Apart from teachers’ negative attitude, Asale (2017) and Korode (2020) identified large class size and lack of teaching/learning resources as major setbacks to the achievement of the objectives of continuous assessment. Brookhart (2012) and Alufohai&Akinsolotu (2016), in their opinions, said that teachers’

negative attitudes and competence in the use of test instruments affect the performance of students. That is, when a teacher uses a wrong instrument for testing his/her students, the result is that, the students may perform poorly and in this case, the objectives of the test and the continuous assessment practice in particular, may be defeated. Birehanu (2014) in Akanni (2019) opined that, the continuous assessment programme can only achieve its desired goal if teachers implement it as expected of them. Birehanu (2014) in Akanni (2019), further stated that when a teacher does not have a clear understanding of the basic philosophy and procedures for continuous assessment implementation, there is no way it can be successfully carried out. Marso and Pigge (2013), sees insufficient training as well as lack of adequate materials as factors that make it difficult for teachers to appreciate and implement continuous assessment as expected of them. Invariably, conflicting teachers' attitude towards continuous assessment equally affects its effective implementation in most schools (Brookhart, 2012).

From what has been observed so far in our classrooms, it is quite un-doubtable that teachers' expertise and knowledge in carrying out continuous assessment is questionable as students seem not to get feedback from continuous assessments conducted on them. This is to say that, lack of competence on the part of teachers can affect the outcome of continuous assessment. This was the view of Ngulube (2024) who stated from the results of his study that, quite a large number of secondary school teachers show a high level of incompetence in the use of statistical tools for analyzing data and presenting results of students' performance in a neat and logical manner. Awofala & Babajide (2013) found that school teachers exhibited poor knowledge of the elementary concepts involved in continuous assessment implementation. Supporting this view, Akanni (2019) observed that teachers' competence includes planning and proper implementation of continuous assessment in accordance with the objectives of the subject or lesson. Therefore, teachers need to have well-developed knowledge and skills to be creative in their implementation of continuous assessment. Moreover, as noted by Gahsaw (2014) and referenced in Akanni (2019), challenges militating against continuous assessment implementation can be put under checked and its success maximized if teachers use their expertise knowledge to strategize or put in place a well-organized plan for conducting continuous assessment as advocated by Government.

The Oxford Centre for Staff and Learning Development (2011) cited by Garba & Yusuf (2019) stated that, for continuous assessment to realize its objectives, the principles of test validity, reliability, comprehensiveness, relevance as well as transferability of test scores must be strictly adhered to. Some scholars have argued that classroom teachers do not care to find out if their assessment instruments have the qualities of test reliability, validity and fairness due to their poor attitude and lack of competence in carrying out continuous assessment as expected of them. Obviously, establishing the quality of test instruments in terms of their reliability, validity and fairness as well as the appropriateness of the items in relation to their difficulty and discrimination indices are important requirements in testing as it affect the implementation of continuous assessment. When assessment tools are not well constructed and are faulty, the data generated through the use of such instruments will not be valid, reliable, and thus, misleading and this will invariably lead to wrong decisions taking on students with regard to their performance.

The comprehensive nature of continuous assessment demands that classroom teachers use a variety of assessment techniques to assess the cognitive, psychomotor and affective behaviours of learners. Unfortunately, only classroom tests, assignments and end of term/year examinations are used for the assessment of students' learning outcomes (Idowu & Esere, 2010, cited in Lawrence & Bolanta, 2020). Ojo in Akanni (2019) opined that many teachers only adopted questions from the test items of textbooks or public examination papers for use in conducting continuous assessment in the classroom. This unethical practice shows teachers' lackadaisical attitude and a lack of competence in conducting and implementing continuous assessment. When the attitude towards a programme is not favourable, its success is hampered (Falaye and Adefisoye, 2016), worst still is the competence of personnel in implementing the programme. It is against this background that this study was carried out to investigate the kind of attitude teachers show towards continuous assessment and how competent they are in its implementation in Secondary schools in Delta South Senatorial District of Delta State, Nigeria.

## Statement of Problem

The introduction of continuous assessment in our schools is based on the belief that it will give teachers greater involvement in the overall assessment of students' achievement and to keep under control some issues affecting students' performance that is traceable to faulty evaluation procedures and practices. As laudable as it sound however, the successful implementation of continuous assessment will largely depends on the extent to which the challenges militating against it can be curbed. One of the seemingly prominent challenges that face the conduct of the practice is the teachers' lackadaisical attitude and lack of competence. Most teachers lack the skills on the process and practice of keeping reliable records of learners' day to day performance in the classroom. Moreover, they lack the competence in developing valid and reliable assessment instruments for the evaluation of the behavioural outcomes of learners in the 3-domains, i.e, cognitive, affective and psychomotor. Indeed, some teachers considered continuous assessment as a laborious and tasking activity if it is to be carried out as required. Some teachers eschew undertaking the various techniques and skills involved due to laziness and lack of competence; students are not assessed using a wide variety of instruments and they are also not assessed in the affective and psychomotor domains. The implication of this is that, the overall ability of learners is not assessed with the attendant result of massive failures in external examinations. Students therefore take to examination malpractice as last resort to pass their examinations. This is quite sad and disheartening as government's laudable objectives of introducing continuous assessment is defeated.

The questions one may ask are: what is the perception of teachers and level of commitment towards the implementation of continuous assessment in secondary school? Are teachers competent in the effective implementation of continuous assessment in secondary schools? This study sought to provide answers to these questions as they affect the implementation of continuous assessment in secondary schools in Delta South Senatorial District of Delta State.

## Research Questions

This study was guided by the following research questions:

1. What is the attitude of teachers towards the implementation of continuous assessment in secondary schools in Delta South Senatorial District of Delta State?
2. What is the difference in attitude between male and female teachers towards the implementation of continuous assessment in secondary schools in Delta South Senatorial District of Delta State?
3. How often do teachers use the necessary assessment tools in the effective implementation of continuous assessment in secondary schools?
4. How competent are teachers in the skills required for the effective implementation of continuous assessment implementation in secondary schools in Delta South Senatorial District of Delta State?
5. What are the problems facing teachers in the effective implementation of continuous assessment in secondary schools?

### Hypotheses

**Ho<sub>1</sub>:** Teachers' attitude towards continuous assessment does not significantly affect its implementation in secondary schools in Delta South Senatorial District of Delta State.

**Ho<sub>2</sub>:** Teachers' competence on continuous assessment does not significantly affect its effective implementation in secondary schools in Delta South Senatorial District of Delta State.

**Ho<sub>3</sub>:** There is no significant difference between the total attitude scores of male and female teachers towards continuous assessment implementation in secondary schools in Delta South Senatorial District of Delta State.

### Purpose of the Study

The main purpose of the study was to examine teachers' attitude and competence towards continuous assessment implementation in secondary schools in Delta South Senatorial District of Delta State. The specific objectives are:

1. To assess teachers' attitude and competence towards the implementation of continuous assessment.
2. To investigate how teachers' attitude affect the implementation of continuous assessment
3. To examine the extent to which teachers' competence in carrying out continuous assessment affects its implementation.
4. To examine if there is any difference in attitude between male and female teachers towards the implementation of continuous assessment.
5. To examine the problems facing teachers in the effective implementation of continuous assessment.

### Methods

This study adopted a descriptive survey research design in investigating teachers' attitude and competence towards continuous assessment implementation in secondary schools in Delta South Senatorial District of Delta State. The population of the study consisted of all the three thousand, six hundred and ninety three (3,693) teachers in the (115) secondary schools in Delta South

Senatorial District of Delta State. A sample of eight (80) teachers, comprising of thirty two (32) males and forty eight (48) females was used for the study. Two (2) public secondary schools each were selected randomly from the eight Local Government Areas that make up Delta Central Senatorial District, making a total of sixteen (16) secondary schools on the whole. Five (5) teachers were used from each of the sixteen (16) schools selected through purposive/availability sampling technique.

The instrument used to collect data for the study was a questionnaire made up of 52 items, titled "Teachers' Attitude and Competence towards Continuous Assessment Implementation Questionnaire TACTCAIQ". The questionnaire was divided into four (4) sections: A, B, C, D, and E. Section A sought for information on teachers' bio-data. Section B was made up of statements designed to elicit information from teachers regarding their attitude towards continuous assessment implementation. Section C was designed to obtain information concerning the frequency of use of various instruments. Section D was made up of statements designed to elicit information from the respondents regarding their competence towards the implementation of continuous assessment in schools. And lastly, section E was aimed at collecting information regarding the problems teachers are faced with to successfully implement continuous assessment in secondary schools.

The questionnaire was validated through the constructive criticism and suggestions of two (2) experts from measurement and evaluation in the Department of Counselling Psychology, Delta State University, Abraka. The necessary corrections that were made were used to produce the final version of the instrument which was considered valid for the research work.

Reliability of the instrument was established through the test-retest method. The questionnaire was administered to sixteen (16) secondary school teachers who were not part of the sample chosen for the study. After two weeks, the instrument was re-administered to the same 16 teachers who responded again to the items in it. The scores from the first and second administrations of the questionnaire were compared by using the Pearson Product Moment correlation coefficient (r) statistics which gave a reliability coefficient of 0.78 as a measure of stability of the items in the questionnaire.

Copies of the questionnaire were personally administered to the eighty (80) teachers from the sixteen (16) selected schools who were met on duty at the time the researcher visited the schools. This was after obtaining permission from the principals of the chosen schools. The purpose of the research was fully explained to the respondents before the questionnaire was administered on them. All the eighty (80) copies of the questionnaire were duly completed and retrieved on the spot for statistical computation.

The data collected from the administration of teachers' questionnaire was presented in frequency tables and analyzed through the use of simple percentage counts. The Chi-square ( $\chi^2$ ) test statistics was used to test the hypotheses at the 0.05 alpha level of significance.

### Results

**Table 4.1: Attitude Dimension of the Implementation Continuous Assessment as Required by Teachers in Secondary Schools**

S/N	Statement	SA	A	D	SD
1.	Students are not tested as they should because of the difficulties analysis and	22	27	18	13

	interpretation	(28%)	(34%)	(22%)	(16%)
2.	Quite often, all the test scores not recorded of the difficulties in analysis and interpretation	15 (19%)	17 (21%)	22 (26%)	26 (34%)
3.	One unique thing about our school is that none of the lecturers follow the teach-assaess-reteach method as demanded	27 (34%)	20 (25%)	19 (24%)	14 (17%)
4.	The continuous assessment programme is itself difficult to operate because it is cumbersome	28 (35%)	21 (26%)	20 (25%)	11 (14%)
5.	The process of continuous assessment is too cumbersome and time consuming, hence I dislike it.	25 (31%)	21 (26%)	18 (23%)	16 (30%)
6.	Since taking up teaching of my class, I do not see how I could cover the syllabus because of the rigours of CA implementation	11 (14%)	16 (20%)	27 (34%)	26 (32%)
7.	It is stressful for teachers to cope with the amount of work that continuous assessment entails.	23 (29%)	26 (33%)	21 (26%)	10 (12%)
8.	I do not assess my students regularly as required but occasionally due to lack of interest in continuous assessment implementation.	21 (26%)	23 (29%)	20 (25%)	16 (20%)
9.	I do not assess all the domains of students' behaviours but the cognitive aspect mostly.	25 (31%)	27 (34%)	19 (24%)	9 (11%)
10.	My age is mostly affecting me in my effort to commit myself to the full implementation of continuous assessment in the school.	16 (20%)	15 (19%)	24 (30%)	25 (31%)
11.	Increasing rate of examination malpractice has nothing to do with non-implementation of continuous assessment in schools.	21 (26%)	29 (36%)	18 (23%)	12 (15%)
12.	I find it difficult testing the affective domain of the students. It should be excluded from continuous assessment practices.	21 (26%)	19 (24%)	22 (28%)	18 (22%)
13.	I do not have the interest to construct test that could assess the feelings, emotions/and other affective variables of my students.	24 (30%)	24 (30%)	18 (23%)	14 (17%)
14.	I feel reluctant to carryout continuous assessment as expected because of the rigours associated with record keeping	26 (33%)	23 (29%)	21 (26%)	10 (12%)
15.	Making the assessment of pupils' personality compulsory is most irrelevant and it is "witch hunting".	25 (31%)	24 (30%)	20 (25%)	11 (14%)
16.	There is nothing wrong with the previous single end of term assessment of students and therefore no need for continuous assessment as is advocated.	17 (21%)	21 (26%)	23 (29%)	19 (24%)
17.	The progressive assessment of the students is what I hate in continuous assessment	20 (25%)	24 (30%)	20 (25%)	16 (20%)
18.	If I have my way, continuous assessment should not be introduced throughout the Nigeria Educational System	21 (26%)	15 (19%)	23 (29%)	21 (26%)
19.	Apart from time wastage, there is also wastage of fund for continuous assessment, hence I dislike it.	27 (34%)	22 (28%)	18 (22%)	13 (16%)
20.	The fund spent on continuous assessment could have been used for other things. The former system of assessment should be retained.	21 (26%)	15 (19%)	23 (29%)	21 (26%)
21.	I do not see any relationship between students' school drop-out and non-implementation of continuous assessment.	20 (25%)	30 (37%)	19 (24%)	11 (14%)

### Research Question One

#### What is the attitude of teachers towards the implementation of continuous assessment in secondary schools in Delta South Senatorial District of Delta State?

From the data analyzed and presented in Table 4.1 above, it can be deduced from the teachers' responses to the attitudinal statements that teachers' attitude towards the full implementation of continuous assessment in secondary schools is negative. Strongly

Agree and Agree responses together were regarded as negative responses while reverse is the case for Disagree and Strongly Disagree responses which together formed positive responses. Apart from items 2, 6, 10 and 16 where teachers had total Strongly Agree and Agree responses of 32%, 27%, 31% and 38% respectively, responses to the rest statements had greater percentages of total Strongly Agree and Agree responses which were negative. From the fore-going, it can be concluded that teachers' attitude toward continuous assessment implementation in

**Table 4.2: Frequency Count on the Male and Female Teachers' Responses to the Items Presented in Table 4.1 Above**

S/N	Items	Sex											
		Male						Female					
		SA	A	SA+A	D	SD	D+SD	SA	A	SA+A	D	SD	D+SD
1.	Students are not often tested as they should because of the difficulties in analysis and interpretation.	9 (28%)	11 (34%)	20 (62%)	7 (22%)	5 (16%)	12 (38%)	13 (27%)	16 (33%)	29 (60%)	11 (23%)	8 (17%)	19 (40%)
2.	Quite often all the test scores are not recorded because of the difficulties in analysis and interpretation	6 (19%)	7 (22%)	13 (41%)	9 (28%)	10 (31%)	19 (59%)	9 (19%)	10 (21%)	19 (40%)	13 (27%)	16 (33%)	29 (60%)
3.	One unique thing about our schools is that none of the teachers follow the teach-assess-reteach method as demanded	11 (34%)	8 (25%)	19 (59%)	8 (25%)	5 (16%)	13 (41%)	16 (33%)	12 (25%)	28 (58%)	11 (23%)	9 (19%)	20 (42%)
4.	The continuous assessment programme in itself is difficult to operate because it is cumbersome	11 (34%)	8 (25%)	19 (59%)	8 (25%)	5 (16%)	13 (41%)	16 (33%)	12 (25%)	28 (58%)	11 (23%)	9 (19%)	20 (42%)
5.	The process of continuous assessment is too cumbersome and time consuming, hence I dislike it.	10 (31%)	8 (25%)	18 (56%)	7 (22%)	7 (22%)	14 (44%)	15 (31%)	13 (27%)	28 (58%)	11 (23%)	9 (19%)	20 (42%)
6.	Since taking up teaching of my class, I do not see how I could cover the syllabus because of the rigours of CA implementation	4 (13%)	6 (19%)	10 (32%)	11 (34%)	11 (34%)	22 (68%)	7 (15%)	10 (21%)	17 (36%)	16 (35%)	15 (31%)	31 (64%)
7.	It is stressful for teachers to cope with the amount of work that continuous assessment entails.	9 (28%)	10 (31%)	19 (59%)	9 (28%)	4 (13%)	13 (41%)	14 (29%)	16 (33%)	30 (62%)	12 (25%)	6 (13%)	18 (38%)

8.	I do not assess my students regularly as required but occasionally due to lack of interest in continuous assessment implementation.	9 (28%)	9 (28%)	18 (56%)	8 (25%)	6 (19%)	14 (44%)	12 (25%)	14 (29%)	36 (54%)	12 (25%)	10 (21%)	22 (46%)
9.	I do not assess all the domains of students' behaviours but the cognitive aspect mostly.	10 (31%)	11 (35%)	21 (66%)	8 (25%)	3 (9%)	11 (34%)	15 (31%)	16 (33%)	31 (64%)	11 (23%)	6 (13%)	17 (36%)
10.	My age is mostly affecting me in my effort to commit myself to the full implementation of continuous assessment in the school.	6 (19%)	6 (19%)	12 (38%)	10 (1%)	10 (31%)	20 (62%)	10 (21%)	9 (19%)	19 (40%)	14 (29%)	15 (31%)	29 (60%)
11.	Increasing rate of examination malpractice has nothing to do with non-implementation of continuous assessment in schools.	8 (25%)	12 (38%)	20 (63%)	7 (22%)	5 (15%)	12 (37%)	13 (27%)	17 (35%)	30 (62%)	11 (23%)	7 (15%)	18 (38%)
12.	I find it difficult testing the affective domain of the students. It should be excluded from continuous assessment practices.	8 (25%)	8 (25%)	16 (50%)	9 (28%)	7 (22%)	16 (50%)	13 (27%)	11 (23%)	24 (50%)	W13 (27%)	11 (23%)	24 (50%)
13.	I do not have the interest to construct test that could assess the feelings, emotions/and other affective variables of my students.	10 (31%)	10 (31%)	20 (62%)	7 (22%)	5 (16%)	12 (38%)	14 (29%)	14 (29%)	28 (58%)	11 (23%)	9 (19%)	20 (42%)
14.	I feel reluctant to carryout continuous assessment as expected because of the	11 (34%)	9 (28%)	20 (62%)	8 (25%)	4 (13%)	12 (38%)	15 (31%)	14 (29%)	29 (60%)	13 (27%)	6 (13%)	19 (40%)

	rigours associated with record keeping												
15.	Making the assessment of pupils' personality compulsory is most irrelevant and it is "witch hunting".	10 (31%)	10 (31%)	20 (62%)	8 (25%)	4 (13%)	12 (38%)	15 (31%)	14 (29%)	29 (60%)	12 (25%)	7 (15%)	29 (40%)
16.	There is nothing wrong with the previous single end of term assessment of students and therefore no need for continuous assessment as is advocated.	7 (22%)	8 (25%)	15 (47%)	9 (28%)	8 (25%)	17 (53%)	10 (21%)	13 (27%)	23 (48%)	14 (29%)	11 (23%)	25 (52%)
17.	The progressive assessment of the students is what I hate in continuous assessment	8 (25%)	10 (31%)	18 (56%)	8 (25%)	6 (19%)	14 (29%)	12 (25%)	14 (29%)	26 (54%)	12 (25%)	10 (21%)	22 (46%)
18.	If I have my way, continuous assessment should not be introduced throughout the Nigeria Educational System	8 (25%)	6 (19%)	14 (44%)	9 (28%)	9 (28%)	18 (56%)	13 (27%)	9 (19%)	22 (46%)	14 (29%)	12 (25%)	26 (56%)
19.	Apart from time wastage, there is also wastage of fund for continuous assessment, hence I dislike it.	11 (34%)	9 (28%)	20 (62%)	7 (22%)	5 (16%)	12 (38%)	16 (33%)	13 (27%)	29 (60%)	11 (23%)	8 (17%)	19 (40%)
20.	The fund spent on continuous assessment could have been used for other things. The former system of assessment should be retained.	8 (25%)	6 (19%)	14 (44%)	9 (28%)	9 (28%)	18 (56%)	13 (27%)	9 (19%)	22 (46%)	14 (29%)	12 (25%)	26 (54%)
21.	I do not see any relationship between students' school	8 (25%)	12 (38%)	20 (63%)	8 (25%)	4 (12%)	12 (37%)	12 (25%)	18 (38%)	30 (63%)	11 (23%)	7 (14%)	18 (37%)

drop-out and non-implementation of continuous assessment.													
TOTAL	182	184	366	174	132	306	274	275	549	259	200	459	
AVERAGE	9 (28%)	9 (28%)	18 (56%)	8 (25%)	6 (19%)	14 (44%)	13 (27%)	13 (27%)	26 (54%)	12 (25%)	10 (21%)	22 (46%)	

### Research Question Two

**What is the difference in attitude between male and female teachers towards the implementation of continuous assessment in secondary schools in Delta South Senatorial District of Delta State?**

From the data presented in Table 4.2 above, the total average percentage of male agreed responses is 56% while that of the females is 54%. A slight difference of only 2% was observed

which may not be statistically significant. The pattern in which both male and female teachers responded to the attitudinal statements on continuous assessment and its implementation in secondary schools was almost the same. Since the slight difference observed may not be significant, the researcher concluded that there was no remarkable difference in attitude between male and female teachers towards the implementation of continuous assessment in secondary schools in Delta South Senatorial District of Delta State.

**Table 4.3: A Table Showing Frequency of use of Continuous Assessment Tools Used by Teaches in Secondary Schools**

S/N	Assessment Tools	Frequency of Usage			
		Often (above 50%)	Occasionally (less than 50%)	Rarely (less than 25%)	Never (0%)
1.	Projects	10 (13%)	8 (10%)	58 (73%)	4 (6%)
2.	Tests/Examinations	76 (95%)	4 (5%)	-	-
3.	Assignments	68 (85%)	4 (5%)	8 (10%)	-
4.	Observational Techniques	17 (21%)	25 (31%)	18 (23%)	20 (25%)
5.	Rating Scales	2 (2%)	18 (23%)	40 (50%)	20 (25%)
6.	Checklists	12 (15%)	15 (19%)	49 (61%)	4 (5%)
7.	Questionnaires	13 (16%)	21 (26%)	37 (46%)	9 (12%)
8.	Socio—metric Techniques	-	4 (5%)	16 (20%)	60 (75%)
9.	Anecdotal Records	-	-	25 (31%)	55 (69%)

### Research Question Three

**How often do teachers use the necessary assessment tools in the effective implementation of continuous assessment in secondary schools?**

A thorough examination of the data presented in Table 4.3 for items 22-30 revealed that teachers do not use all the assessment tools available for carrying out continuous assessment on the scale required of them. From the results shown above, only tests/examinations were mostly used in the practice of continuous assessment. 76 (95%) of them responded that they often use tests/examinations while the remaining 4 (5%) of the teachers responded that they occasionally use tests/examinations. No response under the category of “Rarely” and “Never”. Next to

tests/examinations is assignment technique which was frequently practiced. 68 (85%) said they often use assignments, 4 (5%) said they occasionally used assignment while 8 (10%) said they rarely use assignments. No response for “Never”. The third assessment tool in terms of frequency of use is observational technique (17 (21%), 25 (31%), 18 (23%) and 20 (2%)) for often (above 50%), occasionally (less than 50%), rarely (less than 25%) and never (0%) categories respectively. Two of the assessment tools that follow next are questionnaires and rating scales. The response order under the four categories were 13 (16%), 21 (26%), 37 (36%) and 9 (12%) for questionnaires and 2 (2%), 18 (23%), 40 (50%) and 20 (25%) for rating scales. The rest assessment tools were occasionally, rarely or never used with anecdotal record being the poorly used assessment tool among the rest.

**Table 4.4: A Table Showing Teachers’ Responses to the Statements on their Competence in the Implementation of Continuous Assessment in Secondary Schools**

S/N	Statement/Question	Option			
		Good	Fair	Poor	Extremely Poor
	<b>How competent are you in the following skills required for the effective implementation of continuous assessment in schools?</b>				

1.	Competency in planning, constructing, validating or standardizing various assessment instruments	0(0%)	12 (15%)	38 (48%)	30 (37%)
2.	Competency in administering assessment instruments and scoring responses	15 (19%)	25 (31%)	31 (39%)	9 (11%)
3.	Competency in transforming, interpreting and applying test scores in continuous assessment	0(0%)	16 (20%)	39 (49%)	25 (31%)
4.	Competency in statistical compilation with respect to speed and accuracy	0(0%)	18 (22%)	47 (59%)	15 (19%)
5.	Competency in making reports on the performance of students to concerned persons	20 (25%)	39 (49%)	21 (26%)	0(0%)
6.	Competency in applying continuous assessment data for effective students' guidance	22 (27%)	31 (39%)	27 (34%)	0(0%)
7.	Competency in using a variety of assessment instruments to assess students in all domains such as the cognitive, affective and psychomotor domains	0(0%)	16 (20%)	33 (41%)	31 (39%)
8.	Competency in up-to-date record keeping	32(40%)	35(44%)	13(16%)	0(0%)

#### Research Question Four

#### How competent are teachers in the skills required for the effective implementation of continuous assessment in secondary schools in Delta South Senatorial District of Delta State?

Results from the analysis of data presented in Table 4.4 clearly show that teachers in the study area lacked competence in the various skills required for the effective implementation of continuous assessment in secondary schools. The only competencies as shown by the teachers' responses that they are good and fair were competency in keeping up-to-date records,

competency in making reports on the performance of students to concerned persons, competency in applying continuous assessment data for effective students' guidance and to some extent, competency in administering assessment instruments and scoring responses. From these results, they lacked competencies in the following: planning, constructing, validating or standardizing various assessment instruments; transforming, interpreting and applying test scores in continuous assessment, statistical compilation of results with respect to speed and accuracy and competency in using a variety of assessment instruments to assess students in all domains such as the cognitive, affective and psychomotor.

**Table 4.5: Teachers' Responses to the Problems Facing Teachers in the Effective Implementation of Continuous Assessment Programme in Secondary Schools**

S/N	Statement/Question	Option			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	One of the problems facing effecting implementation of continuous assessment is the non-payment of allowances for the extra labours which are involved in continuous assessment	23 (29%)	27 (34%)	22 (27%)	8 (10%)
2.	Teachers' lack of knowledge of the techniques of carrying out continuous assessment is a problem facing its implementation	25 (31%)	28 (35%)	25 (31%)	2 (3%)
3.	The failure of government to train teachers in continuous assessment techniques makes teachers incompetent in its implementation	20 (25%)	28 (35%)	22 (28%)	10 (12%)
4.	Because most teachers are not guidance counselors, they often fail to identify the personality of their students hence the problem of guiding them with continuous assessment	26 (33%)	23 (29%)	18 (22%)	13 (16%)
5.	Inability of teachers to have positive attitude towards continuous assessment implementation has great effect on the programme	26 (32%)	27 (34%)	25 (31%)	2 ((3%)
6.	Lack of general competence on the part of teachers coupled with the ever increasing population of students is a problem in continuous assessment implementation	32 (40%)	20 (25%)	28 (35%)	-
7.	Variation in scoring and grading pattern across schools is a	26 (33%)	22	23 (29%)	9 (11%)

	challenge in continuous assessment implementation		(27%)		
8.	Variation in the quality of tests and other assessment techniques used is a problem in continuous assessment implementation	29 (36%)	25 (31%)	11 (14%)	15 (19%)
9.	Teachers' inability to transform and interpret scores is core of the problems affecting continuous assessment implementation	30 (38%)	21 (26%)	18 (22%)	11 (14%)
10.	The use of unfamiliar assessment techniques by teachers is a challenge in continuous assessment implementation	22 (28%)	28 (23%)	21 (26%)	9 (11%)
11.	The transfer of students from one school to another is a problem in record keeping which affect continuous assessment implementation	19 (24%)	36 (45%)	19 (24%)	6 (7%)
12.	Poor record keeping, maintenance and retrieval of continuous assessment scores in school is a challenge in continuous assessment implementation	18 (22%)	28 (35%)	27 (34%)	7 (9%)
13.	Government's inability to provide record keeping materials and lack of fund by school administrators to procure these materials is one of the problems of continuous assessment implementation in schools	27 (34%)	26 (23%)	20 (25%)	7 (9%)
14.	Teachers' and school administrators' inability to make reports of students' progress from records kept in schools to concerned persons is a challenge in continuous assessment implementation	12 (15%)	18 (22%)	32 (40%)	18 (23%)

#### Research Question Five

#### What are the problems facing teachers in the effective implantation of continuous assessment in secondary schools?

A study of Table 4.5 above and an analysis of the teachers' responses to the items on problems facing the effective implementation of continuous assessment in secondary schools showed that the programme is far from achieving its objectives as entrenched in the National Policy on Education (1981), revised (2004). The responses showed that a number of factors are effecting the full implementation of continuous assessment programme. Apart from item 52 which had less total percentage of agreed responses, meaning that "teachers' and school administrators' inability to make reports of students' progress from records kept in schools to concerned persons (SA = 15%, A = 22%) is not a challenge in continuous assessment implementation, items 39-51 are all problems. The total agreed responses for items 39-51 are 63%, 66%, 60%, 62%, 66%, 65%, 60%, 67%, 64%, 63%, 69%, 57% and 66% respectively. In conclusion therefore, the prominent factors affecting the full implementation of the programme as shown in the Table above are: non-payment of allowances for the extra labours involved in continuous assessment implementation; teachers lack of knowledge of the techniques of carrying out continuous assessment; the failure of government to train teachers in continuous assessment techniques; teachers not

being able to identify the personality of their students as they are not guidance counselors; inability of teachers to have positive attitude towards continuous assessment implementation; lack of general competence on the part of teachers' coupled with the ever increasing population of students; variation in scoring and grading pattern across schools; variation in the quality of test and other assessment techniques used; teachers' inability to transform and interpret scores; the use of unfamiliar assessment techniques by teachers; difficulty in getting records of transferring students from one school to another; poor record keeping, maintenance and retrieval of continuous assessment scores, government's inability to provide record keeping materials and lack of fund by school administrators to procure materials

#### Hypotheses

**Ho<sub>1</sub>: Teachers' attitude towards continuous assessment does not significantly affect its implementation in Delta South Senatorial District Secondary Schools.**

In testing this hypothesis, the data collected from the teachers' responses to item 43 of Table 4.5 as analyzed and presented was used for establishing a point of variation in attitude as it affect continuous assessment between teachers who agreed and those who disagreed, the Chi-square goodness of fit test was used. Below is the summary of the analysis.

**Table 4.6: Chi-square ( $\chi^2$ ) Summary Table of Analysis of Effect of Teachers' Attitude on Continuous Assessment implementation**

Source of Variation	Frequencies		Df	X <sup>2</sup> -Crit.	X <sup>2</sup> -Cal	Decision
	Observation	Expected				
Agree(SA+A)	53	40	1	3.84	8.45	Significant
Disagree(D+SD)	27	40				

Total	80	80	P<0.05
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From the Chi-square ( $\chi^2$ ) Summary Table above, the calculated Chi-square ( $\chi^2$ ) value of 8.45 is greater than the Chi-square ( $\chi^2$ ) critical value of 3.84 at 1 df and a significant value of 0.05. The null hypothesis stated above is therefore rejected. This implies that teachers' attitude towards continuous assessment do significantly affect the implementation of continuous assessment in Delta South Senatorial District Secondary Schools.

**Hypothesis Two**

**Ho<sub>2</sub>: Teachers' competence on continuous assessment does not significantly affect its effective implementation in secondary schools in Delta South Senatorial District of Delta State.**

In testing this hypothesis, the data collected from the teachers' responses to items 40, 44 and 47 of Table 4.5 as analyzed and presented was used. Agreed responses were taken as opinions that were agreed that teachers' competence has effect on CA implementation. On the other hand, Disagreed responses were regarded as opinions that mean no effect. Strongly agreed and Agreed responses were added together to form total agreed responses for items 40, 44 and 47. Disagree and strongly disagree responses were also added together for the same items to form total Disagreed responses. Below is the Chi-square ( $\chi^2$ ) Summary Table for the analysis.

**Table 4.7: A Chi-square ( $\chi^2$ ) summary Table of Analysis of Effect of Teachers' Competence on Continuous Assessment Implementation**

Source of Variation	Frequencies		Df	X <sup>2</sup> -Crit.	X <sup>2</sup> -Cal	Decision
	Observation	Expected				
Total Agree	166	125	1	3.84	28.56	Significant
Total Disagree	84	125				
Total	250	250				

P<0.05

From the Chi-square ( $\chi^2$ ) Summary Table above, the calculated Chi-square ( $\chi^2$ ) value of 28.56 is greater than the Chi-square ( $\chi^2$ ) critical value of 3.84 at 1 df and a significant value of 0.05. The null hypothesis stated above is therefore rejected. This implies that teachers' competence on continuous assessment implementation do significantly affect its effective implementation in secondary schools.

**Ho<sub>3</sub>: There is no significant difference between the total attitude scores of male and female teachers towards continuous assessment implementation in secondary schools in Delta South Senatorial District of Delta State.**

To test this hypothesis, the data in Table 4.1 is further analyzed into male and female respondents to form Table 4.2. The Chi-square ( $\chi^2$ ) test statistics is again used. Below is the summary Table of the test.

**Hypothesis Three**

**Table 4.8: Chi-square ( $\chi^2$ ) Summary Table of Analysis of Sex and Teachers' Attitude towards Continuous Assessment Implementation**

	Source of Variation	Responses			Df	X <sup>2</sup> -Crit.	X <sup>2</sup> -Cal	Decision
		Positive	Negative	Total				
Sex	Male	18 (17.6)	14(14.4)	32	1	3.84	0.034	Not Significant
	Female	26(26.4)	22(12.6)	48				
	Total	44	36	80				

**Note:** Figures in brackets are expected frequencies

From the Table above, the Chi-square ( $\chi^2$ ) calculated value of 0.034 is less than the Chi-square ( $\chi^2$ ) critical value of 3.84 at 1 df and a significant level of 0.05. The null hypothesis is therefore accepted. This implies that there is no significant difference in the attitudes of males and female teachers towards the implementation of continuous assessment in secondary schools.

**Discussion of Results**

Results derived from the analysis of research question one and testing hypothesis one revealed that teachers in Delta South Senatorial District secondary schools has negative attitude towards the full implementation of continuous assessment programme and that teachers' attitude has a significant effect on the implementation of continuous assessment programme in secondary schools. The results clearly indicated that teachers see continuous assessment as being very difficult and tedious and that government do not show full commitment to the full implementation of the

programme in schools hence their poor attitude to it. Information gathered clearly indicated that teachers mostly assess the cognitive aspect of students' behavior and occasionally less of the affective and psychomotor behaviours. The findings were in consonant with that of Obineme & Mbonu (2023), Alausa (2013) and Owolabi (2011) all whom claimed that teachers show negative attitude towards continuous assessment but disagreed with those of Fareo (2020) and Awofala & Babajide (2013) who found positive attitude being exhibited by teachers towards continuous assessment implementation. The findings however contrast that of Akanni (2019) whose work revealed that teachers' attitude towards continuous assessment does not significantly impact on the implementation of the programme in senior secondary schools, but supported that of Fareo (2020) whose work revealed that continuous assessment has a significant impact on students' performance.

Results from answering research question three show that teachers do not use all the assessment tools available for carrying out

continuous assessment on the scale required of them. The only frequently used assessment tool is test/examination. The rest are occasionally, rarely or never used at all. This finding confirms the assertion of Idowu&Esere (2010), cited in Lawrence & Bolanta (2020) who reported that classroom teachers are not conversant with the use of the various assessment tools for continuous assessment since teachers restricted themselves to tests and assignments only. The finding also supported the view of Berhe&Embiza (2015) who said teachers focus mostly on using graded tests, quizzes and group assignments in implementing continuous assessment.

It was revealed from the findings that teachers in the study area lack the competence and skills to carry out continuous assessment and that this lack of competence has a significant effect on the way and manner continuous assessment is being implemented in secondary schools. The findings here support the view of Ngulube (2024) who stated from the results of his study that a considerable number of secondary school teachers show a high level of incompetence in the use of statistical tools for analysis of data and presenting results of students' performance in a neat and logical manner. This lack of competence can lead to lack of confidence, frustration and reduces the capacity for productivity which will show up in concrete low performance of teachers in their bid to implement continuous assessment as intended. Also, the findings here are in line with the findings of Akanni (2019) whose study showed that teachers' competence (that is, display of skills) towards continuous assessment significantly impact on the implementation of continuous assessment in secondary schools. The findings also support the work of Agaton and Pattalitan (2016), Bamidele and Benjamin (2016), Alufohai and Akinlosotu (2016), Omolara and Adebukola (2015), Sultan and Shafi (2014) and Nbina (2012), all of whom claimed that teachers' competence alongside their attitudinal disposition towards continuous assessment significantly relates with the implementation of continuous assessment and also exerts impact on academic achievement of secondary school students.

The results from the study showed that there was no significant difference in the attitude of male and female teachers towards the implementation of continuous assessment in secondary schools. This implies that the sex of a teacher does not influence the attitude of a teacher towards the implementation of continuous assessment. The most important factor is adequate motivation and government commitment in training qualified personnel and providing necessary materials for its effective operation. This finding is in consonance with the findings of Alufohai&Akinsolotu (2016), Osadebe & Oghenekaro (2018), and Fareo (2020), all of whom saw no significant difference in the attitudes of male and female teachers towards the implementation of continuous assessment in secondary schools.

Findings also revealed that quite a number of problems are facing teachers in the effective implementation of continuous assessment in secondary schools in Delta South Senatorial District of Delta State. The prominent factors affecting the full implementation of the continuous assessment programme in the study area as revealed in the findings are: non-payment of allowances for extra labours involved in continuous assessment implementation, teachers' lack of knowledge of the techniques of carrying out continuous assessment; the failure of government to train teachers on continuous assessment techniques; teachers not being able to identify the personality of their students as they are not guidance

counselors; inability of teachers to have positive attitude towards continuous assessment implementation; lack of general competence on the part of teachers coupled with the ever increasing population of students; variation in scoring and grading pattern across schools; variation in the quality of tests and other assessment techniques used; teachers' inability to transform and interpret scores; the use of unfamiliar assessment techniques by teachers; difficulty in getting records of students transferring from one school to another; poor record keeping, maintenance and retrieval of continuous assessment scores. These findings agree with almost all or some of what Asefa (2015), Berhe&Embiza (2015), Alufohai&Akinsolotu (2016), Walde (2016), Lawrence & Bolanta (2020), and Ngulube (2024) claimed as factors or problems facing the effective implementation of continuous assessment in schools...

## Conclusions:

On the basis of the findings of this study, it was concluded that teachers in secondary schools in Delta South Senatorial District, irrespective of sex, show a negative attitude towards the full implementation of continuous assessment and they lack competence in its techniques of operation. Teachers are found to be mostly conversant with the assessment of the cognitive aspects of students' behaviours and less of the affective and psychomotor behaviours. Teachers do not use all the assessment tools available for carrying out continuous assessment on the scale required of them with the exception of tests, assignments and terminal examinations which they use to assess the cognitive domain. It was found that teachers are faced with a number of challenges in the effective implementation of continuous assessment programme in secondary schools in the study area. The fact that there was no significant difference in male and female teachers' attitude signifies that sex of a teacher does not influence the attitude a teacher shows towards the implementation of continuous assessment in schools.

Lastly, many factors other than attitude affect the full implementation of continuous assessment in secondary schools. Stress, feeling of incompetence, frustration, inexperience, lack of adequate training and lack of government's full commitment to the programme are some of the main factors affecting the effective operation of continuous assessment programme in secondary schools in the study area.

## Recommendations

In the light of the findings of this research work, the following recommendations were made:

1. Teachers should be given adequate orientation in the form of in-service training on the need and importance of continuous assessment and how to effectively operate it through the combination of various assessment techniques and instruments. The training should emphasize:
  - Using scores from different modes of assessment or techniques
  - Applying these scores for both diagnostic and programmatic purposes, and
  - Assessing and monitoring students' scores in cognitive, affective and psychomotor performances in arriving at a final assessment or grading.
2. Section II, subsection IV (j) of the National Policy on Education (2004) reads "in view of the apparent

ignorance of many young people about career prospects, and in view of personality maladjustment among school children, career officers and counselors shall be appointed in post-primary institutions. Since qualified personnel in this category are scarce, government shall continue to make provisions for training of interested teachers in guidance counseling. Guidance and counselling shall feature in teachers' education programmes. Proprietors of schools shall provide guidance counselors in adequate number in each primary and post primary school". In line with this provision, school counsellors should be trained and sent to schools that can make use of continuous assessment scores/results to guide students through school. This will keep the increasing rate of secondary school students' drop-out and examination malpractices under control.

3. For teachers to develop a positive attitude towards the continuous assessment programme and to appreciate, understand and accept the programme fully, they should be given adequate motivation both financially, morally and materially to equip them for a perfect job performance.
4. Continuous assessment is fraught with many problems, one of which is improper keeping of continuous assessment records. Government should ensure the regular supply of continuous assessment dossiers and other necessary materials for proper record keeping. More-over, the implementation committee on school evaluation should set up an inspectorate division or monitoring team that will be able to monitor the implementation of the programme by ensuring that necessary and up-to-date records are kept by all teachers and school administrators.
5. Examination bodies should honestly use continuous assessment results from schools as part of their overall assessment of students in the certificate examinations as was proposed by the originators of the continuous assessment programme.

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