

Evaluation in Africa

UNIVERSITY OF IBADAN LIBRARY

Edited by

J. O. Obemeata

S. O. Ayodele

M. A. Araromi

Stirling-Horden Publishers (Nig.) Ltd.
University of Ibadan Post Office
Box 20984
Ibadan
Oyo State, Nigeria.

7 Ikioda Street,
Jattu-Uzairue
Edo State, Nigeria

© Institute of Education
University of Ibadan

ISBN 978-2063-43-6

First Published 1999

All Rights Reserved

Stirling-Horden Publishers (Nig.) Ltd.
Lagos, Ibadan, Benin City, Jattu-Uzairue

Printed by Sam-Adex Printers, Imalefafia, Ibadan.

Dedication

To all those who have grown; are growing;
and would grow under the influence of
Professor E. A. Yoloye's enormous
contributions to learning and
human development.

UNIVERSITY OF IBADAN LIBRARY

The third unique group is made up of the man in whose honour, as an accomplished scholar, a builder of men and facilities for teaching and learning and an academic mentor, this book is published to the glory of God.

The fourth group consists of the non-academic staff of the Institute of Education, who by, their various functions have continued to make the atmosphere and work-place conducive for academic innovations over the years. And others, especially **Stirling-Horden Publishers (Nig.) Ltd.**, who at a very short notice braced all the odds to publish this book.

The Institute of Education thanks all the contributors to this book, friends, past and present students, and those who have in any way contributed to the well-being of the Institute of Education.

*Institutes of Education
University of Ibadan
Ibadan, Nigeria*

Editor
J. O. Obemeata

15th October, 1999

UNIVERSITY OF IBADAN LIBRARY

Contents

Dedication	iii
Foreword	iv
Preface	v

Chapters

1. The Contribution of Emmanuel Ayotunde Yoloje to The Development of Education — <i>Joseph O. Obemeata</i>	1
2. Patterns of Consumption of Educational Evaluation in Nigeria — <i>Pai Obanya</i>	12
3. Observation in Evaluation — <i>I. Chacko</i>	22
4. Evaluation of Social Studies — <i>O. M. Onibokun</i>	40
5. Techniques of Setting Examination Questions and of Objectively Scoring of Examination Scripts — <i>Sam. O. Ayodele</i>	60
6. Evaluation of Teaching Effectiveness — <i>P. N. Okpala</i>	72
7. Psychological Dimensions of Continuous Assessment Implementation on Teachers and Students in Secondary Schools in Oyo State — <i>E. Adenike Emeke</i>	83

8. **Lecturer's and Administrators' Perception of the Determinants of Teaching Effectiveness**
— *Charles O. Onocha* 104
9. **Mastery Learning: Research and Findings in Nigeria**
— *E. Jonathan-Ibeagha* 111
10. **Educational Evaluation and Quality Control in Secondary Education in Nigeria.**
— *Charles V. Abe* 122
11. **Selection Mechanism for Admission to University Education in Nigeria**
— *E. A. Okwilagwe* 129
12. **Issues in The Cost-Benefit Analysis of Private Sector Investment in Education**
— *Innocent A. Elekwachi* 139
13. **Perceptions of Classroom Environment of Sub-Degree Adult Learners in Ibadan: Some Empirical Findings**
— *Bayo Akinola* 147
14. **Methodological Issues in The Use of Rationalistic and Naturalistic-Oriented Observational Techniques in Education Evaluation**
— *Ifeoma M. Isiugo-Abanihe* 153
15. **Managing Records for Effective School Administration in Nigeria**
— *S. O. Popoola* 166
16. **Factors Inhibiting the Learning of Mathematics**
— *M K Akinsola* 175

- 17. Students' Achievement in Integrated Science As a Predictor of Achievement in Biology Chemistry and Physics**
— *M. M. Osokoya* 183
- 18. Assessing The Attitude, Study Habit and Performance in Science of Some Students After A Counselling Programme**
— *T. W. Yoloye* 193
- 19. Curriculum Recycle Theory: A New Dimension in Curriculum Development**
— *Ebo Ubahakwe* 212
- 20. Code Switching and Code Mixing Among Nigerian University – A Case Study of Some Nigerian French Speaking Students**
— *M. A. Araromi* 224
- 21. Socio-Psychological Factors As Correlates of Senior Secondary Students' Attitude Towards English Language**
— *M. N. Odinko & D. A. Adeyemo* 233
- 22. The Relative Uses of English Language and Mother Tongue in Classroom Interaction at the Senior Secondary Level**
— *Francis O. Ezeokoli* 240
- 23. Resources for Effective Communication of Mathematics in Nigerian Secondary Schools**
— *Onwakpa F. I. Williams* 253
- 24. Languages in the Curriculum: A Case for Total Vernacular Media of Instruction Policy for Nigerian Schools**
— *Isaac N. Ohia* 260

- 25. The Place of Sequence in the Teaching of English Language in Nigeria**
— *Kolawole, Clement Olusegun Olaniran* 268
- 26. The Relative Effects of Textual and Audio-Visual Adjunct Aids on Affective and Cognitive Learning Outcomes in Science Problem Solving: Implications for Distance Education**
— *T. O. Iroegbu* 276
- 27. Demographic Variables in Psycho-Educational Experimental Studies: Is it true that they are Nonsense?**
— *Osiki Jonathan Ohiorenuan* 286
- 28. Teaching Population Concepts Through Self-Learning: An Experiment in Programming Population Education**
— *J. O. Ajiboye* 298
- 29. Training, Value and Adjustment Among Primary and Post Primary Teachers**
— *C. A. Adeyoju* 310
- 30. Patterns of Information Utilization in the Book Industry in Nigeria**
— *Oshiotse Andrew Okwilagwe* 318
- 31. Health Education in Schools: A Call for Proper Recognition and Professional Preparation of Health Education Teachers**
— *O. A. Moronkola* 332
- 32. Drug Abuse Among Undergraduates of a Nigerian University**
— *Francis A. Adesoji* 340

- 33. Adult Literacy_ 'A Key to the 21st Century'**
— *Abidoeye Sarumi* 351
- 34. The Gender Gap in Basic Education: Evolving Strategies to Increase Girls' Access**
— *Benedict O. Emumemu* 360
- 35. Attributing Responses of Athletes in Sports: Consequences and Implications**
— *Micheal Adeniyi Ajayi* 370
- 36. Influence of Job Marital Status on Working Experience on Withdrawal Trainee Teachers**
— *S. O. Salami* 377
- 37. Psychological Testing in Personnel Selection**
— *J. O. Akinboye* 389
- 38. School Supervision, A Predictor of Students' Achievement in Secondary School Physics in Oyo State**
— *Farombi, J. Gbenga* 399
- 39. Comparative Education Through Educational Evaluation**
— *E. Ayotunde Yoloye* 406

7

Psychological Dimensions of Continuous Assessment Implementation on Teachers and Students in Secondary Schools in Oyo State

E. Adenike Emeke

Introduction

A review of assessment in the Nigerian educational system (Emeke, 1996) revealed that some form of Continuous Assessment has always been carried out in the primary and secondary schools, though in a very rudimentary form. Continuous Assessment in the form stated in the Educational Policy was introduced into the Nigerian educational system in 1977 when the National Policy on Education (NPE) currently in use was adopted though followed with a revision in 1981.

Continuous Assessment has been defined by a number of scholars (Warren, 1975, Bajah, 1984, Yoloye 1988, Falayajo 1986, Emeke, 1996). Using Emeke (1996) definition as our guide, Continuous Assessment can be defined as:

the systematic use of varied and reliable multiple assessment tools at regular intervals, to determine the performance and ability of the learner in the three domains of behaviour with the aim of getting his truest picture and helping him develop fully his potentials.

The use of the assessment tools which have to be valid, reliable and in sufficient variety must be systematic and not haphazard, and the assessment must aim at helping the learner develop to the fullest his potentials.

The inclusion of affective and psychomotor assessment as distinctive features of Continuous Assessment is a step at getting the truest possible picture of a learner.

Continuous Assessment by its nature gives the teacher greater in-put into the overall assessment of his students, and he can better plan his curriculum and teaching to meet the needs of his students, through flexibility and innovativeness. A basis for more effective guidance of the student is provided for in Continuous Assessment since a variety of valid and reliable assessment instruments are supposed to be used.

The concept of Continuous assessment is better enunciated in its four well-defined characteristics of being systematic, comprehensive, cumulative and guidance oriented.

Continuous Assessment has been adjudged the best thing that has happened to the system of assessment in the Nigerian educational institutions. If Continuous assessment is implemented effectively as outlined by the then Federal Ministry of Education, Science and Technology (FMEST, 1985), the Nigerian educational system stands to reap abundance of benefits. But many studies, Adelakun (1988) looking at the primary school level in Ibadan; Olonilebi (1984) investigating the JSS level in Kwara State; Alausa (1988) focusing on the secondary level in Ogun State; Osuocha (1988) looking at Imo State JSS level experience; Emmanuel (1990) investigating the practice in Cross River State; and Emeke (1996) evaluating the practice in Oyo State secondary schools; have revealed that Continuous Assessment is not being implemented effectively.

A number of factors are responsible for the non-implementation of Continuous Assessment effectively in our schools. It is the opinion of this writer, that the factors can be viewed from two major perspectives - the psychological and the non-psychological perspectives. The dimensions of the problem which are psychologically related occupy the focus of this paper.

Psychology and Job Performance

Psychology as the body of knowledge that studies the behaviour and mental processes of animal and human being has contributed immensely to our understanding of why people perform effectively or otherwise in their jobs.

Several studies (Schein and Bennis, 1965; Deci, 1971; Akinboye, 1976) have shown that there exists clear relationship between an individual's psychological status and his performance at work. Human endeavour tends to be circular regarding problem-solving. This is evident in the many

determined attempts he makes to solve the variegated problems of life. Psychological attributes such as positive attitude, motivation, reduced stress, feeling of competence, being appreciated, absence of a reduced frustration and positive self concept, have been found to enhance efficiency, promote job satisfaction and increase performance. Explanations for reduced efficiency and non-optimal performance can be found when psychological dimensions of the issue at stake are considered. In a similar vein, human beings can be psyched up positively or negatively to reconstruct their physical and human environment, as well as their own very live.

It is against the above background that this study investigated whether Continuous Assessment is being effectively implemented in Oyo State secondary schools, as well as looked into the psychological dimensions of the implementation on two major categories of the executors of Continuous Assessment - the teachers and the students.

Research Questions

Two major research questions were sought answers to:

1. Is Continuous Assessment effectively implemented in Oyo State secondary schools? .
2. What psychologically-related factors are involved in the implementation of Continuous Assessment in Oyo State secondary schools on:
 - (a) teachers
 - (b) students?

Sample

Two hundred teachers (55% males and 45% females) selected from twenty schools spanning twelve (45%) of the twenty five local government areas of Oyo State took part in the study. Ten (50%) of the schools were selected from among the urban schools and the remaining ten (50%) from among the rural schools. One hundred of the teachers were teaching at the JSS level while the other 100 teachers were from the SSS level of the schools used. Their ages ranged between 28 years and 52 years, and their mean age came to 34 years. Their years of teaching experience ranged between 1 and 20 years.

Four hundred students - 200 from urban schools and 200 from rural schools also took part in the study. The sample consisted of 270 males (67.5%) and 130 females (32.5%). One hundred of the students from each

of the rural and urban schools were JSS students while the remaining set of hundred students were SSS students. The ages ranged between 12.5 years and 17 years, with the mean coming to 15 years.

All categories of the sample (schools, teachers and students) were selected using randomization technique.

Instrument

The three instruments used in the study were constructed by the author. The teachers responded to:

1. A 52-item Teacher's Continuous Assessment Questionnaire (TCAQ)
2. The Teachers' Continuous Assessment Practice Questionnaire (TCAPQ) which has 33 items.
3. The Students' Attitude Towards Continuous Assessment Questionnaire (SATCAQ) was administered on the students. The instruments contained 40 items divided into 4 sections, and rated on a 3-point scale.

Data Analysis

Data were analysed using frequency counts, means and percentages as descriptive statistics. For the TCAQ a mean score of 9 or 75% was used as measure of effective implementation of Continuous Assessment. The t-test and Analysis of Variance (ANOVA) at the alpha level of 0.05 were used as inferential statistics.

Results and Discussion

Tables 1-3 below give answer to Research Question 1.

Table 1
Location and the Practice of Continuous Assessment in Oyo State
Secondary Schools

Aspects of Continuous Assessment	Location	N	X	S.D	T.obs	2 Tail prob	Remarks
Regularity of Testing	Urban	100	7.39	1.84	-0.43	0.67	NS
	Rural	100	7.50	1.77			
Record keeping and storage	Urban	100	8.63	1.86	2.66	0.05	+ SIG
	Rural	100	8.03	1.90			
Test Construction all Domains	Urban	100	8.18	1.95	-0.13	0.51	NS
	Rural	100	8.36	1.91			
Reteaching of Difficult Topics	Urban	100	8.96	1.92	-0.43	0.89	NS
	Rural	100	8.82	2.05			
Feedback to Teachers	Urban	100	8.98	2.52	-1.10	0.27	NS
	Rural		9.29	2.12			
Assessment of Personality	Urban	100	8.87	2.12	-0.55	0.59	NS
	Rural	100	9.05				
Coverage of Syllabus	Urban	100	9.04	2.22	-0.41	0.68	NS
	Rural	100	8.91	2.22			

+Statistically significant at the .05 level.

From Table 1, it can be seen that the mean scores of urban school teachers were higher than the mean scores of rural school teachers in the aspects of record keeping and storage (8.63 urban, 8.03 rural; reteaching of difficult topics (8.96 urban, 8.82 rural) and coverage of syllabus (9.04 urban, 8.91 rural).

The higher mean score of urban teachers in the aspect of record keeping and storage (8.63) was significant over the rural teacher's mean score of 8.03, when t-test was applied. This result indicates that the urban school teachers kept and stored Continuous Assessment records more than the rural school teachers did. In the other two aspects of reteaching of difficult topics, and coverage of syllabus mentioned above, mean scores showed no significant difference.

Rural school teachers had a higher mean score (7.50) than urban school teachers (7.39) in the aspect of regularity of testing, but the t-test when applied showed no significant difference. Also when the aspect of test construction in all domains, feedback to teachers and assessment of personality were considered, Table 1 reveals that the rural school teachers consistently had higher mean scores than the urban school teachers. These higher mean scores were however not statistically significant at the .05 level of significance.

As mentioned earlier a mean score of 9 and above serves as an indication of proper practice of Continuous Assessment in the schools in any of the aspects of Continuous Assessment considered while a mean score of below 9 is an indication of a non-proper practice of Continuous Assessment in Oyo State secondary schools.

Following from the cut-off level, Table 1 reveals that both urban and rural teachers did not properly practise the aspect of: regularity of testing, record keeping and storage, test construction in all domains and reteaching of difficult topics. In all these aspects, the mean scores were below 9.

Rural teachers with a mean scores of 9.29 and 9.05 practised properly the aspects of feedback to teachers and assessment of personality, as well as the aspect of coverage of syllabus where the mean score was 9.04. In the earlier mentioned two aspects of the Guidelines on Continuous Assessment, the urban teachers had mean scores of below 9. Table 1 also shows that urban teachers properly carried out the practice of coverage of syllabus. Their mean score was 9.04, while the rural teachers had a mean score of 8.91.

Table 2

Continuous Assessment Records used for Reporting Students' Scores

Item	Continuous Assessment Records	Yes	%	No	%	Total
9	Weekly Report	95	47.50	105	52.50	200 (100%)
10	Progress Report Summaries or Yearly Summary of Progress	170	85.00	30	15.00	200 (100%)
11	Affective Behaviour Inventory	102	56.04	80	43.96	182 (100%)
12	Psychomotor Behaviour Inventory	98	60.87	63	39.13	161 (100%)
13	Cumulative Records Book/Folder	200	100.00	0	0.00	200 (100%)
14	Transcript Format for Graduation or Transfer	—	—	—	—	200 (100%)

It can be seen on Table 2, that less than half the number of the teachers in the sample - 47.50% kept the Weekly Report Record, while 52.50% indicated that they did not use the record. The progress Report Summaries enjoyed a fairly high popularity among the teachers as 85% of them are found to use this record to report students' scores in Continuous Assessment. Fifty six point four percent (56.04%) and 60.87% of the teachers in the sample of this study kept records of scores in the affective and psychomotor inventories/records respectively.

One hundred per cent (100%) of the teachers in the sample used the Cumulative Records Book/Folder. All the teachers did not respond to item 14. On questioning later (another visit to the schools), the teachers explained that the principals' office or the counsellors and not themselves keep the Transcript Format for Graduation or Transfer.

Table 3
Frequency of use of Assessment Tools by Teachers in Oyo State Secondary Schools

Item	Assessment Tools	Often Used (i.e. at least 50% of the time)	%	Rarely Used (i.e. less than 50% of the time)	%	Total
15	Projects	45	22.50	155	77.50	200
16	Tests/ Examination	200	100.00	—	—	200 (100%)
17	Assignments	180	90.00	20	10.00	200 (100%)
18	Observational Techniques	105	52.50	95	47.50	200 (100%)
19	Rating Scale	53	26.50	147	73.50	200 (100%)
20	Checklists	68	24.00	132	66.00	200 (100%)
21	Questionnaires	84	42.00	116	58.00	200 (100%)
22	Sociometric Technique	35	17.50	165	82.50	200 (100%)

It can be observed from Table 3 that only two assessment tools (Tests/ Examination and Assignment) enjoy popularity of being used by teachers in the study. It should be noted that the assessment instruments that came with the introduction of Continuous Assessment are not being effectively used.

The results reported on Tables 1-3 are all indicative of the fact that Continuous assessment is not being effectively implemented in Oyo State Secondary Schools.

Some of the factors that can be adduced for the ineffective implementation of Continuous assessment in Oyo State Secondary Schools have psychological connotations as brought out in the results and discussion presented below.

Attitude

Tables 4-6 show the attitude dimension of the teachers on Continuous Assessment implementation.

Table 4
The Attitude Dimension of Teachers in the Implementation of Continuous Assessment

Item	Statement	Mostly Applicable	Just Applicable	Not Applicable
30	Inability of teachers to have positive attitude towards Continuous Assessment has great effect on the programme	30 (15%)	10 (5%)	160 (80%)
41	There is nothing wrong with the previous single end of term assessment of students	30 (75%)	30 (15%)	140 (30%)
42	The progressive assessment of the students is what I like most in Continuous Assessment	70 (35%)	70 (35%)	60 (30%)
43	If I have my way Continuous Assessment should not be introduced throughout the Nigerian educational system	36 (18%)	48 (24%)	116 (58%)
45	Apart from time wastage, there is also wastage of fund on (18%) Continuous Assessment	100 (50%)	64 (32%)	36 (18%)
48	The fund spent on Continuous Assessment could have been used for other things	28 (14%)	20 (10%)	152 (76%)

Table 5
Teachers' Years of Experience and Attitude Towards Continuous Assessment

Teachers' Years of Experience	N	\bar{X}	S.D..
1-5 Years	47	16.45	2.92
6-10 Years	72	15.79	4.27
11-15 Years	56	16.48	4.00
16-20 Years	21	16.48	3.93
20 Years Plus	4	14.25	5.38

Table 6
Result of ANOVA on Attitude Dimension of Teachers by Years of Teaching Experience

Source	DF	Sum of Squares	Mean Squares	F Ratio	F. Prob.	Remark
Between Years	4	36.06	9.01	0.59	00.50	NS
Within Years	195	2961.46	15.19			
Total	199	2997.52				

$P < 0.05$

Study of Table 4 and an interpretation of the results presented there indicate that secondary school teachers in Oyo State appear to have a positive attitude towards Continuous Assessment. Tables 5 and 6 also indicate that although no statistical significance occur between the groups, the means were high enough to indicate positive attitude.

Literature is replete with the concept of attitude (Katz, 1960; Okunrotifa, 1997), conceived from different perspectives and laying emphasis on different aspects. One common line of agreement however, is that the achievement of goals and objectives can be influenced or affected by attitude. A positive attitude is more likely to engender achievement of a goal or objective than a negative attitude, as can be deduced from Allport (1954) who defined attitude as:

a mental and neural state of readiness, organized through experience; exerting a directive or dynamic influence on the

individual's response to all objects and situations with which it is related.

Going by Allport's definition, one would have expected that the reported positive attitude of the teachers would have exerted a "dynamic influence upon their response" to effective implementation of Continuous Assessment in Oyo State Secondary Schools. However, some workers like Sherif (1973) seemed to imply that "attitude" and "opinions" are practically synonymous terms. But while opinions (as expressed by the teachers through the questionnaire) reflect attitude, it is evident that what a person says does not always correspond with what he does. As Emerson somewhere remarked, it is sometimes the case that "what you are sounds so loudly in my ears, that I cannot hear what you say". Could this be the case with the teachers? It can possibly be hoped that since the teachers have positive attitude, the practice of Continuous Assessment may improve with time.

Stress

Table 7 represents the findings regarding stress on teachers arising from the demands of Continuous Assessment.

A look at Table 7 indicates that teachers appear to be under stress in their implementation of the process of Continuous Assessment. Students need to be tested regularly, but 69% of the teachers said they did not do this because of time constraint. One hundred and seventy-six (88%) of the teachers agreed that they did not follow the teach-assess-reteach method as demanded in Continuous Assessment. The teachers' responses to items 39, 44, and 50 of the TCAQ and items 27 and 31 of the TCAQ, revealed that a large proportion of the teachers (well over 60% in each case) find the process of Continuous Assessment cumbersome, difficult to operate, labour and time demanding - factors indicative of stress.

Table 7

Item	Statement	Mostly Applicable	Just Applicable	Not Applicable
3	Students are not often tested as they should because of time constraint	138 (69%)	27 (13.5%)	35 (17.5%)
5	Quite often all the test scores are not recorded by many teachers because of the difficulties in analysis and interpretation	100 (50%)	20 (10%)	80 (40%)
19	One unique thing about our school is that none of the teachers follows the teach-assess-reteach method as demanded in Continuous Assessment	176 (88%)	26 (10.5%)	3 (1.5%)
39	The Continuous Assessment programme in itself is difficult to operate because it is cumbersome	156 (78%)	24 (12%)	20 (10%)
44	The process of Continuous Assessment is too cumbersome, hence most (5%) teachers dislike it.	160	30 (80%)	10 (15%)
50	Since taking up the teaching of this class I do not see how I could cover the syllabus	152 (76%)	27 (13.5%)	21 (10.5%)
27 TCAPQ	It is difficult for teachers to cope with the amount of work that Continuous Assessment entails.	170 (85%)	20 (10%)	10 (5%)
31 TCAPQ	A problem affecting implementation of Continuous Assessment is the non-payment of allowance for the extra labour which Continuous Assessment entails	170 (85%)	20 (10%)	10 (5%)

Stress is a composite and multidimensional concept which has attracted the attention of many scholars and has been variously defined. There are biological, medical and psychological definitions. Several of the workers in the study of stress (Hebb, 1972; Selye, 1974, 1978; Akinboye, 1992, 1995) agree that stress is a negative emotional stimulus which can impair the efficiency of performance of both mental and physical activities. The teacher's experience of stress arising from the demands of Continuous assessment could partly explain the ineffective implementation of Continu-

ous assessment in Oyo State Secondary Schools. When a person encounters stress, he seeks out ways to reduce the attendant tension so as to achieve emotional, physiological and psychological equilibrium. A usual way of coping with or reducing stress is preventing or reducing the factors perceived as causing the stress. If this principle is extended to the teachers, then it could be reasonably argued that the teachers in perceiving the demands of Continuous Assessment as stress-causing, reduce their levels of performance on the various aspects (such as regular testing, record keeping, coverage of syllabus, assessment of personality, reteaching of difficult topics), and it is this reduction in levels of performance which built up and culminated in the resultant ineffective implementation of Continuous Assessment.

Feeling of Incompetence

Table 8, presents the teachers' responses to items 24 and 25, of the TCA PQ and items 5, 14, 16 and 25 of the TCAQ.

The teachers (85%) felt they lack the knowledge of the techniques necessary for the effective implementation of Continuous Assessment and they (87.5%) felt the government should have trained them so as to be competent in Continuous Assessment techniques. This writer is aware of the paucity of training given to teachers in the concept and techniques of Continuous Assessment implementation.

The Onabamiro and the Sofolahan Task Force Implementation Committees (Sofolahan, 1987) advocated the organization of 3—day workshops for selected teachers who were expected to train their colleagues. A few questions come to mind: Are 3 days enough to get grounded in the techniques of Continuous Assessment as laid out in the Implementation Policy? Were the three days constructively used at that time? Did the teachers teach their colleagues when they got back to their schools? Was there any monitoring of the peer-teaching technique proposal? How many workshops have since been held for teachers at both federal and state levels? The answers in the negative to these questions seem to be evident from the results of findings reported in Table 8.

Table 8
Feeling of Incompetence Dimension of Continuous Assessment Implementation

Item	Statement	Frequency and Percent	
		Agree	Disagree
24	Teachers' lack of knowledge of Continuous Assessment technique is a problem to its implementation.	170 (85%)	30 (15%)
25	The failure of government to train teachers in Continuous Assessment techniques makes us incompetent.	175 (87.5%)	29 (14.5%)
5	Quite often all the test scores are not recorded by many teachers because of the difficulties in analysis and interpretation.	120 (60%)	80 (40%)
14	I find it difficult testing the affective domain of the students. It should be excluded from Continuous Assessment	137 (68.5%)	63 (31.5%)
16	I have developed the ability to construct tests that could assess the feelings, attitude, emotions and other affective variables of my students.	23 (11.5%)	177 (88.5%)
25	Because most teachers are not guidance counsellors they often fail to identify the personality of their students.	132 (66%)	68 (34%)

A professional who is competent will not find it difficult carrying out aspects of his profession as reflected in items 5, 14 and 16 of Table 8, and a blame of inability to perform passed on to another professional as reflected in item 25 of Table 8 is an indication of lack of competence.

The teachers did not feel they have adequate measure of competence in carrying out Continuous assessment. this very fact of feeling of incompetence is a psychological issue which appears to be influencing effective

implementation of Continuous assessment. Feeling of incompetence can lead to lack of confidence, to frustration, and to reduced capacity for productivity which will show up in concrete low performance.

Frustration

The data for the frustration dimension were provided by the analysis of the teachers' responses to three of the Unstructured Interview questions. To the question: "Do you feel frustrated implementing Continuous Assessment?" about 72% (144) of the teachers responded in the affirmative. From their responses to what aspects bring them the frustration emerged 3 issues namely: frustration over

- (i) not being appreciated,
- (ii) non-availability of materials and personnels,
- (iii) inability to accomplish responsibilities.

Frustration can be regarded as a thwarting circumstance which brings about unpleasant emotional state. The non-availability of materials and personnel was considered by the teachers as a thwarting circumstance. Frustration can have possible consequences which include retardation of an individual's progress toward a goal with resultant performance below his capabilities, since apathy could have set in.

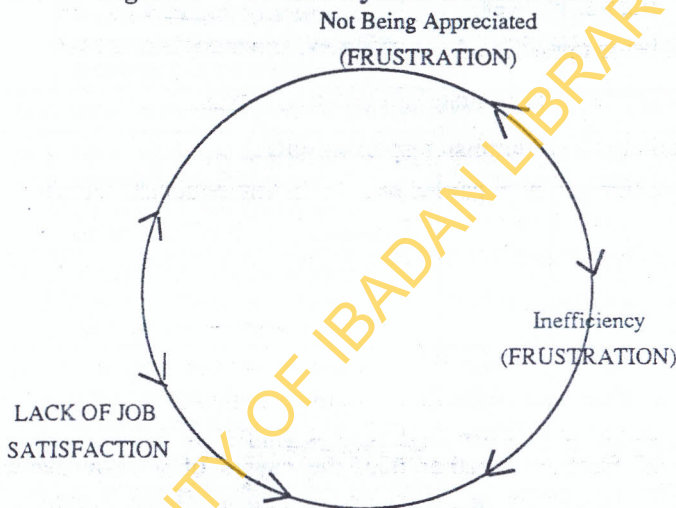
Just as frustration can cause fatigue and monotony, fatigue and monotony according to Brown (1973) and supported by this writer, can be "effects of frustration rather than the causes of it." The demands of Continuous Assessment are many, thus setting in "fatigue" for the teachers. It can also safely be argued that the filling of endless records can bring in "monotony". More significantly is the monotony of vague comments that teachers and principals write term after term in pupils' Cumulative Assessment Card. Such comments as "Work harder", "A fair performance", "A good attempt", which have very little meaning abound in the Assessment Card of the children of this writer, and I dare say that same is the experience of a number of other parents and guardians of Secondary School students.

The teachers felt unappreciated working as teachers. It must be realized that job performs two major functions: the economic one of meeting the economic need of the individual, and the social one of creating and distributing human satisfaction in and among the people doing the job.

These two functions must be seen as inseparable. Even if there is good economic remuneration, and the worker does not have job satisfaction — a

function of which is being appreciated — the individual is not likely to be psychologically in tune with himself and the job (Chase, 1971; Maier, 1971). In a situation where the economic situation is made deplorable by salaries not being paid regularly, remuneration (e. g leave bonus) withheld for a long time, (as is the experience of Nigerian secondary teachers), the psychological issue of not being appreciated is aggravated. Thus a vicious cycle of not being appreciated, lack of job satisfaction, and inefficiency (as exemplified by the non-effective implementation of Continuous assessment) moves in motion, as shown in Figure 1.

Figure 1 — Vicious Cycle of Frustration



It is the individual who feels appreciated that would more often than not see the purpose of his work, and feel important in achieving and accomplishing it.

Psychological Dimensions Among Students

In respect of students, the psychological dimensions identified are presented in Table 9.

Feeling Of Exposure To Ridicule

A large proportion of the students (over 69%) felt that they can longer "save face" as a result of the elaborate keeping of records, and a similar large proportion (over 56%) felt they could be exposed to ridicule if other students

see their cumulative performance — a prominent feature of Continuous Assessment. Why should students feel this way? What do they have to hide that they want to “save face” from? Well, nobody wants the “dark” side of him to be seen or be known by others, or the inadequacies of performance, (academic or non-academic) be open to the gaze of others. This assertion seems to be reinforced by the students’ apparent detest of assessment of personality and their view of it as irrelevant and as “witch hunting” (items 18, 19 and 21 of Table 9).

Much as one may propound that the students are “worried” about the inadequacies of their personality and academic status being exposed to others (teachers and colleagues), they could also be expressing, rather subtly concern about the possible derogatory comments that could attend and often attend the “discovery” (of the inadequacies), rather than the discovery itself. This is an important issue that must not be overlooked. In the Nigerian culture, where it is believed that adults can talk freely and talk at juniors, where teachers have been known to deride students through negative and terse comments; the students may have more than a high doze of anxiety for a process that makes possible this derision. It must be recalled that the process of Continuous Assessment encourages the assessment of personality, and regular testing of the cognitive domain of the learner.

Loss Of Interest In Learning (Ref. to Table 9 — items 1, 2 & 6)

Though the students appeared to be saying that the process of Continuous assessment (especially coverage of syllabus) is making them loose interest in learning, it may be necessary to look beyond their stated fact.

Table 9

Table Showing The Psychological Dimensions Of Continuous Assessment Implementation On Students.

Item	Statement	Mostly Applicable	Just Applicable	Not Applicable
Feeling of Exposure to Ridicule				
24	We students could no longer "save face" because of the elaborate keeping of all our records	276 (69%)	88 (22%)	36 (09%)
28	I always pray that other students should not see my record book because all my progressive performance will be found and I can be ridiculed.	224 (56%)	96 (24%)	80 (20%)
Assessment Of Personality As "Witch Hunting"				
18	I don't know why on earth the assessment of affective and psychomotor domains should be included in Continuous assessment.	260 (65%)	60 (15%)	80 (20%)
18	Making the assessment of pupils' personality compulsory is most irrelevant and it is "witch hunting".	328 (82%)	32 (08%)	40 (10%)
21	Continuous assessment makes the teacher to be a "thin god" in assessing students	282 (68%)	56 (14%)	72 (18%)
Loss Of Interest In learning				
1	Our teachers often make us to loose interest in learning by covering the whole syllabus.	292 (73%)	72 (18%)	36 (09%)
2	There should be a way to make teachers teach without covering syllabus.	232 (58%)	40 (23%)	128 (19%)
6	Wide coverage of syllabus makes reading wide and makes nonsense of learning.	232 (58%)	40 (10%)	128 (32%)

Are the teachers actually covering the syllabus, or just "rushing" the pupils through the syllabus? Results earlier reported had indicated that teachers did not cover the syllabus. What the students see as attempt at coverage of syllabus may in fact be the teacher's "rushing" of the pupils

through the syllabus, and this "rushing through" is what the students have found distasteful.

Are the students moving up the ladder of the syllabus as a result of having comprehended the preceding topics? When it is recalled that results presented had earlier indicated (Table 8) that teachers did not reteach difficult topics of the syllabus, or adopt the teach-assess reteach method advocated by Continuous assessment, then it can be argued that students will lose interest in learning when they had not comprehended preceding difficult topics before a teacher rushes them on to another topic. But is really the teacher who is frustrated, who does not feel appreciated, who encounters stress as a result of the demands for Continuous assessment, who is not paid salary regularly, or who feels incompetent in carrying out a process for which he was not adequately trained, to blame for the students' apparent loss of interest in learning? It is a vicious cycle.

Conclusion And Recommendation

The results of this study apart from bringing out the fact that Continuous assessment is not being effectively implemented in Oyo State secondary schools, have pointed to some psychological dimensions of the problem worth considering when seeking ways of reaping maximum benefits from Continuous assessment.

There is a need to revisit the whole concept of Continuous assessment in our educational system. The demands of effective implementation are enormous. This has to be looked into. There should be enough teachers and facilities to man Continuous assessment. A teacher who has 80 students to face in a classroom, and has to handle 4 or 5 of such classes every week, can definitely not make much out of regular testing, reteaching of difficult topics, assessing personality etc. He probably might even be prepared to sap his energy if he feels that at the end he is going to be *adequately* and *promptly* rewarded. The situation where the same teachers work uncommitted during the regular school period, and are conscientious teachers when they are employed as home lesson tutors or continuing education centre lecturers, may be pointing to the fact that need be given job satisfaction. The job satisfaction will motivate and propel them to implement Continuous assessment effectively.

Needing attention is also the situation where Continuous assessment is not demanded in the GCE and such other "external" WAEC certificated examinations. The teachers are saved the rigours of the demands of Continu-

ous assessment, and the students can "save face".

Psychologically re-orientating packages which can include jingles, posters, stickers etc. need be developed and sponsored by all education agencies. We cannot afford to have the teacher psychologically indisposed. He is the most important single factor in the achievement of our educational goals (Continuous assessment inclusive). The teachers can directly and indirectly psyche up the students into positively viewing the gains of Continuous assessment, for the students too are very important in making Nigeria realize her dream in educational advancement which is the bedrock for scientific and technological breakthrough.

References

- Adelakun, A. S. (1988) A Formative Evaluation of Continuous Assessment Procedure in Primary Schools in Ibadan, Unpublished M.Ed. Project, University of Ibadan.
- Akinboye, J. O. (1976). *An Experimental Study of the Differential Effectiveness of Three Methods of Fostering Creativity*. Unpublished Doctoral Dissertation, University of Ibadan.
- Akinboye, J.O. (1992). Stress Management Strategies in Akinboye (ed.) *Behaviour Therapy and Other Treatment Strategies*. Ibadan: Paperback Publishers
- Akinboye, J. O. (1995). Coping with Stress in Organisations. CYFO Behaviour Services Papers No.
- Akpan, I. A. (1990). Attitude of Social Studies Teachers Toward Assessment Practice in Selected Secondary Schools in Akwa Ibom State. Unpublished M.Ed. Dissertations, University of Ibadan.
- Alausa, Y. E. (1988). A Formative Evaluation of Continuous Assessment Practice in Ijebu North Local Government Area, Ogun State. Unpublished M.Ed. dissertations, University of Ibadan.
- Allport, G. W. (1954). *The Nature of Prejudice*, Reading, Mass: Addison Wiley,
- Bajah, S. T. (1984). The National Policy on Education and Continuous Assessment in WASC Chemistry: Implication for Curriculum Development in Nigeria, Paper presented at the STAN Chemistry Panel Workshop, Jos.
- Brown, A. C. (1973). *The Social Psychology of Industry*; Great Britain: English Language Book Society and Penguin Books,
- Chase, Stuart, (1971). *Men At Work*, Penguin Books,
- Derci, E. L. (1971), Effects of Externally Mediated Rewards On Intrinsic Motivation, *Journal of Personality and Social Psychology*, 18, 105 — 115.

- Ekuri, E. E. (1990). Evaluation of Continuous Assessment Practice in Cross River State. Unpublished M.Ed. Dissertation, University of Ibadan.
- Emeke, E. A. (1996). *Evaluation of The Continuous Assessment Component of The National Policy on Education*, Unpublished Doctoral Thesis, University of Ibadan.
- Falayajo, Wole (1986). Philosophy and theory of Continuous Assessment. Paper presented at the Seminar/Workshop for Inspectors of Education in Ondo State.
- Federal Ministry of Education, Science and Technology (FMEST). (1985) *A handbook on continuous assessment*, Lagos: Nigeria,
- Hebb, D. O. (1972). *Textbook of Psychology*, (3rd Ed.) Philadelphia: Saunders,
- Katz, D. (1960). Functional Approach to the Study of Attitudes. *Public Opinion Quarterly*, Vol. 24.
- Maier, Norman, (1971). *Psychology in Industry*, Harrap,
- Okunrotifa, P. O. (1977). *Evaluation of Geography*, Nigeria: Oxford University Press Ltd.,
- Olonilebi, E. O. (1984). Investigation into the Continuous assessment Practice in the Junior Secondary School. Unpublished M.E.d. Dissertation, University of Ibadan,
- Osuocha, L. U. (date). Investigation into the Continuous assessment Practice in the Junior Secondary School. Unpublished M.Ed. Dissertation, University of Ibadan.
- Schein, E. H., & Bennis, W. G. (1965). *Personnel And Organizational Change Through Group Methods*, New York: Wiley,
- Sleye, Hans. (1974). *Stress Without Distress*. New American Library Publishers Signet,
- Selye, Hans. (1978). *The Stress of Life*. McGraw-Hill Book Company, New York.
- Sofolahan, J. A. O. (1987). Overview of Problems and Prospects of Implementing The National Policy In Education, *Institute of Education Guest Lecture Series*.
- Warren, G. F. (1975). Measurement of Psycho-educational Growth. *Review of Educational Research*, Vol. 45, No. 4.
- Yoloye, E. A. (1988). *Continuous Assessment: A simple guide For Teachers*. London: Cassel,