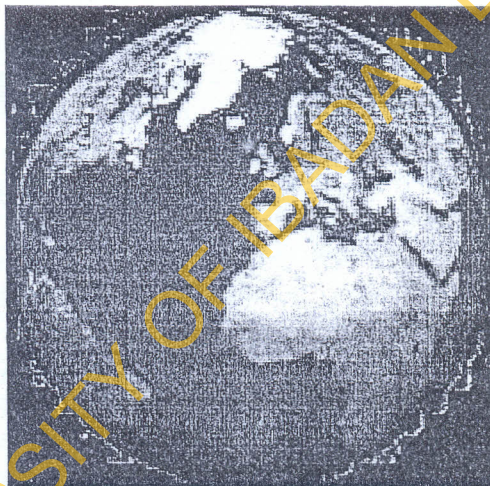


JOURNAL OF PEDAGOGICAL THOUGHT



ISSN 1821-8180

VOLUME 4, APRIL, 2011

UNIVERSITY OF IBADAN LIBRARY

1
5
3
2
7
7
6

CONTINUOUS ASSESSMENT FOR IMPROVED HIGHER EDUCATION LEARNING ACHIEVEMENT IN BUSINESS MANAGEMENT

Adams O. U. Onuka & Esther O. Durowoju

*Institute of Education,
University of Ibadan, Ibadan, Nigeria.*

Abstract

This study investigated the extent to which continuous assessments (CAs) improved higher education learning achievement in Business Management. Survey research design was used. Multistage sampling technique was employed, resulting in sample sizes of 10 lecturers and 200 students from two higher institutions of learning. A continuous assessment for improved learning scale was designed for data collection. The data from the study were analysed using descriptive and correlation statistics. Three research questions were tested and the results showed that test and individual assignment are most commonly used techniques for measuring students' academic performances while other techniques such as a project, peer assessment, class observation, group assignments were rarely used. The result also indicated that the lecturers do not use the feedback to provide remediation and do not mark continuous assessment test while some do not have proper records for CA scores. Most of the lecturers agreed that the most frequently used continuous assessment techniques were tests and assignments. Furthermore, there was significant relationship between continuous assessments and students' achievement in Business Management. Consequent upon these, it is recommended that lecturers should make use of other continuous assessment techniques such as group assignment, peer assessment, projects, term paper, and classroom observation to measure students' academic achievement among others. They should, likewise, ensure that remediation is provided. Records of continuous assessment scores should be kept for immediate and delayed remediate. Finally, seminars and workshops should be organized to educate lecturers and stakeholders in the education industry on the essence of continuous assessments in improving achievement at the higher education level.

Introduction

Assessment of students' learning outcome is cardinal to the realisation of the objectives of education in any economy. Idowu and Esere (2009) submit that one of the functions of education is the certification of the individual learner. To effectively carry out this role, assessment of one kind or the other is a prerequisite. Stiggins (2005) opines that assessment for learning changes the direction of the classroom assessment process and it results in an instructional intervention designed to increase or improve, not merely monitoring student learning. He further states that research evidence all over the world shows that consistent application of the principles of assessment for learning can give rise to unprecedented gains in student achievement, especially for low achievers. Policy makers and education administrators often view test scores as a measure of educational quality and test scores are used to hold educational institutions accountable for lecturers' and students' performances. Test is one of the procedures or instruments of continuous assessment in higher education of learning as in other tiers.

Continuous assessment (CA), also known as progressive assessment or assessment for learning, involves testing to measure pupil achievement at regular interval in order to ascertain level of learning accomplishment so that appropriate remediation can be provided as the need may arise. In other words, it offers a methodology for measuring students' performances and using the resulting findings to improve the students' future performance. Continuous assessment (CA), according to Okpala, Onocha and Oyedeji in Adeoye (2010), is a system of assessment which is carried out at pre-determined intervals for the purpose of monitoring and improving the overall performance of students and of the teaching/learning environment. Continuous assessment (CA) score is one of the most popular features of the present 9-3-4 educational structures in Nigeria and it has become a substitute for the orthodox one-shot examinations in higher institutions. Onuka (2010) asserts that in the past, distance learners were evaluated through the use of mainly tests, usually administered at the end of a year. However, it has been discovered that such one-time terminal or summative test was bedeviled with a lot of weaknesses.

According to him, one of such weaknesses was using school-based assessment that normally concentrated more on achievement in

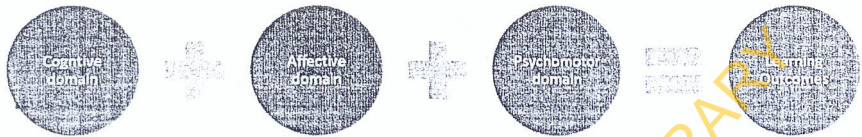
the cognitive domain to the neglect of the affective and psychomotor aspects of human/development/learning.

Educators such as Obe, Ojerinde and Falayajo, Okpala and Onocha, and Adeoye, in Adeoye (2010) supported the use of the systematic assessment in assessing students learning outcomes irrespective of the teaching strategies employed. According to Onuka (2010), continuous assessment (CA) is a systematic, comprehensive, and guidance-oriented method of determining the totality of all gains a learner might have gotten in terms of knowledge, attitude and skills from the course of a given set of learning experience. The criteria which form the yardstick of judgment are those covering the three educational domains of learning, namely: Knowledge (cognitive), manipulative skills (psychomotor) and feelings/attitude (affective).

Continuous assessment (CA) should be administered frequently and at regular intervals during the semester and should be part of regular lecturer-student interactions. Onuka further opines that the main emphasis in continuous assessment is not that evaluation should be done non-stop, but that it should take place as often as possible (at some regular interval) and not kept until the end of the term/semester or session. Onuka (2008) and Onuka and Junaid (2007) assert that in order to cater for all aspects of learning, there is need to use several types of evaluation tools such as teacher-made tests, standardized tests, oral questions, field work, discussion, projects, direct classroom observations, assignments, questionnaires, interview and so on. On the other hand, Nwana (2003) lists continuous assessment (CA) methods to include oral quizzes, tests, take-home assignments, group work, hands-on practicals, and self cum peer assessment. However, the methods more commonly used in higher institutions of learning are tests, take-home assignments and term papers.

It has been discovered from observation that at all levels of education in Nigeria, assessment for or of students learning outcomes revolves round the cognitive (knowledge, comprehension, application, analysis, synthesis and evaluation) and affective domains (attitudes, interest, emotion, feelings, affection, etc.) while little or no attention is given to the psychomotor domain. Thus, no consideration is given to the important role this domain plays in learners' academic achievement. According to Bloom, Hastings, and Madaus (1971), students' learning outcomes comprise cognitive, affective and psychomotor achievements. Education is all about the various learning

experiences acquired from cradle to death, hence assessment of students' learning outcomes is supposed to cover the three domains of learning. Onuka (2007) opines that learning outcomes are the improvements exhibited in students' performances in particular discipline/subject as a result of having undertaken a course of study. Students learning outcomes can be illustrated as in the diagram



Source: Drawn by the Researchers

This observation could be attested to by the research findings of scholars. For instance, Obioma in Bruce-Agbogidi (2005) asserts that in his bid to assess the performance of students, the psychomotor and affective behaviour domains were ignored. Al-Modhefer, Tansey and Roe (2010) in their study examined the change in student performance with the introduction of continuous assessment. A comparison was made between the performances of students of a level 1 biomedical science module (Human Structure and Function - Principles) in the 2008 and 2009 examination. The performance of the 2008 cohort was determined by a single end of semester written examination and a single practical spot test examination. In 2009, various forms of in-course formative and continuous assessment were introduced to prepare students for the end of semester examination and also to provide feedback on their performance and understanding of practical class material. The results revealed that introducing in-course formative and continuous assessment positively affects the performance of students than the end of the semester examination. It was believed that the introduction of in-course formative and continuous assessment together with feedback on coursework provided students with the mechanisms to help them understand more fully how the body works.

It is pertinent to mention that one of the reasons for conducting continuous assessment (CA) is to ensure provision of feedback for remediation. Turyatamba (2008) submits that continuous assessments of students' performances help in diagnosing their weaknesses and

strengths, so that remediation strategies can be developed for the weak and disadvantaged learners. Pupils receive feedback from teachers based on their performance. This allows them to focus on topics they have not yet mastered well. Hassan (1998) submits that a well-designed programme of continuous assessment is one that permits constant monitoring of teaching-learning process, modification and improvement of the same on the basis of the feedback from previous assessments. Though, continuous assessment helps to improve teaching-learning process, more importantly, it is meant to improve students' performances through regular provision of feedback. National Institute for Educational Development [NIED] (1999) claims that review (feedback) is very important because it enables the teacher to assist the students to go over all graded continuous assessments.

This process communicates to the learners, learning expectations, and subsequently motivates and focuses learners' attention on how to improve. It also allows teachers to understand when they have not communicated effectively to the learners what was expected from the learners. She further submits that all formal assessments must be reviewed with learners to enable them see the correct answers while the teacher becomes better informed of questions that were unclear to the learners.

Despite the fact that feedback (remediation) is an essential ingredient of continuous assessment process meant for improving students' performances, it has been discovered that most teachers stop the teaching-learning process at assessment stage. Baku (2008) confirms that currently continuous assessment is limited to class test, class activities, projects, homework with no provision of remediation to the items of these instruments. According to him, this makes the CA simply a replica of the external assessment which WAEC conduct. In the same vein, Falaye and Dibu-Ojerinde (2005) state that teachers and lecturers have not been taking formative or continuous assessment feedback seriously in the classroom and this scenario is not restricted to the Nigerian situation alone, it happened in other parts of the world. For example, Harlen and Crick in Falaye (2008) reported that the use of test scores for purposes that affect the future of students has made teachers to concentrate more of their efforts on how their students will pass, rather than using test scores for formative reasons such as provision of feedback for remediation.

Onuka and Oludipe in Onuka (2007) found that feedback given to students on their performance can remediate poor performance in Economics. They asserted that students performed poorly in mathematical/statistical aspect of the subject in West African Examinations Council 2003 as reported by the Chief Examiners and these students' shortcoming could be ameliorated if they are tested regularly and given feedback on their performance. Researchers like Xun and Susan, Jha, Ghosh, Mehta, and Balogun and Abimbola in Onuka and Junaid posit that feedback does promote improved students' learning in any subject. In the survey study carried out by Onuka and Junaid (2007), which examined the influence of feedback mechanism on students' performance in Economics, it was found that not every teacher uses feedback mechanism to improve the academic achievement of students. It was also found that CA with feedback (remediation) significantly influenced students' achievement in Economics exams while CA without feedback (remediation) did not significantly influence their achievement in Economics.

As essential as continuous assessment is, in bringing about improvement in students cumulative performance, it has been observed by some experts that the introduction of continuous assessment as the method of evaluation in Nigerian primary and secondary schools had been fraught with all kinds of problems and misconceptions (Wena in Bruce-Agbogidi, 2005). Emeke in Bruce-Agbogidi, found that teachers are incompetent in developing and using assessment tools; and are, therefore, undergoing stress due to the cumbersome nature of the continuous assessment, especially in the face of student overpopulation. Esere and Idowu (2003) carried out a qualitative study which attempt at evaluating continuous assessment practices in selected Nigerian Secondary Schools. The sample used consisted of 500 stratified randomly selected teachers (age range 30 - 55 years; male = 198; female = 302) from ten randomly selected schools within Ilorin metropolis. Data collection was through interviews and focus group discussion which centred around the teachers' continuous assessment practices based on the four basic attributes (systematic, comprehensive, cumulative and guidance-oriented) that characterise continuous assessment. Results show that the continuous assessment practices of most of the teachers were faulty and deviated markedly from policy guidelines.

In view of the above, it became imperative to find out what continuous assessment procedures are employed by lecturers in assessing students' academic achievement in Business Management and the kind of feedback mechanism used by lecturers in improving students' academic achievement in Business Management. The study also sought to determine the relationship that exists between continuous assessment and students' achievement in Business Management.

Research Questions

The following three research questions were addressed in the course of this research:

1. a. What are the continuous assessment procedures employed by lecturers in assessing students' academic achievement in Business Management as perceived by the students?
b. What are the continuous assessment procedures employed by lecturers in assessing students' academic achievement in Business Management from the lecturers' perspective?
2. How often do lecturers use feedback mechanism in improving students' academic achievement in Business Management?
3. Is there any significant relationship between continuous assessment with remediation and students' achievement in Business Management?

Methodology

Procedure

This is an ex-post facto research type, because the researchers have no direct control over independent variables as their manifestations have already occurred. It also used correlational procedure for comparison between CA remediation group and CA without remediation group of students.

Population, Sampling and Sample

The target population for this study comprised all lecturers and students in the Faculties of Management Sciences in these two

universities, namely: Olabisi Onabanjo University, Ago-Iwoye and Lagos State University. Multi-stage sampling technique was employed to choose the subjects for the study. Purposively sampling was used to select the two universities because they both offer the Business Administration/Management which was the subject of interest and they were both over twenty-five years of age and as well less than forty years. They are both located in the South-West where the researchers could easily access, coupled with the fact that they are both State-owned universities. Departments of Business Administration/Management were respectively purposively selected from these faculties. Six (6) lecturers each were randomly selected from Olabisi Onabanjo University Ago-Iwoye and Lagos State University respectively, and one hundred (100) students were also randomly selected from each of the two Universities. Thus, a total number of twelve (12) lecturers and 200 students were used in the study.

Instruments and Instrumentation

Five instruments were used to collect data for the study. There were made up of two records and three researchers-developed instruments as detailed below:

Records:

- Test scores record of the sample in their subsequent examinations;
- Continuous Assessment Scores and End of Semester Examination Scores were obtained from the various lecturers.

Those developed were the following:

- Students' Rating of Continuous Assessment Procedures Scale (SRCAPS);
- Lecturers' Rating of Continuous Assessment Procedures Scale (LRCAPS), Students' Rating of Feedback Mechanism Scale (SRCAPS);
- Students' Rating of Feedback Mechanism Scale (SRCAPS).

Instrumentation: The Students' Rating of Continuous Assessment Procedures Scale (SRCAPS) which was developed and validated by the researchers was used for data collection. The instrument consisted of

two parts. Part A was made up of introduction and bio-data while Part B consisted of three. The instrument was originally made up of fifteen (15) items which the respondents are to indicate how frequent continuous assessment procedures are being used and these were then reduced to ten (10) items as a result of the validation exercise. The initial scale was administered on 30 students who did not participate in the main study. The reliability was computed using Cronbach Alpha statistic yielding a reliability coefficient of 0.74. The construct validity determined through factor analysis gave a coefficient of 0.80.

The second instrument: Lecturers' Rating of Continuous Assessment Procedures Scale (LRCAPS) was also developed and validated by the researchers. The instrument consisted of Part A which was meant to capture information about the respondents and Part B which originally consists of fifteen (13) items and was reduced to ten (10) items as after the validation exercise. The initial scale was administered on 30 lecturers who did not participate in the main study. The reliability was computed using Cronbach Alpha statistic yielding a reliability coefficient of 0.70. Construct validity determined through factor analysis resulted in a coefficient of 0.76.

The third instrument Students' Rating of Feedback Mechanism Scale (SRCAPS) was developed and validated by the researchers. The instrument consisted of Part A which was meant to capture information about the respondents and Part B while originally consists of fifteen (20) items and was reduced to ten (15) items as after the validation exercise. The initial scale was administered on 30 students who did not participate in the main study. The reliability was computed using Cronbach Alpha statistic yielding a reliability coefficient of 0.72. Construct validity was determined by factor analyzing the items after the trial testing and validity coefficient of 0.73 was obtained. The items of the three instruments were scored as follows: Frequently = 3, rarely = 2 and never = 1.

Data Collection Procedure

Using trained two research assistants, one for each of the institutions, the instruments were employed to collect data in the universities chosen for the study. The Students' Rating of Continuous Assessment Procedures Scale (SRCAPS), Students' Rating of Feedback Mechanism Scale (SRCAPS) were administered on the students while Lecturers' Rating of Continuous Assessment Procedures Scale (LRCAPS) were

administered on the lecturers. The continuous assessment scores will be correlated with end of semester examination scores to determine its relationship. Finally, the continuous assessment scores and end of semester examination scores which were obtained from the lecturers.

It was done for a period of five weeks in order to ensure that the comparative groups unknowingly underwent administration of CA with remediation and CA without remediation. It was those who were observed to have undergone these two processes that included in the comparative study.

Data Analysis

Data were scored and the resulting data were then collated and analyzed using both descriptive and correlation statistics.

Descriptive statistics were used to analyse questions 1 and 2 while correlation was used for question three.

UNIVERSITY OF IBADAN LIBRARY

Results and Discussion

Research Question 1a

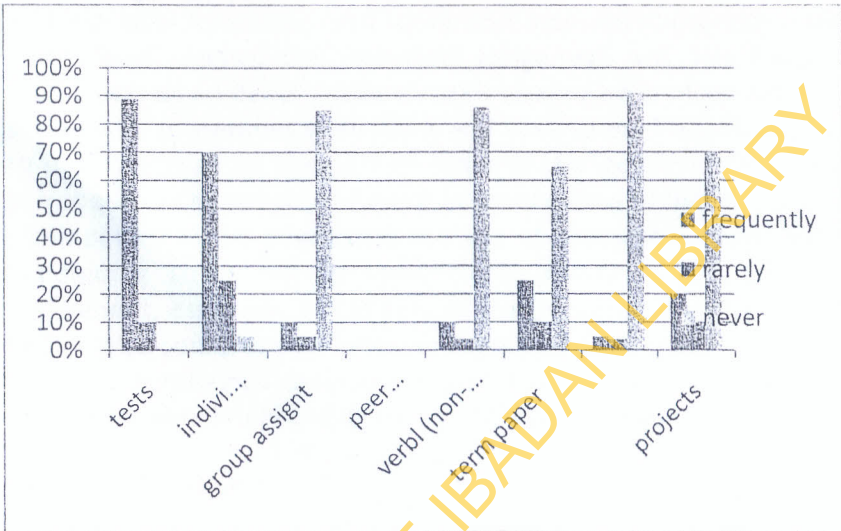


Figure 1. Continuous assessment procedures employed by lecturers in assessing students’ academic achievement in Business Management as perceived by the students

From the above result, the responses of the students were as follows: tests (frequently used [178 (89%) of the students], rarely used [20 (10%)], never uses [2 (1%) of the students]); individual assignment {frequently used [140 (70%)], rarely used [50 (25%), never used [10 (5%)]; group assignment {frequently used [20 (10%)], rarely used [10 (5%)], never used [170 (85%)]; peer assessment {frequently used [0 (0%)], rarely used [0 (0%)], never used [0 (0%)]; verbal (non-oral) quiz {frequently used [20 (10%)], rarely used [8 (4%)], never used [150 (75%)]; term paper: {frequently used [50 (25%), rarely used [20 (10%)], never used [130 (65%)]; classroom observation: {frequently used [10 (5%)], rarely used [8 (4%)], never used [182 (91%)]; projects {frequently used [40 (20%), rarely used [20 (10%)], never used [140 (70%)].

Based on the above, it is apparent that the frequently continuous assessment procedures utilized to measure students academic performances are tests, individual assignment, and term paper while other procedures such as verbal (non-oral) quiz, classroom observation,

group assessment were rarely used and peer assessment are never used. This finding does not corroborate with the submission of Onuka (2008) and Onuka and Junaid (2007) that continuous assessment tools are teacher-made tests, standardized tests, oral questions, field work, discussion, projects, direct classroom observations, assignments, and Nwana (2003) who highlighted continuous assessment (CA) methods to include oral quizzes, tests, take-home assignments, group work, hands-on practicals, and self cum peer assessment.

Research Questions 1b

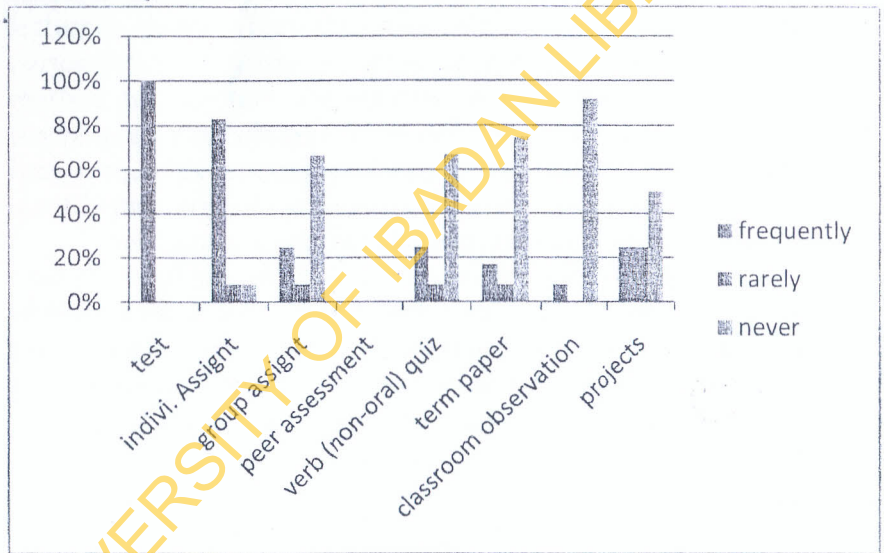


Figure 2. Continuous Assessment Procedures Employed by Lecturers in Assessing Students' Academic Achievement in Business Management from the Lecturers' Perspective

From the above result, the responses of the lecturers were as follows: tests (frequently used [12 (100%) of the students], rarely used [0 (0%)], never uses [0 (0%) of the students]); individual assignment {frequently used [10 (83.3%)], rarely used [1 (8.3%), never used [1 (8.3%)]}; group assignment {frequently used [3 (25%)], rarely used [1 (8.3%)], never used [8 (66.7%)]}; peer assessment {frequently used [0 (0%)], rarely used [0 (0%)], never used [0 (0%)]}; verbal (non-oral) quiz {frequently used [3 (25%)], rarely used [1 (8.3%)], never used[6 (66.7%)]}; team paper: {frequently used [2 (16.7%)], rarely used [1 (8.3%)], never used [9

(75%)); classroom observation: {frequently used [1 (8.3%)], rarely used [0 (10%)], never used [11 (91.6%)]}; projects {frequently used [3 (25%)], rarely used [3 (25%)], never used [6 (50%)]}.

Consequent upon the above analysis, all the lecturers claimed that the most frequently used continuous assessment procedure is test while some claimed that individual assignment was also frequently used to assess students' academic performance while other continuous assessment procedures were rarely and never used. This could be used to incompetence on the part of some of the lecturers. This finding corroborates the results of Emeke in Bruce-Agbogidi that lecturers are incompetent in the developing and use of assessment tools; and are undergoing stress due to cumbersome nature of the continuous assessment, especially in the face of overpopulation of students. The finding also confirms the finding of Esere and Idowu (2003) who found that the continuous assessment practices of most of the teachers (lecturers) were faulty and deviated markedly from policy guidelines.

Research Question 2

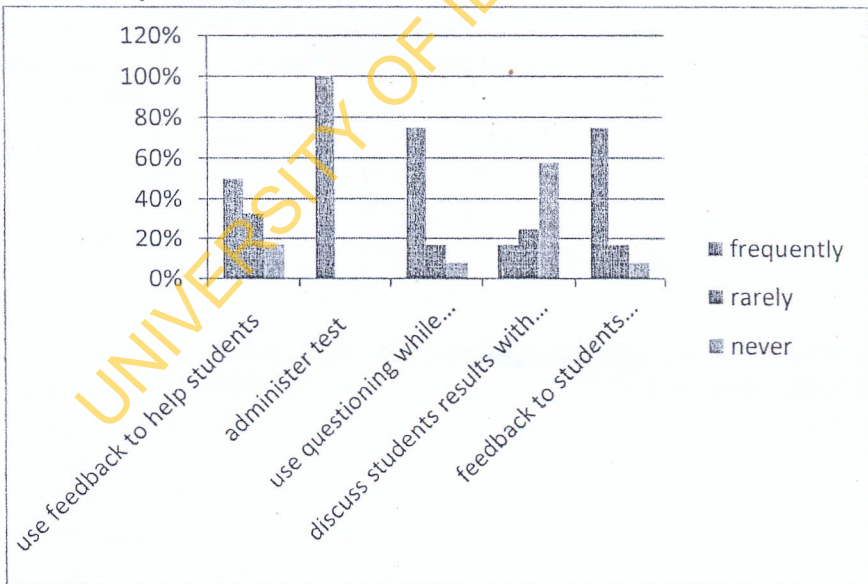


Figure 3. Lecturers, Use of Feedback Mechanism in Improving Students' Academic Achievement in Business Management

The above table revealed the responses of the lecturers as regard the use of feedback to improve students' academic achievement

in Business Management. Their responses were as follows: use feedback to help students (frequently [6 (50%)], rarely [4 (33.3%)], never [2 (16.7%)]); administer test (frequently [12 (100%)], rarely [0 (0%)], never [0 (0%)]); use questioning while teaching (frequently [9 (75%)], rarely [2 (16.7%)], never [1 (8.3%)]); discuss students results with them (frequently [2 (16.7%)], rarely [3 (25%)], never [7 (58.3%)]); feedback to students improves their performances (frequently [9 (75%)], rarely [2 (16.7%)], never [1 (8.3%)]).

Most of the lecturers claimed that they use feedback to help students identify their wrong responses and the right ones while all the lecturers claimed that they use test to assess students' academic performance. Majority of them agreed that they use questioning method to ascertain the mastery level of the students during the teaching-learning process. Fifty per cent of the lecturers stated that they frequently discuss students' result with them to enable them identify their area of weaknesses and strengths in the topics taught.

Furthermore, not all the lecturers agreed that they frequent provide feedback to students improves their performances. These findings concur with Onuka and Junaid (2003), who found that not every teacher uses feedback mechanism to improve the academic achievement students, and Harlen and Crick in Falaye (2008) who reported that the use of test scores for purposes that affect the future of students have made teachers to concentrate more of their efforts on how their students will pass, rather than using test scores for formative reasons such as provision of feedback for remediation.

Research Question 3

Table 4: Continuous Assessments with Remediation as Determinant of Students' Achievement in Business Management

	No	Correlation Coefficient (Spearman rho)	Sig.
Continuous Assessment with Remediation	200	0.780	0.005

Students' Achievement in Bus. Management	200		
--	-----	--	--

Correlation is significant at the 0.05 level

Based on the above result, there is significant relationship between the continuous assessment and students' academic achievement in Business Management. This implies that continuous assessment of students' performances and provision of feedback for remediation have significant relationship with students' performances. This finding corroborates that of Onuka and Oludipe in Onuka (2007) who found that provision of feedback to students on their performance can remediate poor performance in Economics. They asserted that students performed poorly in mathematical/statistical aspect of the subject in West African Examinations Council (2003) as reported by the Chief Examiners' and these students' shortcoming could be ameliorated if they are tested regularly and given feedback on their performance. The result is in agreement with Xun and Susan, Jha, Ghosh, Mehta, and Balogun and Abimbola in Onuka and Junaid who posited that feedback does promote improved students' learning in any subject. It also confirms the result of Onuka and Junaid (2007) that CA with feedback (remediation) significantly influenced students' scores in Economics exams while CA without feedback (remediation) did not significantly influence their scores in Economics.

Conclusion

The study revealed that the most frequently used continuous assessment procedures in higher education are test and individual assignment while other procedures such as group assignment and term paper are rarely used. It also showed that not many of the lectures frequently provided feedback to the students for the purpose of remediation which could help in improving students' academic achievement. Finally, it was evident that there was significant relationship between continuous assessment and students' academic achievement in Business Management when used as a remedial mechanism. The implication of the study would mean that all lecturers should utilize other continuous assessment procedures such as peer assessment, group assignment and should provide feedback for

remediation so that students' academic performances could be improved.

Recommendations

Based on the findings of the study, the following recommendations were made:

- ✦ That lecturers and educators should be given adequate information on importance of continuous assessment to the development and advancement of our educational system through sensitisation by the relevant authorities in the industry.
- ✦ That conferences, workshops, and seminars should be organized for all educationist including lecturers to educate them on the use of other continuous assessment procedures and the need to provide immediate and delay feedback for remediation.
- ✦ That lecturers should also bear it in mind that continuous assessment is meant to improve students' academic achievement and not for grading alone. They should, therefore, employ the mechanism of CA which feedback with remediation in-built in it, not only for improving learning, but also for detecting teachers/lecturers' deficiencies in facilitating the learning process.

References

- Adeoye, F. A. (2010). *Impact of Systematic of Instruction on Secondary School Physics Achievement at Cognitive Level of Knowledge*. *Eurasian J. Phys. Chem. Educ.* 2 (1): 44-52.
- Al-Modhefer, Tansey, and Roe 2010. *The Impact of Introducing Continuous Assessment on Student Performance*. *Proceedings of the Physiological Society* 19, PC79.
- Baku, J. J. K. (2008). *Assessment for Learning and Assessment of Learning: a Search for an Appropriate Balance*. *Assessment for Educational Assessment in Africa*. *Journal of Educational Assessment in Africa*. Vol. 2, pp. 33 – 43.
- Bloom, B S.; Hastings, J. T.; & Madaus, G. F. (1971). *Handbook on Formative and Summative Evaluation of Student Learning*. McGraw-Hill Book Company.

- Bruce-Agbogidi, E. T. (2005). *Continuous Assessment: Implementation by Secondary School Teachers in Port Harcourt*. An unpublished M.ED. Thesis in Institute of Education, University of Ibadan.
- Eseré, M. O. & Idowu, A.I. (2003). *Continuous Assessment Practices in Nigerian Schools: A Review*. Indemac Publications, Ilorin-Nigeria.
- Falaye, F.V. (2008). *Feedback Mechanism in Evaluating the Distance Learner*. A Paper presented at the Workshop on Best Evaluation Practices in Distance Learning at Lady Bank Anthony Hall, University of Ibadan, July 16 & 17, 2008.
- Faleye, B. A. & Dibu-Ojerinde, O. O. (2005). *Some Outstanding Issues in Assessment for Learning*. Paper presented at the 005 Annual Conference of the International Association for Education Assessment (IAEA), Hilton Hotel, Abuja, Nigeria.
- Hassan, T. (1998). *Continuous Assessment: Concept and Techniques*. Ibadan: Blessed Book Publishers.
- Idowu, A. I. & Eseré, M. O. (2009). *Assessment in Nigerian Schools: A Counsellor's Viewpoint*. *Edo Journal of Counselling*, 2(1), 17-27. An Official Publication of Edo State Chapter of Counselling Association of Nigeria
- National Institute for Educational Development [NIED] (1999). *Towards Improving Continuous Assessment In Schools: A Policy and Information Guide for Implementation In 1999*. Okahandja, Namibia: NIED.
- Nwana, O. C. (2003). *Minimum Standards and Accountability in the Nigerian Educational System - Keynote Address*. In A. Osilaye (Chair). *Minimum Standards and Accountability in the Nigerian Educational System*. 18th Annual Congress of the Nigerian Academy of Education, University of Port Harcourt, Port Harcourt, 10th - 14th November, 2003.
- Onuka, A.O.U & Junaid, I. O. (2007). *Influence of Feedback Mechanism on Students Performance in Economics in Kogi State, Nigeria*. In *International Journal of Distance Education (IJODE)* Vol. 2, pp 56 – 61.
- Onuka, A O. U. (2008). *Teacher-initiated Student Peer-Assessment: A Means of Improving Learning-Assessment in Large Classes*. A Paper presented at the West African Examinations Council Monthly Seminar, Lagos: Research Division April 30, 2008.
- Onuka, A. (2010). *Continuous Assessment (CA) in Open and Distance Learning (ODL)*. In Onuka, A.O.U. [ed.] *Some Fundamentals of*

Evaluation in Managing Open and Distance Learning. Ibadan, DLC, University of Ibadan. Pp. 75 – 83.

Stiggins, R. (2005). *Assessment for Learning Defined. Paper presented at Assessment Training Institute, in consultation with the team representing the United States at the ETS/Assessment Training Institute's International Conference: Promoting Sound Assessment in Every Classroom, Portland.*

Turyatamba, J. (2008). *The Relationship between Education Assessment and Learning – the Ugandan Experience. Assessment of Educational Assessment in Africa, Vol. 2 pp. 13 – 22.*

UNIVERSITY OF IBADAN LIBRARY