

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

An Evaluation of the Implementation of Continuous Assessment Policy by Upper Basic Social Studies Teachers in Oyo State, Nigeria

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Abstract

Continuous Assessment (CA) is a method of finding out what the students have gained from learning activities in terms of cognitive, affective and psychomotor domains. This study evaluated the implementation of continuous assessment policy by Upper Basic Social Studies teachers of Oyo State. The study was a descriptive type using survey method. Stratified random sampling technique was used for the selection of 600 Social Studies teachers from 33 Local Government Areas of Oyo State from the three senatorial districts into which the Local Government Areas could be classified. Proportional sampling procedure was used by the researcher to select the sampled 330 Social Studies teachers from the selected public schools and 270 Social Studies teachers from the selected private schools. The data collected were analysed using mean score and standard deviation to answer research questions. Result indicated that the implementation of C.A in the Upper Basic School in Oyo State was not comprehensive. The finding also revealed the clarity of C.A policy to Social Studies Teachers. It was also evident that the attainability of C.A implementation was too demanding for the teachers. Based on this findings, the following recommendations were made among others: the state teaching service commission should update Social Studies teachers and other teachers' knowledge on administration and scoring of test items for C.A on the three domains of learning; the government should make provision for ICT facilities to update and keep proper record in the Upper Basic Schools in Oyo state.

Keywords: Evaluation, implementation, continuous assessment

1. Introduction

Learners, all over the world need a unique and peculiar type of education which will enable them to participate effectively in life. In order to find solutions to problems and make decisions on social issues, learners need this education to guide and help them in enquiries, investigations, discoveries, discussions and experimentation (Mofoluwawo,2013). The appropriate school subject that is able to help the students fulfill the above need is Social Studies. This is because Social Studies is concerned with the study of social, economic, political, cultural, religious and technological activities and problems of mankind.

Many scholars have come up with different definitions of Social Studies. Adeyemi (2000) defined Social Studies as the study of people, how they live, behave, socialize and are organised into groups; the relationship and interactions they have with their physical and social environments. It is an integrated subject which focuses on the study of Man-Environmental relationships for the purposes of citizenship education (Okunloye, 2001).

The current National Curriculum of Social Studies, apart from taking into consideration societal needs within the education system at the levels of Basic Education and Junior Secondary Education, has incorporated many of the contemporary issues of local and global concerns such. Such trends (issues) include youth empowerment and youth restlessness, and environmental issues, the mass media, peace and conflict issues, globalisation, millennium development goals (MDGs) including NEEDS curriculum and a lot of others (NERDC, 2007).

The global consensus among scholars in this contemporary world is the need for learners to develop self-expression and self-confidence, the ability and skills to learn about issues and problems about the immediate and remote environment (Idowu, 2001). School programmes need to be relevant, practical and comprehensive while interest and ability should determine the individual's direction in education.

However, learners may not benefit much from a system of education unless there are assessments which are aimed at determining pupil's performance levels at every stage of schooling (Kolo, 2008; Adebowale, 2008). It is pertinent to note here that all subjects in the school are to be assessed regularly. Fafunwa (1974) opined that assessment in educational system started during the colonial era, especially when only those to be granted aid were those that performed well to certain extent. Assessment of teaching and learning in Nigerian educational system essentially consists of tests and examinations often conducted by teachers or instructors, examining bodies such as NECO or government departments such as Ministry of Education.

With respect to the levels of outcome to be assessed in schools, the Federal Government Handbook on Continuous Assessment (1985) gave guidelines on uniform standards for the Upper Basic School Certificate examinations. These guidelines are divided into six parts namely:

- Examinations Board,
- Assessment procedures for Junior Secondary School Certificate Examinations,
- Obtaining valid classroom Continuous Assessment Scores (CAS) for incorporation into the Junior Secondary School Certificate Examinations
- Testing practically-oriented core subjects of the junior secondary school in order to incorporate skill acquisition gained in the subjects,
- Timetable for Junior School Certificate Examination and Re-sits (Federal Ministry of Education, Science and Technology (FMEST), (1985).

These guidelines emphasized that assessment should cover the Cognitive, Affective and Psychomotor domains of learning. Continuous Assessment constitutes a vital aspect of the current evaluation strategy of each student's achievement in schools. This approach to evaluation has been given much consideration in taking educational decisions on the child (Osunde, 2005). It became prominent in our educational system with the implementation of 6-3-3-4 system. Before continuous assessment was introduced, educational decisions on the child were based on one-shot examination. Ipaye (1982) stated that this single end-of-course examination does not take cognizance of the child who cannot keep pace with the requirements of the final examination syllabus. It also denies teachers and students the opportunity of a systemic feedback and guidance-oriented information on teaching and learning for improvement and career choice. Thus, the need for a new system of assessment and evaluation was strongly advocated.

One of the distinctive features of the National Policy on Education is its emphasis on continuous assessment. For instance, Paragraph Seven (7) of the National Policy on Education, NPE (2004) stated that: Education assessments will be liberalised by basing them in whole or in part on continuous assessment of the progress of the individual.

Federal Ministry of Education, Science and Technology (FMEST, 1985) defined C.A as a mechanism where the final grading of a student in the cognitive, affective and psychomotor domains of learning takes a systematic account of all performances during a period of schooling. Yoloye (1984) summarised C.A as a method of evaluating the progress and achievements of students in educational institutions. He pointed out that it aims at determining the truest possible picture of each student's ability, and at the same time helping each student to develop his or her abilities to the fullest.

This definition embodies the need for comprehensiveness in scope, regularity of the collection of student's performance evidence and the cumulation of students' records. This is because in term of comprehensiveness, CA is expected to make use of different techniques or evaluation tools such as tests, questionnaires, rating scales, observations, interviews and anecdotal records and so on to obtain information on the cognitive, affective and psychomotor domains of learning. The data obtained on the pupil will be used for aiding his further development.

C.A is systematic in nature because it requires an operational plan. It is also cumulative in nature in that any decision taken about a learner is based on earlier decisions and it is the basis for further academic growth and development (Okpala & Utoh 2005).

According to Osunde (2003), the behaviour under the cognitive, affective and psychomotor domains should form the basis for the teaching and learning process, and subsequently assessment. All the three areas should be taught, assessed, and result utilised in taking decisions on each learner. The basis for this is that education aims at moulding and developing the individual in his totality. The assessment tools and domains where they can be applied are indicated below:

Evaluation Tools and Techniques	Cognitive Behaviour	Affective Behaviour	Psychomotor Behaviour
Tests	*		
Projects	*	*	*
Assignments	*	*	*
Interviews		*	
Rating Scales		*	*
Observation		*	*
Questionnaire		*	
Anecdotal Records		*	
Sociometric Technique		*	

Table 1: Assessment Tools, and Domains Where They Can Be Assessed

From the table above, it could be seen that test is useful for the assessment of cognitive behaviours. Project and assignments can be used for assessing behaviours in the three domains. Observation and rating scale are useful for affective and psychomotor assessment, while others are useful for assessing affective behaviour. The evaluation tools and assessment of the students should be valid, reliable and usable. If the evaluation tools are valid and reliable, they will give teachers, students, counsellors and parents results that are reliable in arriving at any decision (Osunde & Ughamadu, 2004).

It was further stated in the guidelines that students are to be given an average of 9 periodic assessments per academic session and 3 end-of-term examinations. Promotion to the next class should be based on three terms' weighted

scores in the cognitive, affective and psychomotor domains. The minimum pass mark in each of the three domains should be 40%. Copies of such class works are to be kept for inspection. A learner must score a minimum of 40% in five subjects in the cognitive domain and at least 40% in either the affective or psychomotor domain before such a learner can be promoted. A learner who scores below 40% will be provided counselling services, while the parents/guardians would be invited for discussion aimed at helping the child to improve. (Draft report of the National Task Team B assigned to design a reliable standard CA instrument, 2007).

This was further corroborated by Ipaye, (1982) that assessment in Nigerian schools has been rigidly narrowed, and misleading. The reason is because parents and teachers as well as students have a false impression that most important aspect of schooling is just to obtain a certificate. To the best of researcher's knowledge, there should be investigation to determine the level of the way CA is being implemented by Social Studies teachers in Oyo State.

Teachers are the sole implementers of any government policy in relation to education. Implementation, according to Erero (2007), is what happens after laws are passed authorising a program, a policy, a benefit or some kinds of tangible output. This means that the term refers to the set of activities that follow statements of intent about programme, goals and desired results by government officials.

Teachers' variables are important in the policy implementation of CA. Other things necessary in the implementation of CA are equipment and materials like chairs and lockers, funds to purchase stationeries, computers for typing and storage of test scores. Jekayinfa (1993) reiterated the significance of teachers that no matter the structure put in place; educational objectives cannot be fully accomplished without competent teachers. The knowledge of teachers about CA is very important. It should be stressed however that the success of any education policy lies in the hand of teachers who are the sole implementers of such policy.

Evaluation is defined as a systematic process of determining the extent to which the learners are achieving educational objectives (Maduabum, 1999). The process further involves making a value judgment based on specific criteria or measure. Evaluation therefore helps in exposing the strength and weakness of a programme. Olorundare (1997) described evaluation as a process of collection and analysis of appropriate data for the purpose of making a judgment or making decision about an educational programme

2. Statement of the Problem

There are policy guidelines on Continuous Assessment. Some of them are that CA should be comprehensive, systematic and cumulative. Students are to be given an average of nine (9) periodic assessments per academic session and three (3) end-of-term examinations. Promotion to the next class should be based on three terms' weighted scores in cognitive, affective and psychomotor domains of learning. The minimum pass mark in each of the three domains should be 40%. Copies of such class works are to be kept for inspection. A learner must score a minimum of 40% in five subjects in the cognitive domain and at least 40% in either the affective or psychomotor domain before such a learner can be promoted.

In the light of the above, there is a need to find out whether Social Studies teachers in Upper Basic schools in Oyo State are implementing CA in line with its policy guidelines.

A lot of research has been carried out on various aspects of continuous assessment in Nigeria. For example, Ogundare (2007) worked on student' self-assessment and its outcome in Social Studies in Ijebu-East Local Government Area of Ogun State. He found out that in the use of self-assessment by Social Studies teachers, students have not learnt all the areas of Social Studies in the programme and that this has implications for the attainment of Social studies objectives. Adebowale (2008) conducted a study on continuous assessment policy implementation in selected local government areas of Ondo State as an implication for a successful implementation of the UBE programme. He found out that the implementers of CA in the schools under study did not understand the standard of implementation practice of the policy; hence teachers were practising it in different ways and manners.

Obioma (2008) carried out a research on continuous assessment practices of primary and junior secondary school teachers in Nigeria. She found out that teachers generally demonstrated poor knowledge of the elementary concept of CA. Hence, teachers misapplied the CA instruments leading to continuous testing of learners instead of continuous assessment. Idowu and Ezere (2008) conducted a research on assessment in Nigerian schools using counsellor's viewpoint. They found out that 95% of the respondents did not factor affective and psychomotor measure into the overall performance of their students while 10% of the respondents claimed ignorance and incompetence in the use of non-test devices.

The researcher is of the opinion that though a considerable amount of research works had been carried out on continuous assessment in an attempt to improve students' learning in the basic schools, there is a need to find out whether or not, teachers are implementing CA according to its policy guidelines. In addition, none of the reviewed works directed its attention towards the implementation of CA policy by upper basic Social Studies teachers in the basic schools of Oyo State. None of the researchers also made use of both the public and private Upper Basic schools in Oyo State as their sample scope. This study therefore, was undertaken to fill part of the gap left by previous researchers.

3. Purpose of the Study

The purpose of this study was to examine the implementation of continuous assessment policy by Upper Basic Social Studies teachers. Specifically, the study was undertaken to determine the implementation of CA in Social Studies in terms of clarity, comprehensiveness and attainability of objectives.

4. Research Questions

In other to give focus to this study, the following questions have been raised and answered:

- Is the implementation of CA by Social Studies teachers adequate in terms of clarity of objectives?
- Is the implementation of CA by Social Studies teachers adequate in terms of comprehensiveness of objectives?
- Is the implementation of CA by Social Studies teacher adequate in terms of attainability of objectives?

5. Conceptual Discourse

5.1. Concept of Assessment in Education

Assessment in Nigeria today is a product of an evolutionary process, which began with the informal education (Owolabi, 2008). It is the fact of the history that the informal education is indigenous, ancient, cultural and pragmatic in character. Assessment procedures adopted under traditional system of education were peculiar in many respects. Christian missionary groups brought western education and introduced procedures for assessment which formed the foundation of current practices. The early missionaries found that literacy and the spread of the Christian faith were inseparable. Schools were established and basic curriculum included reading, writing, religion and arithmetic. Emphasis was on rote learning, and assessment of pupils' achievement was left in the hands of the teachers who adopted differing methods which they considered appropriate (Fafunwa, 1974).

In the school system, teaching or instruction process is not complete unless the students taught are examined, their scripts marked and their results released as at when due (Alonge, 1987). Assessment plays an integral role as it helps the teacher in determining the effectiveness of their teaching and learning process. The use of effective and varied assessments aids the development of potentials and cognitive skills in pupils. Assessment is a dynamic process and should be based on the objectives which have been clearly selected from the content taught and which are sometimes referred to as instructional objectives. In testing, questioning skills have become significant skills which are apparent if we are to measure pupils' thinking skills.

A number of notable authors have defined assessment in different ways: Alkin (2002), Gronlund (2002) and Ben (2006) viewed assessment as the systematic process of gathering, selecting, analysing and reporting valid information on the attainment of educational goals and objectives to facilitate current adjudication on the effectiveness of teaching method(s) or an educational programme. The symbiosis between teaching and assessment in the process of education is well-documented in Travers (2003). No matter how good the teacher, no matter how gifted the pupil, no matter how effective the audio-visual aid, if no provision is made for a process by which the whole teacher-student interaction can be assessed, the educational efforts may be seriously undermined. Therefore, it is obvious that no teaching process is complete without one form of assessments or the other; this is because it helps the teacher and other stakeholders in determining the effectiveness of their teaching-learning process. Assessment is therefore used to collect information about a particular method of instruction; a single classroom lesson, and a complete course of study, teaching-learning environment, available facilities and the entire educational system.

From the above definitions, the major features of educational assessment include the following:

- It is systematic;
- It is a continuous process;
- It involves educational goals and objectives;
- Information is gathered, sorted, analyzed and reported;
- It involves decision making and
- It is judgmental.

Kissocks (1981) and Ezegbe (1988) corroborated further to give a detailed analysis of Social Studies learning outcomes that could be evaluated within each of the three domains. Among the outcomes they listed are:

- Cognitive Outcomes: it concerns the acquisition of knowledge, such as facts, concepts, principles and the development of intellectual skills and abilities that the learners would require to appraise issues, events and problems critically and arrive at enduring decisions that would result in lasting solutions to societal problems.
- Affective outcomes: it concerns helping learners to develop those values, attitudes, beliefs and psychological dispositions that would enable them to contribute positively to the building of an orderly society.
- Psychomotor Outcomes: it is related to the objectives designed to develop the learners' locomotor and non-locomotor manipulative skills, physical and perceptual abilities to be able to function as effective and active citizens of their communities. It also concerns learner's interpersonal relationship with their teachers and even among the students.
- Ezegbe (1988) posited further that Social Studies has much to do for the learners to develop his psychomotor skills and abilities through reading, drawing, sketching of maps and other figures, observation of natural phenomena and works of art during field-trips, endurance through community work in the school and in the town.

Again, it is worthy of note that continuous assessment can take three forms. These are pre-instruction assessment, assessment during instruction and assessment at the end of instruction. Assessment before teaching or instruction is usually informal. This is because the teacher observes the characteristics and behaviour of the pupils which could promote or hinder learning. Some of the learners may have poor communication skills and this could be sensitive or shy. Social Studies teachers need to study any previous assessments made by other teachers before him. Such pre-instruction type of assessment could help the teacher to decide on the standard of the class. For instance, some learners may be the best,

average and below average learners. This in turn will help the teacher to plan for the diverse needs of different categories of learners.

Assessment during instruction, on the other hand, is known as formative assessment. Here, the learners are assessed in the course of teaching. It is sometimes referred to as assessment for learning. It is used in the course of teaching to collect feedback early and often on how well pupils are learning. This could take the form of observing skills used in problem-solving, listening to learners' answers to questions and comments by students in order to note their difficulties and to adjust teaching. It also involves identifying possible misconceptions and taking care of it in order to prevent it from interfering with learning as lesson progresses. In short, the purpose is to provide the teacher with information and insights needed to improve teaching effectiveness and learning quality (Angelo, 1991). There is a wide range of opportunities for teachers to measure the cognitive, affective and psychomotor abilities of students while the lesson is going on.

Assessment at the end of instruction is also referred to as summative assessment. It provides information on whether the learners have mastered the concepts taught and to what extent. It is the outcome of this that the teacher uses to plan for the next lesson or repeat the teaching if students fail to master the concepts. The result of this assessment is also given to parents for the purpose of knowing the progress of their children. It is used to determine how much the goals are achieved. Continuous assessment gives room for a teacher's self-assessment of his method from time to time. This can lead to great improvement in the teaching methods. The teacher can also get feedback about his teaching and discover the strategies that will help in achieving the desired goals.

A variety of instruments can be used to implement CA in Social Studies. Instruments for assessing achievement in the basic school Social Studies in the cognitive domain may take the form of essay tests and objective tests. Essay tests are of two types namely: extended response and restricted response. Similarly, objective tests are of two types: the supply type and selection type. There are various tools for assessing both affective and psychomotor domains in the basic school Social Studies. These are: Questionnaires, interviews, quizzes, ratings, assignments, observation schedules, peer appraisals (self-evaluation), registers, notebooks, and so on. It must be stressed however that Social Studies teachers need to update their skills in using appropriate tools or techniques in assessing the affective and psychomotor domains.

The repeated emphasis being placed on continuous assessment is a clear evidence of its importance. However, the notion of whether Continuous Assessment is comprehensive or not places a question mark on the classroom teacher. This study evaluated whether Social Studies teachers in the Upper Basic School in Oyo State were implementing CA on cognitive, affective and psychomotor domains of learning. This is the focus of this study.

Achievement of students should be assessed at various stages of the learning cycle. It was in recognition of this significant role of assessment that the National Policy on Education stipulated that the policy statement on CA forms 30% of student's overall assessment (NTI, 2006).

Also, the policy statement contains central guidelines for completing the Affective domain that should be adopted by the state and schools nationwide. This is prepared in the form of a rating scale. A rating scale of 5 indicates that the students maintains outstanding observed behavioural trait while a rating of 1 indicates the lowest observed behavioural trait. To ensure objectivity and reliability of assessment, this section should be completed by the class teacher who should also teach his class in at least one subject. Few of behavioural traits related to Social Studies are as follows:

- Attendance to school, classes, clubs and societies.
- Punctuality to school/meetings activities and programmes.
- Responsibility.
- Attitude to school work.
- Industry – diligence, productiveness, hard-work.

In order to be able to do a valid and reliable assessment of each pupil's behavioural traits, the teacher who is to assess this aspect, must keep weekly records on the student that will facilitate term assessment. Also, the school must strive to provide opportunities for the development of desired attributes highlighted under the guidance of willing, dedicated and knowledgeable teachers.

The policy document further contains guidelines for completing the psychomotor domain. A rating scale for assessing the skills in this domain is provided to ensure objectivity in assessing the exhibition or lack of these skills in individual learners.

- Handwriting: Assess the ability of the child to write letters clearly.
- Fluency: Assess the ability of the student to express himself clearly.
- Craft and Creativity: Assess the ability of the child to construct and produce using available materials.
- Speed and Accuracy: Assess the ability of the student to complete a given task with accuracy and within a given time frame.

There are policy guidelines on Continuous Assessment. Some of them are that C A should be comprehensive, systematic and cumulative. Students are to be given an average of nine (9) periodic assessment per academic session and three (3) end-of term examinations. Promotion to the next class should be based on three terms' weighted scores in cognitive, affective and psychomotor domains of learning. The minimum pass mark in any of the three domains should be 40%. A learner must score minimum of 40% in five subjects in cognitive domain and at least 40% in either the affective or psychomotor domain before such a learner can be promoted. In the light of the above, there is a need to find out whether Social Studies teachers in the Upper Basic schools in Oyo State are implementing C A in line with its policy guidelines.

5.2. Methodology

The descriptive survey method was used in this study. The descriptive research is a systematic attempt to describe the characteristics of a given population or areas of interest factually (Daramola, 2006). It as well encompasses measurement procedures that involve statement demanding answers from the respondents (Abiri, 2006). The population for this study included all teachers of Social Studies in both the 667 public Schools and 541 private upper basic schools in Oyo State. Oyo State Public Upper Basic schools have a total of 725 Social Studies teachers while the Private Upper Basic Schools have 435 Social Studies teachers. The target population consisted of 600 Social Studies teachers selected in both private and public Upper Basic schools.

The instrument for this study was a researcher - designed questionnaire tagged "Implementation of Continuous Assessment by Social Studies Teachers (ICABSST)". It contained two sections that were labeled "A" and "B". Section "A" contained question items designed to elicit personal data of each respondent. Section "B" of the research instrument was concerned with obtaining information about the implementation of CA in terms of clarity, comprehensiveness, and attainability. There were twelve (12) statements in section B of the instrument. The modified Likert scale response option assisted the researcher in bringing out a clear picture of the actual evaluation of CA and classroom practice of Social Studies teachers as regards their implementation of CA, as they responded to different statements. The modified Likert scale response option used are; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The data collected from this exercise were collated and used to measure the adequacy of the implementation of CA in terms of clarity, comprehensiveness and attainability of objectives as well as determine the Social Studies teachers' implementation of CA in Upper Basic schools in Oyo State. Mean score and standard deviation were used to answer the research questions appropriately. The scoring of the responses ranged from a minimum of one (1) to a maximum of four (4). Strongly Agree was scored four (4): Agree was scored three (3): Disagree was scored two (2) and Strongly Disagree was scored one (1) for positive statements. The scores were reversed for negative statements.

6. Data Analysis and Result

6.1. Research Question One

Is the implementation of CA in Social Studies adequate in terms of clarity, comprehensiveness and attainability of objectives?

S/N	Statement	No	Mean	Standard Deviation	Rank
Clarity of CA					
1	The implementation of CA by upper basic Social Studies teachers is meeting the policy objective of CA in term of clarity.	600	9.2785	3.7029	1 st
2	Social Studies teachers always accept the implementation of continuous assessment in line with the policy.	600	6.9528	2.6317	2 nd
3	Social Studies teachers are always ready to implement CA as stated in the policy.	600	6.0356	2.5731	3 rd

Table 2: Adequacy of CA Implementation in Terms of Clarity

Table 2 reveals that out of three statements that addressed clarity of CA, the first statement 'the implementation of CA by upper basic Social Studies teachers is meeting the policy objective of CA in terms of clarity' has the mean score of 9.2785 and standard deviation of 3.7029 ranked 1st. The second statement 'Social Studies teachers always accept the implementation of continuous assessment in line with the policy' has the mean score of 6.9528 and standard deviation of 2.6317 ranked 2nd and the third statement 'Social Studies teachers are always ready to implement CA as stated in the policy' has the mean score of 6.0356 and standard deviation of 2.5731 ranked 3rd.

S/N	Statement	No	Mean	Standard Deviation	Rank
Comprehensiveness of CA					
4	CA items that I prepare cover the cognitive domain of learning i.e. fill in the gap, multiple-choice questions etc.	600	9.6752	3.5719	1 st
5	Social Studies teachers ought to prepare CA items that cover the affective domain of learning.	600	4.3700	2.5325	2 nd
6	Social Studies teachers ought to use assessment tools like observation, rating scale and project for evaluating student's psychomotor domain of learning.	600	3.8210	1.7981	3 rd

Table 3: Adequacy of CA Implementation in Terms of Comprehensiveness

On comprehensiveness of CA in Table 3, item one that states that 'CA items that are always prepared covered the cognitive domain of learning' has mean score of 9.6752 and the standard deviation of 3.5719 ranked 1st. The statement that 'CA items that Social Studies teachers ought to prepare C A items that covered the affective domain of learning has the mean score of 4.3700 and standard deviation of 2.5325 ranked 2nd. The third statement 'Social Studies teachers ought to use assessment tools like observation, ranking scale and project for assessing students in psychomotor domain of learning' has the mean score of 3.8210 and standard deviation of 1.7981 ranked 3rd.

S/N	Statement	No	Mean	Standard Deviation	Rank
Attainability of CA					
7	The implementation of CA cannot be easily attained.	600	7.5800	.6375	5 th
8	Only the cognitive and affective domains in Social Studies are covered by the CA items that I always prepare.	600	9.4430	.7294	6 th
9	CA items that I prepare cover only the Psychomotor domain in Social Studies.	600	10.5817	.8922	4 th
10	It is difficult to assess students in the affective domain so I don't bother myself.	600	17.8528	1.6313	3 rd
11	It is difficult to assess students in the Psychomotor domain in Social Studies so I don't bother myself.	600	19.2200	1.9349	2 nd
12	The implementation of CA is too demanding.	600	20.1500	2.8787	1 st

Table 4: Adequacy of CA Implementation in Terms of Attainability of Objectives

On attainability of Continuous Assessment in Table 4, the first statement 'the implementation of CA cannot be easily attained' has the mean score of 7.5800 and standard deviation of 0.6375 with rank 5th. The second statement 'only the cognitive and affective domains in Social Studies are covered by the CA items that I always prepare' has the mean score of 9.4430 and standard deviation of 0.7294 ranked 6th. Statement Three 'CA items that I prepare cover only the psychomotor domain in Social Studies' has the mean score 10.5817 and standard deviation of 0.8922 ranked 4th. The fourth statement 'it is difficult to assess students in the affective domain so I don't bother myself' has a mean score of 17.8528 and standard deviation 1.6313 ranked 3rd. The fifth statement 'it is difficult to assess students in the Psychomotor domain in Social Studies so I don't bother myself' has the mean score 19.2200 and standard deviation of 1.9349 ranked 2nd. The sixth statement 'the implementation of CA is too demanding' with the mean score of 20.1500 and standard deviation of 2.8787 ranked 1st.

7. Discussion

Based on the data collected, the finding on clarity of objectives of CA indicated that CA objectives were clear to the Upper Basic Social Studies teachers with the mean score of 9.2785 and the standard deviation of 3.7029. On the comprehensiveness of CA, the finding revealed that many of the CA items that are always prepared by Social Studies teachers covered much of the cognitive domain of learning' with the mean score of 9.6752 and the standard deviation of 3.5719. On attainability of CA policy, it was observed that the implementation of CA was too demanding for teachers, with the mean score of 20.1500 and standard deviations of 2.8787.

8. Conclusion

Based on the findings and the foregoing discussion, the following conclusions were reached: It was discovered that Social Studies teachers were not using appropriate evaluation tools and techniques in their implementation of C A in the Upper Basic Schools in Oyo State. The use of various evaluation tools and techniques as stipulated in the policy, by the teachers in assessing the students would improve their performance not only in Social Studies but also in other subjects. This study has contributed to knowledge in the area of the implementation of continuous assessment on the three domains of learning (cognitive, affective and psychomotor domains) in both public and private upper Basic schools in Oyo State.

It was also discovered that there were enough classrooms in Upper Basic Schools in the State but most of these classrooms, especially in the public schools, lacked adequate infrastructural facilities like chairs and lockers that could be used by the students for learning.

9. Recommendations

In view of the findings of this work, the following recommendations are made concerning the implementation of Continuous Assessment by the Upper Basic Social Studies teachers in Oyo State.

- The State Teaching Service Commission (TESCOM) should update Social Studies teachers' and other teachers' knowledge on administration and scoring of test items for CA on the three domains of learning.

- The result of CA test should be given as feedback to students, their parents and other stakeholders for the educational system improvement. This will enable the parents to understand the importance of CA and thereby encourage their wards to prepare ahead so that they would have good results both in CA and school examination.
- The government should make provision for Information Communication Technology (ICT) facilities to update and keep proper record in the Upper Basic Schools in Oyo State in particular and Nigeria in general. This can be done by sending computer instructors to all secondary schools. In addition, teachers should also be trained on how to use ICT for different functions in their schools.
- The government should also make provision for power - generating sets in each school with computers so that it can serve as an alternative source of power during power outage.

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