

ADMINISTRATIVE PRACTICES FOR ENHANCING CONTINUOUS ASSESSMENT IN BASIC EDUCATION IN IFE NORTH LOCAL GOVERNMENT AREA OF OSUN STATE, NIGERIA**BY****Margaret Funke Faremi: Department of Educational Management, Faculty of Education, Osun State University, Osogbo, Nigeria; E-mail: margaret.faremi@uniosun.edu.ng****&****Oyekunle Ramota Ajoke: Department of Educational Foundation and Counselling, Faculty of Education, Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria; E-mail: rasram9037@yahoo.com****Abstract**

The study investigated administrative practices for enhancing continuous assessment in basic education in primary schools in Ife north local government area of Osun State. The study is a descriptive study; Teachers in primary schools formed the population for the study. A total of two hundred (200) teachers formed the sample for the study. A self-structured questionnaire was used for data collection and reliability level was 0.78 using Cronbach alpha. The findings of the study deduced that the various administrative practices exist in Osun State primary schools. The study also revealed that various forms of continuous assessment were adopted in basic education primary schools in Osun State, Nigeria. Also, administrative practices influence continuous assessment in Osun State primary schools as perceived by teachers. Findings revealed there is a positive significant relationship between administrative practices and continuous assessment in Osun State primary schools. It was recommended that teachers should focus on both formative assessment and extra curricula activities form of continuous assessment, school administrators should ensure implementation of various administrative practices, government should help create facilities that will further help in implementation of continuous assessment and School community should ensure constant relationship with school administrators to discuss various administrative practices.

Keywords: Administrative Practices, Continuous Assessment, Basic and Education

Introduction

Basic primary education is the type of education that children obtain after they have completed nursery school. Children between the ages of 6 and 12 receive primary education in Nigeria (Nwakpa, 2018). Six years of primary school and three years of junior secondary school constitute formal (compulsory) education. Currently, only one-third of children who begin primary school go on to secondary school. The importance of Osun State cannot be overstated, with 1,277 public elementary schools and 763 private nursery and high schools, as well as a growing primary school enrolment of 337606 in 2016 from 400591 in 2012 (Osun State Government, 2018; Federal Ministry Of Education, 2016). Primary school administrators must communicate their goals, priorities, and aspirations to staff, parents, students, and the community in order to be effective. The importance of stressing the value of accomplishment, creating incentive and reward programmes that promote excellence, creating and sustaining a supportive and orderly atmosphere, and actively engaging staff and parents in planning, growth, and improvement efforts (Omemu, 2017).

According to Herbert A. Simon, "the rudiments of administration emerge when two men cooperate to roll a stone that neither could have lifted alone." Administration can be described as the activities of groups working together to achieve shared objectives in its broadest sense. In the real world, management entails more than just working together to accomplish a shared purpose. Methods of cooperation, how workers are chosen to do the job, how workers are encouraged or persuaded to put in their best effort, how the job is divided among the workers, how the workers are taught how to do the job, how the activities of different workers are coordinated, and so on are all things to consider (Abah, 2017). The principal behaves as if he or she were the CEO of a corporation. He/she either directly or indirectly by delegation

directs or manages all activities in the school. In any case, his/her physical presence in the school is important for overseeing all managerial aspects (Kieti, Maithya & Mulwa, 2017; Reche, Bundi, Riungu & Mbugua, 2012). Successful instructional leadership and management of schools is a high priority in today's educational reform. The rationale behind this stance is that a well-organized, effective, and well-managed school environment provides the preconditions for improved student learning (Kieti, Maithya & Mulwa, 2017; Nyagosia, 2011). As a result, some important leadership and administrative skills are expected of the head teacher, who is the system's leaders and administrators at the primary level, for successful management of the basic education system (Omemu, 2017).

Administrative activities refers to the roles that school principals perform in directing, supervising, guiding, or ensuring that expected standards are met. Administrative procedures are interventions by a third party to improve the quality of work performed. Thus, administrative practises in a school refer to all of the procedures used by head teachers to ensure that the values, laws, regulations, and strategies developed for enforcing and achieving educational goals are effectively implemented. As a result, it entails overseeing and coordinating the process of developing teaching and learning programmes in schools using expert skills and experiences. Administrative activities may also be thought of as an interaction involving existing relationships between and among individuals, both of which are affected by a predetermined educational programme (Ndege, 2017). Parents and government officials believe that their substantial spending in education is not producing the expected outcomes. Students' bad results on both internal and external examinations are a source of frustration for teachers at all stages of education. The subject of student underachievement has become a hot topic in the Nigerian educational world. Before trying to fix a dilemma, it's important to first consider what's causing it. There have been several reasons or agents studied as etiological starting points for testing school loss or success. Onihunwa, Adigun, Irunokhai, Sada, Jeje, Adeyemi, and Adesina (2018) investigated these causes from various viewpoints, including the involvement of students, teachers, parents or families, school setting, culture, and government. As a result, schools have adopted continuous evaluation.

Assessment is an important part of the teaching and learning process because it allows students and instructors to get input. Furthermore, evaluation, according to Aladenusi (2010), is an essential part of overall teaching and learning efficiency. According to Houston in Aina (2010), in order for students to meet the previously mentioned expectations, teachers must assess the effectiveness of the learning opportunities they have organised on a daily basis. As a consequence, appraisal is a technique for assessing a person's job or output level. It can be used to assess students in both formative and summative ways. Continuous evaluation is a type of formative assessment that occurs during a course as teaching and learning is going on. The summative appraisal happens at the conclusion of the course; in most instances, it occurs at the conclusion of the term or semester. When it's performed on a daily basis, it's called continuous assessment. Internal or external evaluations are both possible. Internal evaluation refers to school-based assessment, which involves class assignments, realistic reviews, teacher-created evaluations, summary experiments, tasks, and field studies, among other things. The various tools/procedures used in the classroom to consider the academic performance standards of learners in terms of their skills, behaviours, and beliefs are referred to as a continuous evaluation approach. In evaluation, a policy is indeed a well-thought-out and decided course of action (Onihunwa et al., 2018).

Continuous testing is now well accepted in the field of education as an essential component of daily classroom teaching and a critical method for ensuring high-quality learning (Abejehu, 2016). Continuous assessment's success is due in large part to its intentional application in guiding students toward the learning that the system and community expects them to do and that suits their own aptitudes and goals (Muskin, 2017). Continuous appraisal should not have to be limited to formal evaluations. Continuous assessment is more than simply presenting a test; it includes any decision made by the teacher in class to improve students' achievement (Onihunwa et al., 2018). The principal's approach has an effect on student success, according to research on administrative practises and performance evaluation. In Osun State,

there was also a gap between policy dictated on continuous appraisal and actual practise among secondary school teachers (Faleye & Adefisoye, 2016). The intended purpose of continuous evaluation and how it is really carried out are at odds. In the practise of continuous appraisal in primary schools, there is a lack of unity and continuity. It is suggested that the government establish a single continuous assessment approach or guideline (Abejehu, 2016). According to Onihunwa et al. (2018), if the disadvantages of continuous assessments (teacher subjectivity, the existence of different milestones, high impact on time in terms of record keeping, and so on) were addressed, efficient continuous assessments would improve students' average performance over a specified period of schooling.

Many educators and learners regard CA as simply summative evaluation, with the exception of assessment for learning, according to a large body of literature and empirical evidence (formative). For example, some teachers' misapplied CA instruments, according to Obioma (2010), as cited by Awofala and Babajide (2013), result in more continuous testing than continuous evaluation. The continuous assessment's judgmental function (summative) is used more often than the assessment's development role (Aytaged, 2010). Other study has shown that teachers use continuous assessment as continuous assessments (Abiy, 2013), that using CA exercises to evaluate students' written work is inadequate to enhance the learning and teaching of a writing course (Yiheyis and Getachew, 2014), and that the judgmental feature of continuous assessment is more frequently used than the instructional task of continuous assessment (Yiheyis and Getachew, 2014). Furthermore, as several scholars have reported, CA is surrounded by laxity (Birhanu, 2013), instructors' appraisal methods are ineffective in promoting successful learning (Black & William, 2004 quoted in Fisseha, 2010), and teachers fail to integrate formative assessment (Israel, 2005 cited in Mpalalika, 2013).

According to Adina and Okaforcha (2019), principals' instructional supervisory practises and instructional leadership styles greatly improve the application of continuous evaluation in basic education. Teachers at both levels of Basic Education misuse the Continuous Assessment Mode (CAM) of evaluation, according to Ezeugwu and Omeje (2014) findings. Just two of the seven traditional CAMs of assessment suggested by the government are used by teachers at the lower elementary level. Teachers in Upper Basic education use as many as 14 (fourteen) separate CAMs to assess students. Furthermore, it was discovered that each school used the CAM method of assessment that the teachers favoured. The government's recommendations had very little in common with these. According to Abejehu's (2016) report, there is a mismatch between continuous assessment's assumed intent and its actual implementation, leading to the conclusion that continuous assessment in primary schools is inconsistent and lacks harmony.

According to Oli and Olkaba's (2020) paper, continuous appraisal in the classroom is not widely used. According to the survey, teachers have a positive attitude toward continuous appraisal and believe it is critical for optimising student success. According to the results, the major factors restricting the use of continuous appraisal in teacher education colleges are high class sizes, a shortage of time, a teacher's workload, low student engagement, a broad instructional material, and a lack of commitment among teachers. According to Faleye and Adefisoye (2016), 44.4 percent of the teachers in the study used Continuous Assessment every two weeks. According to the findings, 86.7 percent of students thought constant assessment was a good idea. The findings have revealed that the Continuous Assessment methods used in private schools differed from those used in public schools. Assessments were used by 60.0 percent of private school teachers to test their students, while 41.7 percent of public high school teachers used assignments on a daily basis. However, 57.8% of the teachers polled accepted that the characteristics of Continuous Assessment were correctly portrayed. Finally, 77.8% of secondary school teachers believe that the government's failure to regularly organise in-service training, lectures, and conferences on Continuous Assessment for teachers is a major barrier to its implementation. There is a gap between policy and practise among secondary school teachers in Osun State, according to the findings.

Teachers saw it as endless testing, while students saw it as a method for evaluating their academic results (Seifu, 2016). Parents and the state, on the other hand, have come to the conclusion that their significant investment in education is not delivering the desired results. Teachers are unhappy with their students' success on internal and external assessments at all levels of education. In Nigerian education, the issue of student underachievement has become a hot topic. Tests or tests are an integral part of the teaching-learning process in the public education system, and they are administered at all levels of learning in Nigeria, Africa, and around the world. Known review boards have specified the standards and procedures for administering exams or evaluations to individuals, whether in classes or other prescribed settings (Onihunwa, et al., 2018). The reason for using teacher-based classroom evaluation scores as a component for promoting learning and enhancing performance in primary schools in Nigeria, among other places, is that "one-shot" assessments cannot thoroughly analyse everything that a student has learned over many years of study. However, the result has been insufficient implementation of continuous evaluation in various courses at various schools across the country in terms of frequency and types. As a result, there is a need to look into the administrative methods used to improve continuous evaluation of basic education in primary schools in Ife North local government area of Osun state, Nigeria.

Purpose of the Study

The purpose of the study is to:

1. Investigate the various head teachers administrative practices existing in basic education in primary schools in Ife north local government area of Osun State.
2. Investigate the various forms of continuous assessment adopted in basic education primary schools in Ife north local government area of Osun State.
3. investigate teachers perception on administrative practices influence of continuous assessment in basic education primary school in Ife north local government area of Osun State.
4. Investigate the administrative practices influence on continuous assessment in basic education primary school in Ife north local government area of Osun State.

Research Question

The study will be guided by the following questions:

1. What are the various head teachers' administrative practices existing in basic education in primary schools in ife north local government area of Osun State.
2. What are the various forms of continuous assessment adopted in basic education primary schools.
3. What is the perception teachers on administrative practices influence on continuous assessment in basic education primary schools.

Research Hypothesis

The research will be guide by this hypothesis;

1. There is no significant relationship between administrative practices and continuous assessment in basic education primary school

Methodology

Descriptive survey research adopted for this study because it involves collecting and analyzing data gathered from a sample considered to be representative of the population, and generalizing the findings. The population for this study comprised primary school teachers in Ife North Local Government Area of Osun State. The researchers employed purposive sampling technique to select ten (10) primary schools as sample for the study. Ten (10) teachers were conveniently selected from each school to form a total of one hundred (100) respondents. A self developed questionnaire by Abejehu (2016) was used as instrument for the study titled 'An Investigation into Administrative Practices for Enhancing Continuous Assessment in Basic Education in Primary Schools in Ife North Local Government Area of Osun State' (IAPECABEPSQ). The instrument was divided into two sections. Face and content validity were established by experts in test and measurement in Osun State University, Osogbo. Reliability was

established through test-retest method of reliability was used to determine the consistency of the instrument within an interval of two weeks and a reliability coefficient of 0.86 was established using Cronbach alpha. Data collected was subjected to descriptive statistics. Specifically, we used mean, standard deviation and frequency counts while correlation analysis was used as inferential statistics.

Results

Answering of Research Questions

Research Question 1: What are the various head teachers' administrative practices existing in basic education in primary schools in Ife north local government area of Osun State?

Table 1: frequency counts, percentage, mean and standard deviation of various head teachers' administrative practices existing in basic education in primary schools

S/N	Items	Responses					X	S.D
		SA	A	D	SD	UD		
1	Checking teachers lesson notes and scheme of work	82 (41%)	80 (40%)		8 (4%)	30 (15%)	3.07	1.025
2	Evaluate teachers performance	21 (10.5%)	140 (70%)	39 (19.5%)			3.91	.542
3	Checking teachers punctuality in classroom	62 (31%)	99 (49.5%)	39 (19.5%)			4.12	.703
4	Encourage teachers to ensure they complete the syllabus on time	19 (9.5%)	130 (65%)	51 (25.5%)			3.84	.571
5	Holding regular meeting with teachers to check on performance update	22 (11%)	118 (59%)	60 (30%)			3.81	.613
6	Purchasing and maintaining teaching and learning materials	40 (20%)	119 (59.5%)	41 (20.5%)			4.00	.638
7	Holding seminar for the teachers	31 (15.5%)	111 (55.5%)	58 (29%)			3.87	.655
8	Proper checking of pupils register	21 (10.5%)	132 (66%)	47 (23.5%)			3.87	.570
GRAND AVERAGE MEAN AND STANDARD DEVIATION							3.81	0.665

From table 2, it can be seen that majority of the respondents agreed that head teachers check teachers lesson notes and scheme of work, evaluate teachers performance, check teachers punctuality in classroom, Encourage teachers to ensure they complete the syllabus on time among others. This is further reinforced by the mean of all items rising above the benchmark of 3.0. This indicated that various head teachers' administrative practices exists in basic education in primary schools in Osun State.

Research Question 2: What are the various forms of continuous assessment adopted in basic education primary schools?

Table 2: Various forms of continuous assessment adopted in basic education primary schools

S/N	Items	Responses					X	Std. Dev.
		SA	A	D	SD	UD		
1	I always conduct class exercise after lesson	42 (21%)	120 (60%)	38 (19%)			4.02	.634
2	My pupils use to do their home work effectively	69 (34.5%)	69 (34.5%)	62 (31%)			4.04	.811
3	Extracurricular activities like sports is part of my continuous assessment	50 (25%)	98 (49%)	40 (20%)		12 (6.0)	3.87	.989
4	After lesson, I always conduct formative assessment	33 (16.5%)	100 (50%)	67 (33.5%)			3.83	.688
5	Weekly debate/quiz is part of my continuous assessment	30 (15%)	88 (44%)	82 (41%)			3.74	.703
GRAND AVERAGE MEAN AND STANDARD DEVIATION							3.74	.765

Result on Table 2 showed that majority of the respondents agreed that they always conduct class exercise after lesson, their pupils use to do their home-work effectively, Extracurricular activities like sports is part of their continuous assessment, After lesson formative assessment. This is further depicted with all item mean rising above the mean benchmark of 3.0. This showed that various forms of continuous assessment were adopted in basic education primary schools in Osun state, Nigeria.

Research Question 3: What is the perception of teachers on administrative practices influence on continuous assessment in basic education primary schools?

Table 3: Perception of teachers on administrative practices influence on continuous assessment in basic education primary schools

S/N	ITEMS	Responses					X	Std. Dev
		SA	A	D	SD	UD		
1	Administrative practice helps in utilization of resources to achieve set goals	42 (21%)	79 (39.5%)	79 (39.5%)			3.82	.757
2	It provide assistance to instructional activities of the teachers	21 (10.5%)	125 (62.5%)	54 (27%)			3.84	.591
3	Assisting teachers to develop curriculum according to the age and ability of the learner	31 (15.5%)	70 (35%)	99 (49.5%)		12 (6%)	3.66	.733
4	Encourage teachers in the use of continuous assessment	21 (10.5%)	113 (56.5%)	66 (33%)			3.78	.622
5	It reveal to the teachers and students the new trends in education	21 (10.5%)	110 (55%)	59 (29.5%)	10 (5%)		3.71	.720
6	Administrative practice help teachers in writing their lesson plan	12 (6%)	128 (64%)	50 (25%)	10 (5%)		3.71	.654
7	It discourage laziness of the teachers	24 (12%)	136 (68%)	40 (20%)			3.92	.561
GRAND AVERAGE MEAN AND STANDARD DEVIATION							3.78	.645

Results on table 3 depicts that majority of the respondents agreed that Administrative practice helps in utilization of resources to achieve set goals, It provide assistance to instructional activities of the teachers, Assisting teachers to develop curriculum according to the age and ability of the learner, Encourage teachers in the use of continuous assessment among others. This was further depicted with all mean item rising above the benchmark of 3.0. This indicated that teachers perceived administrative practices to influence continuous assessment in basic education primary schools in Osun state, Nigeria.

Research Question 4: Is there any significant relationship between administrative practices and continuous assessment?

Table 4: Relationship between administrative practices and continuous assessment

Variables	N	Mean	Std. Deviation	Df	R	Sig.	Decision
Admin	200	30.4750	2.22805	198	0.202	0.004	Significant
CA	200	19.4950	1.57556				

***. Correlation is significant at the 0.01 level (2-tailed).*

The result on table 4 displays the Pearson Correlation analysis of the relationship between administrative practices and continuous assessment in Osun state primary schools. It was revealed that the mean and standard deviation are (30.4750, 2.22805) and (19.4950, 1.57556) for administrative practices and continuous assessment respectively. The table showed that then ($r=0.202$, $p<0.01$), this indicated that there is a positive relationship between administrative practices and continuous assessment in primary schools in Osun state.

Discussion of Findings

Based on teachers' perceptions, the study centred on administrative activities and continuous evaluation in Osun State primary schools. In Osun State, it was discovered that various administrative structures are used by head teachers in primary schools. This was in line with Maithya and Mulwa (2017), who discussed the administrative practises of checking teachers' lesson notes, records, and work plans, assessing teachers' results, and supervising teachers to ensure timely completion of the course. Often, meet with teachers on a regular basis to get an update on their progress. Additionally, various methods of continuous evaluation have been discovered in Osun State's primary schools.

Teachers were also known to use continuous evaluation as a form of continuous testing (Abbey, 2013). Aytaged (2010) goes on to say that continuous assessment's critical position (summary) is more experimental than its developmental role (constructive). Also, according to Ezeugwu and Omeje (2014), teachers at both levels of Basic Education misuse the Continuous Assessment Mode (CAM) of evaluation. Only two of the seven popular CAMs of assessment suggested by the government are used by teachers at the lower elementary level. Teachers use as many as 14 (fourteen) separate CAMs of assessment in Upper Basic education. This was in line with the findings of Faleye and Adefisoye (2016), who found that 44.4 percent of the teachers in the study performed Continuous Evaluation fortnightly.

Furthermore, according to teachers' perceptions, administrative activities affect continuous evaluation in primary schools in Osun State. Also, according to Adina and Okaforcha (2019), principals' instructional supervisory activities and instructional leadership styles greatly improve the application of continuous evaluation in basic education. In conclusion, administrative practices and continuous assessment in primary schools in Osun State have a good relationship.

Conclusion

Based on the findings of the study it was thus concluded that various administrative practices exist in primary schools, various forms of continuous assessment exists in primary schools,, administrative

practices positively influence continuous assessment and administrative practices influence continuous assessment as perceived by teachers in primary schools in Osun State.

Recommendations

Based on the findings of the study it was thus recommended that viz:

1. Head-teachers should strengthen administrative practices in Osun state
2. Teachers should focus on both formative assessment and extra curricula activities form of continuous assessment.
3. School administrators should ensure implementation of various administrative practices of continuous assessment
4. School community should ensure constant relationship with school administrators to discuss various administrative practices that could help on continuous assessment.

References

- Abah, E. O. (2017). *Administrative and management principles, theories and practice*. Retrieved from <https://www.researchgate.net/publication/317830043>
- Abejehu, S. (2016). The practice of continuous assessment in primary schools: The case of Chagni, Ethiopia. *Journal of Education and Practice*.7 (31). Retrieved from <https://www.iiste.org>
- Adinna, P. I. & Okaforcha, C. C. (2019). Administrative practices for enhancing implementation of continuous assessment in basic education in Anambra State. *Research Journal of Education*, 7(5). Retrieved from <http://www.researchjournali.com/>
- Awofala, A.O. & Babajide, V. (2013). Examining attitude towards continuous assessment practices among Nigerian preservice STM teachers. *Journal of Education and Practice*, 4(13), 37-49. Retrieved from <http://www.iiste.org>
- Aytaged, S. (2013). A comparative study on the practice of continuous assessment between Addis Ababa and Unity Universities. *Global Journal of Comparative Education*. 1 (1), 50-58. Retrieved from <http://globalscienceresearchjournals.org/full-articles/>
- Birhanu, M. (2013). *Continuous assessment issues and practices in secondary schools of Oromia Regional State, Ethiopia: THE "BIG PICTURE" of assessment mechanism*. Retrieved from <http://www.palgojournals.org>
- Ezeugwu, J. & Omeje, J. C. (2014). Continuous Assessment Mode of Evaluation in Universal Basic Education Programme: Issues of Teacher Quality in Assessment and Record-Keeping. *Developing Country Studies*, 4(20), 51-. 57. Retrieved from <https://www.iiste.org>
- Faleye, B. & Adefisoye, B. (2016) continuous assessment practices of secondary school teachers in Osun State, Nigeria. *Journal Of Psychology and Behavioural Science*, 4(1), 44-55. Retrieved from <https://www.doi.org/10.15640/Jpbs.V4n1a5>
- Faleye, B.A. & Adefisoye, B. T. (2016). Continuous Assessment Practices of Secondary School Teachers in Osun State, Nigeria. *Journal of Psychology and Behavioural Science*.4(1), 44-55. <https://doi.org/10.15640/jpbs.v4n1a5>.
- Federal Ministry of Education. (2016). Nigeria Education Indicators. <http://www.nigeria-education.org/data>
- Igoni, C. G. (2020). Administrative Practices of Principals and Teaching Staff Job Performance in Secondary Schools in Nigeria. *International Journal of Scientific & Engineering Research* 11(10), 1034-1046. Retrieved from <http://www.ijser.org> 2.
- Kieti, J., Maithya, R. & Mulwa, D. (2017). Influence of administrative practices on students' academic performance in public secondary schools in Matungulu Sub-County, Kenya. *International Journal of Education and Research*. 5(1), 11-22. Retrieved from <https://www.ijern.com/journal/2017/January-2017/02.pdf>
- Mpapalika, K. (2013). *Tanzania science teachers' practices and challenges in continuous assessment* [Doctoral dissertation, University of the Witwatersrand, Faculty of Humanities, School of Education]. Retrieved from <http://wiredspace.wits.ac.za/bitstream/handle>

- Muskin, J. (2017). Continuous assessment for improved teaching and learning: A critical review to inform policy and practice. *Series Current and Critical Issues in Curriculum, Learning and Assessment*. No.13 IBE/2017/WP/CD/13
- Ndege, R. W. (2017). *Influence of Principals' Administrative Practices on Students' Performance at Kenya Certificate of Secondary Education in Butere Sub-county, Kenya* (Doctoral dissertation, University of Nairobi).<http://erepository.uonbi.ac.ke/bitstream/handle/11295/102771>
- Nyagosia, P. O. (2011). *Determinants of differential Kenya certificate of secondary education performance and school effectiveness in Kiambu and Nyeri Counties*. [Unpublished M. Ed thesis Kenyatta University, Nairobi].
- Oli, G. & Olkaba, T. T. (2020). Practices and challenges of continuous assessment in colleges of teachers education in west Oromia region of Ethiopia. *Journal of Education, Teaching and Learning*, 5(1), 8-20. Retrieved from https://www.learntechlib.org/p/216952/article_216952.pdf
- Omemu, F. (2017). Relationship between principals administrative strategies and student disciplinary problems in secondary school, Bayelsa State. *Journal of Education and Practice*. 8(5). Retrieved from <https://www.iiste.org>
- Onihunwa, J., Adigun, O., Irunokhai, E., Sada, Y., Jeje, A., Adeyemi, O. & Adesina, O. (2018). Role of continuous assessment scores in determining the academic performance of computer science students in Federal College of Wildlife Management. *American Journal of Engineering Research (AJER)*. 7(5), 07-20. Retrieved from <https://www.ajer.org>
- Osun State Government. (2018). Education sector 2019 – 2021 Medium-Term Sector Strategy (MTSS) august 2018. Retrieved from <https://osun.gov.ng/2018/11/osunmtsf>
- Reche, N. G., Bundi, K. T., Riungu, N. J., & Mbugua, K. Z. (2012). Factors contributing to poor performance in Kenya certificate of primary education in public primary schools in Kenya. *International Journal of Education and Research*, 2 (5). Retrieved from <http://kerd.ku.ac.ke/123456789/426>
- Seifu, W. G. (2016). Assessment of the implementation of continuous assessment: The case of METTU university European. *Journal of Science and Mathematics Education*, 4(4), 534-544.
- Yiheysis, S. and Getachew, S. (2014). The implementation of continuous assessment in writing classes the of Jimma college of teachers education. *Ethiopian Journal of Education & Science*, 10(1), 109-135. Retrieved from <https://www.ajol.info/index.php/ejesc/article/download/120611/110061>