

## Perceived Challenges of Continuous Assessment and Certificate in Rivers State

**Obowu-Adutchay, Vincent (Ph.D)**

Department of Educational Psychology Guidance and Counselling  
Ignatius Ajuru University of Education  
Rumuolumeni, Port Harcourt  
[chrisbeloutreach@yahoo.com](mailto:chrisbeloutreach@yahoo.com)

**Prof. R. P. I. Ukwuije**

University of Port Harcourt,  
Port Harcourt

**Udechukwu Jonathan (PhD)**

Department of Human Kinetics Health and Safety  
Ignatius Ajuru University of Education,  
Rumuolumeni, Port Harcourt  
[jonathan4udechukwu@gmail.com](mailto:jonathan4udechukwu@gmail.com)

---

### **Abstract**

*The study investigates the perceived challenges of continuous assessment and certification in Rivers State view of the fact that a percentage is set aside for continuous and it forms part of the certification. The purpose of the research is to identify the problems, proffer solutions to the problems continuous assessment. It will try to examine the relevance of continuous assessment to certification. The study had six hundred and eighty (680) as respondents. Descriptive survey research design was employed in the study. The instrument used for the study is titled "Assessment and Certificate Measurement Scale" (ACMS). The instrument was validated by the use of three persons vast on measurement and evaluation and they focused on face and content validity. A reliability of 0.85 was established using cronbach alpha. The teachers were the respondents. The instrument was collected and analysed and the results shows that there was no significance differences were found on the two hypotheses. In essence the respondents did not show any disparity in their perception .the governments should make special provisions where by conducting continues assessment and certification will look very attractive*

---

**Keywords:** *Continuous assessment, certificate, measurement of learner's performance, scores, assessment*

---

### **Introduction**

Continuous assessment and certification moves in close alignment in a typical citadel of learning where certificate is issued to a prospective participant, certificate cannot be complete without continuous assessment component At the primary education to tertiary before any certificate is awarded a percentage score is set aside for continuous assessment, it is when you merge it with examination's score that you have the total value of coming up with the grade of the certificate. Continuous assessment is an indispensable component of the final examination, an integral part of the examination results. Assessment is process that uses a variety of assessment tools to measure learner's performance.

It is worrisome to note that in carrying out continuous assessment the competencies of the teachers in being objective and at the same time the perceptions of teachers towards assessment is none the less worrisome. Instead of the doing the right thing they prefer making the students to pay some token which serves as their continuous assessment. Having seen this, the students display non challant attitude toward continuous assessment. Since dropping a stipend would ameliorate any short fall on the part of the students, they do not bother about it anymore.

Besides another challenge plaguing this sector is the issue of class size, most teachers complain of large students in the class, giving the one test the task of becomes boring making the teachers to play down on assessment, they prefer dashing out the scores arbitrarily. Assessment needs integrity and steadfastness else the entire exercise becomes a mirage.

Certificate is a document stating that you enrolled into a 9-3-4 given programme of training nine years for primary and junior secondary; three years for senior secondary and four (4) years for tertiary institution other courses may take five and seven (7) years aside educational institution, Certificate is issued to a person who undertakes a course of study in tradesmanship, a certificate is given to show that you have graduated from such venture. In essence, this is for certifying that you have certified all prerequisites that requires such certificate that you are fit for the job that requires such certificate.

Asuru (2015) in his empirical studies have shown that continuous assessment is plagued by implementation challenges, teachers complain that continuous assessment is time consuming. They therefore do not devote enough time to it, there is the problem of comparability of standard of scores from different schools. There is poor record keeping; storage and retrieval mechanism in schools. In keeping with the status quo Nwana (2007) opined that some of the blemishes and limitations found in the continuous assessment is that some of them reflect apparent defects of the continuous assessment systems, while others reflect the nature of the society in which it operates, while noting that these blemishes vary from educational level to educational level, in which it operates. He identified these blemishes as (i) adverse ratio of continuous assessment to summative assessment (ii) lack of skills in continuous assessment, (iii) low reliability of continuous assessment scores and (iv) tendency for high continuous assessment scores.

It is the purpose of this study:

1. To identify the likely challenges of continuous assessment
2. To proffer solutions to the emerging challenges of continuous assessment
3. To identify the relevance of continuous assessment
4. To examine the relevance of continuous assessment in certification

In view of these, the study specifically posed the following research questions and hypotheses to guide the study

1. What are the challenges of continuous assessment?
2. What are the immediate solutions to continuous assessment?
3. To what extent is continuous assessment relevant to certification?

**H<sub>01</sub>:** There is no significant difference in the way male and female perceive continuous assessment and certification

**H<sub>02</sub>:** Continuous Assessment and certification do not differ significantly due to professional and none professional teachers.

## Method

The study adopted the descriptive survey research design. The respondents were drawn from teachers from Obio/Akpo and Ogba/Egbema/Ndoni Local Government Areas out of the twenty-three (23) local government areas. A total of four thousand eight hundred (4800) constituted the population of the study, out of this number, six hundred and eighty (680) were selected through a random sampling technique. The instrument used for the study was titled "Assessment and Certification Measurement Scale" (ACMS), it contained fifteen (15) items. A four points modified Likert scale of SA-Strongly Agree (4), Agree (3), Strongly Disagree (2) Disagree=1 was attached to it. The instrument was validated by three scholars who were vast in measurement and evaluation, they laid emphasis on face and content validities of the instrument. All corrections and observations were incorporated in the final copy of the instrument. The reliability of the instrument was established by the use of Cronbach alpha statistics which resulted to an index of 0.85. The instrument was taken to the respective selected schools and administered to the teachers, the teachers were very co-operative, they responded at the end, copies of the instrument were retrieved. The data were collated and analysed by the use of mean, standard deviation and criteria mean of 2.5 which was the yardstick of making decision in answering research questions consequently will employ t-test in testing the hypotheses at 0.05 level of significance.

## Results

The following were the mean and standard deviation scores of teachers responses to assessment and certification measurement scale used in answering research questions 1-3 as shown in tables 1-3.

**Table 1**

**Mean and standard deviation scores of teacher responses in what are the challenges in continuous assessment**

S/N	Description of Items	n	X	S	Criteria mean	Decision
1	Large class size makes continuous assessment boring	680	3.15	2.98	2.5	Challenge
2	It is time consuming and so no devotion of time to it	680	3.45	3.15	2.5	Challenge
3	Government should provide enough continuous assessment materials to schools	680	2.00	1.68	2.5	No Challenge
4	There is the problem of comparability of standard of scores from different schools	680	3.61	2.96	2.5	Challenge
5	There is poor record keeping, storage and retrieval mechanism in schools	680	3.51	2.36	2.5	Challenge

In answering the question of what are the challenge of continuous assessment, five (5) questions were posed on the instrument and only one question posed no challenge, questions no 1,2,4 and 5 posed challenges implying that large class size, time, comparability of standards from schools to schools, poor record keeping and storage, retrieval mechanism in schools posed problems only that government should provide enough continuous assessment materials to the schools did not pose problem.

**Table 2**  
**Mean and standard deviation scores of teachers responses in what are the immediate solutions to continuous assessment challenges**

S/N	Description of Items	N	$\bar{X}$	S	Criteria mean	Decision
6	The management of schools should organize regular seminars, conferences and workshops for teachers on continuous assessment practice	680	3.40	2.62	2.5	Agree
7	Training of evaluators should be liberalized	680	3.00	2.16	2.5	Agree
8	All personnels involved in continuous assessment should be paid allowances	680	3.45	2.12	2.5	Agree
9	Student playing truancy and failures in submitting assignment early are some of the problems that affect continuous assessment practice in schools	680	2.25	1.54	2.5	Disagree
10	Continuous assessment programme should be adequately funded	680	3.46	2.56	2.5	Agree

In the quest of providing solution to the challenges of continuous assessment five questions were posed to the respondents. They were numbered 6-10 in all questions 6,7,8, and 10 had their responses above 2.5 which is the criteria mean. Any scores below 2.5 stands not a problem and the ones above remains problems implying that they are immediate solutions to the challenges of continuous assessment. The only one that did not pose problem was number nine (9) which has it that students playing truancy and failure in submitting their assignments early are some of the factors affecting continuous assessment practice in schools.

**Table 3**  
**Mean and standard deviation scores of respondent to what extent is continuous assessment relevant to certification**

S/N	Description of Items	N	$\bar{X}$	S	Criteria mean	Decision
11	Continuous assessment form are indispensable part of certificate	680	3.18	2.05	2.5	High Extent
12	In trademanship continuous assessment is carried out from where they combined the score thereafter they issue certificate to the candidate	680	3.10	2.67	2.5	High Extent
13	Continuous assessment is very essential in every level that requires certificate	680	3.15	2.16	2.5	High Extent
14	Presently certificate can thrive without continuous assessment	680	1.88	1.76	2.5	Low Extent
15	It is inconceivable to carry on with a certificate without assessment	680	1.92	1.52	2.5	Low Extent

In examining to what extent is continuous assessment relevant to certification, five (5) questions were asked and the respondents responded in very high extent, mild extent, low extent and very low extent. Out of the five questions three were all rated high and two (2) were rated low. The items recorded very high extent and mild extent having recorded a mean of 2.5 and above whereas the two items hard below 2.5 (1.88 and 1.92).

#### Hypotheses 1

**H<sub>01</sub>:** There is no significant difference in the manner males and females perceived assessment and certification.

**Table 4**  
**t-test comparism of males and females perception of assessment and certification**

Variables	n	$\bar{X}$	S	Cal-t	Table val.	Decision
Male	370	3.39	6.42	1.60	1.96	Not Significant
Female	310	3.48	5.04			

**Df: 678 significant @ 0.05 level.**

Table 4 shows that, there is no significant difference between male and female teachers of secondary extract. The null hypothesis is accepted. This implies that the means of male and female secondary school teachers do not significantly differ on the way they perceived assessment and certification.

**H<sub>02</sub>:** Continuous assessment and certification do not differ significantly due to professional and non-professional teachers

**Table 5**  
**T-test analysis on professional and nonprofessional secondary school teachers**

Variables	n	$\bar{X}$	S	Df	Cal-t	t-value	Decision
Professional Teachers	380	3.52	6.76	678	1.78	1.96	Not Significant
Non-professional teachers	300	3.49	5.60				

The outcome from table 5 reveals that there is no significant difference between professional teachers and non-professional teachers. The null hypothesis is therefore accepted. This implies that professional teacher and non-professional teachers do not differ significantly on assessment and certificate.

### Discussion

The outcome of the study with respect to research question one revealed that of all the five questions posed, four had the mean well above 2.5 which is the criterion mean. Only one had its mean below 2.5 which means that the contents of the rest four were all challenges of continuous assessment. In a study carried out by Ausu (1991) his study was centred on the challenge of continuous assessment. This finding is in corroboration with his findings. In essence four out the five items proved to be positive leaving only one item.

From table 2, the question of what are the immediate solutions to the challenges of continuous assessment items 6-10 had the questions. The respondents responded to all the questions, one that they were solutions to ameliorate these challenges. The only one which was below 2.5. a critical look at this results showed that the outcome is line with the findings of the Popham (1975) who in his study identified 4 out of the five items as being remedies to the challenges of continuous assessment relevant to certification numbers 11-15 addressed this question. The respondents conceded to 11,12 and 13 while 14 and 15 had their means below the criterion mark of below 2.5 which implies that the result is in agreement with Denga (1987) who in his findings discovered that without no assessment as an integral part of a certificate. Only two were rejected because they were below the criterion mean of 2.5.

Male and female do not significantly differ in their perception of assessment and certification. The males had a mean of 3.39 and standard deviation 6.42 while the females had a mean of 3.48 and standard deviation of 5.24. The calculated t-value of 1.60 and a table value of 1.96, since the rule states that once the calculated value is lesser than the table value reject conversely if the calculated is greater than the table value is lesser than the table value which implies that the result stands rejected at 0.05 level of significant. Furthermore this outcome is in line with the findings of Horrocks and Schonover (1968) who carried out a similar study using male and female found out that there is no significant difference between perception of assessment and certificate.

When the issue of profession and nonprofessional teachers were brought forward 380 professional teachers were selected and 300 nonprofessional it produced a mean of 3.52 and 3.49 the calculated score was 1.60 and the table value was 1.96 which implies that the hypotheses stands rejected. This finding in line with Obimba (Ed) (1989) who carried similar study in Enugu state using professional teachers and nonprofessional of secondary school. Using this category of teachers his finding showed no difference when assessment and certification were put in juxtapose.



### Recommendations

1. More light should be thrown to male and female so that they will take the issues of assessment and certification more seriously in their operations.
2. Professional and nonprofessional teachers that have spent years in the teaching profession should be given in-service training on the way to go about assessment because it will eventually lead to certification.
3. The government should make a special provision whereby conducting assessment and subsequent certification will look attractive.
4. Every teacher should have continuous assessment booklet where he will be carrying out periodic practices. This will shape their skills and enable them perform better.

### Conclusion

Assessment and certification constituted the hub of entire study. The research questions saw the respondents answering twelve (12) in affirmation thus left three of the question in the negative which was a clear indication that they conceded to the affirmation. The hypotheses saw assessment and certification on the light of male and female; professional and non-professional teachers interestingly their views were the same, as there was no significant difference. A total of six hundred and eighty responded to the instrument. Their views were incorporated in the final copy of the instrument. This development as it were saw assessment and certification as being relevant as assessment compliments certificate.

### References

- Asuru, V.A. (1991). *Prospects and problems of implementing continuous assessment in primary school* in B.D Nworgu trends, issues and Strategies for improvement APQEN Monograph Series II. Onitsha, Etokukwu Press.
- Asuru, V.A. (2015). *Measurement and evaluation in education and psychology* (2<sup>nd</sup>). Port Harcourt, Pearl Publishers Int. Limited.
- Denga, D.I. (1987). *Educational measurement, continuous assessment and psychological testing*. Calabar, Rapid educational publishers limited.
- Federal Republic of Nigeria (1981). *National policy on education* (Revised). Lagos. Federal government press,
- Horrock, J.P. and Schonover, P.I. (2016). *Measurement for teachers*. Ohio Merrill publishing company.
- Nwana, O.C. (2013). *Educational measurement for teachers*. Nairobi, Thomas Nelson and Sons Ltd.
- Nworgu, B. G. (2012). *Educational research, basic issues and methodology*. Owerri; Wisdom publishers ltd.
- Obimba, F.U. (ed) (1989). *Fundamentals of measurement and evaluation in education and psychology*. Owerri: Totan publishers.
- Ojerinde D. (2011). *Public examination in Nigeria*. Indi Meltrose books and publish.
- Okpala, P.N. Onocha, C.O. & Oyedeji, O.A. (1993). *Measurement and evaluation in education* Jattu-Uzairue, stirling-Horden publishers (Nig) Ltd.
- Ughamadu, K.A. (1991). *Understanding and Implementing Continuous assessment*. Benin city, world of books publisher.
- Ukwuije, R.P.I. (1989). *Educational measurement and evaluation for teachers*. Ibadan, key publishers ltd.
- Yoloye, A. E. (1978). *Evaluation for innovation: Evaluation report*. Ibadan university press.