ASSESSMENT OF TEACHERS' KNOWLEDGE AND COMPETENCY IN IMPLEMENTATION OF CONTINUOUS ASSESSMENT IN ENGLISH LANGUAGE AT SECONDARY SCHOOLS IN JIGAWA STATE

BY

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DECLARATION

I hereby declare that, this work is the product of my research efforts undertaken under the supervision of Professor Talatu Musa Garba and has not been presented anywhere for the award of a degree or certificate. All sources have been duly acknowledged.

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<center>**CERTIFICATION**</center>

This is to certify that, the research work and subsequent write-up by "Salmanu Abubakar SPS/14/MED/00003 were carried out under my supervision" the title, assessment of teachers knowledge and competency in implementation of continuous assessment in English language at secondary schools in Jigawa State.

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DEDICATION

This work is dedicated to my family, Alhaji Malam Garba Dabi , my belove mommy Hajara Abubakar (Ladi) and my belove late wife Lantana Alh. Rabi'u Dabi (may Almighty Allah SWT give her eternal rest).

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ABSTRACT

The study investigated the teachers' knowledge and competency in implementation of continuous assessment in English language at secondary school in Jigawa state. Survey research design was adopted for the study, in a population of four hundred and twenty one (421) English Language Teachers in Senior Secondary Schools across the state; two hundred and one (201) were sampled for the study using proportionate stratified sampling technique. Data for the study were collected using Questionnaire titled "Teachers' Continuous Assessment Implementation Knowledge and Competency Scales (TCIKCS) with reliability index of 0.89. The instrument was administered on the research subjects and data were obtained. The statistical techniques used for data analysis were descriptive statistics and Chi-square. The results of the study revealed that, in Jigawa state, Birnin Kudu Education Zone has the highest percentage of English Language Teachers with Knowledge in the Implementation of Continuous Assessment. It also revealed that, English language teachers with Masters' degree and Bachelor degree have the high level of Knowledge and competency in the implementation of continuous assessment. From the findings of the study, it was concluded that continuous assessment is a factor that assure educational quality in schools and Jigawa state English language teachers have knowledge and competency in the implementation of continuous assessment. The study recommended that, since continuous assessment is part of the educational system, English teachers who are the main players should be trained professionally to execute and properly implement continuous assessment as spelt out in the National Policy of Education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education in Nigeria is no more a private enterprise only, but also huge government venture. It witnesses a progressive development and dynamic intervention with active participation of all stakeholders geared toward a positive change in students' behaviour, improvement in learning and in the entire school system. The government strives to eliminate existing contradiction, ambiguities and lack of uniformity in educational practices at the different level of education. This will ensure an even and orderly development of the system in general. One of the most important areas of great concern in educational practices by the government is a form of assessment administered in every school programme in order to measure and ensure the level of achievement and skills gained at the end of each term and subsequent requirement for the promotion of students to the high level of study.

Schools are established for the purpose of teaching and learning. The main reason a teacher plans and delivers instruction is to aid the student to learn. But the question is, how does the teacher know that learning has taken place? How can it be ascertained what the student knows and can do, as result of having gone through the lesson or course? How could the teacher know if the methods and materials used are effective? What evidence does the teacher gives to parents to convince them that the money being spent on their children's education is not being wasted. To answer these questions among others, educational experts and policy makers have come up with the concept of "Assessment" as a relevant tool.

Curriculum as total learning experience acquire by the students under the guidance of the teachers could not be determine without testing the student. So, in order to ascertain whether or not learning has taken place, teachers try to evaluate learners. This process of evaluating learners is what is commonly known as assessment. It is the process by which a teacher collects data about the outcomes for further improvement. It is a procedure usually undertaken by a teacher to find out whether students have learnt what they are expected to learn and the extent to which behavioural objectives have been attained. Hence, continuous assessment has become the mode of evaluating students' learning outcome in schools.

According to Airasian, (1996) continuous assessment is systematic in the sense that it is planned to suite the age and experience of the children and is introduced at suitable intervals during the school year. Appropriate timing saves learners from being tested to 'death' or becoming bored with too frequent assessments. Comprehensiveness of continuous assessment means that it is not focused on cognition or academic skills alone, but embraces the cognitive, psychomotor and affective domains by which a learner is assessed as a total entity using all the psychometric devises such as test and non-test techniques. Cumulative characteristic of continuous assessment implies that all information gathered on the individual has to be taken holistically before a decision can be taken while the guidance-oriented nature of Continuous Assessment means that information obtained from learners, could be used for decision making on the child; based on his/her educational, vocational and socio-personal needs. Hence, it provides feedback to teachers, school administrators, parents and significant others on learner' outcome and change in behaviour. Such feedback provides information which is used for purposes of improving the child's performance or modifying the content, context and methods of teaching, as well as in making a variety of other decisions.

The role and status of English language has changed vastly in the last three decades. It is increasingly being used for technical, scientific and business communication and especially for international contacts. English, today, is undoubtedly the most important and widely used world language. Being also the language of information technology, English serves as our 'window on the world'- as the language in which the latest developments in different fields of knowledge are available. With the ' change in the role and function of English language in an average Nigerian life, the approach of teaching English in schools has also changed. Consequently, the focus of English language teaching in schools has been mainly on reading and writing skills rather than on overall communication skills, with the increasing role of the language, the emphasis in teaching and learning English language has shifted from only reading and writing to offer communication skills of listening and speaking. Considering this change in the perspective of English language, it has been realized that language learning is a continuous process and correspondingly the assessment process is also envisaged to be continuous at the school level.

The examinations bodies in Nigeria, particularly National Examination Council of Nigeria (NECO) used to collect continuous assessment of SS2 students, therefore, English language teachers' needs competency on the implementation of continuous assessment in order to meet the demands of NECO.

The teacher knowledge and competence; It designates the skills, knowledge and abilities that a teacher possesses and brings to teaching context. These are stable characteristics of the teacher that may not change when situations change. According to Katane and Silvia, (2006) "competence or skill signifies a more or less consistent ability to realize particular sorts of purposes to achieve desired outcomes." Therefore, the teacher knowledge and competency in implementation of continuous assessment refers to the ability of teachers to carryout the

assessment process effectively i.e. judging, valuing and ranking pupils by various evaluation techniques.

However, the effective implementation of continuous assessment has been a bane of challenge among teachers and significant others in schools. William (2001) state that, Observation has shown that teachers, who are the implementers of the curriculum at the classroom level, seem to have little or no knowledge about what continuous assessment is as a: systematic (periodic), progressive (comprehensive), cumulative and guidance oriented system of evaluation entails; while some knowledgeable teachers, rave negative predisposition or attitude towards it; while other are not competent enough in carrying out the continuous assessment. Therefore, for this reason the researcher wants to evaluate the knowledge and competency of secondary school English teachers in the implementation of continuous assessment.

1.2 Statement of the Problem

Teachers' knowledge and competency towards continuous assessment practices is an important factor in the implementation of continuous assessment in schools. This is because they are the major implementers of the curriculum at the classroom level. However, observation made by this researcher showed that some teachers in secondary schools in Jigawa State are not interested to undertake some continuous assessment practices are not interesting to undertake some continuous assessment practices due to over population in the classrooms and un clear definition of what should constitute continuous assessment such as planning the time to assess student; the type of test instrument to use; how to assess students' overall progress based on their cognitive, affective and psychomotor domains among others. While a number of teachers are knowledgeable about the need to undertake these practices; some consider it a laborious and

uninteresting task. Consequently, some of them shy away from undertaking the various practices involved.

In addition, numerous scholars have pointed out some problem that teachers are facing in implementation of continuous assessment for instance; Ipaye, (1992) stated that there is a plan to improve the capacity of teachers on the effective implementation of new basic education curriculum and the new national frame work on continuous assessment. This statement explained that there are weaknesses in terms of effective implementation of continuous assessment which need to be improved. Hence, this research aims at finding out the assessment of Teachers' knowledge and competency in implementation of continuous assessment in English language at secondary school in Jigawa State

1.3 Objectives of the Study

The objectives of the study were to find out:

1.   The levels of teachers' knowledge in the implementation of Continuous Assessment in Jigawa state;

2.   The levels of teachers' competencies in the implementation of continuous Assessment in Jigawa state;

3.   Determine   the   influence   of   academic qualification on the level of teachers' knowledge in the implementation of continuous assessment in Jigawa state.

4.   Determine   the   influence   of   academic qualification on the level of teachers' competencies in the implementation of continuous assessment in Jigawa state.

5.   Determine the impact of gender on the level of teachers' knowledge in the implementation of continuous assessment in Jigawa state.

6.   Determine the impact of gender on the level of teachers' competencies in the implementation of continuous assessment in Jigawa state.

1.4 Research Question

The following research questions were answered in the study;

1.   What are the levels of teachers' knowledge in the implementation of continuous assessment in Jigawe state?

2.   What are the levels of teachers' competency in the implementation of continuous assessment in Jigawe state?

1.5 Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance

1.   There is no significant difference in the level of teachers' knowledge in the implementation of continuous assessment in the basis of Qualification in Jigawa state.

2.   There is no significant difference in the level of teachers' competencies in the implementation of continuous assessment in the basis of Qualification in Jigawa state.

3.   There is no significant gender difference in the level of teachers' knowledge in the implementation of Continuous assessment in Jigawa State.

4.   There is no significant gender difference in the level of teachers' competency in the implementation of continuous assessment in Jigawa State.

1.6 Significance of the Study

There are many benefits that will be derived from the findings of this study. Different categories of people will find this study useful which include all the stakeholders like Teachers, educational resource centers, curriculum planners and researchers.

The teachers are the major beneficiaries of this research. The outcomes of this research will help them improve upon their skills in implementation of continuous assessment.

The result of the study will serve as a basis for the Jigawa State Ministry of Education and the Jigawa state Educational Resource Department (JERD) in particular to organize seminars, workshops and in-service trainings for teachers on how to improve effective implementation of continuous assessment in the classroom so as to bring about improvement in students' achievement.

Curriculum planners will use the findings of this study to make possible adjustment in their planning, putting into consideration teachers' knowledge and competency in the implementation of continuous assessment.

The subject specialists could also derive benefits from the findings of this research; this is because the results obtained from this work will guide them in building a curriculum that incorporates related continuous assessment strategies.

The findings of this research will serve as reference materials for both students and the general public in matters of continuous assessment. The research will be an important stepping stone or basis for further researches in the same area. This means that, other students who may

decide to conduct studies in this area will have the opportunity to use this study as available literature that can be subjected to critical review

1.7 Scope and Delimitations of the Study

This study focused on assessment of teachers' knowledge and competency in implementation of continuous assessment in Jigawa state. Therefore, all English language Teachers that are teaching in secondary schools in Jigawa state were involved. The participants (teachers) were drawn from public secondary schools within six (6) Educational zones across the state.

The study did not consider methods of teaching but teachers' knowledge and competency in continuous assessment implementation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on the review of related literature, which are arranged and discussed under the following sub-topics: Conceptual Framework, Theoretical Framework, Review of the Related Empirical Studies and Summary and Uniqueness of the Study

2.2 Conceptual Framework

2.2.1. Competency

The concept of competency refers to an individually or inter individually available collection of prerequisites for successful action in meaningful task domains; in the following, the individual aspect, which dominates the social and behavioural literature, will be accentuated (Raven and Stephenson 2011). An important reason for this focus on the individual perspective is the fact that schools are the primary, 'Educational settings' over the course of individual development. Each single student must acquire necessary competencies and acquired education as preparation for his/her later social and professional life.

This means, Competency refers to the skills and personality of a teacher in handling the instructional process with the help of instructional method, teaching aids and resource. Katane and Selei, (2006) stated that, competency is 'a set of knowledge skills and proficiency in creating meaningful experience when organizing an activity'. As a professional, a teacher needs to plan and implement the learning process, evaluate the learning outcome, provides guidance and training, conduct a research, develop and manage school programme and professional competency.

Therefore, the above definitions show that the competency refers to the skills and personality of teachers that assumed to have an influence on the development of continuous assessment items, scoring and grading of the students' academic performance.

National Education Association (N.E.A.) established standard for teacher competence in student association, the associations subscribed to the view that students' assessment is an essential part of teaching and that good teaching cannot exist without good student assessment. Training to develop the competencies covered in the standards should be an integral part of teacher preparation.

2.2.2. Teacher Competence

The standards for Teachers Competence in Educational Assessment of students according to Nitko (2004) are as follow:

1.   Teacher should be skilled in choosing assessment methods appropriate for instructional decisions.

2.   Teacher should be skilled in developing assessment methods appropriates for instructional decision.

3.   Teacher should be skilled in administering, scoring and interpreting the results of both externally-produce and teacher-produce assessment method.

4.   Teacher should be skilled in using assessment results when making decisions about individual students, planning teaching, developing curriculum and school improvement.

5.   Teacher should be skilled in developing valid students grading procedures which use student assessment.

6.   Teacher should be skilled in communicating assessment results, parents and other Educators.

7.   Teacher should be skilled in recognizing unethical, illegal and otherwise inappropriate assessment method and use of assessment information (Nitkco, 2004).

8.   Teachers are expected to have mastered these competencies to deliver appropriate assessment.

Study by Okpala (2002) examined teachers' needs and competence on assessment method. Though these have shed light on teachers needs, they have not looked at the competencies as outlined above. This study therefore was designed to explore teachers expressed competence on each of the seven standards above.

Airasian (1996) claimed that assessment is not just for students, it is for teachers as well, therefore teachers are expected to demonstrate some level of competence in assessing their students. The days are over when a teacher, in assessing his students merely copies questions from the back of text books without taking into cognizance the purpose and use of assessment result.

2.2.3 Competency in Implementation of Continuous Assessment

Different meanings have been assigned to the notion of competence. Airasian, (1996) defined competency as "learned ability to adequately perform a task, duty or role". There are two distinguishing features in the notion competence, i.e., that it relates to a specific type of work to be performed in a particular work setting, and that it integrates several types of knowledge, skills and attitudes .Competence are typically acquired in a process of learning-by doing in the actual work situation, during an internship or in simulation-based learning situation. It is important to

note the difference between competences, on the one hand, and knowledge, skills and attitudes on the other hand. The latter differ from competencies in that they are more elementary, i.e. they can be developed in isolation, be assessed separately, and applied in multiple competencies. Thus, the knowledge of language , the skills of speech and writing, and the attitudes of carefulness and service orientation can be called upon in a variety of work setting and be integrated into multiple competence, knowledge, skills, and attitudes are typically acquired during one's educational career, in successive scholastic learning situations. Competence can be understood as a state of sufficiency in a given context or in respect to a particular requirement.

2.2.4 Assessment

Dada, (1986) Assessment is defined as the process of obtaining information that is used to make educational decisions about students, to give feedback to the student about his or her progress, strengths, and weaknesses, to judge instructional effectiveness and curricular adequacy, and to inform policy. The various assessment techniques include, but are not limited to, formal and informal observation, qualitative analysis of pupil performance and products, paper-and-pencil tests, oral questioning, and analysis of student records. The assessment competencies included here are the knowledge and skills critical to a teacher's role as educator. It is understood that there are many competencies beyond assessment competencies which teachers must possess.

Some educators are of the opinion that continuous assessment is not an invention in educational measurement and evaluation. They based their argument on the fact that students performances in the early stage of western education in Nigeria were assessed through periodic achievement and test administered based on the cognitive, affective and psychomotor domains. Ipaye, (1992) tried to bridge the gap between the school of thoughts that uphold the fact that continuous assessment is an innovation in education, those that oppose the statement said that the

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method of co-ordination, recording and using scores in the present continuous assessment is the only innovation and not the continuous assessment per se.

A hand book on continuous assessment' by the federal ministry of education, science and technology (1988) defines continuous assessment as a method of finding out what the school children have benefited from learning activities in terms of knowledge, thinking, reasoning, character development and industry.

The different tools that could be used to find out the result of these learning activities include; test, assignment, projects, observations, interviews and questionnaire. The data obtained on the students will then be used to aid his further development. Then accurate records of such data are kept for future use and for the purpose of providing information to parents, guardians and others who can use them for the benefit of the child.

Okpala (1993) said that continuous assessment is a system of assessment which is carried out at predetermined intervals for the purpose of monitoring and improving the overall performance of students and teaching-learning environment.

Similarly, Onasanya (1992) said that continuous assessment refers to the process of investigating the status of an individual or group, usually with reference to expected outcomes. It refers to the strategy used to find out what the students have gained from learning activities in terms of knowledge, thinking, reasoning and character development.

The concept of continuous assessment can be described as a systematic and regular method of determining what a learner has gained from learning activities. Therefore, continuous assessment is defined as a system of given a student a final mark\grade based on work done during a course or study rather than on one examination. It can be stated that continuous

assessment is a method of obtaining the final grade of the learner over a given period of time in terms of knowledge, thinking and reasoning.

Another definition by Airisian (1996), describes continuous assessment as an assessment approach which should depict the full range of sources and methods teachers use to gather, interpret and synthesizes information about learners; information that is used to help teachers understand their learners, plan and monitor institution and establish a viable classroom culture. In nutshell we can say that continuous assessment concerns not only the cognitive aspect of development of a child but also the affective and psychomotor domains tested through various activities that have been systematically planned.

According to National Policy on Education (FRN 2013), Continuous Assessment shall cover the following aspects.

A. Assessment shall encompass the broad areas of:

a.   Assessment for learning; and

b.   Assessment of learning

B. The goals of assessment shall be to

1.   Accurately measure the abilities of students;

2.   Enhance the global competitiveness of the products of the Nigerian educational system

3.   Improve the credibility of examination conducted in Nigeria;

4.   Eliminate the intractable problems associated with traditional paper pencil test (PPT); and

5.   Improve learning

C. In pursuance of the above goals:

1.   Assessment bodies involved in the conduct of
large scale public examination shall be encouraged to migrate to the current and more
efficient way testing which is electronic testing

2.   Public and private providers of education
shall be encouraged to:

a.   Improve the computer literacy of teachers
and students; and

b.   Construct and equip e-testing centers for
computer based testing in their institutions.

D. All levels of education in Nigeria shall be encouraged to migrate to computer based test CBT
in assessment

2.2.5 Types of Assessment

There are two major different types of Assessment. William (2001) point out that the
major different between formative and summative assessment lies on their use rather than the
timing of the assessment. An assessment can be summative and formative at the same time,
based on their functions. A writing assessment that usually takes place at the end of the school
term/year is traditionally considered as summative, as it measures what students have learnt in
writing in that particular school year, and that scores are being used for evaluating students '
performance, reporting the parents, for promoting to the students and also for administrative
purpose. However, if the information from the assessment is used to in forms students about their

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strengths and limitation in writing and to improve future writing instruction, it is considered as formative. Pryor and Croussand (2008) consider summative assessment to be a powerful institutionalized discourse, as it contributes to text marks, academic reports and qualification. On the other hand, formative assessment creates space for competence-constructing narrative of students and it informs current teaching.

In the opinion of Catherine and Michael (2003), Summative Assessment are given periodically to determine at a particular point in time what students know and do not now. Many associates summative assessments only with standardized test such as state assessments, but they are also used at and are an important part of district and classroom programmes. Furthermore, summative assessment at the district classroom level is an accountability measure that is generally used as part of the grading process. The list is long, but here are some examples of summative assessment: state assessment, district benchmark or interim assessment, end of the term or semester exams, scores that are used for accountability of schools and students (Report card grades).

Formative assessment is part of the instructional process when incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening, in this sense; formative assessment informs both Teachers and students about students understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards based learning goals within a set time frame. Formative assessment is practice, we don't hold student accountable in grade book fashion for skills and concept they have just been introduced to or the learning. We must allows for practice, formative assessment help teachers determine next steps during learning process as the instruction approaches the summative assessment of student learning.

Another distinction that underpins formative assessment is student involvement, if students are not involved in the assessment process, formative assessment is not practice or implemented to it full effectiveness. Students needs to be involved both as assessors of their own learning and as resources to other students. The following are some of the instructional strategies that can be used formatively: criteria and goal setting, observations, questioning strategies, self and peer assessment, student record keeping and so on , are strategies that are integral to the formative assessment process, and they have been suggested by models of effective middle school instruction (Black, Harrison, Lee, Marshell, & Wiliam 2003)

According to Ajuonuma (2007) educational assessment may generally be used for formative and summative purposes, formative assessment (continuous assessment) is designed to help teacher to make effective teaching and learning decisions throughout the period of teaching. It provides the continuous feedback to the teacher as well as to the students about their performance in teaching and learning. The information is then used for improving the quality of instruction. Clarance (2009) asserts that, summative type of assessment involves an overall assessment of learning outcomes for certification, placement, promotion or decision concerning the worth of an educational programme.

2.2.6. Purpose of Continuous Assessment

According to Black et al. (2003), the purpose of continuous assessment is achieved in the following ways:

1.   **Teacher Assistance and Remediation**

A further purpose of the continuous assessment process is to foster cooperation between students and teacher especially in the area of students' class projects. The process requires the teacher to provide assistance in the form of advice on various aspects of students' projects. The

student learns to consult the teacher, classmates and other sources on aspect of his\her project work, while maintaining his\her position as the leader in the project undertaking. This is the normal work procedure in the adult world where production is essentially based on cooperation and not on time test situations. Besides offering assistance as needed, the teacher is able to offer remedial help by using students' common mistakes and misunderstandings for further improvement in class learning.

2. **Use of Different Test Forms and Different Test Situation**

By extending the time span for collecting assessment information throughout the duration of a course, different forms of testing and different assessment situations including acquisition and demonstration of practical skills can be introduced in the continuous assessment process. Practical skills such as the skills and competencies involved in conducting interviews, writing and presenting reports, presenting and analyzing data in graphical forms, and production of three -dimensional objects in a variety of subjects could be encouraged in schools to provide a more comprehensive and valid assessment of students ability.

2.2.7. National Policy on Education Emphasis on Continuous Assessment

The application of continuous assessment in secondary schools requires the cooperation and effort of teachers and students to achieve the desirable goals, most importantly to understand appropriate policy statements for policy implementation. The Federal Republic of Nigeria (2004) in the National Policy on Education stresses the conduct of continuous assessment exercise at all level of the Education system in Nigeria. Section one article (9) stresses "Educational assessment and evaluation shall be liberalized by their being based on whole or in part on continuous assessment of the progress of the individual." (FRN 2004)

The FRN (2004) also stressed that:

"Advancement from one class to another shall be based on continuous assessment, and the primary school leaving certificate shall be based only on continuous assessment and shall be issued locally by the head teacher of the school."

Similarly, in section 5 article 28(A and B), it stated that:

"The Junior school certificate (JSC) shall be based on continuous assessment and examination boards, and the senior school certificate (SSCE) shall be based on continuous assessment and the National examination," (FRN 2004:18-19).

On the part of the teachers, section 8 articles B 71 (D) of the policy requires that teachers shall be provided, "With the intellectual and professional background adequate for their assignment and make them adoptable to teaching situation".

2.2.8 Assessment in English Language

For assessing the English language, the four language skills of listening, speaking, reading and writing, continuous assessment is necessary as the progress and processes of the development of these skills can be evaluated only through continuous assessment which is formative in nature. The purpose of this kind of assessment is the assessment during the process of learning for its improvement.

The continuous assessment in English includes assessment of conversational skills which is to be done using oral technique and also observation technique. It also includes unit tests, half yearly exams and assignments which use the written mode. The role and status of English language has changed vastly in the last three decades. It is increasingly being used for technical, scientific and business communication and especially for international contacts. English, today, is undoubtedly the most important and widely used world language. Being also the language of

information technology, English serves as our 'window on the world'- as the language in which the latest developments in different fields of knowledge are available. With the ' change in the role and function of English language in an average Nigerians' life, the approach of teaching English in schools has also changed. Consequently the focus of English language teaching in schools has been mainly on reading and writing skills rather than on over all communication skills, the emphasis has shifted from only reading and writing to offer communication skills of listening and speaking.

Considering this change in the perspective of English language, it has been realized that language learning is a continuous process and correspondingly the assessment process is also envisaged to be continuous at the school level. The term 'Continuous assessment' involves two terms 'continuous' and 'assessment'. The term 'continuous' refers to regularity in assessment. The growth of a child is a continuous process. Therefore, the students' progress should be evaluated continuously which means that assessment has to be completely integrated with the teaching and learning process. On the other hand 'assessment' is the process of finding out the extent to which the desired changes have taken place in the pupils. It therefore, requires collection of evidence regarding growth or progress, so as to use that information for decision making. In this way, information gathering, judgment making and decision taking are the three phases of the process of assessment.

Thus, continuous assessment means a regular assessment of the pupils' development in school. In English language teaching-learning, continuous assessment would involve a regular assessment of the progress of students in developing various language skills. It is the process in which students are evaluated in the four skills along with grammar and literature at regular intervals over the school year. For assessing the four language skills of listening, speaking,

reading and writing, continuous assessment is necessary as the progress and processes of the development of these skills can be evaluated only through continuous assessment which is formative in nature. The continuous assessment in English includes assessment of conversational skills which is to be done using oral technique and also observation technique. It will also include unit tests, half yearly exams and assignments which use the written mode. Some of the English language assessment techniques are as follows:

1.   **Oral Technique**

For testing the skills of listening and speaking, oral technique are to be used, Different types of tasks can be used for this purpose. These tasks can be set up either formally or informally. Some formal, activities are given below.

A.   Answering questions:

This is a good device for testing the use of vocabulary and various structures along with pronunciation and intonation. In this test the students are asked questions of various types and are required to answer them. Some questions may be simple, requiring one word to one sentence answers, whereas, others may require long answers consisting of 3 to 4 sentences.

B.   Talk:

The presentation may also be used to test the oral skills of the student. For this, topics may be such that are within the range of the students' experience, It is better to give some clues so that the student can speak at least 5-6 sentences on the given topic. Enough preparation time should also be provided. Sometimes questions may be asked, based on the talk.

C.   Story telling:

In this test the student is told a story by the teacher or is given a story for reading. After this, he/she is asked to tell the story in his/her own words and the assessment is made of his/her production.

D.   Reading aloud :

For testing and also for improving pronunciation, reading aloud is a good activity. Dialogues, short conversational pieces, parts of a play or passages from the text book can be given to the students to read aloud. The assessment may be made on specific points like pronunciation of vowel sounds and consonants, intonation patterns, stress, etcetera.

E.   Describing things, actions, etc. :

In this test the student is shown an object, picture or an action and asked to describe it. The description can range from one sentence to 3-4 sentences. Through this test the student's use of vocabulary and structure and his pronunciation can be assessed.

F.   Observation technique

For testing the listening and speaking skills informal observation technique can be tested. The teacher can observe the students' use of language while participating in the English classes. Whenever, in the course work the students are required to discuss role play, simulate, express a point of view or answer questions etc, the teacher should monitor the activities and quietly observe each student's participation.

2.   **Written technique**

All teachers are familiar with written technique as it is the most commonly used technique for evaluating the skills of reading and writing. This is used for unit tests, the class tests, term

tests, half-yearly and annual examinations. These tests can be designed according to the guidelines for designing good question papers. Class work and assignment home-work involving written work can be used to assess students' writing ability. These activities are ideal for continuous assessment. If required, certain weight age may also be allotted to the assignments and homework to be utilized in the final assessment.

The skill of reading should also be tested continuously. The teacher can use various types of passages like a story, time table, extracts from reports, instructions, description, poems, dramatic pieces, biography, etcetera and ask short answer, gap filling, completion type, word attack questions, table completion, diagram completion type questions. The questions should be such which do not require lengthy writing. For classroom use, quick test of comprehension can be made by using true or false type of questions, but these should not be used in the examination as the students can guess the answers. While marking the answers for reading tasks, the teacher should remember that it is not a test of writing. So the student should not be penalized for errors in spelling, punctuation and grammatical mistakes. The teacher should look for the content which indicates the comprehension of the student.

As far as testing writing is concerned, the teacher may design writing tasks using verbal or visual stimulus. At lower classes, the writing tasks should be more guided so that the student knows what s/he is supposed to write. A proper context may be provided for the task. As .the level of students goes up, the tasks can be made more and freer like report writing, essay writing, letter writing and so forth.

2.3 Learning Theories Relevant to Continuous Assessment

This study was guided by three theories: consistency, classical conditioning, Instrumental conditional and theories of competency

2.3.1. Theories of Continuous Assessment

The classical Conditioning Theory by Pavlov (1894-1936) in Bigge and Shermis (1998) was reviewed. Pavlov performed an experiment on dogs and discovered that dogs learnt to salivate in response to a bell. Many trials had been given in each of which the bell was sounded and food was simultaneously presented. It was thought therefore that students would get good grades whenever the teacher taught and students were exposed to many trials of continuous assessment activities. According to Pavlov, Conditioned Response (CR) was the response developed during training and Conditional Stimulus (CS) was the stimulus, which included training\teaching activities intended to evoke the CR (i.e good grades in final examination.) Unconditioned response (UR) was the same or almost the same response as the (CR) but it existed prior to training, normally being given whatever a certain stimulus; the unconditional stimulus (US) was presented.

In this study, the conditional Response (CR) is the attainment of good grades which is evokes by the conditional stimulus (CR), which is practice of continuous assessment, and unconditional stimulus is the teaching. To Pavlov, pairing food and the sound of bell made the dog salivate and in this study, pairing of teaching and continuous assessment activities could make students perform better in terms of good grades in the final examination.

Thorndike's Instrumental conditioning Theory by Edward Lee Thorndike (1814-1949) in Bigge and Shermis (1998) Thorndike was the first American Psychologist in stimulus Response (S-R) Theories who conducted a series of experiment on Cat using standardized procedures and

apparatus. He formulated three (3) basic laws and five (5) supplementary principles of learning on the basis of his experiment and study of cat behaviour in the puzzle box. The basic laws of learning are:

Law of exercise, Law of effect and Law of Readiness.

Law of Exercise: The law of exercise is divided into two (2) parts as (a) law of use and (b) law of disuse. According to Thorndike the law of use argues that the more frequently a modifiable connection between stimulus-response (S-R) is made, the stronger that connection will be. To this study, the more timely continuous assessment is practice in teaching and learning process the higher the performance of students will be. To Thorndike, the law of disuse states that when a modifiable connection between stimulus-response is not made over a period of time, the strength of that connection will be weakened. To this study, when the continuous assessment in teaching and learning process is not timely practice the lower the performance of students will be.

According to law of effect, learning occurs only when the response has some rming a effect on the environment. Effect is the satisfaction or otherwise which the animal obtains from perfotask or making a response. According to this law, behaviour which is followed by reward will be more likely to be repeated, whereas behaviour which is not rewarded is likely to fade away.

The law of readiness, state that satisfaction and reward is contrary to frustration and annoyance depend on whether or not the learners is actively prepared for learning. A bound is strengthened or weakened according to the learners' mental adjustment, preparation or readiness. Readiness in this context is determined by mental development, physical growth and maturation.

Among the above theories the conditioning Theory by Edward Lee Thorndike (1814-1949 was considered to guided this study. This is because, frequent continuous assessment result to high performance of the students.

2.3.2 Theories of Teachers' Competency

The term competency as explained earlier is used when discussing about any profession that reveals one's quality of being competent and expresses the person's knowledge, skills, qualification and capacity. Earlier a person who possessed tremendous knowledge was considered as a teacher. Today teacher competencies refer to functional abilities that teachers show in their teaching activities. It can be considered as an overall assessment of teachers' performance in classroom situations based on subject matter knowledge, strategies and techniques of teaching, teachers' personality and child centered practices, evaluation strategies used, classroom management and clarity of objectives. According to Joyce and Weil (1972), the main approaches regarding the development of teacher competencies are mentioned below:

1.   Trait Approach:

Teachers must be educated and re-educated to ensure the best performance by them. Therefore it can be said that teachers are not only born, but also made through suitable programme of pre-service as well as in-service teacher training.

2.   Classroom Behaviour Approach (Flander's Technique):

A thorough understanding of teacher behaviour in the classroom and their effectiveness will help improvement of necessary skills that are needed for better competence. Flander's technique, popularly known as Flander's Interaction Analysis System is a device used for describing

teacher's interaction with the class. This method is useful to give feedback to teachers about their action patterns. If they know how they can analyse their own teaching behaviours, there is a chance of modifying those behaviours accordingly. Flander claim that, this technique is useful in developing teaching competency especially on the part of student-teachers.

2.4. Review of Related Empirical Studies

Various empirical studies/research carried out in this country or elsewhere in the world, which are either directly or indirectly related to this study were reviewed. The researcher reviewed some of these studies one after the other.

Sumitaroa (2013) conducted a research on Teachers knowledge towards teaching profession, descriptive survey was used in the research. The sample consist six secondary schools which were selected randomly from Kolar rural and urban areas. 200 teachers to responded to the questionnaire and among of them 96 were male and 104 were female teachers. The analysis of data was done using mean differences and t-test to find the significance differences in the variable of religion, marital status, family type of incomes and place. The reliability of the instruments was calculated using Pearson product moment correlation co-efficient to determine the reliability of the instruments. The major findings indicated that significance difference was found in the means of teachers' knowledge towards teaching profession in the area of academic aspects, there was significant difference found in the means of teachers' attitudes towards teaching profession in the area of administrative aspects. There was significant difference found in the means of teachers' attitudes towards teaching profession in the total attitude of teachers. This study is relevant with the current study in the sense that, it study teachers' knowledge towards teaching profession, but differ in the area that the current research

studied teachers knowledge and competency in implementation of continuous assessment in English language in secondary schools in jigawa state.

Dorwrich (2008) conducted a research in order to report the views of primary school teachers as implementers of an innovative national continuous assessment program, a reform initiated by the ministry of education. A qualitative case study was employed to guide the research question. Seven teachers were chosen through purpose sampling. The semi-structured interview was the instruments used to collect data. Member checking and peer-debriefing were strategies used to help assure validity. Major findings revealed that the success of the innovation depended to a large extent on training leadership, collegial relationships, administrative support, parental involvement and resources .Recommendations for more effective implementation of the continuous assessment program includes continuous training and staff development, sensitizing and educating parents about the continuous assessment program (CAP). This study is relevant to the current research because it was conducted in order to report the views of primary school teachers as implementers of an innovative national continuous assessment program. But the current research studied teachers' knowledge and competency in implementation of continuous assessment in English language in secondary schools in jigawa state.

Byabato and Kisamo (2014) conducted a study on the implementation of school base continuous in Tanzania ordinary secondary schools (O-level) and its implication on the quality of education. Five hundred and forty six (546) O-level teachers from dares-Salam, arusha and Zanzibar participated in the study, convenience sampling technique was used and the data were collected using questionnaire and analyzed by SPSS package to compute mean, standard deviation and percentage A3.5 mean value of six likert scale formed the basis for presentation and discussion of the result. The result showed that the implementation of school base C|A is not

properly done as is currently challenged by number of serious problems such as lack of teachers integrity (favouritism and inflation of marks) lack of uniformity in both the assessment tools used and procedures for C/A recording and reporting. The role assumed by NECTA as C/A coordinating and monitoring body so to eliminate the element associated with high price place on a single examination is not properly done and its guideline prepared in 1991 for C/A implementation is not found in most schools and yet it is not in the same pace with today's society as it has not been received since its inception. It is recommended that there is a need to revoke the current NECTA'S system of C.A. so that the new system considers national form II and pre-national (MOCK) examinations as the alternative C.A. component in grading the final examination result of candidates. To fine-tuning C.A. coordination and monitoring done by NECTA or establish coordinating and monitoring body operationalize C.A. to the intended standard. This study is similar with the current research. The only difference is the location where the two studies were conducted. The first one was conducted in Tanzania while the current one was conducted in Nigeria.

In a study carried out by Ajuonuma (2007) to assess the implementation of continuous assessment in Nigerian universities, two research questions were formulated to guide the study. The sample for the study consisted of 1340 respondents. A 24 item self-report instrument was used for the study. The data generated were analyzed using mean and t-test. The result revealed that, out of the twenty-four continuous assessment implementation items, Nigerian universities lecturers implement only eleven. For instance, it was observed that many lecturers do not construct and use appropriate instruments as indicated by low mean rate of 2.0. This study is also similar with the current study. The difference is the type of school where the two studies were

conducted. The first one was conducted in universities, while the current one was conducted in senior secondary schools.

Ajayi (2011) in Ijebu Ode local government Areas of Ijebu Division of Ogun State carried out a study on measuring continuous assessment literacy of primary school teachers. One hundred and two teachers (102) participated from twenty primary schools selected from Ijebu - Ode and Odogbolu local Government area by Ijebu division. The participating schools were selected using simple random technique out of a total of twenty primary schools in the two local government areas. The sample size of teachers was selected on the average of five (5) teachers from each of the participating schools, using simple random technique.   A composite instrument known as teachers continuous assessment literacy survey (TCALS) was used to collect data for the study. The instrument was developed by the researcher. TCALS is made up of four parts. The knowledge Assessment sub-scale consisting of 13 items indicates mean of 19. 6 out of a possible score range of 13 to 26 with a standard deviation of 5.3. This finding indicates a high level of knowledge of continuous assessment among the primary school teachers. For teachers perception of continuous assessment, mean score of 16.3 with a standard deviation of 4.7 were recorded within a score range of 10 to 20. The indication of the statistics is a high level of preception of continuous assessment among the primary school teachers. Mean of 37.9 and standard deviation of 12. 4 were recorded for Teachers attitude towards continuous assessment within a possible score range of 15 - 60. Meanwhile, 29.7 and 9.8 were recorded as the mean and standard deviation respectively for teachers' continuous assessment practice. The possible score range is between 11 and 44. The result shows that the primary school teachers have a moderately high level of continuous assessment practice. This study is relevant with the current study the only differences are the location and type of schools where the two studies conducted.

The first one was conducted in Ijebu area of Ogun state among primary schools teachers, while the current one was conducted in Jigawa state among senior secondary schools teachers.

In a study carried out by Nsibande (2006) in Swaziland to investigated social studies teachers' understanding of the continuous assessment programme. Two main instruments were used namely classroom observations and interviews. A purposive sampling method was used and eight (8) teachers were selected for the study. The result of the study revealed that primary school teachers in Swaziland do not have the capacity to implement the continuous assessment programme. Therefore there is a need to rethink the strategies used to prepare them to work professionally with this innovation. The weakness in this study is the sampling technique used and the sample size which one can consider to be small. This study is also relevant with the current study. The difference is the location and the type of schools where the studies conducted. One was carried out in Swaziland among primary schools teachers and the other one was conducted in Nigeria among senior secondary schools.

In a study carried out by Amoah (2005) in Ghana to determine the contribution of continuous assessment to student learning in mathematics in Senior Secondary schools in Birim South District, Ghana. The researcher identified that a lot of stress is put on teachers, as found in the study, due to the filling of assessment form of students. Multi stage stratified random sampling method was used to select 245 students from the population of 768. The study shows that students are actually motivated by the continuous assessment to learn better. Moreover, some teachers were found to be dishonest when the scores entered in the assessment forms were compared with scores in student's exercise books. Scores recorded in student's end of term Report Books as continuous assessment scores were found to be inflated when compared to the actual scores in their exercise books. The researcher noted that from the interviews with teachers,

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some of them remarked that they spent greater part of their time recording marks both at school and at home. Even some continues with the recording during the holidays. The researcher reported that from the foregoing, teachers are affected with high stress in compiling and recording marks, which induces high stress on them. Also this study is relevant but differs with the current study in the objectives and locations. The first one was conducted to determine the contribution of continuous assessment to student learning in mathematics in Senior Secondary schools in Birim South District, Ghana, while the second one was carried out to study teachers' knowledge and competency in implementation of continuous assessment in English language in secondary schools in jigawa state, Nigeria.

2.5. Summary and Uniqueness of Study

From various literature reviewed and discussion in this chapter, ranging from the conceptual review, theoretical framework and empirical evidences derived from different studies in the area of teachers knowledge and competency toward the implementation of continuous assessment in English language, it revealed that English language is compulsory subject as a language of communication. For example, as regard to the competency Katane and Selvia (2006), state that competency is a set of knowledge; skills and professional, teacher needs to plan and implement the learning process. However, the concept of continuous assessment as stated by various scholars like Ipaye (1982), Ezewu, (1982), Onasanya, (1992) has said something as regard to the concept of continuous assessment. However, the theoretical evidences like; classical conditioning theory by Pavlov, (1894-1936) serves as a guide to this study. The conditioning theory by Thorndike, (1814-1949) also guided the study on continuous assessment. However, it is seen from the empirical evidence that English language curriculum implementation if fully implemented by evaluating attitudes and competency of teachers. All the

previous researches that were conducted abroad and in Nigeria at different field, for example Samitaroa, (2013), conducted the research on the attitudes of teachers toward teaching profession. But the present study was conducted in Ringim zonal Education Area of Jigawa State. Even though the present study has some similarities with various research revealed as discuss above, there are some qualities in it which makes it standout.

In line with the above observation and the expectation from the various researchers, this current study will serve as a continuous struggle to fill in the gap by providing comprehensive empirical data on evaluating knowledge and competency of teachers toward the how the continuous assessment could be effectively delivered in Jigawa state in six educational zones, and how English teachers are utilizing the various concepts learnt from English in the implementing continuous assessment in Jigawa state and Nigeria as a whole.

The uniqueness of this research lays in the fact that this type of research has not be conducted before in the Area under study, that is, Jigawa State. Also the present research concentrated on the English language teachers of secondary school in the area which no similar study has been carried out in such schools. Similarly, the present study was conducted on Teachers' knowledge and competency in implementation of continuous assessment in English language at secondary schools in Jigawa state. Other peculiarities attached to this study are the variable used in this study. They are: Teachers' knowledge and Competency on Secondary school English language teachers. The research becomes unique in terms of variables under study and its divergence from previous researchers in term of the nature of topic, scope, design, methodology and statistics.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, the researcher describes the methodological issues surrounding this research; these include research design, population, sample size and sampling techniques, data collection instruments (including validity and reliability of the instruments), methods of data collection, as well as the data analysis procedure.

3.2 Research Design

The researcher adopted the survey type of research design. According to Anikweze, (2013) survey involves a detailed and critical examination of a topic or situation with a view to finding out what is and how it is. West and Khan in Anikweze (2013) stated that most assessment and evaluation studies are survey. The design involves collection of data from individuals using questionnaire. Therefore, this design is appropriate for this research work, because the anonymity (quality) of survey allows respondents to answer with more candid and valid answers. And to get the accurate data, the survey type will remain completely confidential, as such; the researcher finds out Teachers knowledge and competency in the implementation of continuous Assessment in teaching English language in Jigawa State.

3.3 Population and Sample

3.3.1 Population of the Study

The research population consists of the totality or aggregate of the observations with which the researcher is concerned (Anikweze, 2013 p107). The population of this study comprised all English language teachers in Jigawa state. Therefore, the population for the English language teachers in Jigawa state, according to the data obtained from the Ministry of education Dutse (2017) is four hundred and twenty (420) this consist of three hundred and sixty one 361 male and fifty nine 59 female English Language Teachers in Senior Secondary Schools across the state.

The table below shows the population of English language teachers in Jigawa state by Educational Zone and Gender.

Table 1 Population of English Language Teachers by Educational Zone and Gender

Educational Zone	Male	Female	Total
Hadejia Educational Zone	45	11	56
Kafin Hausa Educational Zone	36	3	39
Ringim Educational Zone	58	9	67
Kazaure Educational Zone	43	7	50
Dutse Educational Zone	43	11	54
Burnin Kudu Educational Zone	26	3	29
Birniwa Educational Zone	35	2	37

Gumel Educational Zone	46	10	56
Jahun Educational Zone	29	3	32
Total:	**361**	**59**	**420**

Source: M.O.E. Dutse (2017)

3.3.2 Sample Size

Bichi (2004) stated that, there is no general rule regarding what sample size a researcher should use. The author further stated that, the ultimate sample size a researcher uses depends upon a number of factors: the nature of the study, the instrument to be used, the nature of the population and so on. Therefore, a total of two hundred and one (201) research subjects was used as sample size for this research, this figure is obtained from Research Advisor (2006), table for determine sample size. Therefore, the table below indicates the summary of the sample size.

Table 2: Sample Size of English Language Teachers by Educational Zones

Educational Zone	Male	Female	Total
Hadejia Educational Zone	31	7	38
Kafin Hausa Educational Zone	25	2	27
Ringim Educational Zone	40	6	46
Kazaure Educational Zone	29	4	33
Dutse Educational Zone	29	7	36
Burnin Kudu Educational Zone	19	2	21

| Total: | 173 | 28 | 201 |

Source: Research Advisor (2006),

3.3.3 Sampling Techniques

To ensure equal representation of every member of the research subjects, a multi stage cluster sampling was adopted. This sampling technique gives an equal chance to every subject in the population of be selected for the study. In Jigawa state there are three senatorial zones each with three educational zones, that is, a total of nine educational zones in the state. So, in the first place, there are cluster of three educational one in each senatorial zone in Jigawa state in which two educational were randomly selected to represent each senatorial zone. That is a random selection of two (2) educational zones from Jigawa North west, two educational zones from Jigawa North East and two educational Zones from Jigawa Central to represent the sample size. Then in each of the educational zone the researcher used proportionate random sampling technique and selected a sample size base on gender. Lastly simple random sampling was conducted in selecting the English language teachers that respond to research instrument.

3.4 Data Collection Instrument

The Instrument which was used for this study was adapted Questionnaire from Yusuf (2017). the questionnaire was titled: "Teachers' Continuous Assessment Implementation Knowledge and Competency Scales (TCIKCS)". It has two sections i.e. the demographic part and the items parts with forty four (44) items. Section (A) (Demographic) consisted of four (4) items to elicit background information from the respondents. The items in Section (B) were designed to assess the English language teachers' knowledge in implementation of continuous assessment in Jigawa state. This section has twenty five (25) items. The scoring procedure used

was categorized as high competence, moderate competence and low competence. The items in Section (C) were designed to assess the English language teachers' competency in implementation of continuous assessment in Jigawa state. This section has nineteen (19) items. The scoring procedure used was categorized as qualified and unqualified.

3.5 Validition of Data Collection Instrument

3.5.1 Validity of the Instrument

A face validity of the instrument was conducted to determine validity of the (TCIKCS), Anikweze, (2013) stated that face validity refers to the degree to which a test items measures an intended area. Furthermore, the face validity was determine through the consensus judgments of experts considering the instrument in terms of appropriateness for the objectives it is expected to serve. Hence validity of this instrument was carried out through expert review of the test items, questionnaire with total of forty four (44) items was presented to the supervisor then to the experts (PhD holders) in the field of curriculum studies, test and measurement and English language together with relevant details of the research work, (research topic, research objectives, research questions and hypotheses) and they found it valid.

3.5.2 Reliability of the Instrument

A test-retest type of reliability as stability was conducted during the pilot study to determine the reliability coefficient of the research instruments. According to Anikweze, (2013) this type of reliability is determined by administering the same measuring instrument on two (2) different occasions to the same samples of research subjects under approximately the same conditions. Cohen, Manio and Marrison (2007) reported that, there is a need to pilot test the questionnaires in order to refine their contents, wording, length, and so forth as appropriate for

the sample being targeted. Therefore, to do this, twenty (20) English language teachers (ten male and ten female) were randomly selected within the target population of the study. The technique used for the sample selection was simple random sampling.

The scores obtained on the two (2) occasions from the respondents in the pilot test were correlated through the use of Pearson product moment correlation (PPMC). The statistical level of significance of the correlation coefficient was found at 0.05. Therefore, the instrument obtained 0.89 positive correlation coefficient as such the instrument is reliable.

3.6   Data Collection procedures

The data for this study were collected by the researcher personally with the assistance of some school teachers in each school sampled for the study in order to ensure maximum confidentiality of the subjects. The assistants were train and some remuneration was given to them after the assistance. The procedure for data collection involved the following steps:

First, the researcher collects formal introductory letter from the department of Education and formally introduce himself to all principals in the schools under study area. Second, the researcher identifies the samples in each school visited. The purposes of the study were carefully reviewed at this stage with participants before they were involved in the study. Third, the data collection instrument for this study was distributed to the research subjects (Teachers). The researcher read the set of instructions to the respondents, thereafter, read the actual items contained in the questionnaire, although, each respondent had a copy of the instrument. The respondents were ask to follow the researcher while reading the items and respond to each items by ticking the appropriate responses. The reasons for this procedure is to ensure that every respondent spends the same amount of time as possible on each question, ensure that sample

subjects complete the task at the same time, facilitate class control and reduce any effort of poor reading skills (Masrh 1984 cited in Yakasai, 2000).

Lastly, the researcher gives the respondents some few minutes to check their responses. They were also given a chance to ask questions pertaining to meaning of any word or expression they found difficult to understand. Respondents were asked to fill the questionnaire as honestly as possible. This procedure assists in minimizing the problem of mortality (Yakaisai 2000). No respondent was allowed to go home or even outside the class room with the instrument.

3.7 Data Analysis Procedures

The data for study were statistically analyzed using descriptive statistics, (Simple Percentage) and non parametric statistic that is Chi-square test of independence. 0.05 was used as level of significance.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1   **Introduction**

This chapter analyzed data collected through the use of questionnaire. A systematic approach was deliberately adopted to bring together related data in each questionnaire for a better understanding. The questionnaire was prepared in such a way that it generated responses from the assessment of teacher's knowledge and competency in implementation of continuous assessment in English language**.** On the whole, two hundred and one copies of questionnaires were given out and all were fully returned. Care was taken to ensure that no respondent was given twice or even allow going out with it. However, the results are presented in a tabular form. The discussions on findings are also presented

4.2 Summary of Data

Table 3: Sex Distribution of Respondents

Category	Frequency	Percentage%
Male	173	86
Female	28	14

Total	**201**	**100**

As the table above indicates, out of the 201 respondents 86% were males whereas 14% were females. Therefore, there are more male in the sample than female.

Table 4: Qualification of Respondents

Category	Frequency	Percentage%
Masters Degree	2	1
Bachelor Degree	38	19
N. C. E.	152	76
Others	9	4
Total	**201**	**100**

The table above shows that, out of 201 respondents, 1% are masters degree holders; 19% are bachelor degree holders; 76% are N. C. E. holders while the remaining 4% of the sample have others qualifications.

Table 5: Area of Specialization

Category	Frequency	Percentage%
English Language	192	96
Other Subjects	9	4

Total	201	100

Source: Field Survey, 2018

The table above indicates that192 respondents which constitute 96% of the sample are English language specialist while the remaining 4% are not English language specialist. With that, this revealed that majority of the respondents are English language specialist.

4.3   **Data Analysis**

4.3.1 Answers to Research Questions

Table 6: What are the Levels of Teachers' Knowledge in the Implementation of Continuous Assessment in Jigawa State?

S/N	Educational Zones	Frequency of the Responses			
		Qualified	**%**	**Unqualified**	**%**
1	Dutse Education Zone	32	86%	5	14%
2	Hadeja Education Zone	31	82%	7	18%
3	Ringim Education Zone	37	80%	9	20%
4	Kazaure Education Zone	30	88%	4	12%
5	Birnin Kudu Education Zone	18	90%	2	10%
6	Kafin Hausa Education Zone	23	88%	3	12%

Source: Field Survey, 2018

In the above table the percentage of the responses were found for each Education Zone. The data shows that, Birnin Kudu Education Zone has the highest percentage of English

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Language Teachers with Knowledge in the Implementation of Continuous Assessment, follow by Kazaure and Kafin Hausa Education Zone with 88% respectively, Dutse Education Zone with 86%, Hadeia with 82% while Ringim with 80%. Therefore, from the above responses it can be observed that, in all Education Zones majority of English language teachers have knowledge of implementation of continuous assessment with Birnin Kudu Zone leading the state.

Table 7: What are the Levels of Teachers' Competence in the Implementation of Continuous Assessment in Jigawa State?

S/N	Educational Zones	Frequency of the Responses					
		High Competent	%	Moderate Competent	%	Low Competent	%
1	Dutse Education Zone	20	54%	10	27%	7	19%
2	Hadeja Education Zone	21	55%	10	26%	7	19%
3	Ringim Education Zone	25	54%	12	26%	9	20%
4	Kazaure Education Zone	24	70%	6	18%	4	12%
5	Birnin Kudu Education Zone	15	75%	2	10%	3	15%
6	Kafin Hausa Education Zone	18	69%	3	12%	5	19%

Source: Field Survey, 2018

From the above table the percentage of the responses were found for each Education Zone. The data shows that, Birnin Kudu Education Zone has the highest percentage of English Language Teachers with higher competency in the Implementation of Continuous Assessment;

Kazaure has 70% teachers with high competency 18% moderate competency and 12% with low competency. Also, Kafin Hausa Education Zone has 69% English language teachers with high competency 12% with moderate competency and 19% with low competency. Dutse Education Zone has 54% with high competency 27% with moderate competency and 19% with low competency. Similarly, Hadejia has 55% with high competency 26% with moderate competency and 19% with low competency while, Ringim Education Zone has 54% of English language teachers with high competency in implementation of continuous assessment 26% with moderate competency and 20% with low competency.

4.3.2 Hypotheses Testing

Table 8: Testing Hypothesis One: There is no significant difference in the level of teachers' knowledge in the implementation of continuous assessment in the basis of Qualification in Jigawa state.

Category	Masters		Bachelor		NCE		Others		**Total**
	O	E	O	E	O	E	O	E	
High Knowledge	2	1.1	20	20.6	87	82.4	0	4.9	**109**
Moderate Knowledge	0	0.6	10	11.7	50	46.9	2	2.8	**62**
Low Knowledge	0	0.3	8	5.7	15	22.7	7	1.3	**30**
Total	**2**		**38**		**152**		**9**		**201**

The table above shows a Chi Square of independence with 3x4 contingency tables. With level of significance of 0.05 and degree of freedom of 6 the chi-square value from the table is = 35.951 while the calculated test statistic is = 12.59. So since the test (calculated chi-square) value is greater than the table chi-square value, we can reject the null hypothesis in favour of the

alternative. That is academic qualification will influence the level of teachers' knowledge in the implementation of continuous assessment in Jigawa state.

Table 9: Testing Hypothesis Two: There is no significant difference in the level of teachers' competency in the implementation of continuous assessment in the basis of Qualification in Jigawa state.

Category	Masters		Bachelor		NCE		Others		**Total**
	O	E	O	E	O	E	O	E	
High Competence	2	0.7	23	13.6	47	54.4	0	3.2	**72**
Moderate Competence	0	1.0	8	19.5	92	77.9	3	4.6	**103**
Low Competence	0	0.3	7	4.9	13	19.7	6	1.2	**26**
Total	**2**		**38**		**152**		**9**		**201**

The table above shows a Chi Square of independence with 3x4 contingency tables. With level of significance of 0.05 and degree of freedom of 6 the chi square value from the table is = 46.68, while the calculated test statistic is = 12.59. So since the test (calculated chi-square) value is greater than the table chi-square value, we can reject the null hypothesis in favour of the alternative. That is academic qualification will influence the level of teachers' competency in the implementation of continuous assessment in Jigawa state.

Table 10: Testing Hypothesis Three: There is no significant gender difference in the level of teachers' knowledge in the implementation of Continuous assessment in Jigawa State.

Category	Male		Female		**Total**
	Observed	Expected	Observed	Expected	

	Observed	Expected	Observed	Expected	
High Knowledge	95	93.8	14	15.2	**109**
Moderate Knowledge	51	53.4	11	8.6	**62**
Low Knowledge	27	25.8	3	4.2	**30**
Total	**173**		**28**		**201**

The table above shows a Chi Square of independence with 3x4 contingency tables. With level of significance of 0.05 and degree of freedom of 2 the chi square value from the table is = 1.28, while the calculated test statistic is = 5.99. So, since the test (calculated chi-square) value is less than the table chi-square value, we can accept the null hypothesis and reject the alternative. That is gender difference did not influence the level of teachers' knowledge in the implementation of continuous assessment in Jigawa state.

Table 11: Testing Hypothesis Four: There is no significant gender difference in the level of teachers' competency in the implementation of continuous assessment in Jigawa State.

Category	Male		Female		**Total**
	Observed	Expected	Observed	Expected	
High Competence	60	62.0	12	10.0	**72**
Moderate Competence	88	88.7	15	14.3	**103**
Low Competence	25	22.3	1	3.7	**26**
Total	**173**		**28**		**201**

The table above shows a Chi Square of independence with 3x4 contingency tables. With level of significance of 0.05 and degree of freedom of 6 the chi square value from the table is = 2.79, while the calculated test statistic is = 5.99. So, since the test (calculated chi-square) value is less than the table chi-square value, we can accept the null hypothesis and reject the alternative.

That is gender difference did not influence the level of teachers' competency in the implementation of continuous assessment in Jigawa state

4.4   Summary of the Findings

The findings shows that:

i. English Language Teachers have high level Knowledge in the Implementation of Continuous Assessment with teachers in Birnin Kudu Educational zone at the front.

ii. English Language Teachers have high level competence in the Implementation of Continuous Assessment with teachers in Birnin Kudu ranking highest.

iii. That is academic qualification influence the level of teachers' knowledge in the implementation of continuous assessment in Jigawa state

iv. That is academic qualification influence the level of teachers' competencies in the implementation of continuous assessment in Jigawa state

v. That is gender difference did not have any impact in the level of teachers' knowledge in the implementation of continuous assessment in Jigawa state.

vi. That is gender difference did not have any impact in the level of teachers' competencies in the implementation of continuous assessment in Jigawa state.

4.5 Discussions

This study examined the teacher's knowledge and competency in the implementation of continuous assessment in English language at secondary schools in Jigawa State. The discussions on the findings in relation to the objectives are presented sequentially as follows:

The first finding which shows that, Birnin Kudu Education Zone has the highest percentage (90%) of English Language Teachers with Knowledge in the Implementation of

Continuous Assessment. This finding is not in line with the finding of Byabato and Kisamo, (2014) which showed that the implementation of school base C|A is not properly done do poor knowledge of teachers on continuous assessment.

The second finding which revealed that, Birnin Kudu Education Zone has the highest percentage (75%) of English Language Teachers with high competency in the Implementation of Continuous Assessment. This finding is not supported by a study carried out by Ajuonuma (2007), which assessed the implementation of continuous assessment in Nigerian universities,. The result revealed that, out of the twenty-four continuous assessment implementation items, Nigerian universities lecturers implement only eleven. For instance, it was observed that many lecturers do not construct and use appropriate instruments as indicated by low mean rate of 2.0.

Also, the third and fourth findings revealed that, academic qualification influence the level of teachers' knowledge and competencies in the implementation of continuous assessment in Jigawa state. Is in line with the findings of Ajayi (2011) in Ijebu Ode local government Areas of Ijebu Division of Ogun State who carried out a study on measuring continuous Assessment literacy of primary school teachers his finding indicates a high level of knowledge of continuous assessment among the primary school teachers in respective of their qualifications. The result however differ from the findings of the study carried out by Amoah, (2005) who stated that although a teacher can be knowledgeable but was found to be dishonest when the scores entered in the assessment forms were compared with scores in student's exercise books.

The findings which shows that gender difference did not have any impact in the level of teachers' knowledge and competencies in the implementation of continuous assessment in Jigawa state is in consonant with that of Ajuonuma (2007) who reported that sex of lecturers does not affect continuous assessment practices in Nigerian Universities. The result could

probably be attributed to the fact that there is no separate training for the males and females teachers on the subject matter.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusion of the study as well as recommendations.

1.2   Summary of the Study

The researcher investigated the Teacher's Knowledge and Competency in the Implementation of Continuous Assessment in English Language at Secondary School in Jigawa State. In the first chapter the researcher discussed extensively on background to the study in which it revealed that, teaching of English language can only be effective if the teachers have enough knowledge and competency in implementation of continuous assessment. The observation made by this researcher showed that some teachers in secondary schools in Jigawa State are not interested to undertake some continuous assessment practices such as planning: the time to assess student; the type of test instrument to use; how to assess students' overall progress based on their cognitive, affective and psychomotor domains among others. The Six research

objectives and questions were raised and answered, while two hypotheses were tested. The study was conducted in Jigawa state and it is expected that, many benefits will be derived from the findings of this study which include all the stakeholders like Teachers, parents, educational resource centers, curriculum planners and researchers.

The second chapter is the review of related literature. In the chapter the researcher discussed on various aspects which includes: concept of competency, teacher competency in implementation of continuous assessment, concept of continuous assessment, purpose of continuous assessment, national policy on education emphasis on continuous assessment, types of assessment and assessment in English language. Some theories that support the study were also reviewed together with empirical studies. The empirical literature reviewed shows that, most of the teachers have knowledge and competency in continuous assessment implementation but they are unwilling to use it,

In chapter three which is methodology the researcher describes the methodological issues surrounding the study; these include research design, population, sample size and sampling techniques, data collection instruments (including validity and reliability of the instruments), methods of data collection, as well as the data analysis procedure. Survey type of research design (STR) was adopted for the study. A population of four hundred and twenty one (420) English Language Teachers in Senior Secondary Schools across the state were used. Two hundred and one (201) research subjects were sampled for the study using proportionate stratified random sampling technique. Data for the study were collected using Questionnaires titled "Teachers' Continuous Assessment Implementation Knowledge and Competency Scales (TCIKCS) with 0.89. The statistical techniques used for data analysis were descriptive statistics and Chi-square.

Chapter four which is data presentation and analysis the researcher uncovered a complex picture. The first and second findings show that, Birnin Kudu Education Zone has the highest percentage of English Language Teachers with Knowledge and competencies in the Implementation of Continuous Assessment. Also, the study revealed that, academic qualification influence the level of teachers' knowledge and competencies in the implementation of continuous assessment in Jigawa state. Furthermore, the result shows that, gender difference did not have any impact in the level of teachers' knowledge and competencies in the implementation of continuous assessment in Jigawa state

5.5   **Conclusions**

Based on the findings of the study, it can be concluded that English language teachers have knowledge and competency in the implementation of continuous assessment with Birnin Kudu education zone at front. Other teachers should understand that continuous assessment is a factor to assure education quality in schools and teaching and learning process of secondary education needs assessment in order to accompany it with quality and bring changes on students' performance.

Since it was revealed that English language teachers with master's degree and those with bachelor degree qualification have the high knowledge in the implementation of continuous assessment compare with those that have N.C.E and other certificates, it is therefore concluded that high education qualification improve knowledge and competency of teachers in the implementation of continuous assessment.

Therefore, in general continuous assessment needs careful implementation in order to sustain quality of education and mold effective citizens all over the country. The process of continuous assessment is not only examination of pupil achievement but also it is a powerful

diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas and it allows teachers to monitor the impact of their lessons on pupil understanding and modify their pedagogical strategies

5.6   **Recommendations**

5.6.1   **Recommendations from the Study**

In view of this study the following recommendations are offered.

1.   Since continuous assessment is part of the educational system, English teachers who are the main players should be trained professionally to execute and properly implement continuous assessment as spelt out in the National Policy of Education.

2.   Government should improve teachers' competencies in the implementation of continuous assessment through creating an enabling and motivating environment for the teachers for better educational productivity.

3.   An in-service training will be given to the teachers to update their knowledge on continuous assessment implementation practice.

4.   To promote the levels of teachers' competencies in the implementation of continuous assessment, government should provide regular workshops and seminars on effective implementation of continuous assessment process.

5.   That teacher should be provided with adequate record keeping system for continuous assessment so that scores can be stored for a long time and would be easily retrievable when needed.

6.   All teachers should be allowed in respective of their gender to undertake any position or office that has to do recording and keeping of continuous assessment result or information

5.6.2   Recommendations for Further Studies

1.   There is a need for an investigation into factors that affect effective implementation of continuous assessment.

2.   There is a need to further replicate this study in other parts of the country.

3.   An investigation should be conducted on how to motivate teachers to frequently assess their students' performance.

4.   Finally, an exploration of the attitudes of teachers toward implementation of continuous assessment in Nigeria has to be conducted

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QUESTIONNAIRE

TEACHERS' CONTINUOUS ASSESSMENT IMPLEMENTATION KNOWLEDGE AND COMPETENCY SCALE.

SECTION A

Demographic characteristics

Instruction:

Please fill and put a tick ( ) as appropriate in the space provided:

1. Name of

school…………………………………………………………………………..

2. Gender: male ( ), Female (

)……………………………………..……………………….

3. Qualification: i. master Degree ( ), Bachelor

Degree ( ), N.C.E. ( ), others ( ).

4. . Area of Specialization: English( ), Social

Studies ( ), Economics ( ) Others ( )

SECTION B (Teachers' Knowledge Scale)

Instruction

The following statements are set to elicit response on a four (4) scale inventory, kindly

indicate the response format as follows:

Iv. Strongly Agree= SA

v. Agree= Ag

vi. Disagree= DA

vii. Strongly disagree=SD.

S/N	Items.	S.A	AG	DA	S.D.
1	I ensure that Students are always involved in decision making about assessment policy practice.				
2	I ensure that Multiple measures are usually used in				

	continuous assessment.				
3	I ensure that Continuous assessment deliver high quality feedback information that help learners.				
4	I ensure that qualities of assessment instruments are always considered before conducting continuous assessment.				
5	I ensure that Students are assessed by using different measures in a single classroom.				
6	I ensure that Students are a assessed based on referencing (using common measures) across all students.				
7	I ensure that Grading process is always stated directly to referencing.				
8	I ensure that Learners are supposed to be given choice in assessment content and process.				
9	I ensure that Assessment is most effective when it reflects an understanding of learning as multidimensional integrated and revealed in performance over time.				
10	I ensure that Assessment works best when the program is seeks to improve have clear and explicitly stated purposes.				
11	I ensure that Representative from across educational				

	community are always involved in assessment process.				
12	I ensure that Staff development policy and strategy should always be included in assessment.				
13	I ensure that Assessment processes needs to be reliable and consistent.				
14	I ensure that Assessment requires attention to outcomes, but equally to the experiences that lead to those outcomes.				
15	I ensure that Continuous assessment is supposed to be systematic in nature, since that it requires an operational plan which indicates what measurement are to be made of the student's performance.				
16	I ensure that Continuous assessment is always comprehensive in nature, in the sense that many types of instruments are used in determining performance.				
17	I ensure that In the process of continuous assessment implementation guidance-orientation need to be considered.				
18	As a teacher I ensure that Proposed assessment scheme are always progressive properly integrated and different assessment vehicles are matched.				
19	I ensure that Students are always told on what they are expected to do in line with rules and regulations.				

SN	ITEMS	SA	A	D	SD
20	I ensure Opportunities for discussion with students about continuous assessment are always created.				
21	I ensure that Adequate time for marking and commitment is always allowed in continuous assessment with the intention of taking feedback on time.				
22	I ensure that Standard are monitored carefully to ensure consistency between the markings of different student works.				
23	I ensure that Sufficient time was given to the students to prefer for and carryout each element of continuous assessment programmed.				
24	I ensure that Students are not supposed to be over-assessed to avoid counterproductive, situations stress and inter disciplinary assessment.				
25	As a teacher I ensure that Instructions for continuous assessment are supposed to be written in clear unambiguous and helpful manner.				

SECTION C: TEACHERS' COMPETENCY SCALE

The following statements are set to elicit response on a four (4) scale inventory, kindly indicate the one that most likely applicable to you.

SN	ITEMS	SA	A	D	SD

1	As a teacher I use scale for rating performance of students.				
2	I administer standardized achievement tests				
3	I device a procedure for developing grades composed of marks from various assignments, tests.etc.				
4	I use assignment result for classroom improvement.				
5	I avoid faulty grading procedures such as using grades as punishment.				
6	I Explain how interpretation of students assessment must be moderate by students ;socio-economic background, languages etc.				
7	I know that grades awarded reflect teacher' preferences and judgment.				
8	I Know the harmful consequences of misused assessment.				
9	I Use accumulated assessment information to organize instructional plan.				
10	Base decision on scores as they relate to curriculum validity.				
11	I use assessment result for school improvement.				
12	I Know the importance of taking measurement errors into account when using assessment to make decision about individual student.				
13	I Plan collection of information that facilitates decision making.				
14	I Implement assessment approaches.				
15	I determine appropriateness of assessment procedure for making decision about students.				

16	I evaluate available assessment options.				
17	I use assessment results so that students' anxiety levels are reduced.				
18	I Provide appropriate feed back to students				
19	I Motivates students.				