SECONDARY SCHOOL TEACHER'S TRAINING, ATTITUDES AND CONTINUOUS ASSESSMENT PRACTICES IN CROSS RIVER STATE, NIGERIA

By

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Abstract

Educational continuous assessment was introduced into the Nigerian Educational System in the early 1980s, to replace the one-shot assessment at the end a term, semester or session. Up till today, the practice of this policy is nothing to write home about. The principal actors in the policy are classroom teachers. One wonders what variables associated with the teachers could be held responsible. This study was aimed at investigating the influence of teacher's training and attitude towards continuous assessment on the actual practice of continuous assessment. To achieve this purpose a 35-item questionnaire, with 30 items built on a 4-point modified Likert Scale was administered on a random sample of 1080 secondary school teachers, from the three (3) Education zones of the state. The selection from a population of 5,057 secondary school teachers was done using stratified random sampling techniques. Simple and multiple linear regression analyses were applied in analyzing the resulting data, using the SPSS (version 22.0). The results showed that continuous assessment practice is individually, collectively and relatively significantly influenced by teacher's training and attitude towards continuous assessment. It was recommended among others that there should be a retraining programmes in continuous assessment for teachers as the main actors in the implementation of the policy.

Keywords: Continuous assessment, Teacher Training, attitude towards continuous assessment, weighting of examination components, philosophy of continuous assessment.

Introduction

The federal government of Nigeria, in the early 1980 introduced the continuous assessment in the Nation's Educational System. Before now, the nation practiced the one-shot assessment systems where recorded assessment was done at the end of every term, semester or session. In this new system collective assessment results are made to contribute to the final results at the end of a term or semester, whereby every term contributes to annual assessment and the annual assessment to the final qualifying assessment. The proactive implementation of this policy is as crucial as education itself. This implies that the extent to which the implementation of the policy succeeds, determines the extent to which the education, of the citizens is successful.

The implementation begin in the class room with the classroom teacher in charge. In order to ascertain whether or not learning has taken place, teachers

must arise. The learning outcomes, to serve as inputs in the evaluation of students. This done, by the policy, continuously and at least three times a term or semester. The cognitive, affective and psychomotor domains must be assessed and made to form the basis for decision to be taken about the students. This process is termed continuous assessment. The classroom teacher collects data comprehensively about the students, the extent to which teaching and learning process have succeeded. According to Alufohai and Akinlosotee (2016), it is a process usually undertaken by teachers to find out whether students have learnt what they were expected to learn and the extent to which behavioural objectives has been attained. So the burden is largely on the teachers.

The teachers must develop instruments to assess student's academic achievement in the cognitive, affective and psychomotor domains, from the moment they become learners until the end of a particular level – primary, secondary and tertiary (Okonkwo, 2002). For the cognitive domain, they use tests, developed by them or from standardized commercially distributed test. Test construction and evaluation skills are required here. For the affective domain, they must similarly develop rating scales, questionnaires, checklist, observation schedules, interview (structured) schedules, and many other such instruments. The same applies to the psychomotor domain as given in the continuous assessment handbook (Fed. Min. of Education, 1985).

When the scores are generated, they are, in educational measurement language, called raw scores. These raw scores are interpretable (Joshua, 2004). They must be treated or transformed to derived scores before being subjected to analysis and interpretation (Umo, Isangedeghi, Asim & Ekuri, 2004).

Weighting is done, using appropriate weighting developed by the teacher (approved) or the ones given by policy. Since majority of the teachers are not knowledgeable about the process of determining equitable weights, the one given by policy first class assessment (10%), second assessment (10%) and third (10%) giving continuous assessment (30%) and the examination (70%). Furthermore, the entire junior secondary school (year 1) one (JSS1) work is

weighted at 10%, JSS II (20%), JSS III (30%) and final JSS III examination (40%). The weight are the same for senior secondary school years I – III. The application of these weight requires training first as test-scores transformation requires training. Where there is no training or training is not for practice but to pass examination, the weights are applied even before students' works are assessed. This is done on the teacher-made marking scheme, which are hardly vetted.

The Federal Government of Nigeria (2014) had insisted that Educational assessment and subsequent evaluation should be liberalized by their being based, in whole or in part, on the continuous assessment of the student's achievement, progressively. In section 5 of the National Policy on Education (FGN, 2014), government recognized the importance of continuous assessment, making it a compulsory contributor in the certification of junior and senior secondary school students. It states succinctly that the junior secondary school certificate shall be based on CA and examination conducted by state and federal examination boards, while senior secondary school certification shall be based on CA and a national examination. This means that there is no escape route for any state or school. Clearly and intrinsically, the success of continuous assessment practice depends on the level of training extending to the preparedness of the teachers.

Many authorities have argued that training is not a determinant of the successful implementation of CA. Marcus (2008) observed that implementation of CA in schools has been fraught with many problems, which include teacher's under-education on CA, stakeholder awareness of the importance of CA as a Quality Control (QC) and Quality Assurance (QA) tool, finding, provision of materials resources and equipment for teachers' use. When these problems are there, they generate in the implementation of CA-their attitude towards CA practices.

The problem was that, the source of motivation for this study was the continuous shabby implementation of the CA policy. Government accuses teachers of negligence and poor attitude to work. Teachers blame government for not providing resources and equipment like electricity, computers,

stationary, and the students for not being serious with their studies and regular in class as well as when assessments are being carried out. The students blames their teachers for poor quality test items and their parents for not paying their fees as at when due. The measures taken by government in forms of threat and financial rewards based on results have not helped.

The purpose of this study was therefore to;

i. Determine the nature of the influence of secondary school teachers post appointment training on CA practices
ii. Find out the extent to which teachers' attitude towards CA influence the CA practices
iii. Determine the collective and relative influence of teachers training and attitude towards CA on continuous assessment practices.

These objectives were translated to the three hypothesis for the study.

The training in continuous assessment techniques is done while the would-be teacher is in a Teacher Training Institution. From the preparatory level, the training for teachers certificate grade two (TC II, now scraped in Nigeria) to Ph. D in education, the teacher trainee is exposed to and trained to teach, and asses the effectiveness of his teaching through the achievement of his students. Consequently, many studies carried out on the implementation of CA policy, had teachers qualification as a determinant. For Abe and Adu (2013), the most important factor in improving continuous assessment practice is by employing qualified teachers in all schools at all levels. They contend that the measurement of teachers' preparation and certification to teach in a school are correlates of teacher's qualification and competencies in carrying out continuous assessment. The training in techniques of CA are so important that those who specialize in other non-educational discipline, desirous to teach are made to undertake a post graduate diploma in Education to prepare them for teaching and assessment.

Igwe (2000) investigated the influence of teachers' qualification on continuous assessment practice in science subjects while focusing on the student's achievement in the subjects. The results showed that teachers qualification had no significant influence on their continuous assessment practices, similar results

were observed by Ademiji (2009), Ookoya (2009) and Oladele (2009), Bilesanmi (2009) and Okonwa (2009); however found that teachers' experience had significant influence on their CA practices.

The study of Okonkwo (2009) is the take off point for this study. Experience in teaching has a lot to do with On-the-job- training as advocated By Abiy (2013) and Adeneye (2013). Brook Hart (2002), in his review of relevant literature, concluded that there were complicity findings about the influence of teachers' training on continuous assessment practices.

Akoroda and Ugbah (2012) investigated the problems of implementing CA in Obowo L.G.A of Imo State, using 100 respondents selected respondents. The results showed that the problems include lack of well trained teachers ($\bar{x}$ = 3.67), the difficult nature of CA ($\bar{x}$= 3.03), and the complicity of the many types of tasks and measurement instruments ($\bar{x}$ = 3.51). The short coming of this study include the inability of the researchers to measure these variables at least perfectly, and the used of only descriptive statistics. The sample was too small and representativeness was low. (Akoroda, L., Ugboh, O., 2012).

Teacher's attitude towards CA is a feeling of like or dislike, which manifest in the way the teachers handle the exercise. Some see it as continuous testing, such that there are specific weeks. In the school calendar for CA tests. Some see it as unnecessary waste of time. Some, to fulfil all righteousness sit in the comfort of the staff room or office to arbitrarily award marks.

Research (Brookheart, 2992) had revealed that teachers negative attitude towards assessment had contributed to poor continuous assessment practice in school. Similarly Birehanu (2004), Teshome (2001) concluded after their studies that the continuous assessment programme can succeed only of teachers accept it as their own for its own sake. The observations made by Aderieye (2013) drove the point home, holding the academic discipline of the teacher responsible.

Faleye and Adefisoye (2016) carried out a study on continuous assessments practices of secondary school teachers in Osun State, Nigeria. The study involved random samples of 270 students and 90 teachers, selected from the

populations of secondary school students and teachers. Descriptive research design was adopted. The results, among others, showed that there was a significant gap between CA policy specifications and the actual practice of CA in secondary school in the study area. There are many inadequacies in both the design and measurements of the research variables. These notwithstanding, the results did pen the door for further investigations.

Another related study was that of Opara (2013). He examined the teacher's characteristics as determinants of their attitude towards CA practices. The study utilized ex-post facto design using 391 secondary school teachers. The sample was drawn from a population of 1302 teachers, using stratified random sampling technique. A face validated 25-item instrument was used to collect data. Descriptive and inferential statistics (ANOVA) were applied in the analysis of the data. The result showed that majority of the teachers (256 or 65%) had positive attitude towards CA practices, while 135 (35%) had negative attitude. The results also showed that teachers qualification has significant influence on teachers attitude towards CA (F= 3.177, P=0.43) with those who had first degree having the highest mean attitude ($\bar{x}$ = 67.55) followed by NCE holders ($\bar{x}$ = 66.08) and the least were those who had higher degrees ($\bar{x}$ = 65.29). The influence of teaching experience was also significant CF = 3.009, P= 0.50) with those who had taught for 1—11 years having the highest mean attitude ($\bar{x}$ = 67.84), they were closely followed by those with 1-10 years' experience ($\bar{x}$ = 66.19) and the least were those with 20 years and above experience ($\bar{x}$ = 65.40).

This study (Opana, 2018) established a relationship between teacher's qualification (a form of training) and attitude towards CA practices and between teacher's experience (on-the-job training) and their attitude towards CA practices, though indirectly. The nature of these relationships are not clear.

The study that came very close to the present study was carried out by Marcus and Joseph (2014). They studied the implementation of CA policy by secondary school teachers, with a focus on competences and effects. The study involved 180 science teachers selected from a population of secondary school teachers in

Rivers East Senatorial District using stratified random sampling techniques to cover both urban and rural areas of the district. The data were generated by administering a researcher made questionnaire. The instrument consisted of 25 items built on a 4- point modified Likert scales, having a KR-20 reliability coefficient of .76. The collected data were analysed using descriptive statistics and one-way ANOVA. The results showed that 100(55.3%) agreed that large classes was the caused 0f poor implementation of CA policy, 114 (63.2%) time consuming and energy demanding, 68(37.7%) too frequent and 68(37.7%) attributed it to the statistics involved. The results also showed that implementation of CA policy is not a significant functions of teachers competency (F_0 = 3.03 < F_c=24.03). Gender differences were also not significant (F_0 = 15.83 < F_c=31.49). They found out that 80(44.36%) said all teachers receive CA orientation at first appointment, 125(69.4) agreed that the average teacher is proficient, 130 (72.2%) agreed that most teachers do not understand concepts in CA, and 140 (77.8%) agreed that teachers who implement CA do not have enough education in CA during their training in higher institutions. The problem with this study is that the variables were not measured directly. The relationships were built into the items and this made the application of ANOVA questionable. The very interesting results of this study are the fact that problems were identified and among them were attitudes, motivation and competency in handling CA.

Method

The research design adopted for this study was ex-post facto design. The study area was Cross River State, Nigeria, having 256 public secondary schools. The population consist of secondary schools teachers, both males and females. Stratified random sampling was applied to select 1200 teachers (400 from each educational zone). A validated 35-item questionnaire, design for this purposes, and having reliability coefficients of .737, .826 and .859 (Cronbach Alpha), with 30 items, ten for each scale built on a 4-pointmodifies Likert scale, was administered on the teachers, through research assistants. **For the subscales; attitudes, post appointment training and continuous assessment practices.**

The actual data used was from 1080 teachers who completely responded to all the items on the questionnaire. The resulting data were analysed using descriptive statistics, correlation, simple and multiple linear regression analysis.

Results:

The demographic description of the study sample was done using simple percentages. The results are shown in Table 1.

Table 1: Demographic Description of Study Sample

Demographic Variable	Category	N	%
Gender	Male	474	43.9
	Female	606	56.1
	Total	1080	100.0
Age	Below 25 yrs	360	33.3
	25-30yrs	468	43.3
	31 & above	252	23.3
	Total	1080	100.0
Marital status	Single	324	30.0
	Married	216	20.0
	Divorced	252	23.3
	Widowed	288	26.7
	total	1080	100.0
Religion	Christianity	180	16.7
	Paganism	360	33.3
	AfricanTradition	360	33.3
	Some other	180	16.7
	Total	1080	100.0
Educational Qualification	Ph. D	252	23.3
	Masters	216	20.0
	B.Sc	108	10.0
	B.Ed	144	13.3
	JND	180	16.7
	NCE	180	16.7
	Total	1080	100.0

From Table 1 474(43.9%) were males and .606(56.1%) females. By age, 360 (33.3%) were below 25 years, 468(43.3%) 25-30yrs and 252 (23.3%) 31 years and above. In terms of marital status, 324 (30.%) were single, 216 (120.0%)

married, 252 (23.3%) divorced and 288(26.7%) widowed. With respect to religion and 180(16.7%) were Christians, 360(33.3%) Pagans, 360(33.3%) African traditional religion and 180(11.7%) some religions. In terms of educational qualification, 252 (23.3%) had Ph.D, 216(20.0%) masters, 108(10.0%) B.Sc, 144(13.3%) B.Ed, 180 (16.7%) HND and 180 (16.7%) NCE. Thus, the sample was considered heterogeneous enough for an inferential study of this nature.

The descriptive statistics mean, Std dev., std error, minimum, maximum of the three variables by gender are presented in Table 2.

Descriptive Statistics of study Variables by Gender

Name of variable	Gender	N	Mean	Std dev.	Std error	Minimum	Maximum
Attitude towards CA	Male	474	12.576	4.476	.206	7	24
	Female	606	14.163	4.203	.171	7	24
	Total	1080	13.467	4.397	.134	7	24
Post appointment Training	Male	474	14.715	3.594	.165	7	24
	Female	606	12.965	4.548	.185	6	24
	Total	1080	13.733	4.244	.129	6	24
CA practices	Male	474	15.127	3.930	.181	9	24
	Female	606	13.119	3.596	.146	7	24
	Total	1080	14.000	3.875	.118	7	24

The results in table 2 and for teachers attitude towards CA, females ($\bar{x}$=14.16) are better than male teachers ($\bar{x}$=12.576). For teachers post appointment training, males ($\bar{x}$=14.715) are better than females ($\bar{x}$=12.965) and for CA practices, males ($\bar{x}$=15.127) are better than females ($\bar{x}$=13.112). These differences were not tested for significance.

The descriptive statistics of the three variables were again computed by the teacher's educational qualification. The results are shown in Table 3.

Descriptive Statistics of Study Variables by Educational Qualification

Name of variable	Teachers Qualification	N	Mean	Std dev.	Std error	Minimum	Maximum
Attitude Towards CA	Ph. D	252	13.00	3.862	.243	8	18
	Masters	216	15.833	3.192	.217	12	22
	B.Sc.	108	11.333	2.506	.241	8	14
	B. Ed	144	10.500	3.788	.316	7	16
	HNd	180	13.400	4.139	.309	9	21
	NCE	180	15.000	5.637	.420	7	24
	Total	1080	13.467	4.397	.134	7	24
Post Appointment Training	Ph. D	252	13.143	1.127	.071	12	18
	Masters	216	14.500	4.040	.274	6	18
	B.Sc.	108	12.333	4.518	.435	6	16
	B. Ed	144	10.250	4.037	.336	6	16
	HNd	180	16.000	4.573	.341	9	23
	NCE	180	15.000	4.703	.351	11	24
	Total	1080	13.733	4.244	.129	6	24
CA Practices	Ph. D	252	14.429	2.616	.162	11	18
	Masters	216	14.000	4.173	.284	9	21
	B.Sc.	108	14.333	2.881	.277	11	18
	B. Ed	144	12.500	3.512	.293	7	16
	HNd	180	13.200	4.081	.304	10	21
	NCE	180	15.200	4.829	.367	9	24
	Total	1080	14.000	3.875	.118	7	24

From table 3 and for teachers attitude towards CA, those who had masters were the best ($\bar{x}$=15.833) followed by those who had NCE ($\bar{x}$=15.000) and the least were those who had B.Ed. ($\bar{x}$=10.500). For teachers post appointment training, those with HND were highest ($\bar{x}$=16.000), followed by NCE holders ($\bar{x}$=15.000) and the least were B. Ed holders. With respect to CA practices, those with NCE were highest ($\bar{x}$=15.200), followed by those with Ph. D ($\bar{x}$=14.429) and the least were those with B.Ed. These differences were, however, not tested for significance.

The Pearson Product Moment Correlation Coefficient was computed for all possible pairs of the three study variables. The results are presented in Table 4.

Inter-variable correlation coefficients

Name of variable	Attitude towards CA	Post appointment Training	CA Practices
Attitude towards CA	1**	.666*	.544*
Post Appointment Training	.000	1	.576*
CA practices	.000	.000	1

* Significant at .05 levels P <.05

** Values above main diagonal are correlation coefficients and below it are corresponding p-values.

The results in Table 4 reveal that all the correlation coefficients were positive and significant ($.544 \leq r \leq .666, P = .000 < .05$). This means increases in one are associated with increases in all the others. Both attitude towards CA and post appointment training correlate positively and significantly with CA practices.

To test hypothesis one, simple linear regression analysis was applied with teachers post appointment training as the independent variable and CA practices as dependent variable. The F-ratio was used to test for the significance of the overall influence model and t-test for the relative contribution of the regression constant and coefficient (representing the influence of the independent variable) in the model. The results are given in Table 5.

Regression of CA practices on Teachers post appointment training

R-Value = .576	adj. R-Squared = .331				
R-Squared = .332	Std, error = 3.168				
Source of variation	Sum of squares	Df	Means sequence	f- values	p-values
Regression	5378.395	1	5378.395	535.772*	.000
Residual	10521.605	1078	10.039		
Total	16200.00	1079			
Predictor variable	Unstandardized Coeff.		Std	t- Value	p- Value
	B	Std. error	Coeff.		
Constant	3.776	.327		20.741*	.000
Post	.526	.023	.576	23.147*	.000

Appointment Training					

* Significant at .05 level P<0.5

The result in Table 5 show that an R-value of .576 was obtained, giving an R-squared value of .332. This means that about 33.2% of the total variation in CA practices is accounted for by the variation in post appointment training. The P-value (.000) associated with the computed F-value (535.772) is less than .05. Consequently, the null hypothesis was rejected. This means that teachers post appointment training has significant influence on their CA practices, with both the regression constant (3.776) and coefficient (.526) making significant contribution in the influence model, (t=20.741 & 23.147 respectively, p= .000<.05). The influence model may mathematically be written as

Y= 6.776 + .526x

Where y = CA practice

X = post appointment training

To test hypothesis two, the procedures used in testing hypothesis one were adopted with teacher's attitude towards CA as the independent variable. The result are presented as Table 6.

Regression of CA practices on Teachers attitude towards continuous assessment

R-Value = .544 adj. R-Squared = .296 R-Squared = .296 Std, error = 3.252					
Source of variation	Sum of squares	Df	Means sequence	f- values	p-values
Regression	4801.353	1	4801.353	454.077*	.000
Residual	11398.647	1078	10.574		
Total	16200.00	1079			
Predictor variable	Unstandardized Coeff.		Std	t- Value	p- Value
	B	Std. error	Coeff.		
Constant	7.539	.319		23.640*	.000
Attitude towards Continuous assessment	.480	.023	.544	21.309*	.000

* Significant at .05 level P<0.5

The results (Tablde 6) show that an R-value of .544 was obtained, resulting in an R-squared value of .296. This means that about 29.6% of the total variation in CA practices is explained by the variation in attitude towards CA. The P-value (.000) associated with the computed F-value (454.077) is less than .05. Consequently, the null hypothesis was rejected in favour of the alternative. This means that teachers CA practices depend significantly on their attitude towards CA, with both the regression constant (7.539) and coefficient (.480) making significant contribution in the model (t= 23.640 & 21.309, p=.000<.05). The influence model may therefore be written as;

Y = 7.539 + .480x

Where y = CA practices

X = Teachers attitude towards CA

To test hypothesis three multiple linear regression analysis was applied with teacher's post appointment training and attitude towards CA as independent variables and CA practices as dependent variable. The F-ratio and t-tests were applied as in hypothesis one. The results are given as Table 7.

Regression of CA practices on Teachers post appointment training and continuous assessment

R-Value = .615	adj. R-Squared = .337				
R-Squared = .378	Std, error = 3.058				
Source of variation	Sum of squares	Df	Means sequence	f- values	p-values
Regression	6128.416	2	3064.208	327.670*	.000
Residual	10071.584	1077	9.352		
Total	16200.000	1079			
Predictor variable	Unstandardized Coeff.		Std	t- Value	p- Value
	B	Std. error	Coeff.		
Constant	5.762	.335		17.201*	000
Constant Attitude towards CA	.254	.028	.289	8.956*	000
Post Appointment Training	.350	.029	.384	11.913*	000

* Significant at .05 level P<0.5

From Table 7, an R-value of .615 was obtained, giving an R-squared value of .378. This means that about 37.8% of the total variation in CA is accounted for collectively by teacher's post appointment training and attitude towards CA. The P-values (.000) associated with the computed F-value (327.670) is less than .05. Hence, the null hypothesis was rejected, in favour of the alternative. This means that teachers post appointment training and attitude towards CA have collective influence on CA practices, with the regression constant (5.762) and coefficients (.350 & .254) for teachers post appointment training and attitude towards CA, contributing significantly in the influence model (t=17.201, 11.913 & 8.956 respectively, p= .000<0.5). The mathematical representation of the model may be written as;

$Y = 5.762 + .254x + .350x_2$

Where y = CA practices

X_1 = Teachers attitude towards CA

X_2 = Teachers Post appointment training

Discussion

The results of this study showed that teacher's post appointment training has significant influence on their CA practices in Cross River State secondary schools. The results agree with the findings of Egbe(2018), Adeneye (2013). The results generally justified the inclusion of continuous assessment, as a course in the teacher training curriculum. This conviction stems out the fact that, from the results in Table 3, the range of the group means (12.500-15.200), is large enough for the differences to be significant (Ugboh, 2012).

During the pre-qualification training both teaching and learning of the techniques of CA, is examination centered. One can always hear students say all they want is to pass the course. Within the secondary school system, some school principals, conscious of the inadequacy of a larger number of teachers, in the practice of continuous assessment, appoint subject heads and CA officers. While the subject heads design the CA test, the CA officers process and record

the CA scores. Even then, the recorded scores are generally raw scores, instead of processed and weighted scores.

The mean CA practices, attitude towards CA and post appointment training are all less than the expected mean (μ= 25.00). This means that teachers CA practices, attitude towards CA and post appointment training are very poor (just a little above half of the expected mean; 12.500). This means that if the aim of the Federal Government's demand that the CA should be made a significant component of final score, (FGN, 2014), programmed in service training for all teachers with a focus on CA practices, techniques towards CA, is very necessary.

The results that teachers attitude towards CA has significant influence on their CA practices, were anticipated. They corroborated those of Brookheart (2002) Akonoda and Igboh (2012), Birehanu (2004) and Teshome (2001). All these studies showed that teachers attitude towards CA contributed to poor CA practices in schools. Adeneye (2013) specifically said that CA policy can succeed only if teachers are made to accept the policy as their own, for its sake. The truth is that whatever teachers do not like to do, but are being forced to do will be done shabishly. So they could sit in the comfort of their offices or staff room, to arbitrarily award CA score to students. Even when the tests are designed and administered, there may be no effective surprises at the testing session and marking may also be done without references to the marking scheme. This argument is based on the fact that attitudes are learned and can therefore be modified.

Conclusion

Teacher's Post Employment Training and Attitude towards Continuous Assessment has significant influence on the effective implementation of continuous assessment policy.

Recommendations

Based on the analysis of the data collected for this study and subsequent test of hypothesis, I hereby recommend that;

i. The training programme should be design for secondary school teachers with a focus on CA.

ii. Since continuous assessment demand quantitative skills, teachers who have high quantitative aptitude should be identified and saddled with the responsibility of co-ordination in each school's testing programme and the processing of the test scores.

iii. The state government should upgrade the examination department of the state ministry of education to a centre for educational measurement and evaluation. Subsequently, the centre will develop and distribute CA tests to all schools and monitor their utilization.

iv. Continuous assessment should be made a general faculty-based course to be taken by teacher's trainees, particularly at NCE and first degree level.

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