Title of Abstract: Continuous Assessment scores as Predictors of Academic Performance in the Junior School Certificate Examination in Ilorin, Nigeria.

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Abstract:

The main focus of this study was to investigate the relationship between Continuous Assessment scores and Junior School Certificate Examination scores of students' in Kwara State, with a view to ascertaining whether C.A. scores predict JSCE performance. The study further sought to know the contributions of each Junior School year to performance at JSCE. The sample for the study was made up of 540 participants selected from 18 secondary schools in Kwara State, who took JSCE in the year 2001. Four core subjects were selected (i.e. English Language, Mathematics, Social Studies and Integrated Science) because they form the basis for streaming students into the Arts, Commercial and the Sciences. The C.A. scores of the participants at the JS levels and their JSCE scores were obtained from the Kwara State Ministry of Education and some of the sampled schools. The data generated were analyzed using Pearson's Product Moment Correlation **'r'**, independent t-test and multiple regression analysis. It was found in the study that JS3 was the best predictor of JSCE performance. Continuous assessment scores were found to be good predictors of JSCE performance. It was also found that students from schools located in urban areas performed better in almost all the four subjects [English Language, mathematics, Social Studies and Integrated Science] studied than their counterparts from schools in the rural areas It was further noted that sex of students was a determinant of performance at the JSCE especially in English Language. It was found that male students performed better than female students in English Language. Some of the conclusions drawn were that; there is a positive and significant relationship between C.A and JSCE scores and hence, C.A scores can be said to be good predictors of JSCE performance; the three junior school years do not predict to the same magnit0ude. JS3 is the best predictor of JSCE performance followed by JS1 and JS2 in all the subjects studied. Performance of students in Continuous Assessment is influenced by school location. Students from schools located in urban areas perform significantly better than their counterparts from rural schools in all the subjects studied. Also, Continuous Assessment scores predict moderately Junior School Certificate Examination performance. Continuous Assessment scores in Mathematics, Social Studies and Integrated Science predict moderate performance at the JSCE. However, C.A scores in English Language predict better, performance at the JSCE in English Language. At the end of the study, it was recommended that seminars and workshop among others should be organized for teachers in order to update their knowledge on issues involved in Continuous Assessment like the weights allotted to each Junior School year, and the statistics involved. The researcher posits that this will help change the lukewarm attitude of teachers to Continuous Assessment process.