

**Title of Abstract:** Predictability of Continuous Assessment scores on Academic Performance of Students in Junior School Certificate Examination in Ilorin: An Indicator of Purposive Education in Nigeria.

**Author:** Olujide A. Adekeye

**Outlet: The Counsellor:** Journal of the Counselling Association of Nigeria, **22 (1): 190-201.**

**Date:** 2006

### **ABSTRACT**

The main focus of this study was to investigate the relationship between Continuous Assessment scores and the Junior School Certificate Examination scores of students' in Junior Secondary Schools in Ilorin, with a view to ascertaining whether C.A. scores predict J.S.C.E. performance. The sample for the study was made up of 180 students selected from nine (9) secondary schools in Ilorin, who took J.S.C.E. in the year 2004. Four (4) 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, Sciences.... The data were all obtained from the Kwara State Ministry of Education, Ilorin. The data were analyzed using Pearson's  $r$  and the  $t$ -test statistical analysis. The study revealed that there is a positive and significant relationship between continuous assessment scores and J.S.C.E. scores and hence, continuous assessment scores are good predictors of J.S.C.E. performance. The study further indicates that there is significant difference in continuous assessment scores of students in junior secondary schools in Ilorin. The third hypothesis was rejected. The result shows that performance of students in continuous assessment is influenced by location of school. Students from schools located in urban areas perform significantly better than their counterparts from rural schools in all the subjects studied. The study recommends among others that class and subject teachers should practice Continuous Assessment with sincerity of purpose, and that if continuous assessment is well conducted, the researcher strongly believes that it will eradicate or alleviate the temptation to indulge in examination malpractice on the part of the students. It was further recommended that continuous assessment should be vigorously pursued because it takes into account the learner's performance throughout the entire period of schooling. Hence, it is likely to be more valid and more indicative of the learner's overall ability than a single examination.