
RELATIONSHIP BETWEEN SCORES FROM OVERLOADED CONTINUOUS ASSESSMENT TIMETABLE AND SENIOR SCHOOL STUDENTS PERFORMANCE IN ECONOMICS IN ILORIN SOUTH

**Bello Bolanle
Muhinat**

email correspondence author

bello.mb@unilorin.edu.ng

Abstrak

Pekerjaan penelitian ini dilakukan untuk menyelidiki dan memastikan bagaimana skor dari jadwal overloaded continuous assesment (C.A) terkait dengan kinerja akademik siswa sekolah menengah di bidang ekonomi di pemerintah daerah selatan Ilorin. Studi ini mengadopsi desain ex-post-facto, dan mengadopsi metode korrolasional. Sampel siswa Sekolah Menengah Atas (SS-II) sebagai populasi sasaran dari sembilan sekolah menengah atas yang dipilih secara acak di Pemda Ilorin Selatan. Seratus delapan puluh dua siswa SMA tahun 2019 C.A dan ujian diambil sampelnya dengan menggunakan proforma. Data yang terkumpul dianalisis menggunakan skor rata-rata dan Korelasi Product Moment Pearson. Penemuan tersebut mengungkapkan bahwa kinerja siswa di bidang ekonomi C.A rendah karena kelebihan beban dalam jadwal C.A. Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan antara nilai C.A siswa SMA dengan nilai ujian ekonomi pada tingkat signifikansi 0,05. Berdasarkan temuan ini, disarankan agar pengelola sekolah memastikan bahwa jadwal C.A dirancang dan terstruktur dengan baik sehingga akan meningkatkan kinerja siswa di bidang ekonomi C.A di pemerintah daerah selatan Ilorin

Abstract

This research work was carried out to investigate and ascertain how scores from overloaded continuous assessment (C.A) timetable is related to senior school students' academic performance in economics in Ilorin south local government. The study adopted an ex-post-facto design, and adopted a corrolational method. A sample of senior school (SS-II) students as the target population from nine randomly selected senior schools in Ilorin south local government. A hundred and eighty-two senior school students' 2019 C.A and examination were sampled with the use of proforma. The data collected was analyzed using the mean score and Pearson's Product Moment Correlation. The findings revealed that the students' performance in economics C.A was low as a result of the overloaded in the C.A timetable. The result indicated that there was a significant relationship between senior school students' C.A score and their economics examination at 0.05 level of significance. Based on these findings, it is recommended that school administrators should ensure that C.A timetable is properly designed and structured in a way that will enhance the performance of students in economics C.A in Ilorin south local government.

Kata Kunci:

Penilaian, Berkelanjutan, Kinerja, proforma, evaluasi.

Keywords:

Continuous, Assessment, Performance, proforma, evaluation.

Accepted

Maret 2021

Published

April 2021



© 2021 The Authors. Published by Institute for Research and Community Services Universitas Muhammadiyah Palangkaraya. This is Open Access article under the CC-BY-SA License (<http://creativecommons.org/licenses/by-sa/4.0/>).

INTRODUCTION

Continuous Assessment may be a sort of educational examination that evaluates a student's progress at a specific period and in several school subjects or a prescribed course. It's often included as a part of the components that are utilized in grading a student within the educational system. It is also useful

in deciding whether or not learners have attained their learning targets. Continuous assessment consistent with Mwebaza (2010) is an objective judgment considered a crucial part of structured assessment purposely designed and administered to enable the teacher to gauge some aspect of a student learning at a selected time.

It assesses students' outcomes in the school subjects at all levels, like Mathematics, English, Basic Sciences, Economics, Geography among others. In the view of Chappelow (2019) Economics is a social science subject that is concerned with the assembly, distribution, and consumption of products and services. Economics is a social science that studies how individuals, governments, firms, and nations make choices on allocating scarce resources to satisfy their unlimited wants. Economics is concerned with human behavior such as how people earn their living and make a choice between alternatives to satisfy their wants. Economics is a social science that studies how individuals, governments, firms, and nations make choices on allocating scarce resources to satisfy their unlimited wants. It is a school subject that is concerned with human behaviour such as how humans begin to earn their living and make a choice between alternatives to satisfy their wants. Economics helps the student to participate effectively in economic and social affairs and to take intelligent decisions in day-to-day life. Therefore, develop in the learners the skill of understanding, which is needed in the ability to be able to solve Nigerian economic problems. Assessing this subject for learners to achieve the stated objectives is a source of concern.

Assessment in school in Kwara State is been subjected to parts according to the National policy of education which is a cumulative process. By cumulative it means it is a collection of marks through a class test or assessments taking be the learners before the end of the term examination. This is called the Continues Assessment (C.A). The continuous assessment constituted 40% of the whole terminal examination. It is an ongoing process that arises out of the interaction between teaching and learning. Before the implementation of the previous 6-3-3-4 system of education in Nigeria, the normal system of terminal examination assessment was in use. This

traditional system involved learners being assessed by their teachers after learning within the various subjects taught. This method of assessment allows the teacher to assess their learners at any time, without limitation to during and numbers and in a sort of way before the main examination. Also, this C.A test doesn't constitute any percentage within the overall many the learners in any subject. This suggests that continuous assessment helps the teacher to evaluate the learners' achievement in the three domains of learning which are; cognitive, affective, and psychomotor.

Conducting continuous assessment tests for learners in school today has taken a new turn which is, which is now done centrally with a particular day or during it will be taken in the school. This now comes with different types of challenges which include but are not limited to teacher's and students' factors (Gemechu, 2014). These factors suggest the frequency or to an outsized extent determine whether the conduct of continuous assessment is going to be either once, twice, thrice, or repeatedly within each school term in all the school levels in Nigeria. Whatsoever is the decision of the teacher or the school authority concerning the C.A test needs planning since it is now centrally controlled; above all drafting of the time-table which includes: allocation of time for every subject, determining the number of days it will take or last.

A timetable is quite a schedule that ascribed times at which a specific event is meant to occur, it is often referred to as school schedule, that is, a table for coordinating student, teacher, rooms, and other resources and activities within the school (Grave, 2010). A timetable may be a framework that is prepared to be ready to run the school properly. In the view of Lassibille, Navarro-Gomez, and Paul (1995) time table is described as a mirror that reflects the whole programme followed within the school.

They went further categorized timetable into seven types: (a) Master timetable, (b) Class-Wise timetable, (c) Teacher-Wise timetable, (d) vacant period timetable, (e) Games timetable, (f) Co-curricular activities timetable, and (g) Home-work timetable.

The most concern of this paper is the class-wise timetable, this is, the sort of timetable that shows the daily programme of a category. It defines the distribution of every subject for every class. It specifies what a teacher will teach during a particular class, in a particular subject. It allocates the responsibility of the teacher for an entire subject. It indicates the periods for break, games, and other co-curricular activities. The class-wise timetable for the continual Assessment test in most schools in Kwara State today has raised tons of concerns among education stakeholders, particularly the parent, the students who are the recipient, and also the teachers.

Continuous Assessment test in the school has now been scheduled to take place only twice in each school term (Kwara State Ministry of Education, 2019). The first C.A always comes up in the fourth week of resumption and the second round is in the eighth week. The C.A. takes two days for the senior class and three days for the upper basic schools in secondary education, regardless of the number of subjects to be taken by the learners (Kwara State Ministry of Education, 2019). For the upper basic school students, there are a total of twelve subjects taken within three days, by implications the learners will be taken a minimum of four subjects per day. While the senior students offer a minimum of eight subjects with some students offering nine. It means they will also be taken a minimum of four subjects per day for the test while those with nine will be taken five subjects per day.

This implies that students will need to study these subjects within the stipulated days and write to pass. Now, there's an outcry on the part of students that the C.A test timetable is usually too congested to

cope with, and invariably affect their performance in C. Negatively. Sometimes two to three bulky and difficult subjects are scheduled on the timetable for the same day, thus leading to good performance in one to the detriment of another subject. Students with low performance in tests or C.A will have to study extra hard to be able to meet up with the pass mark during the terminal examination.

Different researches have been conducted on the effect of timetable or schedule on the academic performance of students at any level of the education system. A study of US San Diego College Health Association, (2008) on the effect of overloaded timetable schedule during examination revealed that only 23 % of the students get eight hours of sleep per night during their week this is because there are many subjects on their schedule thereby lowering their academic performance in some courses. Wolfson and Carskadon, (2003) also, study whether the Timetable scheduling of exams does hinder the achievement of teenagers in high school. Findings revealed that a tight schedule /timetable courses sleep deprivation among students and that sleep deprivation affects performance in school or academically.

Sleep deprivation courses cognitive or mental fatigue and mental fatigue can be defined as a decrease in cognitive resources over time due to sustained cognitive demands, independently of sleepiness and is found to be associated with decreased task performance (Boksem, Meijman, & Lorist, 2005; van der Linden, Frese, & Meijman, 2003; Lorist, Klein, Nieuwenhuis, De Jong, Mulder, & Meijman, 2000).

Finding of Hockey and Earle, (2006) revealed that, timing does lead to cognitive fatigue and memory, which consequently influence performance in any cognitive tasks negatively. Pope and Fillmore (2015) study revealed that students enjoy more time between the subjects on the timetable allows students to revise and cram additional points before the next examination and thus, allows for good performance in

the examination. While very little time between subjects on the timetable of examinations will give students very little time to focus on their reading and eventually affect their performance negatively.

Studies on this are inconclusive, and this constitutes part of the research gap of this study. The study examined continuous assessment test scores from an overloaded CA timetable in determining senior school student's academic performance in economics in the Ilorin-south local government area of Kwara State. Specifically, this study investigated:

- a. The general performance of students in the economics Continuous Assessment test.
- b. The general performance of students in Economics Examination
- c. Relationship between students' scores in C.A and their general performance in Economics Examination

The following research questions guided this study:

- a. What is the general performance of students in the economics CA test?
- b. What is the general performance of students in economics examination?

One research hypothesis was also formulated to guide the study: There is no significant relationship between students' scores in C.A and their general performance in Economics Examination in Ilorin South local government of Kwara State.

METHODOLOGY

This study adopted an ex-post-facto type, of a correlational method. Ex-post-facto research design according to Madu and Akobi (2014) is a design that seeks to establish a cause-effect relationship by linking some already existing variables or behavior as

causative agents without manipulating the variables or behaviors. It helps to investigate the phenomenon, in their natural setting without any manipulation and describes the events the way they are. Correlational research is a type of non-experimental research method in which a researcher measures two variables understands and assesses the statistical relationship between them with no influence from any extraneous variable (Sambo, 2012). This design was considered appropriate for this study because it allows the researchers to investigate if there is a correlation between the already existing variables in determining the theoretical propositions about the variables. The rationale for choosing this design was to examine the continuous assessment test scores from congested C.A. timetable as it relates to the academic performance of senior school students in Economics in Ilorin South Local Government of Kwara State.

The population consisted of all senior school students offering Economics in Ilorin South local government, senior school II students constituted the target population for the study. There are 58 senior schools in the Ilorin South local government (Kwara State Ministry of Education, 2019) out of which nine schools were randomly selected. There are 254 senior schools (SS-II) students offering Economics in the selected nine schools out of which 182 students' Continuous Assessment test and examination scores were randomly sampled.

The main instrument used to elicit information in this study was proforma. The proforma consisted of the students' raw scores in the Continuous Assessment test and Examination in economics in the 2018 academic session. From the scores collected, the mean score was adopted to answer research questions one and two while Pearson's Product Moment Correlation was used to analyze the hypothesis.

RESULTS AND DISCUSSION

The research questions of the study were answered through the use of descriptive statistics and the results are as presented below:

Research Question One: What is the general performance of the students in Economics C.A test?

The students' performance in Economics C.A test was analyzed using descriptive statistics with a benchmark cut-off score of 20 (50%) since the total mark is 40.

Table 1: Students' Performance in Economics C.A

Variable	N	Minimum Score	Maximum Score	Mean Score	Std. D.
Economics C.A.	182	5	35	19.40 (48.5%)	9.772

As shown in Table 1, the students obtained a minimum score of 5, a maximum score of 35, and a mean score of 19.4 which is equivalent to 48.5%. in Economics C.A test. Considering the 50% benchmark cut-off score, this means that on average, the students' performance in Economics C.A test is low. This is because the majority of the sampled students scored below the average mark.

Research Question Two: What is the general performance of the students in the Economics Examination?

The students' performance in Economics Examination was analyzed using descriptive statistics with a benchmark cut-off score of 30 (50%) since the total mark is 60.

Table 2: Students' Performance in Economics Examination

Variable	N	Minimum Score	Maximum Score	Mean Score	Std. D.
Economics Examination	182	10	50	36.04 (60.1%)	12.647

As shown in Table 2, the students obtained a minimum score of 10, a maximum score of 50, and a

mean score of 36.04 which is equivalent to 60.1%. in Economics examination. Considering the 50% benchmark cut-off score, this means that on average, the students' performance in Economics examination is high. This is because of a majority of the sampled students scored above the average mark.

Research Hypothesis: There is no significant relationship between students' scores in C.A and their general performance in Economics Examination in Kwara State.

The data collected was analyzed using Pearson's Product Moment Correlation and the result is summarized in Table 3 below.

Table 3: Test of the relationship between students' performance in Economics C.A and Economics examination.

Economics C.A.	N	df	Level of sig.	r-cal	Remarks
Examination	182	180	0.05	0.86	S

Table 3 shows the Pearson's product-moment correlation between students' performance in Economics C.A and Economics examination in Ilorin South. The r-cal of students' performance in Economics C.A and Economics examination is 0.86. The relationship is positive indicating that the CA helped the students during the examination. This is because they had a low performance in CA and a high performance in the examination.

In summary, the followings are the main findings of this study:

- The students' performance in Economics C.A was low.
- The students' performance in the Economics examination was high.
- There was a significant relationship between students' performance in Economics C.A test and Economics examination Ilorin South.

The result of this study revealed that students' performance in the C.A was low which could be as a result of the congested timetable for it. Having seen the C. A scores by the teachers and students, an adjustment was made for the examination timetable and the students too had to prepare better for the examination which helped them to have a higher performance. These findings collaborate that of Yoloye (2010) whose findings highlighted among other; time constraint for preparation on the part of the student during Continuous assessment test as one of the reasons for student poor scores in C.A. Also the study of US San Diego College Health Association, (2008), and that Wolfson and Carskadon, (2003) whose findings revealed that a tight schedule /timetable prepared for students during examinations causes sleep deprivation among students and that sleep deprivation affects performance in turns affect school or academic performances.

The result of this study found out that the academic performance of a student in Economics examination was high because of the majority of the sampled students scored above the average mark. This could be because the examination is often well-conducted and not overloaded on the school timetable. The examination timetable was prepared to take care of a duration of two weeks. Thus, it enjoys a good space to allow students adequate time to prepare for the next subject. This agrees with the finding of Pope and Fillmore (2015) which revealed that when the timetable is not overloaded, students enjoy more time between the subjects this allows them to revise and cram additional points before the next examination paper or time and thus, allows for good performance in the examination.

CONCLUSION

Overloaded of the school C.A timetable has been noticed to be one of the hindrances in the way of

good performance of students in economics. It has been seen that the congestion of the C.A timetable affected students in preparing very well for their assessments unlike when the examination timetable that is not congested which allowed the students to prepare for each subject very well and which in turn resulted in a better performance in the examination

RECOMMNDATIONS

It is based on this, that the followings were recommended:

- i. The government through the ministry of education should disabuse the idea of programming the conduct of Continuous Assessment to a particular period of the school academic term and in particular to be written within two to three days.
- ii. The school administrator must also ensure that the C.A timetable is properly designed and structured with adequate space like that of the Examination to allow senior school students enough time to prepare for it.
- iii. The Government or the policymakers should allow the conduct of C.A to be predominantly teachers matter. Each subject teachers should be allowed to conduct C.As the situation demands. It should be recalled that C.A's performance is used for so many vital functions in the teaching and learning process such as diagnostics, formative, summative, and so on.

REFERENCES

- Blagrove, M., Alexander, C. & Horne, J. A. (1995). The effects of chronic sleep reduction on the performance of cognitive tasks sensitive to sleep deprivation. *Applied Cognitive Psychology* 9 (1) 21–40.
- Boksem, M. A., Meijman, T.F. & Lorist, M. M. (2005). Effects of mental fatigue on attention: *An erp study Cognitive Brain Research* 25(1), 107 – 116.

- Bratti, M., & S. Taffolani, S. (2002). Student time allocation and educational production functions, *Quaderns di Ricerca* n. 170.
- Chappelow, J. (2019). Economics: Overview, types, and economic indicators. Retrieved from www.investopedia.com/terms/e/economics.asp
- Di Pietro, G. (2013). Exam scheduling and student performance. *Bulletin of Economic Research* 65(1), 65–81
- Dills, A. and R. Hernandez-Julian (2008). Course scheduling and academic performance. *Economics of Education Review* 27(6), 646–654.
- Edwards, F. (2012). Early to rise? the effect of daily start times on academic performance. *Economics of Education Review* 31(6), 970 – 983
- Grave, B. S. (2010). The effect of student time allocation on academic achievement. Germany: Ruhr-Universität Bochum (RUB), Department of Economics Universitätsstr. 150, 44801 Bochum.
- Gemechu, A. (2014). Assessing factors affecting the implementation of continuous assessment in rift valley University College with special attention to technical and vocational educational training (TVET) Programs at Adama Main campus, East Africa. *Middle Eastern & African Journal of educational research*, 7, 74-91
- Hernandez, R. (2012). Does continuous assessment in higher education support student learning? *Journal of high education*, 64, 489-502.
- Hockey, G. R. J., & F. Earle (2006). Control over the scheduling of simulated office work reduces the impact of workload on mental fatigue and task performance. *Journal of experimental psychology: applied* 12(1), 50.
- Lassibille, G., Navarro-Gomez, L. & Paul, J. J. (1995). Time Allocation During Higher Education: A Study of Brazilian, French and Spanish Students. *International Advances in Economic Research*, 1(1), 57–67.
- Lorist, M. M., Klein, M., Nieuwenhuis, S., De Jong, R., Mulder, G. & Meijman, T. F. (2000). Mental fatigue and task control: planning and preparation. *Psychophysiology* 37(5), 614–625.
- Mewcha, A. & Berihu, A. (2015). Assessing Quality of education: in perspective with continuous assessment and learners' performance in Adwa College, Ethiopia. *Journal of developing country studies*. 5(9), 1-9
- National Open University of Nigeria (2006). Fundamentals of Economics methods, Abuja: National Open University of Nigeria.
- Obemeata, J.O. (1980). Pupil's perspective of the purpose of economics education in Nigeria Secondary grammar schools. *West African Journal of education*. 21 (2), 113-121.
- Obemeata, J.O. (1991). Effective Teaching of Economics in senior secondary school. *West African Journal of Education*. 1(1).9-13
- OECD. November 2005. Formative Assessment: Improving Learning in Secondary Classrooms, Policy Brief.
- Pope, D. G. & Fillmore, I. (2015). The impact of time between cognitive tasks on performance: Evidence from advanced placement exams. *Economics of Education Review* 48, 30 – 40.
- Sambo, A. A. (2012). *Research methods in education*. Edo: Stirling-Horden Publishers.
- Schmidt, R. M. (1983). Who maximizes what? A study in student time allocation, *The American Economics Review*, 73(2), 23–28
- Taylor, K., & Rohrer, D. (2010). The effects of interleaved practice. *Applied Cognitive Psychology* 24 (6), 837–848.
- US San Diego College Health Association (2008). How to Prevent Sleep Deprivation During Finals Week
- Wolfson, A. R. & Carskadon, M.A. (2003, January). Understanding adolescent's sleep patterns and school performance: a critical appraisal. *Sleep Medicine Reviews* 7 (6), 491–506.