STAKEHOLDERS' PERCEPTIONS OF THE BENEFITS, CHALLENGES STRATEGIES OF IMPLEMENTING CONTINUOUS ASSESSMENT IN BUSINESS EDUCATION PROGRAMMES IN SELECTED COLLEGES OF EDUCATION

Dr. BOLANTA, OBA RASAK
Department of Business Education, Kwara State College of Education,
Oro Kwara State

DAUDA, RASHEED O
Department of Business Education, Kwara State College of Education, Ilorin.
Kwara State

Dr. AJADI TUNDE A
Department of foundation, kwara State College of Education, Ilorin

ABSTRACT

This paper determine stakeholders perception of the benefits, challenges and strategies of implementing continuous assessment in business education programmes in selected Colleges of Education in North Central Nigeria. The objective of the paper was to examining benefits, challenges and strategies of implementing continuous assessment in business education programmes in Colleges of Education. Questionnaire was used for the collection of data while frequency count and percentage was used to analyze the demographic data of the respondents, mean and standard deviation was used to analyze the data collected to answer the research questions, One-way ANOVA was used for the research hypotheses The findings show that benefits of implementing continuous assessment in business education programmes in Colleges of Education needs comprehensive training, Challenges of implementing continuous assessment needs robust infrastructure, Strategies for implementing continuous assessment needs gradual implementation, Recommendations, Government should organize, seminars, conferences and workshop for lecturers on correct implementations of continuous assessment in schools, Maintain ongoing communication with stakeholders to address their concerns and provide updates on the progress and outcomes of the implementation. conducting pilot tests to gather feedback from stakeholders and identify any potential challenges or areas for improvement, Encourage collaboration and engagement among stakeholders, including educators, students, parents, and administrators and Establish mechanisms for monitoring and evaluating the implementation process and outcomes regularly.

Keyword: Business Education, Continuous assessment, College of Education, Stakeholders

1.0 INTRODUCTION

Assessment plays a key role in the educational process since it enables the delivery of feedback to both students and instructors. The lecturer's influence in the classroom is seen in the students' learning outcomes, which are demonstrated through alterations in grades, behaviour, or

practice. However, a precise evaluation is necessary to make an appropriate determination. Examination is a primary education component that improves the efficiency of teaching and learning. The evaluation or examination results offer vital information for both instructors and students to understand their strengths and limitations in the teaching and learning process. Assessment has a crucial impact on the overall quality of teaching and learning. Evaluation is an essential element in the instruction of business education. Assessment is the process by which the quality of a student's work or performance is appraised. Assessing learning can be achieved through hands-on tasks, written evaluations, and computer-based examinations (CBE).

Many educational institutions worldwide explore the introduction of continuous assessment (CA) as a complementary method to traditional assessment (paper and pencil tests) for evaluating students' achievement. Ogar (2007) suggested that continuous assessment (CA) allows for the measurement and monitoring of students' progress while also providing an opportunity to implement suitable counselling methods as necessary. Continuous assessment (CA) is commonly employed by educators and school administrators to evaluate students' academic progress (Shukla,

2019). Shukla (2019) identified continuous assessment (CA) as a means to enhance students' learning, enhance lecturers' teaching abilities, and improve institutional assessment systems. The use of continuous assessment (CA) in a country's educational system enhances the utilisation of formative evaluation. Continuous Assessment (CA) is not exclusively reliant on formal examinations. Continuous assessment (CA) entails every choice the lecturer makes in class to improve students' academic performance. It goes beyond simply administering tests.

Continuous assessment (CA) can manifest in several formats, including formal in-class questions, take-home assignments and exercises, and recapitulation exercises. Continuous Assessment (CA) is a systematic method of formative evaluation that aims to determine the overall progress a student has made in terms of knowledge, attitudes, and abilities following a specific set of learning experiences (Obi & Obineli, 2019).Continuous assessment is comprehensive as the utilization of several instruments to assess pupils' performance. These tools include many types of assessments, such as homework assignments, quizzes, seminar presentations, checklists, and in-class work among others. The accurate decision regarding an individual's education and job depends on the thorough record-keeping done through continuous evaluation. Continuous assessment is a method that helps with programme design by providing guidance. There is now a deterioration in the academic performance of students in Nigerian tertiary institutions, particularly in colleges of education, after they have completed their programme.

This has led to inquiries about the caliber of graduates the nation's higher education institutions are producing. An insufficient understanding and training of lecturers on the essential concepts of the assessment scheme may contribute to the decline, resulting in ineffective implementation of continuous assessment (Obi & Obineli, 2019). Continuous assessment (CA) is a vital element in the process of teaching and learning. The implementation of continuous Assessment (CA) methodology and practices has the potential to influence the learning environment in higher education, particularly in Business education programmes offered by the College of Education. Fostering educational opportunities and facilitating discussion between lecturers

and students is beneficial. Higher education institutions are incorporating more innovative tactics into standard approaches to the continuous assessment (CA) component to enhance its efficiency. This approach places the student's role as the focus in the learning process and requires the adoption of innovative teaching methods to improve professional abilities.

The main goal of continuous assessment is to enhance students' learning by promoting optimal learning outcomes. Lecturers are tasked with evaluating students' academic performance and addressing any identified concerns. Obi and Obineli (2019) found that students encounter varying challenges when performing assessment tasks, depending on the types of evaluation methods employed and the procedures used to assess their level of success. Effective methods for implementing continuous assessment involve employing a collaborative approach to develop and approve assignments, organising yearly training sessions for examiners, decentralising the assignment process with assignment coordinators overseeing it, and incorporating activity-based assignments for each course. The prevalence of continuous assessment has risen in comparison to the previous practice of conducting a solitary summative evaluation. The previous approach, the Federal Government implemented measures to resolve the inconsistency by integrating continuous assessment into the educational curriculum (Burns, 2018).

Continuous assessment is a vital element of the instructional process and should be seen as a critical tool for ensuring the quality of education (Obi & Obineli, 2019). The successful usage of continuous assessment strategies has a beneficial effect on the quality of education by impacting both the learning and assessment procedures. Moreover, these tactics exert a significant impact on both the substance and the way teaching is provided. It is therefore imperative to monitor and evaluate the teaching and learning process consistently. Assessing students' learning activities using a variety of assessment approaches is crucial for a comprehensive evaluation (Iqbal, 2017).

The researcher's objective is to examine the methods, benefits, and challenges associated with implementing continuous test in business education programmes in colleges of education in north-central Nigeria.

1.1 Statement of Problem

Continous Assessment (CA) is widely believed to provide substantial benefits in terms of streamlined and prompt evaluation. Examinations are inadequate for evaluating the complete extent of a student's knowledge following years of study. Lecturer-based classroom assessment scores are applied in higher education institutions, including those in Nigeria, to improve learning and enhance performance. However, the result has been a subpar implementation of continuous assessment in terms of both frequency and modalities in all higher education institutions nationwide. The quality of graduates produced by the country's postsecondary institutions has raised concerns with the Federal Ministry of Education (2005). This can be attributed to a decrease in the academic performance of students who have completed their business education degrees.

Evaluating students' performance and ascertaining their level of learning regularly is a difficult and rigorous undertaking. Instructors must regularly evaluate if their students have acquired the necessary abilities for the specific course. Instructors employ the data gathered from tests

to ascertain if students who do not meet the stated standards should receive further support. Moreover, this information can be used to assess the efficacy of the educational methods used. To ensure the optimal effectiveness of continuous assessment, it is essential to establish a functional correlation between the curricular objectives, teaching methodology, and assessment procedure. Nevertheless, certain obstacles may impede the effective application of these continuous assessment systems in higher education institutions. This study aims to thoroughly analyse the stakeholders' perspectives on the advantages, difficulties, and approaches to adopting continuous assessment in business education programmes in North Central Nigeria.

1.2 Objectives of the Study

The main objective of this study was to investigate digitalization of skills acquisition on the employability of business education graduate in Lagos state tertiary institutions. Specifically, the researcher sought to:

i. Benefits of implementing continuous assessment in business education programmes in colleges of education.
ii. Challenges of implementing continuous assessment in business education programmes in colleges of education.
iii. Strategies for implementing continuous assessment in business education programmes in colleges of education.

1.3 Research Questions

In line the above specific objectives raised, the following research questions were postulated to guide the study.

1. What is the perception of respondents about the benefits of implementing continuous assessment in business education programmes in colleges of education?
2. What is the perception of respondents about the challenges of implementing continuous assessment in business education programmes in colleges of education?
3. What is stakeholders' perception of the strategies that can be employed in implementing continuous assessment in business education programmes in colleges of education?

1.4 Research Hypotheses

The following research hypotheses were raised to guide the study:

H01: There is no significant difference in the mean ratings of respondents on the benefits of implementing continuous assessment in business education programmes in colleges of education based on respondents' areas of specialization.

H02: There is no significant difference in the mean ratings of respondents on the challenges of implementing continuous assessment in business education programmes in colleges of education based on respondents' institution ownership.

H03: There is no significant difference in the mean ratings of respondents on the strategies for implementing continuous assessment in business education programmes in colleges of education based on the gender of the respondents.

2.0 METHODOLOGY

This study adopts the descriptive research design. This method selects and studies samples in order to describe as well as discover the relationships between the variables. The population comprise of all 1761 Business Educator and 1002 students in selected tertiary institutions within the study area. The sample for the study consisted of 414 respondents, specifically 101 lecturers and 313 final-year students. The data collection tool utilised in this study was a questionnaire titled "Benefits, Challenges, and Strategies of Implementing Continuous Assessment in Business Education Programmes" (BCSICABEP). The instrument was validated by experts in Business Education and Measurement and Evaluation departments in the Faculty of Education University of Ilorin. The reliability of this instrument is determined using split half and reliability index of 0.82 was obtained. Mean and standard deviation was used to answer the research questions while Pearson Product Moment Correlation statistics tools was used to test the hypotheses at 0.05 level of significance.

2.1 Answer to Research Questions

Research Question 1: What is the perception of respondents on the benefits of implementing continuous assessment in business education programmes in colleges of education?

Table 1: Mean and Standard Deviation of Respondents on Benefits of Implementing Continuous Assessment

S/N	Item	Mean	SD	Remarks
1	Lecturer's attitudes towards continuous assessment are more of an overload than part of their practice.	2.81	0.748	Agreed
2	Existence of overcrowding or large enrollment in classrooms	3.08	0.785	Agreed
3	Lack of competence for designing and administering appropriate tools for continuous assessment.	3.00	0.829	Agreed
4	Continuous assessment strategies are narrowly focused on the cognitive domain.	2.94	0.736	Agreed
5	Continuous assessment is used as a way of awarding marks and not a way of assessing student performance.	2.95	0.784	Agreed
6	Very little or no time is made available for continuous assessment by the lecturers.	2.80	0.786	Agreed

7	Implementation of continuous assessment is time-consuming.	2.77	0.980	Agreed
	Average Mean and Std.	**2.91**	**0.81**	**Agreed**

Source: Field Survey, 2023

According to the data presented in Table 1, respondents believe that lecturers' attitudes towards continuous assessment are perceived as burdensome rather than being seen as an inherent aspect of their teaching approach. A mean score of 2.81 and a standard deviation of 0.748 support this perception. Furthermore, they concur that the presence of overcrowded, or heavily enrolled classes poses a difficulty in undertaking continuous evaluation, as indicated by a mean score of 3.08 and a standard deviation of 0.785. Additionally, a standard deviation of 0.829 and an average score of 3.00 show that instructors lack the skills necessary to develop and implement appropriate methods for ongoing evaluation. The respondents concur that continuous evaluation procedures have a limited scope, primarily targeting the cognitive domain. The average score for this agreement is 2.94, with a standard deviation of 0.736. Furthermore, they concur that continuous evaluations are frequently employed primarily for assigning grades rather than evaluating student performance, with an average score of 2.95 and a standard deviation of 0.784. Additionally, a mean score of 2.80 and a standard deviation of 0.786 indicate that the respondents concur that the lecturers allot very little or no time for continuous assessment. A mean score of 2.77 and a standard deviation of 0.980 show that the respondents agree that the execution of continuous evaluation is a laborious process. The average mean and standard deviation for all the items about the benefits of incorporating continuous evaluation in business education programmes in colleges of education is 2.91 and 0.81, respectively. This signifies a consensus among the participants regarding the benefits that were discussed.

Research Question 2: What is the perception of respondents about the challenges of implementing continuous assessment in business education programmes in colleges of education?

Table 2: Mean and Standard Deviation of Respondents on Challenges of Implementing Continuous Assessment

S/N	Item	Mean	SD	Remarks
8	Implementing continuous assessment in business education programmes in colleges of education	3.07	0.621	Agreed
9	Avoidance of complexity in the setting of continuous assessment	3.19	0.679	Agreed
10	Provision of general standards for assessing students' performance	3.17	0.691	Agreed

S/N	Item	Mean	SD	Remarks
11	Variation in the procedures for scoring and grading different assessment instruments in different schools	3.01	0.769	Agreed
12	Studying and assessing simultaneously within the period of learning	3.21	0.820	Agreed
13	Application of oral and written assessments for students	3.12	0.754	Agreed
14	Shortness of timeframe used for continuous assessment	2.93	0.887	Agreed
	Average Mean and Std.	**3.10**	**0.75**	**Agreed**

Source: Field Survey, 2023

According to the data shown in Table 7, respondents concur that introducing continuous assessment in business education programmes at colleges of education is difficult, as indicated by a mean score of 3.07 and a standard deviation of 0.621. Furthermore, a mean score of 3.19 and a standard deviation of 0.679 show that they both agree that the task of minimizing complexity in the establishment of continuous assessment poses a challenge. Furthermore, respondents think that defining common standards for grading students' performance is a challenge, with a mean score of 3.17 and a standard deviation of 0.691. A mean score of 3.01 and a standard deviation of 0.769 indicate that the respondents agree that the disparity in the methods used to score and grade various assessment tools at different schools poses a problem. Additionally, a mean score of 3.21 and a standard deviation of 0.820 show that they agree that doing both studying and assessing simultaneously during the learning phase poses a challenge. Additionally, a mean score of 3.12 and a standard deviation of 0.754 show that participants agree that implementing oral and written evaluations for students poses a challenge. Respondents agree that the length of the timeframe employed for continuous assessment is a challenge, with a mean score of 2.93 and a standard deviation of 0.887. The mean and standard deviation for all the items linked to the obstacles of conducting continuous assessments in business education programmes in colleges of education are 3.10 and 0.75, respectively. This shows that the respondents agreed that the identified challenges affect the implementation of continuous assessment.

Research Question 3: What is stakeholders' perception of the strategies that can be employed in implementing continuous assessment in business education programmes in colleges of education?

Table 3: Mean and Standard Deviation of Stakeholder Perception on Strategies of Implementing Continuous Assessment

S/N Item	Mean	SD	Remarks

15	implementing continuous assessment in business education programmes in colleges of education	3.15	0.665	Agreed
16	Avoidance of complexity in the setting of continuous assessment	3.25	0.556	Agreed
17	Provision of general standards for assessing students' performance	3.01	0.685	Agreed
18	Variation in the procedures for scoring and grading different assessment instruments in different schools	3.03	0.670	Agreed
19	Studying and assessing simultaneously within the period of learning	3.34	0.728	Agreed
20	Application of oral and written assessments for students	3.20	0.847	Agreed
21	Shortness of timeframe used for continuous assessment	2.91	0.773	Agreed
	Average Mean and Std.	**3.13**	**0.70**	**Agreed**

Source: Field Survey, 2023

Based on the data provided in Table 8, stakeholders agree that implementing continuous assessment in business education programmes in colleges of education is a strategy that can be employed, with a mean score of 3.15 and a standard deviation of 0.665. They also agree that avoidance of complexity in the setting of continuous assessment is a strategy that can be employed, with a mean score of 3.25 and a standard deviation of 0.556. Furthermore, stakeholders agree that providing general standards for assessing students' performance is a strategy that can be employed, with a mean score of 3.01 and a standard deviation of 0.685. Respondents agree that there is variation in the procedures for scoring and grading different assessment instruments in different schools, with a mean score of 3.03 and a standard deviation of 0.670. They also agree that studying and assessing simultaneously within the period of learning is a challenge, with a mean score of 3.34 and a standard deviation of 0.728. Furthermore, respondents agree that the application of oral and written assessments for students is a challenge, with a mean score of 3.20 and a standard deviation of 0.847. Respondents agree that the shortness of the timeframe used for continuous assessment is a challenge, with a mean score of 2.91 and a standard deviation of 0.773. Additionally, the average mean and standard deviation for all the items related to the challenges of implementing continuous assessment in business education programmes in colleges of education are 3.13 and 0.70, respectively. This indicates a general agreement among respondents regarding the discussed challenges

2.2 Hypotheses Testing

H01: There is no significant difference in the mean ratings of respondents on the benefits of implementing continuous assessment in business education programmes in colleges of education based on respondents' areas of specialization.

Table 4: Analysis of variance (ANOVA) on mean ratings of respondents on the benefits of implementing continuous assessment.

	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	8.069	2	4.034	21.020	0.000	Significant
Within Groups	78.884	411	0.192			
Total	86.953	413				

Source: Field Survey, 2023

Table 4 reveals the results of an ANOVA test carried out to ascertain whether there exists a significant difference in the average ratings of participants regarding the advantages of implementing continuous assessment in business education programmes in colleges of education, based on their area of ecialization. The ANOVA table comprises three primary sources of variation: between groups, within groups, and total. The Between Groups column displays the total variation, degrees of freedom (df), and average variation for the distinctions among the groups of participants according to their field of expertise. The sum of squares in table 4.5 is 8.069, with 2 degrees of freedom and a mean square of 4.034. The Within Groups column displays the total sum of squares, degrees of freedom, and mean square for the variations observed within the groups of participants. The sum of squares in this instance is 78.884, but the degrees of freedom amount to 411, indicating that there were 411 participants in the groups. The value of the mean square is 0.192. The total column displays the aggregate sum of squares, degrees of freedom, and mean square for all participants in this case. Specifically, the sum of squares is 86.953, and the degrees of freedom are 413.

H02: There is no significant difference in the mean ratings of respondents on the challenges of implementing continuous assessment in business education programmes in colleges of education based on respondents' institutions.

Table 5: Analysis of variance (ANOVA) on the mean ratings of respondents on the challenges of implementing Continuous Assessment

	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	1.677	7	0. 240	1.397	0.205	No Significant
Within Groups	69.603	406	0.171			
Total	71.280	413				

Source: Field Survey, 2023

The provided ANOVA table indicates that the between-groups sum of squares (SSB) is 1.677, with 7 degrees of freedom (df) and a mean square (MSB) of 0.240. The SSW, or within-group sum of squares, is 69.603. It has a degree of freedom (df) of 406 and a mean square (MSW) of 0.171. The SST (total sum of squares) is 71.280, with a degree of freedom (df) of 413. The F-statistic is 1.397, and the p-value, which represents the significance level, is 0.205. Given that the p-value exceeds the standard significance level of 0.05, the null hypothesis, which states that there is no notable disparity in the average ratings of respondents regarding the difficulties of implementing continuous assessment in business education programmes in colleges of education based on their respective institutions was rejected.

H03: There is no statistically significant disparity in the average evaluations of respondents about the methods of implementing continuous assessment in business education programmes in colleges of education, based on the gender of the respondents.

Table 15: Analysis of variance (ANOVA) on the mean ratings of respondents on methods of implementing Continuous Assessment

	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Between Groups	0.001	1	0.001	0.007	0.931	No Significant
Within Groups	54.641	412	0.133			
Total	**54.642**	**413**				

Source: Field Survey, 2023

The ANOVA table reports that the between-groups sum of squares (SSB) is 0.001, with 1 degree of freedom (df) and a mean square (MSB) of 0.001. The SSW, or within-group sum of squares, is 54.641. It has a degree of freedom (df) of 412 and a mean square (MSW) of 0.133. The SST (total sum of squares) is 54.642, with a degree of freedom (df) of 413. The F-statistic is 0.007 with a p-value of 0.931, indicating that the p-value is greater than the significance level of 0.05. This implies that there was no statistically significant difference in the mean ratings of respondents based on their gender for the strategies of implementing continuous assessment in business education programmes in colleges of education. Thus, the null hypothesis (H03) that states there is no notable disparity in the average evaluations of participants about the methods of incorporating continuous assessment in business education courses in colleges of education, as per the respondents' gender was not rejected

3.0 DISCUSSION OF FINDINGS

The F-statistic in the ANOVA table 12 is 21.020, which is calculated by dividing the Between Groups mean square by the Within Groups mean square. The p-value (Sig) is 0.000, which is less than the significance level of 0.05. This indicates that there is a significant difference in the mean ratings of respondents based on their area of specialization. In conclusion, since the

p-value obtained from the ANOVA is less than the significance level (commonly set at 0.05), the null hypothesis is rejected. The ANOVA table shows that there is a significant difference in the mean ratings of respondents on the benefits of implementing continuous assessment in business education programmes in colleges of education based on their area of ecialization. This statement refers to the study conducted by Afolabi et al. (2019), which concluded that continuous evaluation has a notable and beneficial effect on the academic achievements of students in business education programs. According to Okwuanaso and Ezeani (2017), continuous assessment scores were found to be a reliable indicator of students' academic performance in business education programs. Additionally, Okeke (2012) discovered that continuous assessment had a notable positive impact on students' achievement in business education programs. These studies offer proof that ongoing evaluation can significantly enhance student learning results in business education programs. The ANOVA table shows that there is a significant difference in the mean ratings of respondents based on their area of specialization, which further supports the idea that different groups of students may benefit from different approaches to continuous assessment.

From Table 5, the F-statistic is 1.397 with a p-value (significance level) of 0.205. Since the p-value is greater than the conventional significance level of 0.05, we fail to reject the null hypothesis that there is no significant difference in the mean ratings of the challenges among respondents from different institutions and the user's text is empty. Insufficient evidence exists to substantiate the claim that there is a notable disparity in the difficulties of implementing continuous assessment in business education programmes and programmes based on the respondents' institutions. This is due to the existence of prior studies that have examined the challenges associated with implementing continuous assessment in business education programs. Onuka and Okoro (2018) conducted a study to look at how lecturers and students felt about the challenges of implementing continuous assessment in Nigerian higher education institutions. The study found no significant difference in the challenges faced by students and lecturers based on their institution.

Aja-Okorie (2015) performed a survey of lecturers in colleges of education in Nigeria to ascertain the difficulties they encounter when adopting continuous assessment, therefore providing additional evidence in favour of the hypothesis. The analysis revealed that the difficulties were comparable among all establishments, with no significant difference in the mean ratings of the challenges. Overall, based on the findings from these and other related studies, it appears that there is no significant difference in the mean ratings of the challenges of implementing continuous assessment in business education programmes among respondents from different institutions.

Based on the results from Table 6, it appears that the p-value is greater than 0.05 (i.e., p >.05), which suggests that there is no statistically significant difference in the mean ratings of respondents based on their gender for the strategies of implementing continuous assessment in business education programmes in colleges of education. Therefore, we can accept the null hypothesis (H03) and conclude that gender does not have a significant impact on the implementation of continuous assessment in business education programmes in colleges of education. Some literature reviews that support the relationship between gender and the implementation of continuous assessment in business education programmes are In their study titled "The Influence of Gender on Students' Performance in Continuous Assessment Tests in

Colleges of Education in Kenya: A Case Study of Machakos County," Kariuki and Okuro (2017) discovered that there was no notable disparity in the performance of male and female students in continuous assessment tests. This implies that gender did not have a significant effect on the academic achievement of students. Johnson and Chinyamurindi (2018) did a literature analysis on gender and assessment in higher education. Their findings indicate that although there were some variations in assessment preferences and outcomes between genders, the overall influence of gender on assessment was minimal.

4.0 CONCLUSION

The conclusions are formulated with careful consideration of the study's objective, research question, and hypothetical assertions. In conclusion, the adoption of continuous assessment tests can yield multiple advantages for educational institutions and students. Nevertheless, it is crucial to surmount obstacles and optimise these advantages by using pragmatic approaches. From the points of view of stakeholders, other widely accepted strategies include using an ICT strategy to oversee, using testimonials and knowledge gained from past experiences, and using both theoretical and practical training methods. According to these findings, stakeholders typically view the methodologies used to implement continuous assessment in business education programmes in colleges of education as advantageous and significant. Additionally, they stress the significance of eschewing intricacy in the evaluation procedure and establishing unambiguous criteria for appraising students' achievements.

Ultimately, the view of stakeholders regarding the advantages, difficulties, and approaches to implementing continuous assessment in business education programmes is vital for achieving successful implementation. By comprehending and addressing the suitable technique, educators can cultivate a favourable and encouraging atmosphere for these pioneering evaluation methods by establishing an effective and influential assessment framework in business education programmes

5.0 RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Government should arrange seminars, conferences, and workshops for educators to ensure the proper implementation of continuous assessment in schools. This includes instructing them on the appropriate methods and tools for assessing students' affective and psychomotor skills.
2. School management should maintain ongoing communication with stakeholders to address their concerns and provide updates on the progress and outcomes of the implementation. This will help to build trust and keep stakeholders engaged and supportive.
3. Government and school management should provide adequate training and professional development opportunities for educators to ensure they are equipped with the necessary skills and knowledge to implement continuous assessment and computer-based examinations effectively.
4. School management should, before full-scale implementation, consider conducting pilot tests to gather feedback from stakeholders and identify any potential challenges or

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areas for improvement. This will allow for adjustments and fine-tuning of the strategies before fully rolling out the assessment methods.

5. Government and school management should encourage collaboration and engagement among stakeholders, including educators, students, parents, and administrators. Foster an inclusive environment where everyone's input is valued and considered in the decision-making process.

6. School management should establish mechanisms for monitoring and evaluating the implementation process and outcomes regularly. This will enable timely identification of any issues or areas that require attention, allowing for prompt remedial action.

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