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 a 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. Whatever 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

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
<th>Mean Score</th>
<th>Std. D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics C.A.</td>
<td>182</td>
<td>5</td>
<td>35</td>
<td>19.40</td>
<td>(48.5%) 9.772</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
<th>Mean Score</th>
<th>Std. D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics Examination</td>
<td>182</td>
<td>10</td>
<td>50</td>
<td>36.04</td>
<td>(60.1%) 12.647</td>
</tr>
</tbody>
</table>

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 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

<table>
<thead>
<tr>
<th>Economics C.A.</th>
<th>N</th>
<th>df</th>
<th>Level of sig.</th>
<th>r-cal</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>180</td>
<td>0.05</td>
<td>0.86</td>
<td>S</td>
<td></td>
</tr>
</tbody>
</table>

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:

a. The students’ performance in Economics C.A was low.
b. The students’ performance in the Economics examination was high.
c. 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.

RECOMMENDATIONS

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.

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