

ABSTRACT

THE RELATIONSHIP BETWEEN CONTINUOUS ASSESSMENT
AND LEVELS OF ACHIEVEMENT IN SOCIAL STUDIES
AT CARAPICHAIMA JUNIOR SECONDARY SCHOOL

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This study was designed to determine the relationship between continuous assessment in Social Studies and enhanced student performances in that subject. An experiment was conducted at Carapichaima Junior Secondary School. It involved a control and an experimental group, each with thirty-two third form students. It was conducted over a period of eight (8) weeks. The results of the experiment substantiated the major hypothesis - there was a positive correlation between continuous assessment in Social Studies and enhanced end-of-term scores in that subject. Students who received continuous assessment performed significantly better than those who were not assessed continuously. Additionally students both in the upper and lower categories in the experimental group recorded higher scores in

their experimental period examination in Social Studies than they did in the two examinations prior to the period of experiment. Also, lower category students exposed to continuous assessment performed significantly better than lower category students in the control group. The interaction between continuous assessment and sex was investigated and was found to be insignificant.