

Relationship Between Continuous Assessment and Examination Scores in Social Studies and Primary Education Studies Courses at University of Abuja

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Citation: Ogundeyi, S. G., (2026). Relationship between continuous assessment and examination scores in Social Studies and Primary Education Studies courses at University of Abuja. UKR Journal of Education and Literature, 2(4), 64-72.	<i>This research work is entitled “Relationship between continuous assessment and examination scores in social studies and primary education studies courses at University of Abuja”. The purpose of this study was to find out whether significant relationship existed between Continuous Assessment and examinations scores of students, examine if students’ performance in Continuous Assessment can be used to predict their performance in examinations, investigate whether there is sex difference in Continuous assessment and examination performance. The department of Arts and Social Science Education was chosen at random, using the “hat – draw” technique. In the method of data analysis, the main statistical tools used was <i>t</i> – test statistics and the Pearson’s Product Moment Correlation Coefficient. Simple percentages was also computed in explaining the demographic data of the study. From the study, the results shows that there is no significant differences between the male and female students’ mean performance in Continuous Assessments and Examination Scores, there is correlation between Continuous assessment and Examination Scores in the courses analyzed and also students continuous assessment scores cannot be used to predict their examination scores. Recommendation were made based on the findings that Nigeria Educational planners should improve the system especially as it affect curriculum experts so that curriculum design and practices would be improve and better evaluation strategies used.</i> Keywords: Continuous Assessment, Examination, Undergraduate, Scores, Primary Education Studies, Social Studies Education.

Introduction

The problem associated with the end of year examination in which students were assessed at once has given birth to the Continuous Assessment practice in our universities. But the system itself is not operated without some perceived problems. As an innovation in Nigeria’s educational system Continuous Assessment (CA) is seen as a supplement to the formal final year examinations, which characterized our selection of students and pupils into primary, secondary and tertiary institutions.

This formal method laid emphasis on the cognitive function or ability of students, with minimum concern for the affective and psychomotor domains. This is to say that the formal method of assessing students only gave incomplete information about the standing students. The impression then was that certificate was the ultimate; which resulted in unhealthy practices in our educational institutions. Thus, in

our universities and other institutions of learning, examination mal-practices become the order of the day, and some who cannot cheat end-up as drop outs. The most serious consequences of the one-shot examination method, was the incidence of bribery in our universities and sexual harassment particularly of female students.

The atmosphere created by the final year examination then, was so disturbing that some educationists started to wonder whether or not this system should be completely replaced. More importantly, some curriculum experts and teachers argued that the final year on shot examination method brought undue restrictions on “curriculum contents” methods and organisation of the school in general (Asuru and Njigwum, 2021). In fact, Babalola et al (2017) blamed the falling standards of education at the end of year single examination. They argued that the system did not provide

adequate room to accommodate differential backgrounds aptitudes and characteristics of individuals. Furthermore, they pointed out that the system was unable to provide measurement procedure for the affective and psychomotor skills of students.

In consequence, the final year examination methods brought about some negative results which according to (Ekekezie et al, 2024; Okoye et al, 2024; Biggs et al, 2022) included high rate of decline in the rate of students passing examinations, and poor handling of examination mal-practices. From the above observations and assertions, it was little wonder that when the Federal Government introduced the system of Continuous Assessment in 1977, the system was welcomed by many. According to the new National Policy on Education (NPE), the rationale for the introduction of Continuous Assessment is stated thus:

- (a) Assessment is an inherent part of the teaching-learning process. Hence, the final assessment of the students should be made by the teachers who have taught them. The system where the final assessment of the learner at the end of a given level of education is done through a single examination set by an external body tends to deprive the instructor the option to participate in the final assessment of his pupils.
- (b) An assessment procedure that considers the learner's performance over the time of schooling is likely to be more valid and reflective of the learner's overall competence than a single examination.
- (c) Teachers are often discouraged from introducing innovations into their instruction because the final test does not take account of such changes. The teacher's judgement of the performance of pupils on such innovations can therefore become part of the final assessment in a Continuous judgement environment. This would push the teacher to be flexible and imaginative.
- (d) Continuous Assessment assists in the periodic supervision of the student to improve his or her results. Such self assessment can be valuable to the teacher for data from Continuous Assessment.

For many years, a lot of West Africa Countries have been suffering from examination leakage and other forms of misconduct and mal-practices especially in the West Africa School Certificate Examination (WASCE). One reason for such a high incidence visualised is that the examination is so essential in determining the future of the candidate that the desire to assure success by all means (fair or foul) is quite great. It is thought that this would be much less of a temptation if Continuous Assessment were in use.

Gidado and Mustapha (2021) and Osabede (2015) said that if Continuous evaluation was incorporated into the educational system, in addition to final year exams, evaluation in cognitive, affective and psychomotor domains of students would be attained. This means that students' behaviour, attitudes, interests, socialisation process and other non-cognitive characteristics that will assist in decision making about students will be known. The practice of Continuous Assessment in our universities dates back to the late 1970's and the beginning of 80's. The amount of assessment varies from institution to institution but the typical practice is to consider at least one test and two assignments or the reverse (Falaye and Adefisoye, 2016).

The examination scores also depend on universities. However, the general acceptable score is 60% for the end of year or semester examination and 40% for Continuous Assessment. The 40% awarded to this Continuous Assessment is the product of a student, continuous assessment performance is series of tasks, and other non-cognitive behaviours like attendance in class, tutorials and seminars. A student's total score of 100% is therefore the sum of the scores from cognitive behaviours assessed over 60 to 70 in the case of examination and the Continuous Assessment over 40 to 30.

This is the basis of existing assessment system in Nigerian universities. The National Universities Commission (NUC) authorised minimum academic standards (1989) states that Continuous Assessment should be an important part of assessing a student's performance in a course. This should be 30 to 40% of the final grade issued (Ibrahim, 2018).

Since the introduction of Continuous Assessment in Nigerian Universities, little has been done to determine the quality of this method. Similarly, little or nothing has been done to evaluate the quality of teachers' questions during examinations. The introduction of Continuous Assessment side by side with examination has therefore opened up another problem in our educational system. These range from favouritism in awarding marks and extortions. Therefore, this study sought to investigate relationship between Continuous Assessment and Examination Scores in undergraduate courses at University of Abuja.

The following research questions and null hypotheses were raised to guide the study:

- What is the relationship between students' Continuous Assessments and their examination grades?
- To what extent is student's Continuous Assessment scores can predict examination scores?

- What is the performance of male and female students in Continuous Assessments and examination scores?

The following hypotheses were tested at 0.05 level of significance.

- There is no significant relationship between the performance of students in Continuous Assessment and examinations scores in Primary Education Studies Courses during 2016/2017 and 2017/2018 academic sessions.
- There is no significant difference in the mean performance of male and female students in Continuous Assessment and examinations scores of Primary Education Studies Courses during 2016/2017 and 2017/2018 academic sessions.
- There is no significant relationship between the performance of students in Continuous Assessment and examinations scores of Social Studies Education Courses during 2016/2017 and 2017/2018 academic sessions.
- There is no significant difference in the mean performance of male and female students in Continuous Assessment and examinations scores of Social Studies Education Courses during 2016/2017 and 2017/2018 academic sessions.

Method

The study employed a correlational research design. The survey was carried out in the department of Arts and Social Science Education (ASSE), Faculty of Education, University of Abuja. The population of this study comprised of male and female undergraduate students of the University of Abuja during 2016/2017 and 2017/2018 academic sessions. The population cut across the Faculty of Education in the University during these sessions. A survey

of the university revealed that there were five (5) functional departments under the period of study.

One department was randomly selected out of five departments in the Faculty of Education. The “hat – draw” technique was used in the random selection. A total of fifty – four (54) courses were analyzed. These were made up of thirty – five (35) Primary Education Course and nineteen (19) Social Studies Education courses during 2016/2017 and 2017/2018 academic sessions. The instruments used for this study was student’s continuous assessment scores and student’s end of semester examination scores. The instruments are usually those administered by individual lecturers either in a form of test or assignment in the case of continuous assessment scores or questions administered at the end of a semester within a formal examination setting. However, questions administered to final year students are normally vetted and examined by an external examiner before administration. This is also true of scores obtained by students from such examinations. The implication is that these questions are already valid and reliable for use by the departments. In all a total of four hundred and eighty – one students was used in the examination and analysis.

In the data analysis, Pearson Product Moment Correlation Co-efficient (PPMC) was used to determine the relationship between students continuous assessment scores and their examination scores, t-test analysis was also used in testing the significant difference between students’ mean scores; as it affects male and female students. The test for significance was determined both in continuous assessment and in examination.

Result

Table 1: Correlation of students CA and Examination Scores in Primary Education Studies 2016/2017 Academic Session.

CA/EXAM	Mean	SD	r	r ²	%	sign	p-value	Decision
CA 30	19.90	7.94	0.236	0.056	5.56	+	0.001	Rejected
EXAM 70	32.13	12.86						

As shown in Table 1, the significance of the relationship between Continuous Assessment and Examination Scores in Primary Education Studies during 2016/2017 Academic Session. With the probability value (p-value) of 0.001 (less than the 0.05 level of significance). It is concluded that there is significant relationship between the performance of students in Continuous Assessment and Examination Scores in Primary Education Studies Courses.

The r² values of 0.056 shows the variation in examination scores that can be explain by continuous assessment is 5.56% which implies that the unexplained variation is far higher than explained variation (which means that students continuous assessment scores cannot be used to predict their examination scores).

Table 2 : Correlation of students CA and Examination Scores in Primary Education Studies 2017/2018 Academic Session.

CA/EXAM	Mean	SD	r	r ²	%	sign	p-value	Decision	
CA	30	18.27	10.11	0.645	0.416	41.60	+	0.001	Rejected
EXAM	70	32.13	12.86						

As shown in Table 2, the significance of the relationship between Continuous Assessment and Examination Scores in Primary Education Studies during 201/2018 Academic Session. With the probability value (p-value) of 0.001 (less than the 0.05 level of significance), the hypothesis was rejected. It is concluded that there is significant relationship between student's performance in Continuous Assessment and Examination Scores in Primary Education Studies Courses.

The coefficient of determination is 0.416 which implies that almost 42% of variation in examination scores can be explain by continuous assessment scores.

Table 3: t-test of Gender Differences in CA and Examination Scores in Primary Education Studies 2016/2017 Academic Session.

CA/ EXAM	Male Mean	SD	Female Mean	SD	t-value	p-value	Decision
CA	19.88	9.77	19.91	5.86	-0.065	0.948	Not Rejected
EXAM	31.72	13.28	32.49	12.47	-1.444	0.149	Not Rejected

As shown in Table 3 to determine whether male and female students differed significantly in Continuous Assessment and Examination Scores of Primary Education Studies during 2016/2017 academic session. With a significant value of 0.948 in Continuous Assessment Score and 0.149 in Examination Score (more than 0.05 level of significance), the hypothesis was not rejected.

The data on the table shows that there is no significant difference in the male and female performances in Continuous Assessment and Examination Scores in Primary Education Studies during 2016/2017 academic session.

Table 4: t-test of Gender Differences in CA and Examination Scores in Primary Education Studies 2017/2018 Academic Session.

CA/ EXAM	Male Mean	SD	Female Mean	SD	t-value	p-value	Decision
CA	18.41	10.00	18.18	10.19	0.330	0.741	Not Rejected
EXAM	24.99	16.89	25.40	17.50	-0.328	0.743	Not Rejected

As shown in Table 4 to determine whether male and female students differed significantly in Continuous Assessment and Examination Scores of Primary Education Studies during 2017/2018 academic session. With a significant value of 0.741 in Continuous Assessment Score and 0.743 in Examination Score (more than 0.05 level of significance), the hypothesis was not rejected.

The data on the table shows that there is no significant difference in the performance of male and female in Continuous Assessment and Examination Scores in Primary Education Studies during 2017/2018 academic session.

Table 5: Correlation of students CA and Examination Scores in Social Studies Education during 2016/2017 Academic Session.

CA/EXAM	Mean	SD	r	r ²	%	sign	p-value	Decision
CA 30	15.76	4.66	0.099	0.0098	0.98	+	0.001	Rejected
EXAM 70	36.53	9.68						

As shown in Table 5 the significance of the relationship between Continuous Assessment and Examination Scores in Social Studies Courses during 2016/2017 Academic Session. With the probability value (p-value) of 0.001 (less than the 0.05 level of significance), the hypothesis was rejected. It is concluded that there is significant relationship between the performance of students in Continuous Assessment and Examination Scores.

The r^2 values of 0.0098 shows the variation in examination scores that can be explain by continuous assessment is 0.98% which implies that the unexplained variation is far higher than explained variation (which means that students continuous assessment scores cannot be used to predict their examination scores).

Table 6: Correlation of students CA and Examination Scores in Social Studies Education during 2017/2018 Academic Session.

CA/EXAM	Mean	SD	r	r ²	%	sign	p-value	Decision
CA 30	19.66	5.93	-0.008	0.000064	0.0064	-	0.763	Not
EXAM 70	30.43	11.96						Rejected

As shown in Table 6 the significance of the relationship between Continuous Assessment and Examination Scores in Social Studies Courses during 2017/2018 Academic Session. With the probability value (p-value) of 0.763 (more than the 0.05 level of significance). It is concluded that there is no significant relationship between students performance in Continuous Assessment and Examination Scores.

The coefficient of determination (r^2) value of 0.000064 shows the variation in examination scores that can be explain by continuous assessment is 0.0064% which implies that the unexplained variation is far higher than explained variation, that is to say students continuous assessment scores cannot be used to predict their examination scores.

Table 7: t-test of Gender Differences in CA and Examination Scores in Social Studies Education during 2016/2017 Academic Session.

CA/ EXAM	Male Mean	SD	Female Mean	SD	t-value	p-value	Decision
CA	15.77	4.58	15.74	4.75	0.104	0.917	Not Rejected
EXAM	37.20	9.00	35.79	10.32	2.618	0.009	Rejected

As shown in Table 7 to determine whether male and female students differed significantly in Continuous Assessment and Examination Scores of Social Studies Education Students during 2016/2017 Academic Session. With a probability value (p-value) of 0.917 in Continuous Assessment Score (more than the 0.05 level of significance) and 0.009 in Examination Score (less than the 0.05 level of significance). The data on the table shows that there is no significant difference in the performances of male and female students in Continuous Assessment Scores, however, there is significant difference in Examination Scores.

Table 8: t-test of Gender Differences in CA and Examination Scores in Social Studies Education during 2017/2018 Academic Session.

CA/ EXAM	Male Mean	SD	Female Mean	SD	t-value	p-value	Decision
CA	19.42	6.13	19.93	5.70	-1.552	0.121	Not Rejected
EXAM	30.00	11.84	30.89	12.09	-1.326	0.185	Not Rejected

As shown in Table 8 to determine whether male and female students differed significantly in Continuous Assessment and Examination Scores of Social Studies Education Students during 2017/2018 Academic Session. With a probability value (p-value) of 0.121 in Continuous Assessment Score and 0.185 in Examination Score (more than the 0.05 level of significance), the hypothesis was not rejected. The data on the table shows that there is no significant difference in the mean performance of male and female students in Continuous Assessment and Examination Scores.

Discussion

In this study, students' scores were correlated in respect of their Continuous Assessment and Examination scores during the 2016/2017 to 2017/2018 academic sessions.

The estimated correlation coefficient demonstrates the relevance of the association between Continuous Assessment and Examination Scores of students of Primary Education Studies in the 2016/2017 Academic Session. With the probability value (p-value) of 0.001 (smaller than the significance level of 0.05). The conclusion was drawn that there is a substantial association between the performance of students in Continuous Assessment and Examination Scores in Primary Education Studies Courses. This study contradicts the prior findings of Sangoniya and Gbolagade (2022) who observed no significant connection between CA and examination scores. Similarly, Birhanu (2018) also found that the students' performance in continuous assessment does not necessarily go in line with their examination results. Moreover, Gonzalez et al. (2020) and Ahmad (2025) also presented poor or inconsistent

correlations between continuous assessment scores vs final examination scores.

The coefficient of determination (r^2) values of 0.056 shows the variation in examination scores that can be explain by continuous assessment is 5.56% which implies that the unexplained variation is far higher than explained variation (which means that students continuous assessment scores cannot be used to predict their examination scores). This finding is in agreement with Morales, García, and Barranco (2022), who found that although continuous assessment could distinguish students who were likely to pass or fail, it could not accurately predict the exact final examination scores or grades of university students. Morales, García, and Barranco concluded that continuous assessment alone is insufficient for predicting students' examination performance and should be complemented with other indicators.

The calculated correlation coefficient demonstrates the relevance of association between Continuous Assessment and Examination Scores of students in Primary Education Studies for 2017/2018 Academic Session. With the probability valve (p-value) being 0.001 (below the 0.05 level of significance). It was suggested that there is a substantial association between the performance of students in Continuous Assessment and Examination Scores in Primary Education Studies Courses This conclusion is inconsistent to the previous findings by Sangoniyi and Gbolagade (2022) who discovered no significant link between CA and examination scores based on. In a related study, Birhanu (2018) stated that students' performance in continuous assessment has no relationship with examination results. Moreover, Gonzalez et al. (2020) and Ahmad (2025) also presented poor or inconsistent correlations between continuous assessment scores vs final examination scores.

The coefficient of determination (r^2) value of 0.416 shows that almost 42% of variation in examination scores can be explain by continuous assessment scores. This finding is in agreement with Morales, García, and Barranco (2022), who found that although continuous assessment could distinguish students who were likely to pass or fail, it could not accurately predict the exact final examination scores or grades of university students. Morales, García, and Barranco concluded that continuous assessment alone is insufficient for predicting students' examination performance and should be complemented with other indicators.

The study was carried out to evaluate whether there was a significant difference between male and female students in the Continuous Assessment and Examination Scores in the Primary Education Studies in the 2016/2017 academic session. The hypothesis was not rejected because the value

of the probability (p-value) in the Continuous Assessment Score was 0.948 and in the Examination Score was 0.149 (higher than the level of significance of 0.05). The data demonstrates that there is no significant difference in the mean performance of male and female students in Continuous Assessment and Examination Scores in Primary Education Studies in 2016/2017 academic session. This conclusion corroborates prior findings by Onihunwa et al. (2018) who reported no significant difference between male and female students in continuous assessment and examination scores. Similarly, Arai, Chang and Kuo (2021) and Dew et al. (2020) revealed no significant difference in examination performance by gender.

The analysis was conducted to find out if there was significant difference between male and female students in Continuous Assessment and Examination Scores in Primary Education Studies in 2017/2018 academic session. The hypothesis was not rejected (p-value=0.741 in Continuous Assessment Score and p-value=0.743 in Examination Score) greater than the 0.05 level of significance. The data demonstrates that there is no significant difference in the mean performance of male and female students in Continuous Assessment and Examination Scores in Primary Education Studies in 2017/2018 academic session. This agrees with the prior findings of Onihunwa et al. (2018) who reported no significant difference between male and female students in continuous assessment and examination scores. Similarly, the examination performance does not vary much on the gender (Arai, Chang and Kuo, 2021; Dew et al., 2020).

The estimated correlation coefficient demonstrates the significance of the association between Continuous Assessment and Examination Scores of students in Social Studies Education Courses in the 2016/2017 Academic Session. The hypothesis was rejected with the probability value (p-value) of 0.001 (less than the 0.05 level of significance). It was discovered that there is considerable association between the performance of students in Continuous Assessment and Examination Scores . These results are inconsistent with the previous findings of Sangoniyi and Gbolagade (2022) who observed no significant association between CA and examination scores based. Similarly Birhanu (2018) found out that students' performance in continuous assessment does not necessarily correlate to examination results. Gonzalez et al. (2020) and Ahmad (2025) also studied the association between continuous assessment and final examination scores and discovered that the relationship was weak or inconsistent.

The coefficient of determination (r^2) values of 0.0098 shows the variation in examination scores that can be explain by continuous assessment is 0.98% which implies that the unexplained variation is far higher than explained

variation (which means that students continuous assessment scores cannot be used to predict their examination scores). This finding is in agreement with Morales, García, and Barranco (2022), who found that although continuous assessment could distinguish students who were likely to pass or fail, it could not accurately predict the exact final examination scores or grades of university students. Morales, García, and Barranco concluded that continuous assessment alone is insufficient for predicting students' examination performance and should be complemented with other indicators.

The analysis was carried out to determine whether male and female students differed significantly in Continuous Assessment and Examination Scores of students in Social Studies Education Courses during 2016/2017 Academic Session. With a probability value (p-value) of 0.917 in Continuous Assessment Score (more than the 0.05 level of significance) and 0.009 in Examination Score (less than the 0.05 level of significance). The data shows that there is no significant difference in the mean performance of male and female students in Continuous Assessment Scores, however, there is significant difference in Examination Scores is consistent with Gidado (2025), who found that male and female Biology students at the University of Abuja performed similarly in continuous assessment, although significant gender differences were observed in examination performance across some courses. Similarly, the finding is also inline with Paloposki, Virtanen, and Clavert (2025), who reported that continuous assessment and final examinations produced different academic outcomes among university students, suggesting that assessment type significantly influences students' performance.

The analysis was conducted to ascertain if there was significant difference between male and female students in Continuous Assessment and Examination Scores in Social Studies Education Courses in 2017/2018 Academic Session. The hypothesis was not rejected at p-value of 0.121 for Continuous Assessment Score and 0.185 for Examination Score (which is greater than 0.05 level of significance). The data indicates no significant difference in the mean performance of male and female students in Continuous Assessment and Examination Scores. This finding is in line with the previous findings of Onihunwa et al. (2018) who did not detect any significant difference between male and female students in the continuous assessment and examination scores. Similarly, Dew et al. (2020) and Arai, Chang, and Kuo (2021) reported the insignificant dependence of examination performance upon gender.

The coefficient of correlation obtained showed the relevance of the association between Continuous

Assessment and Examination Scores of students in Social Studies Courses in 2017/2018 Academic Session. p-value is 0.763 (more than 0.05 level of significance). It was established that there is no significant association between the students' performance in Continuous Assessment and Examination Score. This conclusion is inconsistent with the previous findings of Sangoniya and Gbolagade (2022) who discovered no significant association between CA and examination scores based, Similarly Birhanu (2018) found out that students' performance in continuous assessment does not necessarily correlate to examination results. Gonzalez et al. (2020) and Ahmad (2025) also studied the association between continuous assessment and final examination scores and discovered that the relationship was weak or inconsistent.

The coefficient of determination (r^2) value of 0.000064 shows the variation in examination scores that can be explain by continuous assessment is 0.0064% which implies that the unexplained variation is far higher than explained variation, that is to say students continuous assessment scores cannot be used to predict their examination scores, this finding is consistent with the earlier finding of Morales, García, and Barranco (2022), who found that although continuous assessment could distinguish students who were likely to pass or fail, it could not accurately predict the exact final examination scores or grades of university students. Morales, García, and Barranco concluded that continuous assessment alone is insufficient for predicting students' examination performance and should be complemented with other indicators.

Conclusion

From the foregoing discussions it can be concluded that there is significant correlation between students' continuous assessment and examination scores, no sex differences were observed in the courses analyzed and students continuous assessment scores cannot be used to predict their examination scores.

Recommendations

The following recommendations are made based on the findings of this study:

1. The study recommends that regulations and policies should be put in place so that all universities can benefit from the practice and a uniform policy should be emphasized. Also training for lecturers should be encouraged especially in the use of continuous assessment strategies.
2. The study recommends that Nigeria Educational planners should ensure that the system is improved, especially as it affects curriculum

development, so that that curriculum design and practices improve and better evaluation strategy used.

3. The study recommends that University system should ensure that valid data are collected in order to improve its policy design and decision making for evaluation purposes.
4. The study recommends that University system should provide adequate counselling services to university students in respective of their gender.

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