

Assessment Of Feedback Mechanism And Domains Of Learning Coverage Among Basic Education Teachers In Calabar Municipality Local Government Of Cross River State, Nigeria

Original Research Article | Volume 1 | Issue 4 | 2026 | Article Number: 027

Accepted: 27 August 2026 | Published: 10 September 2026 | ISSN: 2979-8582 (Online)



Crossref : <https://doi.org/10.67693/BJCR-75XDHVQB>



Sunday Udeme Bright¹, Beshel Celestine¹

¹Department of Educational Foundations, Faculty of Education, University of Cross River State, Nigeria

 SUB [0009-0003-2200-5662](https://orcid.org/0009-0003-2200-5662)

Correspondence: Sunday Udeme Bright, brightflux@gmail.com

Abstract

Despite the advantages and visible contributions to learning, continuous assessment practices have been long overlooked and over-ridden by school administrators and teachers alike which has therefore become imperative, a cause for concern to the researchers. The study was conducted to assess Continuous Assessment Practices (CAP) in Upper Basic Education Schools in Calabar Municipality of Cross River State, Nigeria. Based on this purpose, two research questions were raised to guide the study. The survey research design was utilized. A sample of 100 teachers was randomly selected from 5 Public Primary Schools from a population of 1000 teachers. The instrument used for data collection was the Assessment of Continuous Assessment Practices Checklist. (ACAP-C). Simple percentages and component bar charts were used to analyze teachers' responses. Results indicated that the majority of the teachers supported the feedback mechanism. Also, teachers are of the opinion that the cognitive domain is the main focus of measurement and less attention is being paid to the other domains of learning. Based on the findings of the study, it was concluded continuous assessment practices are not adequately followed and efficiently delivered in the area of study. The study recommended that classroom teachers should be encouraged to take continuous assessment seriously and to pay more attention to how it is practiced as it concerns testing the pupils, giving them feedback within the term and assessing the three domains of learning.

Keywords: Evaluation, Feedback Mechanism, Domains of Learning Coverage, Assessment PRACTICES, Upper Basic Education Teachers

INTRODUCTION

Assessment is seen as a planned process of organizing test data into interpretable forms on a number of factors (Sunday, 2025). Defined rather broadly, assessment is the process of defining, selecting, designing, collecting, analyzing, interpreting and using information to increase students' learning and development (Joshua, 2019). It provides valuable feedback to students on their progress, to teachers on their instructional effectiveness, and to parents on their children's academic development. However, the true value of assessment is inextricably linked to its fairness. Fair testing practices are the bedrock of equitable education, ensuring that all learners are given an unbiased opportunity to demonstrate their knowledge and skills, and that assessment outcomes accurately reflect their capabilities rather than extraneous factors

Continuous assessment practices have been an issue under research for some time now, especially when it concerns pupils in basic education schools. According to Idaka (2008), Continuous assessment was introduced due to the redundancies of the former system of examination, that is. the one-shot examination. This 'almighty' final examination was almost the sole determinant of the pupils' academic progress and promotion to higher class (Sunday & Neji, 2025). This one-shot assessment system caused tremendous anxiety, shock and nervousness in pupils who dreaded it with morbid fears (Sunday, 2025).

National Council on Measurement in Education (NCME) (2014) noted that such examinations encourage rote learning, stifle creativity and are difficult to assess objectivity both for the purpose of measuring what has been learnt and for that of selecting from a large number of candidates –a small number of the best. It was no surprise then when pupils resorted to all means of passing the examination ranging from cheating to rote learning just to ward off the devastating effect of the examinations. These examinations were characterized by an increase in examination malpractice, fear and anxiety, nervousness etc. among pupils regarding the result of the examination. Mkimbili and Kitta (2020) advocated for the replacement of an end of year anonymous examination with continuous assessment. The Federal republic of Nigeria in the national policy on education (2013) proposed the determination of pupil's progress at all levels of the educational system based on continuous assessment. The introduction or adoption of continuous assessment practices was an alternative to an earlier system when an overwhelming emphasis was placed on the examination with little on terminal teacher-made tests Sunday (2025) states that to aim at understanding an individual after one or two measures of his abilities and personality traits is both futile and foolish. Education itself is a lifelong process, a continuous process and the assessment then must necessarily be continuous too.

The increasing realization of the importance of continuous assessment is predicated on the belief that several samples of an individual will give a better aggregate of that individual than one sample will give. Furthermore, the human traits like intelligence, aptitude, attitude, temperaments, etcetera, that we have are somewhat unstable and change with human development, time, and circumstances. It is essential to measure these traits time after time before a lasting pattern of personality can be established (Sunday & Neji, 2023).

Continuous assessment practices therefore are aimed at arriving at accurate data from an individual, in this case a pupil, having tested and re-tested his or her abilities, not just a onetime approach or conclusion. The Federal Ministry of Education (2013) handbook defines continuous assessment as a mechanism whereby grading of a student in the cognitive, affective and psychomotor domains or knowledge takes account in a systematic way of all his performances during a given period of schooling. Oloye (2018), sees continuous assessment as a variety of opportunities for assessing pupils' performances and progress being provided in schools, that these opportunities should not be in the area of academic achievements only, but should cover all aspects of the pupils ability (Sunday, 2025).

Continuous assessment practices are systematic because it is a step by step or that it follows a step-by-step procedure in arriving at its final judgments. Pupils can now be evaluated not just based on a one-time observation but on a time to time basis that provides room for a teacher to observe and notice the different sides of a pupils ability, strengths, weakness and improve on his or herself after a particular assessment has been administered before the final determining judgment is derived thereby making the learning process more visible and less scary or frightening (Adebayo & Adebayo, 2021).

As much as continuous assessment practices comes with a truck load of advantages, it also has its snags which includes poor level of record keeping, favoritism, lack of competent teachers, comparability of standard (Sunday, 2025). and, the absence of continuous assessment committees in the schools and at different government levels for effective planning and implementation of the programme. This made the process of planning and implementation of continuous assessment practices in schools less effective as there was no supervision provided. Those are some of the setbacks of continuous assessment practices in schools. The teachers are very important stakeholders in every innovation relating to education (Sunday & Obambon, 2024). The successes and failures of continuous assessment practices depend strongly on the quality and dedication of the classroom teachers to dutifully and diligently follow due process in implementing these practices. In view of this the teachers were expected according to Joshua (2019) to:

1. Be able to state behavioral objectives for each subject area and each topic and to cover the three domains of learning.
2. Be able to weigh the objectives for assessment and for test communication and prepare a table of specification.
3. Be able to administer, scope and grade test for collection of assessment information
4. Be able to select from the different assessment techniques that suit each objective or to construct a suitable tool when needed.
5. Be able to calculate derived scores, interpret scores and grades for effective decision making.
6. Be able to vary methods of presenting contents of different subjects to provide remedial work where weakness is noticed.

It is worthy of note that even with all these measures advocated for the continuous assessment practices, it still suffers lapses in schools today with problems arising from incompetency of teachers to the issue of comparability of standard, to subjectivism, to record keeping issues etc (Esuabana et al, 2023). All this and more form the basis of this study where the researcher sought to carry out in-depth investigation of continuous assessment practices among teachers in Upper Basic Education schools in Calabar Municipality.

STATEMENT OF THE PROBLEM

Through time, educators have expressed various opinions and views on continuous assessment practices among teachers in upper basic education schools all towards the enhancement and development of up-to-date- standards and quality in administration. Some schools do not give adequate attention to continuous assessment practice and how it affects the pupils even to how it is conducted thereby making the continuous assessment practice deficient in these schools and the main aim of its introduction worthless (Sunday et al, 2025).

The problem of continuous assessment practices includes the following: Poor level of record keeping: Most schools in Nigeria and Calabar municipality do not have adequate space or even school stores to store the record of their continuous assessment data which makes these records go missing or completely lost. The continuity of records through the data derived from the students or pupil's is not guaranteed because there is no reference material, that is the score to be referred to when computing the final

examination result. Favoritism: primary school teachers tend to be subjective in their awarding of marks due to their personal biases like tribe, church family. There is a lack of objectivity among teachers thereby making the result obtained not reliable.

Lack of competent teachers is one of the most prominent impediments to the practice of continuous assessment is the unavailability of trained teachers in that field and the incompetence of the available ones. Continuous assessment practices need trained hands to conduct them as these same people will have to compute the scores, carry out the entire process of calculating and giving the result afterwards. Its practice in schools and the standards of quality of pupil's performance between schools is seldom comparable. There is no medium for comparing these standards which could help the teacher and the school and even the pupils to make adjustments where necessary and work on their weak areas (Sunday, et al, 2025).

Despite the advantages and visible contributions to learning, continuous assessment practices have been long overlooked and over-ridden by school administrators and teachers alike which has therefore become imperative, a cause for concern to the researcher to look into the continuous assessment practices among upper basic school teachers in Calabar municipality. Continuous assessment is also of great interest to stakeholders and well-meaning citizens of this great country Nigeria, which in other words, spurred the research to carry out this research in order to provide a remediation mechanism to see how this practice can regain its lost glory.

Purpose of the study

The study conducted an assessment of continuous assessment practices (CAP) in upper basic education schools in Calabar municipality of Cross River State, Nigeria. Specifically, the study sought to:

1. Examine the teachers' opinion about the importance of feedback mechanism in continuous assessment
2. Appraise the extent of domain coverage by the teachers while conducting continuous assessment.

Research questions

1. What is the opinion of teachers on the importance of feedback mechanisms in continuous assessment?
2. To what extent do teachers cover the domains of learning in their conduct of continuous assessment in primary schools?

Research Design

The research design adopted for this study is the survey design. According to Isangedighi (2014), survey research design is a research approach that attempts to systematically collect data about a group of individuals (sample) who have the same characteristics, through the use of written or oral data collection instruments; interviews, questionnaires, telephone interview, mails, and internet, concerning participants' responses on facts, opinions or attitudes to enable the researcher study the group (population) of which the researcher has no control over the independent and dependent variables and the phenomenon is studied in its raw form as it is happening.

Sunday et al (2025) describes the survey research as that which is directed towards determining the nature of the situation as at the time of investigation. He further describes it as a type of research design that studies large and small populations by selecting and studying samples chosen from the population to discover the relative incidence, distribution, interrelations of sociological and psychological variables. The survey research design is economical in the sense that a study of representing samples will permit inferences from generalization to population that could be too expensive to study as a whole (Sunday &

Etuk, 2024). This design is considered appropriate because this research was designed to explore the current continuous assessment practices among teachers in the area of study.

Population/Sample

The population of the study is made up of classroom teachers and consists of all approved public primary schools in Calabar Municipal Local Government Area of Cross River State. A total of 1000 teachers were used and the figure spread across the public primary schools in Calabar municipality. Among the teachers that constituted the population of the study, 845 were females and 155 were males.

The sampling technique adopted for this study was the simple random sampling techniques. The simple random sampling technique was used to draw the sample of the study. Using this method, everybody in the population was given an equal opportunity of being selected to constitute the sample of the study. In doing this, numbers were assigned to all members in the population which were dipped into a basket and respondents were given the opportunity to be represented in the study sample. The main purpose of using simple random sampling techniques is to expose a sample that yielded research data that can be generalized to a larger population.

The technique employed by the researcher is the hat and draw (balloting) method which enabled the selection of five (5) primary schools for the study. To select pupils for the study the researcher wrote “yes” and “No” options in separate pieces of paper. The pupils in those selected schools were made to pick them. Those that picked “yes” option were used in the study, this process allowed the selection of twenty (20) pupils per selected school, the samples of the study were randomly drawn for the study using simple random sampling techniques. The sample of the study consists of 100 teachers randomly selected from 5 public primary schools that were sampled for the study in Calabar Municipal Local Government Area of Cross River State.

Instrumentation

The instrument used for the study was the assessment of continuous assessment practices checklist. (ACAP-C). It has a “yes” or “no” response pattern to determine what the teachers do in their school in terms of continuous assessment. In order to validate the instrument, content and face validity scrutiny was carried out for adequacy of wordings and sequential arrangement in meaning was done by experts in measurement and evaluation.

RESULTS

Research Question One

What is the opinion of teachers on the importance of feedback mechanisms in continuous assessment ? This question was answered using the checklist items from this section which has to do with teachers’ opinion about the importance of feedback mechanism. The result is presented in table 1 and figure 1 below.

TABLE 1: Checklist analysis of the opinion of teachers on the importance of feedback mechanism in continuous assessment

S/N	Items	Yes (%)	No (%)
Importance of feedback			
1	Feedback is information given to pupils to let them know about their performance	87 (87.00%)	13 (13.00%)

2	Feedback helps to improve pupils' academic performance	64 (64.00%)	36 (26.00%)
3	Feedback should be given regularly	78 (78.00%)	22 (22.00%)
4	With or without feedback, a dull pupil is dull	59 (59.00%)	41 (41.00%)
5	Pupils have the right to know about their assessment scores during the term	43 (43.00%)	57 (57.00%)

The analysis on table 1 showed that the majority of the teachers agreed to the fact that feedback is important in continuous assessment as reflected in their responses. All positive items attracted positive responses from the teachers with over 50% of them favouring items that suggested the importance of feedback in continuous assessment. For item one “feedback is information given to pupils to let them know about their performance” 87 teachers also representing 87 per cent said yes and only 13(13%) said no, confirming that most of the teachers understood the concept of feedback in continuous assessment. Then for item two “feedback helps to improve pupils' academic performance”, 64(64%) of the teachers supported the statement and only 36(36%) were against. It could be seen that the majority of the teachers supported the feedback mechanism.

Similarly, for item three, “Feedback should be given regularly” 78 per cent favoured the opinion which showed they actually practice that and only 22 per cent stated contrarily. The response to item four confirmed the response in item two where the teachers are of the opinion that feedback helps improve the pupils' performance. However, the teacher seems not to agree that feedback is the right of the pupils' as 57 per cent of them said no to it, leaving 43 per cent who actually supported it.

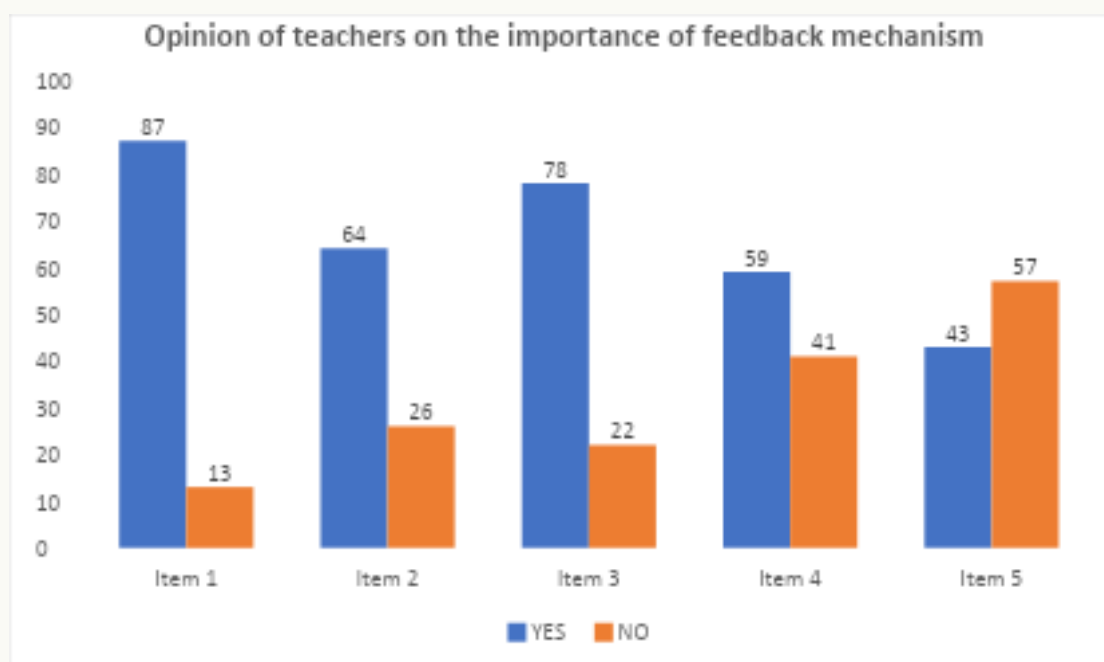


Figure 1

Research Question Two

To what extent do teachers cover the domains of learning in their conduct of continuous assessment in primary schools?

This question was answered using the checklist items from this section which has to do with domain coverage in continuous assessment in primary schools. The result is presented in Table 2 and figure 2 below.

Table 2: Checklist Analysis Of Domain Coverage In Continuous Assessment By Teacher

S/N	Item	Yes	No
Evaluation of cognitive domain			
6	Pupils knowledge of a concept is easier to assess	91 (91.00%)	9 (9.00%)
7	Pupils emotions and feelings do not matter in the learning process	63 (63.00)	37 (37.00%)
8	Teachers do not have adequate knowledge to assess the other two domains	42 (42.00)	58 (58.00%)
9	Affective and psychomotor domains shouldn't be assessed alongside the cognitive domain	56 (56.00)	44 (44.00%)
10	Cognitive domain is the major domain in learning, others are supplementary	94 (94.00)	6 (6.00%)

The analysis on table 2 showed that most of the teachers support the assessment of the cognitive domain, they agreed more to items that emphasize measurement of the cognitive domain. For item six “pupils' knowledge of a concept is easier to assess” 91 teachers also representing 91 per cent said yes and only 9(9%) said no, with many confirming the emphasis on the cognitive measurement. For item seven “pupils' emotions and feelings do not matter in the learning process”, 63 (63%) of the teachers supported the statement and only 37(37%) were against. Also, for item eight, “teachers do not have adequate knowledge to assess the other two domains” 42 per cent favoured the opinion which showed they have adequate knowledge and 58 per cent disagreed that they do not have adequate knowledge.

Responses to item nine “affective and psychomotor domains shouldn't be assessed alongside the cognitive domain” showed that 56(56%) said yes and 44(44%) said no, suggesting they should be measured. Lastly on this section, item ten “Cognitive domain is the major domain in learning, others are supplementary” 94(94%) of the teachers agreed by saying yes and only 6(6%) of them said no to the item. On the whole, teachers are of the opinion that the cognitive domain is the main focus of measurement and less attention is being paid to the other domains of learning.

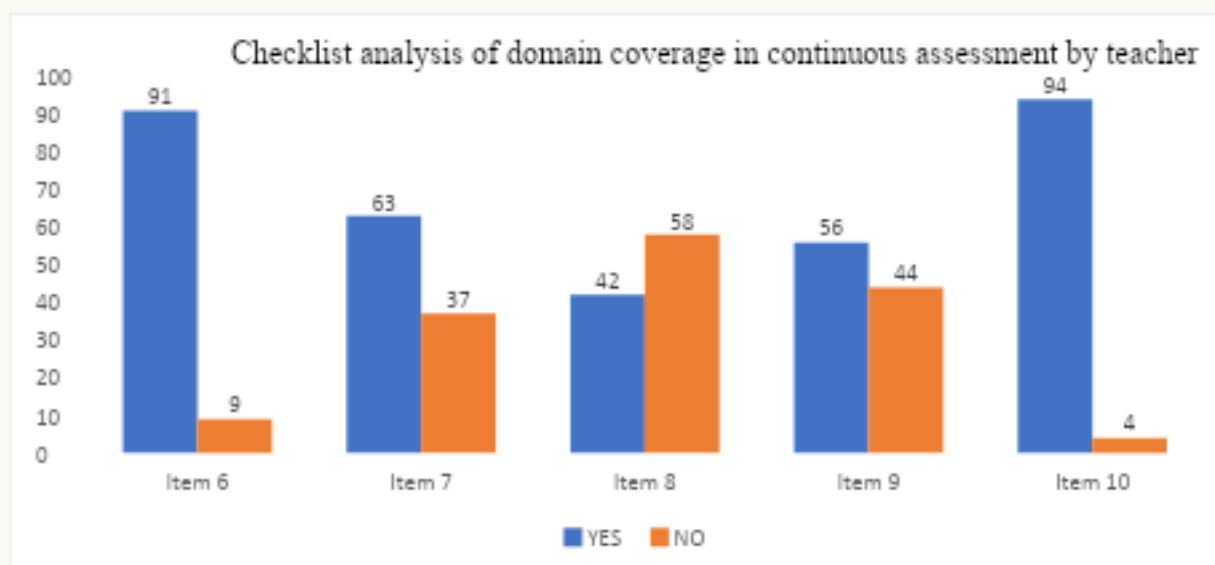


Figure 2

DISCUSSION OF FINDINGS

Finding on this variable showed that the majority of the teachers agreed to the fact that feedback is important in continuous assessment. All positive items on this variable attracted positive responses from the teachers with over 50% of them favouring items on the variable which suggested the importance of feedback in continuous assessment. However, the teacher seems not to agree that feedback is the right of the pupils'. This in line with Brookhart, (2023). who observed that academic feedback is more strongly and consistently related to achievement than any other teaching behaviour, this relationship is consistent regardless of grade, socio-economic status, race or school setting which shows the importance of feedback mechanism. They found that feedback can improve a student's confidence, self-awareness and enthusiasm for learning. Effective feedback of CA can aid in excellent performance in examination and may support student retention, enhance learning and improve assessment performance.

This was also corroborated by Williams-McBean, (2023). who in their study suggested that though feedback is one of the most powerful influences on learning and achievement and Tierney (2022), admits that CA feedback needs to provide information especially relating to the task or process of learning that fills a gap between what is understood and what is aimed to be understood which may be done in a number of different ways. These may be through affective processes such as increased effort, motivation, or engagement.

The finding on this variable showed that most of the teachers support the assessment of the cognitive domain, they agreed more to items that emphasize measurement of the cognitive domain. On the whole, teachers are of the opinion that the cognitive domain is the main focus of measurement and less attention is being paid to the other domains of learning. This finding agrees with that of Sireci and Randall (2021) who observed in their made test analysis that the vast majority of tests/examinations constructed by the teachers have tested only the knowledge category and little of the comprehensive. The finding was corroborated by Barocas Hardt and Narayanan (2023) who confirmed that the other domains like affective and psychomotor are often not measured at all. Cognitive domain deals with how a student acquires processes and utilizes the knowledge. It is the "thinking" domain. This domain focuses on intellectual skills and is familiar to educators.

CONCLUSION/RECOMMENDATIONS

Based on the findings of the study, it was concluded continuous assessment practices are not adequately

followed and efficiently delivered in the area of study. The following recommendations were made based on the findings of the study.

- i. Classroom teachers should be encouraged to take continuous assessment seriously and to pay more attention to how it is practiced as it concerns testing the pupils, giving them feedback within the term and assessing the three domains of learning.
- ii. School administrators should always give teachers the mandate to conduct their own assessment and also follow up to make sure that every teacher does that without interference.

References

- Adebayo, M. M., & Adebayo, O. S. (2021). Challenges of Effective Implementation of Basic Education in Nigeria. *International Journal of Education and Development in Africa*, 6(1), 1-12.
- Barocas, D. Hardt, H. & Narayanan, A. (2023). Multilevel teacher resource effects in pupil performance in secondary mathematics and science: The case of teacher subject matter preparation. Pp. 29- 58 in R.G. Ehrenberg (Ed.), *Choices and consequences: Contemporary policy issues in education*. Ithaca, NY: ILR Press.
- Esuabana, S. B. & Sunday, U. B. & Neji, G. N. (2023). Family related variables and undergraduate students' tendencies to social behaviour in university environments in Cross River State, Nigeria. *AFRIBVAM Journal*, 4(5), 54-60.
- Federal Republic of Nigeria. (2013). *National Policy on Education* (3rded.). NERDC Press.
- Idaka, I. I. (2008). *Fundamentals of educational measurement and evaluation*. Calabar: Future Line Publishers.
- Idaka, I. E. (2008). Assessment of primary science teachers' application of testing skills in the practice of school-based assessment (SBA) programme in Cross River State, Nigeria. Unpublished Ph.D Dissertation, University of Calabar, Calabar.
- Isangideghi, A. J. (2014). School Climate for learning. Unpublished lecture materials.
- Joshua, M. T. (2019). Battles in the Classroom: Evaluation of Teaching and Learning to the Rescue. 86th Inaugural Lecture of the University of Calabar, Calabar.
- Joshua, M. T. (2019). *Essentials of classroom assessment*. Jos: Sunrise Press.
- Krieger, D. (2013). Stereotype threat in the classroom: Dejection mediates the disrupting threat effect on women's math performance. *Personality and Social Psychology Bulletin*, 29, 371-381.
- Mkimbili, S., & Kitta, S. K. R. (2020). School-based assessment practices in Tanzanian secondary schools. *Journal of Education and Practice*, 11(3), 112-124.
- Mkimbili, S., & Kitta, S. K. R. (2020). The Rationale of continuous assessment for development of competencies in Tanzania secondary schools. *Advanced Journal of Social Science*, 6(1), 64-70.
- National Academies of Sciences, Engineering, and Medicine (2022) Health and Medicine Division; Board on Health Sciences Policy; Forum on Microbial Threats; Forum on Medical and Public Health Preparedness for Disasters and Emergencies; Editors: Scott Wollek, Rapporteur, Lisa Brown, Rapporteur, and Angela Fritzinger, Rapporteur. Washington (DC): National Academies Press (US); July 13, 2022.

National Council on Measurement in Education [NCME] (2014). Codes and Standards for Educational and

Psychological Testing.

- Oloye, R. O. (2018). Assessment as a Tool for Effective Teaching and Learning in Primary Schools. *Journal of Education and Learning*, 7(3), 116-123.
- Sireci, S. G., & Randall, J. (2021). Fairness in educational assessment: Foundations and practices. *Educational Assessment*, 26(2), 83–102.
- Sunday, U. B. & Neji, G. N. (2023). Incidence of Cyberbullying Behaviour among Students of
- Sunday, U. B. & Obambon, A. A. (2024). Predictive Assessment of Emotional Intelligence Indicators and Cheating Tendencies among First Years Students of Public Universities in Cross River State, Nigeria. *Journal of Education*, 13(2), 337-347.
- Sunday, U. B., Beshel, C. & Chidozie, V. N. (2025). Binary Dichotomization of Educational and Non-Educational Variables using Coefficient of Association (A) Matrix with Secondary School Students in Calabar South Local Government Area, Cross River State, Nigeria. *International Journal of Education, Management Sciences and Professional Studies*, 1(2), 190-203.
- Sunday, U. B. & Neji, G. N. (2025). Dichotomization of family structure and prenatal preference in Phi-coefficient Analysis: Implication for Educational Review. *British American University Journal of Social and Contemporary Issues (BAUJSOCI)*, 1(1), 288-306.
- Sunday, U. B., Obambon, A. A. & Beshel, C. (2025). Students' Perception of Teachers' Assessment and Evaluation Skills and their Academic Achievement in Economics in Calabar Education Zone of Cross River State, Nigeria. *Jigawa Journal of Educational Research (JJER)*, 4(2), 95-105.
- Sunday, U. B. (2025). Assessment of fair testing practices among basic education teachers in South-South States of Nigeria. *International Journal of Contemporary Social Science Education (IJCSSE)*, 6(1), 141-156.
- Sunday, U. B. (2025). Comparative Analysis of Selected Post Hoc Tests on Students' Class Level, Age and Mathematics Achievement in Calabar Education Zone of Cross River State, Nigeria. *Journal of Educational Review*, 16(1), 27-38.
- Sunday, U. B. (2025). Comparative Analysis of Selected Post Hoc Tests on Students' Class Level, Age and Mathematics Achievement in Calabar Education Zone of Cross River State, Nigeria. *Journal of Educational Review*, 16(1), 27-38.
- Tertiary Institutions in Akwa Ibom State, Nigeria. *Prestige Journal of Education*, 6(2), 151-167.
- Tierney, R. (2022). Standardization and fairness: A critical review. *Assessment Matters*, 15, 25–39.
- Williams-McBean, C. (2023). Holistic approaches to school-based assessment in the Caribbean. *Caribbean Journal of Education*, 45(1), 89–105.



© 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY 4.0) licence (<https://creativecommons.org/licenses/by/4.0/>)