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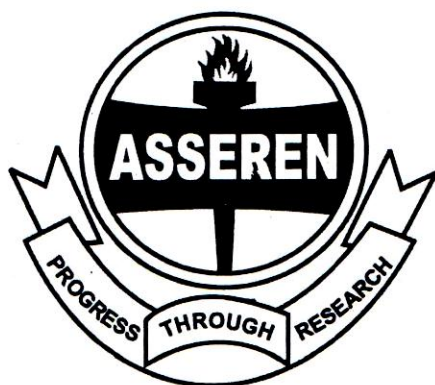
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INSTRUCTIONS TO AUTHORS

The Journal of Education (JOE) publishes empirical and theoretical papers presented at the Annual Conference of the Association of Educational Researchers and Evaluators of Nigeria (ASSEREN) which discuss conceptual, theoretical and methodological issues as well as original empirical works in education that are related to the Conference theme. The goal of the Journal is to bring together researchers, practitioners and stakeholders in education to focus on research and methods in education and establish collaboration in these areas. To develop a high quality manuscript, authors are advised to adhere to the following suggestions of the American Psychological Association (APA) Publication Manual (6th Edition, 2010).

For empirical papers, the main headings should consist of abstract, introduction and literature review, method, results, discussion, recommendations, conclusion and references; while theoretical papers should have an abstract, introduction, theoretical or conceptual framework and position, recommendations, conclusion and references.

Manuscripts should be typed double spacing and should not be more than 15 pages in Microsoft word, 12pts font size and Times New Roman, with adequate margins on A4 paper. An abstract of between 200 and 250 words with a maximum of eight keywords is required. Presentation of tables and figures should be in line with APA format and style.

Empirical Papers

Abstract. The abstract for an empirical paper should provide a comprehensive summary of the article and should include the purpose, participants, procedures, major findings and conclusion; while the one for a theoretical paper should include the purpose, theoretical model, position and conclusion.

Introduction and Literature Review. The introduction and literature review should introduce the problem and describe previous research on the topic. There is need for relevant data for establishing existence of problem. Summary of literature review should be presented and existing gaps to be filled identified. At the end of the literature review, the purpose of the study should be stated as well as the research questions and hypotheses that will be addressed.

Method. A detailed description of methods and procedure adopted for a research study is required. Components to address here include the design, participants, instruments description, development and validation, procedure for administration of treatment in experimental study and how data are collected and analysed.

Results. Results of the study describes the outputs of data analysis. Present results in tables and figures where appropriate, according to the research questions and hypotheses that are addressed. Then interpret the findings without discussing them.

Discussion. The discussion section should relate the findings of study to earlier ones in literature in terms of similarities and differences. It should also present probable explanations to the findings as well as implications for theory and practice in the field of education.

Recommendations. The essence of recommendations is to base educational practice based on research findings. Recommendations should be directly related to the variables measured in the study. The answers to the research findings and results of test of hypotheses should guide researchers in making recommendations based on any study.

Conclusion. Conclusion should summarize the findings of the study and should be based on the purpose of the study.

Reference. All cited works in text must be referenced in alphabetical order according to APA format and style.

Theoretical Papers

For theoretical papers, the author should consider theoretical and practical applications of existing theories in Nigerian context. The researcher should ensure the feasibility of application of theoretical frameworks adopted within the cultural context and practical constraints of the education system in Nigeria.

Introduction. The problem and its importance should be clearly stated.

Theoretical or Conceptual framework. The theoretical or conceptual framework should be clearly explained and how it relates to the problem or topic.

Position. The author needs to describe his/her position on how a particular problem in education can be solved based on the theoretical or conceptual framework.

Recommendations. All recommendations should be based on the theoretical or conceptual framework or a new model developed by the researcher.

Conclusion. The findings of the paper should be summarized and presented as they relate to the modified or new model developed.

EDITORIAL

I bring you greetings from the Editorial Board of the ASSEREN Journal of Education (AJOE). It is with great pleasure that we present this second issue of Journal of Education, a Publication of the Association of Educational Researchers and Evaluators of Nigeria (ASSEREN). The ASSEREN Journal of Education is a peer-reviewed journal for publication of original theoretical and empirical research papers in education that emanated from the 18th Annual Conference of the Association of Educational Researchers and Evaluators of Nigeria (ASSEREN). The theme of the Conference was "Creative design and instrumentation in educational research and evaluation" and all articles in this publication addressed innovative teaching, learning, instrumentation, data processing in research and evaluation as well as other related issues in education. The papers provide useful insights and discourse on what, why and how different approaches to teaching, learning, sampling, instrument validation and data processing can enhance quality of research and evaluation in education.

Content Validity of Continuous Assessment Tests in Economics in Senior Secondary Schools in Ilorin, Kwara State

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Abstract

This study investigated the content validity of continuous assessment in economics at senior secondary school level in Ilorin, Kwara State. The study examined whether the contents of Economics Continuous Assessment (CA) test progressively represent the Economics syllabus where the relationship between variables such as grade level and content were obtained. Descriptive survey design was adopted for the study. Twenty public Senior Secondary Schools were randomly selected from 69 Senior Secondary Schools in Ilorin. Sources of data collection were records of Economics curriculum for Senior Secondary School 1, 2 and 3 and the Continuous assessment Test items administered to the classes. The content validation of the Economics Continuous assessment Test items was assessed with the use of Percentage Difference Coefficient of content validity. Analysis of Variance (ANOVA) was used to analyze the hypothesis formulated. Findings revealed that the mean of the validity indices were .72, .51 and .48 for SSS1, SSS2 and SSS3 respectively. This implies that Economics Continuous Assessment test items do not progressively represent the Economics content. The finding revealed that a significant difference exists in the validity indices along the students' grade level. Based on these findings, it was recommended that Secondary school Economics teachers should ensure that their continuous assessment items are related to the content in economics syllabus for all the classes, SS1 – 3. This could be achieved when table of specification or test blue print is used to plan the items so as to improve students' performance both in internal and external economics examinations.

Keywords: assessment, continuous assessment, content validity, validity indices

Introduction

Assessment is an indispensable tool in the school system for determining students' academic performance. Assessment is the process of gathering information about how learners are progressing in their learning. It gathers information about what learners know and can demonstrate as a result of learning processes. Thus, it can be referred to as objectives that have educational and economic dimensions with certification as formal outcome. Assessment involves the collection of information about an individual's

knowledge, skills, attitudes, judgment, interpretation and using the data for taking relevant decisions about the individual's instructional process, curriculum or programme (Ugodulunwa, 2008).

Assessment and certification are very useful tools for monitoring and evaluation of educational system and serve as great motivation for teaching and learning process. Assessment reveals to the teacher and students areas in which they are strong or weak while certification evolves subsequently to the assessment for qualification (Olatunji, 2015). All who have stake in students learning importantly use assessment result. Assessment determines the success of teaching and learning process, no wonder Nwanah (1979) posited that no matter how effective the teacher, how intelligent the learners, how adequate the audio visual equipment, if no provision is made for some evaluation of progress the teaching effort may be completely invalidated. Some of the relevance of assessment include feedback loop to learners and teachers, motivation, placement, selection, certification and essentially, for decision-making, thus it must be properly handled else wrong decisions with it attendance multiplier effect would be made.

Borich (2011) defines educational assessment as an interactive process between students and teachers that informs teachers' and students' learning progress; without this, teachers cannot make effective decision on students' learning. The teachers or researchers can use any type of assessment suitable for their study or programme and assessment can be used to determine programme achievement (Olutola, Olatoye and Olatoye, 2016).

Educational assessment could be classified into summative and formative. Summative assessment comes at the end of a programme or course. It is designed to judge the learners overall performance. According to Stiggins (2002), summative assessment can be used in taking high stakes decisions on performance of students but cannot be used for taking daily or weekly instructional decisions by students and teachers as the learning process unfolds. It was the type of assessment adopted at the outset of formal education in Nigeria, where one final (one-shot or one-time or single) examination at the end of the term is used to determine learners' performance. This method was deemed unfair since it could not give a true reflection of learners' ability and it could result to high rate of failure. This assertion corroborates Bassey and Idaka (2008) who observed that intervening variables like sudden ill health, accident, inability of the home and other periodic learner psychological factors could considerably influence this one-shot assessment.

Addressing the lapses of one-shot assessment, 6-3-3-4 system of education was recommended to replace the former 6-5-2-3 system in the 1977 National Policy on Education. One of the distinctive features of the National Policy on Education is its emphasis on Continuous Assessment Tests. It states that 'Educational assessment and evaluation shall be liberalized by their being based in whole or in part on continuous assessment of the progress of the individual'. (National Policy on Education, 2004, section 1, paragraph 9).

Continuous assessment was formally introduced in 1982. It emphasizes both formative and summative assessment. It involves assessing learners in the three domains, a number of times at intervals using a variety of assessment techniques such as tests, projects, home works, observations, questionnaires, interviews, portfolios, checklist, and socio-metrics. It engages in formative assessments using a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment (Crooks,

2001). It typically involves qualitative feedback (rather than scores) for both student and teacher and also focuses on the details of content and performance (Huhta, 2010).

Alonge (2003) defined continuous assessment (CA) as a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behaviour takes into account in a systematic way all his performances during a given period of schooling. It involves the use of different modes of evaluation for the purpose of guiding and improving the learning and performance of the student. The Nature of Continuous Assessment is Systematic, Comprehensive, Cumulative, Guidance-Oriented and Periodic. To be systematic, C.A must be properly planned, if it should measure what it intends to measure. The assessor must decide wisely when to administer the test and should regulate the frequency of the test to be meaningful. C.A is comprehensive, also in two ways. Firstly, it is aimed at assessing the total development of the students along the three domains (Cognitive, Affective, and Psychomotor domain). Secondly it involves utilization of various assesment techniques or variety of instruments, standard teacher made tests. Continuous Assessment Cumulative as it consists of many previous decisions during the schooling period of the learner. That is, adding the present to the past or the previous. C.A. is guidance-oriented because the information so obtained about each student is employed in guiding him for self understanding and towards better future development. It allows the learners to know how they fairing and it allows teachers to know area of strengths and weaknesses of the students (Obe 1994 & 1998 & Oyekan 2000). Tests used in formative evaluation are mostly teacher made tests and thus internal to the school system. The roles of validity in formative and summative assessment cannot be overemphasized.

Bande (2004) defines validity as the extent to which an instrument measures what it purports to measure. Validity is therefore determined in relation to what particular use for which the instrument is being considered. Validity can also be referred to as the appropriateness, meaningfulness and usefulness of the specific inferences made from test scores. A valid instrument is one which measures what it is supposed to measure (DeVellis, 2003). There are different type of validity namely content validity, criterion validity, concurrent validity, predictive validity, discriminant validity, convergent validity, face validity and construct validity. Content validity refers to the extent to which an instrument actually measures or is related to the traits for which it is designed to measure (Bande, 2004). When a test has content validity, it means the items on the test represent the entire range of possible items the test should cover.

Hassan (1995) defined it as the extent to which a test or an instrument adequately covers the domain of behaviour it intends to measure. In psychometrics, content validity (also known as logical validity) refers to the extent to which a measure represents all facets of a given social construct. For example, a depression may lack content validity if it only assesses the affective dimension of depression but fails to take into account the behavioural dimension.

Bakare (2014) submitted that coefficient of content validity of Economics test items of SSS1, SSS2 and SSS3 did not progressively represent Economics contents of the syllabus because coefficient of content validities of .61, .59 and .56 were respectively obtained. Also, Bakare (2014) submitted that there is no difference in the validity indices along the students' grade level. Ogunjimi (2008) believed that content validity is a sample- oriented rather than sign-oriented. A behaviour is viewed as a sample when it is

considered a sign when it is an indicator or a proxy of a construct. It was viewed that content validity is not a statistical concept, but an evaluation by an expert, which is hopefully arrived at after careful study of the test objectives and wordings.

In addition, study conducted by Hogarty, Lang and Kromrey (2003) on the content validity of an instrument developed to measure teacher's perceptions, a sample of forty-five experts in the area of educational psychology were made and the developed instrument on the teachers perception were given to each of them to judge the appropriateness of the items on the instrument. They were expected to judge whether the instrument contain a representative sample of the content being assessed and whether the items are in a format that is appropriate for those using the instrument. The findings revealed that six -out of thirty items on the instrument were not judge by the experts to cover the breath of the content area. It was pointed out that the items were ambiguous and measuring content outside the instrument's coverage. It was recommended that specifications regarding test content and evaluation objectives must be used by item writers and test committee to develop the appropriate test content.

Economics is a subject that has relevance to everyday life. Obemeata (1991) stated that the position of economics in secondary school curriculum has been strengthened because it has been accepted that economics has some civil values. According to Adu (2002) the study of economics serves as useful purpose in modern life. It helps us to decide which of several alternatives to choose. Moreover, Dutuma (2016) revealed that economics prepares one to deal with issues in variety of fields including, business, law, politics, history and accounting. Economics is concerned with human behavior such as how people earn their living and make a choice between alternatives to satisfy their wants. Thus, economics is one of the electives or group of subjects expected to be studied at the senior secondary school level (SSS) under the national policy on education and it prepares one adequately for life in modern society. In the school setting, students' performance in economic as one of the subjects offered in senior secondary schools has implications for the attainment of socio-cultural, socio-economic, and political improvements of Nigeria economy.

Despite the important of economics to other field and the huge investment in education, the performance of students in economics in both internal and external examinations in senior secondary certificate has been a matter of concern to many well-meaning individuals, institutions and organizations as well as to various levels of government. Moreover, in spite of the importance and popularity of economics among Nigerian students, performances at senior secondary schools are not encouraging or attractive. According to Ayodele (2010) the differences in the quality of tests and other assessment instruments used in different schools as well as differences in the procedures of scoring and grading the various assessments in the various schools could pose problem of comparability of standard. Some teachers may set apparently difficult test items, which students may see as a threat to the class. Moreover, Abbas (2000) stated that candidates' continuous assessment scores may not be the true reflection of his ability as he might be scored higher than his actual ability. This may be as a result of many reasons such as special interest in such candidate, the candidate may be a teachers' favourite. This may be some of the reasons while CA scores are not considered in external examinations as recommended in the NPE document.

The use of "one shot" examination at the end of the term to determine learners' performance is unfair and cannot give a true picture of learners' ability. A proper conduct of CA should lead to better overall performance of the learners in internal as well as in

high stakes examination. Surprisingly, it seems not so, findings of some studies revealed disparities in learners' performance in CA and final examination. Then could the problem be that of the content?

Hence, this study investigated content validity of continuous assessment in economics at senior secondary school in Ilorin, Kwara State. Specifically, the study investigated whether the contents of Economics Continuous Assessment test progressively represent the Economics syllabus. In addition, relationship between variables such as grade level and content were examined. The following research question and hypothesis guided the study:

Research Question: To what extent do Economics Continuous Assessment test items progressively represent the Economics syllabus?

Research Hypothesis: There is no significant difference in the validity indices along the students' grade level.

Method

Descriptive survey design was adopted for the study. Twenty (20) public Senior Secondary Schools were randomly selected from 69 Senior Secondary Schools in Ilorin. Sources of data collection were records of Economics Curriculum for Senior Secondary School 1, 2 and 3 and Continuous Assessment Test items administered to the classes. The content validation of the Economics Continuous Assessment Test items was assessed with the use of Percentage Difference Coefficient of content validity with the formula:

$$r_{ts} = 1 - \frac{\Sigma/d/}{100}$$

which is obtained by comparison of relative percentage weightings of the content of the CA test with those of the subject matter in the curriculum. Percentage Difference Coefficient of content validity is defined thus:

$$r_{ts} = 1 - \frac{\Sigma/d/}{100}$$

Where:

r_{ts} is the correlation between test and syllabus
d is the difference between corresponding percentage weightings of subject matter and the contents of the test (Abiri, 2007). The closer the CA items to those of the subject matter, the higher its content validity (See Appendix 1). ANOVA was also used for testing the hypothesis formulated.

Results

The research question was answered by calculating coefficient of content validity of the continuous assessment items of SS1, SS2 and SS3 for the twenty sampled schools using Percentage Difference Coefficient of content validity. The result is presented in Table 1.

Table 1: Coefficient of Content Validities of SS1, SS2, and SS3 Economics Continuous Assessment

Schools	Coefficient of validities for SSS1	Coefficient of validities for SSS2	Coefficient of validities for SSS3
A	.69	.60	.50
B	.67	.53	.46
C	.67	.57	.50
D	.75	.56	.50
E	.72	.54	.50
F	.76	.60	.50
G	.66	.50	.56
H	.70	.53	.50
I	.68	.61	.61
J	.66	.65	.40
K	.75	.50	.40
L	.70	.40	.45
M	.67	.41	.51
N	.68	.50	.53
O	.70	.42	.44
P	.72	.58	.44
Q	.78	.50	.47
R	.67	.40	.41
S	.68	.40	.44
T	.70	.40	.48
Mean Score	.70	.51	.48

Table 1 reveals the coefficients of SSS1, SSS2 and SSS3 of the twenty sampled schools. The mean score of the validity indices were .70, .51 and .48 for SSS1, SSS2 and SSS3, respectively. It could therefore be deduced that Economics Continuous Assessment test items does not progressively represent the Economics content because the mean of coefficient of content validity of SSS1 (.70) was above average, an average mean coefficient of validity (.51) was recorded in SS2 while, mean coefficient of validity recorded in SSS3 (.48) was below average. Table 1 reveals an unprogressive representation of the Economics contents by Continuous Assessment test items across the grade levels (classes).

Table 2: One-Way ANOVA summary of difference in the validity indices along the students' grade level

Source	Sum of Squares	df	Mean Square	Cal F	P-value
Between Group.	572	2	.286		
80.595	.000				
Within Group	.202	57	.004		
Total 774	59				

Table 2 shows the F-value 80.595 with a p -value 0.000. at alpha level of 0.05, the null hypothesis is rejected because the calculated p -value is less than 0.05 alpha level ($0.000 < 0.05$). It implies that there is significant difference in the validity indices along the students' grade level. Scheffe's Post Hoc test was carried out to find the sources of the differences among the three grade levels. The result of the analysis is presented in Table 3.

Table 3: Scheffe's post hoc on difference in the validity indices along the students' grade level

Years of Job Experience	N	Subset for alpha = 0.05	
		1	2
Senior Secondary Student Three	20	.4800	
Senior Secondary Student Two	20	.5100	
Senior Secondary Student One	20		.7005

Table 3 shows the Scheffe's post hoc on difference in the validity indices along the students' grade level and a significant difference was revealed. SSS1 has highest mean of .7005, which implies a significant coefficient of content validity, while SSS2 and SSS3 with lower means of .5100 and .4800 respectively in the same subset have similar coefficient of content validity.

Discussion

The findings of the study in research question one revealed that, the mean of the validity indices were .70, .51 and .48 for SSS1, SSS2 and SSS3 respectively. It could therefore be deduced that Economics Continuous Assessment test items does not progressively represent the Economics content because the mean content validity coefficient of SSS1 of .70 which was above average, an average mean coefficient of validity of .51 was recorded in SS2 while a mean validity coefficient of .48 recorded for SSS3 was below average. This finding corroborated the submission of Bakare (2014) that coefficient of content validity of SSS1, SSS2 and SSS3 did not progressively represent Economics contents because the validity coefficients of .61, .59 and .56 respectively were obtained. Unprogressive representation of the Economics contents by Continuous Assessment test items across the grade level (class) with lowest indices in SSS3, could be due to time available to teachers especially at this level. However, most teachers including economics teachers are occupied with how to cover the syllabus in preparation for SSCE that commence at second term as such, they may not administer enough continuous assessment.

In addition, the study discovered that there is significant difference in the validity indices along the students' grade level. Scheffe's post hoc on difference in the validity indices along the students' grade level confirmed a significant difference discovered. SSS1 has highest mean of .7005, which implies a significant coefficient of content validity, while SSS2 and SSS3 with least means of .5100 and .4800 respectively in the same subset have similar coefficient of content validity. This finding is contrary to the findings of Bakare (2014) which found that there is no significance difference in the validity indices along the students' grade level.

Conclusion

From the results of this study, it can be concluded that Economics Continuous Assessment test items does not progressively represent the Economics content and there is significant difference in the validity indices along the students' grade level (SSS1-3).

Recommendations

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

1. Secondary school Economics teachers should ensure that their continuous assessment items are related to the content in economics syllabus from grade level SS1 – 3. This could be achieved when table of specification or test blue print is used to plan the items so as to improve students' performance both in internal and external economics examinations
2. Economics continuous assessment items should be adequately distributed across the economics syllabus to ensure that there is content validity, as this will ensure that students' do not practice selective learning which may affect their achievement in Economics.
3. Government should organized in-service training for Economics teachers to assist them to acquire requisite assessment skills and understanding in item development to ensure that their items have high content validity.
4. Teachers should endeavor to administer and keep record of CA results that could be used for valid decision about student learning and instructional process.

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APPENDIX 1

ECONOMICS CURRICULUM CONTENTS/SYLLABUS

ECONOMICS CONTENTS SS1	COURSE SPECIFICATION (A)	C. A. TEST ITEMS (B)	/d/ DIFFERENCE IN WEIGHT
Definition and scope of Economics	2	4	2
The importance of Economics	2	3	1
Economics as a science 10	2	3	1
Economics as a social science	2	4	2
Concepts of wants, scarcity, scale of preference, choice and opportunity cost.	2	3	1
Graphs, charts and tables, measures of central tendency 6	6	-	0
Price system, demand and supply schedules and curves	2	3	1
Law of demand and supply	2	4	2
Factors affecting demand and supply 8	2	3	1
Determine equilibrium price and quantity	2	4	2
Meaning of production	1	-	0
Types of production	1	-	0
Factors of production 5	1	3	2
Division of labour and specialization	1	5	4
Scale of production	1	3	2
Definition of economics system	1	3	2
Basic economics problems of the society 3	2	3	1
Definition of firm and industry	2	-	0
Types and basic features of business enterprises	2	-	0
Problems of business enterprises	2	-	0
Private and public companies' definition 12	2	-	0
Quoted and unquoted companies definition and distinction	2	-	0
Shares, debentures and bonds	2	-	0
Determinants and implication of Population size and growth	3	4	1
Theories of population	3	-	0
Geographical, age, sex and occupational distribution of population 14	3	5	2
Importance and problems of census	3	4	1
Rural-urban migration	2	4	2
Concept of labour force	2	-	0
Efficiency and mobility of labour 6	2	-	0
Factors affecting the size of labour force	2	-	0
General overview of Nigeria economy 5	2	-	0
Nature and structure of industries in Nigeria	3	-	0
Components of agriculture, crop production, livestock etc	3	6	3
Importance of agriculture to the Nigerian economy 10	2	4	2
Activities of the marketing boards in Nigeria	2	-	0
Components of the Nigeria mining industry, materials, types, uses and location	3	-	0
Meaning and segments of financial system, money and capital markets, benefit of capital market 5	5	-	0
Definition of money and historical development of money	2	-	0
Types of credit cards, value card and other ICT aided payment instruments 5	1	-	0
Function and characteristics of money	2	-	0
Channels and process of distribution	2	5	3
Roles of wholesalers, retailers and cooperatives 6	2	4	2
The roles of government agencies in products distribution	2	5	3
Sources of fund for businesses	1	2	1
Basic instruments for business financing 5	2	4	2
Problems of business finance in Nigeria	2	5	3

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