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RELATIONSHIP BETWEEN STUDENTS' CONTINUOUS ASSESSMENT AND EXAMINATION SCORES IN GENERAL STUDIES EDUCATION ENGLISH COURSES IN FEDERAL COLLEGES OF EDUCATION

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Abstract

This study investigated the relationship between student's continuous assessment and examination scores in general studies education English courses in Federal colleges of education katsina and kano states. Three (3) null hypotheses were formulated and tested in this study. The study adopted descriptive research design of expo facto type and correlation types. The Population of the study consisted of sixteen thousand, four hundred and forty (16440) Nigeria Certificate in Education one to three students (NCE I-III) in selected school for 2024/2025 academic session. The target population of this study consisted of four thousand eight hundred and eighty – two (4882) while 15% were selected to participate in the study. Thus, a total of seven hundred and thirty-three (733) continuous assessment and examination students' scores in three general studies education English courses were purposively selected and used for computation in this study. Two schools were purposively selected for the study. A designed marks collection form (MCF) proforma were used for data collection in this study. Data

KEYWORDS:
Evaluation, Academic Performance, continuous Assessment, English Language and Examination

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collected were analyzed using Pearson product moment correlation (PPMC) at 0.05 level of significance. Findings of the study showed that, there is high significant relationship between students' performance in GSE 211(r=732**; p<0.05) and GSE 211 (r=,713**; p< 0.05) CAs and examination scores but there is low significant relationship between students' performance in GSE 221(r=,335**; p<0.05) and GSE221(r=,211**;<p0.05) CAs and examination scores. In addition, there is high significant relationship between students' performance in GSE321(r=,560**; p<0.05), GSE321 (r=,791**; p<0.05), CAs and examination scores. Based on the finding. It was recommended that, CA should be taken seriously by the GSE lecturers in the Department of Languages and Communication in order to improve students final examination score in general studies education English courses. Also, management of colleges of Education should help in ensuring that continuous assessment practices of the lecturers are properly monitored.

Introduction

Evaluation according to Nwankwo (2023) and Stiggins (2020) is a process through which the quality of an individuals' work or performance is judged. They further opined that it is a process of making value judgment or decision based on information or data obtained from measurement. Evaluation involves determining the value or worth of something. In education system, evaluation is an important component which is used to evaluate students' learning outcomes. Evaluation of students' learning outcomes places emphasis on obtaining information about how students achieve the learning objectives. Besides, it sued to determine how successful the teacher has been in the learning process. The national policy on education of federal Republic of Nigeria(2014) states that educational assessment and evaluation shall liberalized by being based in whole or in part on continuous assessment of the progress of the individual.

The evaluation of the learning and the assessment of the advancement rate of students are the significant elements of an educational system. The application of evaluation methods make it possible to assess the success and failure of students' continuously and to give advice and make comments for the improvement of educational planning , Bichi &Musa (2021). According to Aladenusi (2020) assessment is a central element in the overall quality of teaching and learning that can either be in formative or summative form. Continuous assessment (CA) is said to be an effective method of ensuring the quality of students in maintained throughout the semester.

A continuous assessment strategy refers to different tools used by the instructors in the classroom to understand the academic achievement levels of the learner's in terms of knowledge, attitudes and values. A strategy in assessment can also be described as a

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purposefully conceived and determined plan of action. According to Aggarwal (2019) continuous assessment (CA) is considered as a systematic determination of the extent of students 'progress or lack of it in school subjects including attitude and values from first day of students in school to the last day Abadina (2021). According to Okoro (2019) continuous assessment is a system of evaluation in which students are given a large number of tests at regular intervals rather than a single final examination at the end of the course. Osokoya (2021) viewed continuous assessment as the method of finding out what the students have gained from learning activities. Continuous assessment is very important in all educational level in Nigeria. Ogar (2019) opined that through continuous assessment, progress of each student can be measured and monitored and appropriate counselling method can be put in place as the case may demand. The national policy on Education laid strong emphasis on the use of continuous assessment practice at the various levels of Nigeria educational system. This according to Durotolu (1994) and Osokoya (2021) who posited that sequel the demerits of a single final examination at the end of a program of studies, the continuous assessment (C.A) system was introduced into Nigeria's education system in the early 1980's. The objectives of this system, according to the Federal Ministry of Education (FME,2025), include;

a. To give the teacher greater involvement in the overall assessment of pupils;
b. To provide a more valid assessment of the pupils' overall ability and performance;
c. To enable the teacher to be more flexible and innovative in his instruction;
d. To provide a basis for the teacher to improve his instructional methods; and
e. To reduce examination malpractices.

To this end, the National Policy on Education (2014,revised) has many sections on C.A.;

- The assessment of the individual in his course of study was based wholly or partly on C,A. (section1, Sub-section7 (7);
- C. A. is a guidance-oriented (section3,Sub-section 15 (8);
- Common Entrance Examination result for selection into secondary schools will incorporate headmasters' C.A. (Section 4, Sub-section23(1);
- The First School Leaving Certificate Examination will ultimately be abolished and primary School Leaving Certificate will be issued by the Headmaster of individual schools, based on C.A. and not as the result of a single final examination (Section4, Sub-section 23(21);
- Junior Secondary School Leaving Certificate will be based on a state examination and C.A. with certificate issued by the Headmaster (Section11, Sub-section99 (2).

Continuous Assessment is a systematic sort of formative evaluation technique concern with finding out the overall achievement of the learner in all the domains of the curriculum after a given set of learning experiences. The emphasis is that the learner is evaluated or

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assessed as often as possible, without waiting until the end of the term, session or entire program. C.A. has been qualified as being systematic, comprehensive, cumulative and guidance-oriented. Furthermore, Durotolu (1994) and Abadina (2021) stressed that the main objective of C.A. is not to judge but to enable learners to have the necessary opportunity to learn and demonstrate frequently the knowledge, skills and attitude acquired in the classroom so as to make learning easier, real and more meaningful, just as teaching is highly enhanced.

A continuous assessment strategy refers to different tools used by the instructors in the classroom to understand the academic achievement levels of the learner's in terms of knowledge, attitudes and values. A strategy in assessment can also be described as a purposefully conceived and determined plan of action. According to Aggarwal (2019) continuous assessment (CA) is considered as a systematic determination of the extent of students 'progress or lack of it in school subjects including attitude and values from first day of students in school to the last day (Abadina,2021). According to Okoro (2019) continuous assessment is a system of evaluation in which students are given a large number of tests at regular intervals rather than a single final examination at the end of the course. Osokoya (2021) viewed continuous assessment as the method of finding out what the students have gained from learning activities. Continuous assessment is very important in all educational level in Nigeria. Ogar (2019) opined that through continuous assessment, progress of each student can be measured and monitored and appropriate counseling method can be put in place as the case may demand. The national policy on Education laid strong emphasis on the use of continuous assessment practice at the various levels of Nigeria educational system. This according to Durotolu (1994) who posited that sequel the demerits of a single final examination at the end of a program of studies, the continuous assessment (C.A) system was introduced into Nigeria's education system in the early 1980's. The objectives of this system, according to the Federal Ministry of Education (FME,2025), include;

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b. C.A. is a systematic, comprehensive, cumulative and guidance-oriented. Furthermore, Durotolu (1994) stressed that the main objective of C.A. is not to judge but to enable learners to have the necessary opportunity to learn and demonstrate frequently the knowledge, skills and attitude acquired in the classroom so as to make learning easier, real and more meaningful, just as teaching is highly enhanced.

According to Aggarwal (2019), CA is not simply a continuous testing and Continuous assessment does not solely depend on formal tests. CA is more than giving a test; it

involves every decision made by the teacher in class to improve students' achievement. CA may take different forms such as formal questions given to students' during class, take-home assignment /exercises and recapitulation exercises. Assessment of students' academic achievement can either be internal or external. Internal assessment refers to school-based assessment, which includes class assignments, practical reports, teacher-made tests, class work or exercises, projects, field studies, quiz and debates part of the classroom continuous assessment strategies.

In higher institutions of learning in Nigeria, CAs(continuous assessments) which are inform of formative assessments are conducted by lecturer's within semesters when lectures are on-going while summative assessment (end of the semester exam) are conducted at the end of each semester. The totality of scores obtained in the CA and summative assessment are used to calculate the students' grade point average (GPA). Higher institutions of learning in Nigeria usually spelt out their ratio of the continuous assessment (CA) as guided by its governing bodies. C.A is usually either thirty per cent (30%) of forty per cent (40%) of each semester's total examination score of a hundred per cent (100%) taken in each subject, every semester. Onjewu (2020) posited that the scores derived cumulatively from all semester examination results add up to the final grade for the certification of students through assessment.

Assessment plays an important role in educational process as it provides necessary feedback needed to maximize the outcomes of educational efforts (Dennis, 2021). Ntiko (2020) defines assessment as a process for obtaining information that is used for making decisions about student, curricular and programmes, and educational policy. This implies that assessment is a process of collecting information about student learning performance to improve education. Hence, it is a process of measuring student's ability in acquiring certain behaviour or a specific knowledge for a particular subject, and provides the basis of ascertaining the quality of education at all levels. Learner assessment is best conceived as a form of two-way communication in which feedback on the educational process or product is provide to its key stakeholders (McAlpine, 2020).

According to Adebowale & Aloa (2019) assessment enables the school to achieve an overall objective of having as complete a record of the growth and progress of each pupil as possible in order to make unbiased judgment in the cognitive, affective, and psychomotor evaluation in the classroom. They further stated that assessment results are used by the stakeholders and practitioners in the evaluation of the entire educational system, motivating students to perform better, improving instructional planning and content, as well as certifying students as having attained specific levels of achievements. According to Aladenusi (2020), assessment is a central element in the overall quality of teaching and learning.

Houston (2021) in Aina (2019) opines that teacher must regularly assess the effectiveness of the learning experiences which they have organ and provide basis to enable the students achieve the earlier stated objectives. Greaney (2021) defines assessment as any procedure or activity that is designed to collect information about the knowledge, attitude, or skills of the learner or group of learners. Assessment according to Nxumola (2019) is a process through which the quality of an individuals' work or performance is judged. Assessment of students learning outcomes is formally completed through continuous assessment and final examinations level of education in Nigeria. Colleges of education offer general studies education courses in Nigeria use two levels of assessment for both formative and summative evaluation. Bichi (2021) described continuous assessment as an essential formative evaluation technique with 40% weight in the total examination scores of a course in general studies education. He however stressed that the final examination results determine students' level of achievement and provide basis for decision on the level of students' progress and provide feedback to students on their performance during the semester in general studies education. End of the term and end of semester examination are the examples of summative assessment .e.g. Assessment, whether formative or summative involve examinations

Examination is designed to meet the requirements of assessing intelligent quotient of an individual learner and was administered to determine whether students could advance from one class to another. Examination is also test of knowledge acquired, or generally a means of assessing Intellectual capacity or ability of an individual.

Therefore, General Studies Education examination is a form of summative assessment which takes place at the end of the semester. Summative assessment is a type of assessment that takes place at the end of course of instruction. Summative assessment is characterized by the cumulative scoring of student progress, traditionally after a section of a course is taught and a culminating examination is given (Denne, 2021). According to Yin, Shavelson,, Ayala, Ruizprimo, Brandon, Furtak, and Young (2020) summative assessment is frequently viewed as evaluating a student's ability to understand the presented course materials and further a product of student effort. The results of such assessment are therefore rarely used to identify specific knowledge gaps present within individual students or potential improvements that should be made in other to effectively deliver course content Faleye & Afolabi, (2021). It is expected that student who perform very well in General Studies Education English courses Continuous Assessment should perform very well in the examination as well. This is because the performance of student in C.A should serve as a good predictor of his or her performance in the examination.

Many scholars, statisticians and psychometrics held divergent views with regards to the concept of examination. Barnard and Lauwerys (2021) in Aggarwal (2019) defined

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examination as a test of knowledge acquired, or more generally a means of assessing Intellectual capacity or ability. Good (1957) in Aggarwal (2019) viewed examination from two angles;

(a) as an appraisal of ability, achievement, or present status in any respect,
(b) as an instrument used in making such an appraisal.

Page and Thomas (1978) in Aggarwal (2019) defined examination as "(a) assessment of ability, achievement or present performance in a subject. (b) Instrument of assessment which can be long essay or mixed form of assessment used for qualifying or entrance to professions and higher education"

Rowntsee in Aggarwal (2019) defined examination as a formal assessment of a student's learning, used particularly at the end of a course. Aggarwal (2019) posited that examination is of three types namely; a set of questions designed to check student's progress on the results of a course; a means of qualifying candidates for a certificate or degree in which they are required to attain a certain standard for a pass or honor; and a competitive test on the strength of which a scholarship or other award is made to the successful candidate. He further highlighted some of the functions of examination, as thus;

(a) To Evaluate the Achievement of the Students: the abilities and the achievements of the students must be evaluated. Examinations are conducted to discover whether or not the candidate had been able to acquire a certain amount of knowledge or skills.
(b) To Measure Personality: examinations are used to test the power of clear thinking, quickness of mind, calmness and perseverance.
(c) To Measure the Efficiency of Teachers and the School: examinations provide suitable occasion for the authorities to measure the efficiency of the teachers and educational institutions. It provides proper occasion to teachers to know whether or not their methods of instruction are appropriate.
(d) To Help in Diagnosis: examinations help parents to know the progress of their children. They help to discover the specific weak points of an individual or class and thus give an opportunity to the teachers as well to remove these defects.
(e) To Act as Incentive: stimulation to work hard is provided to the students through the institution of examination. Some objectives are placed before the students and for realization of these objectives the students develop in them the habit of constant hard work.
(f) To Help in Prognosis: the examinations have a prognosis value also. With this device the aptitudes of the students are determined.
(g) To Provide Uniformity of Standard: the external examinations facilitate the problem of uniformity of standard attained by the students of different institutions.

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(h) To Help in Guidance: examinations facilitate the work of groping individuals for the purpose of teaching by bringing those together who have more or less the same attainment.

(i) To Measure Fitness for Admission to Higher Courses: examinations area designed to determine the capacity and fitness of the candidate to pursue higher courses of general or professional study or training. Examinations which serve this purpose are called Entrance or Qualifying Examinations.

(j) To Help in Selection by Competition: the examinations are also conducted to select the best candidate for appointment to public service or award of prizes and scholarships.

(k) Study of Every Subject: the students study all the subjects including what are known as 'dull ones, for fear of examinations.

(l) Parents' Point of View: examinations provide an opportunity to the parents to know where their wards stand and whether money spends on them is being utilized properly.

(m) To Certify Competency: a technological society needs qualified doctors, engineers and scientists etcetera. Therefore, the examination system certifies their presence even in inadequately.

(n) To Link Schools with the World: examinations fulfill an important role in linking schools with each other and with the world.

The principles of continuous assessment

According to Ado (2021) in Abdullahi (2018), the following principles must be borne in mind when preparing continuous assessment.

(a) Continuous assessment must have a sound operational base. This implies that its objective must be clearly spelt out in term of what is expected to be accomplished within a given time along the educational programmes.

(b) There must be wide dimension of continuous assessment that is, the teacher should diversify or vary the patterns. Hence, continuous assessment should take the form of tests, quizzes, assignments, debates and projects.

(c) Continuous assessment must be reasonable spaced. In other words, there is the need for a timetable to be followed, that is, whether it will be weekly, fortnightly, or monthly. It is equally important to familiarize students with the time table so as to make the exercise meaningful and effective.

(d) The weighing system must be determined by the teacher. This implies that the teacher must determined the ratio of each continuous assessment measure vis and vis the final grade.

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(e) Continuous assessment must be capable of satisfying the requirement of an instrument. Hence, each measure must to be valid, reliable and usable, and

(f) Finally, arrangement must made for an expert to moderate continuous assessment. This step is aimed at avoiding possible manipulations or abuse by the teacher. In a situation where the student scores 36 out of 40 in the continuous assessment and scores only 12 out of 60 in the examination, the continuous assessment cannot be said to be reliable. Hence, the moderation will help to enhance standardization in GSE English courses.

English is a West Germanic language in the Indo-European language family, whose speakers, called Anglophones, originated in early medieval England on the island. English language is an Indo-European language in the West Germanic language group. Modern English is widely considered to be the lingua franca of the world and is the standard language in a wide variety of fields, including computer coding, international business, and higher education.

English language is also one of the compulsory subjects in the Nigeria secondary schools. It is a subject which has in the recent years recorded high number of students' enrolments. It is in recognition of the importance of English language that the Federal Republic of Nigeria (FRN, 2014) in the National Policy on Education, making English language a core subject at the pre-primary, primary and Secondary School levels of Education. This is an acceptance that this is the right stage to prepare the nation's future on indigenous language aside mother's tongue. Consequently, the policy on education stipulates that a credit pass in English language at the Senior Secondary School Certificate Examination (SSCE) is a pre-requisite for admission into tertiary institutions for science, technology, science-based and all courses in education and social sciences. Moreover, English language is used throughout the world as an essential tool in many fields of knowledge to make students acquire indigenous languages and new skills and sometimes leads to the development of entirely new disciplines.

STATEMENT OF THE PROBLEM

Scholars described education as a veritable tool for socio-economic growth and technological advancement of a nation (Iloh, Nwaham, Ighinedon & Ogogor 2020). Akbari and Allvar (2021) posited that in spite the important position education sector occupies, it noticeable for sometimes, that there is dismal academic performance among students in most of the tertiary institutions in Nigeria. The quality in products of the tertiary institution in Nigerian are becoming more worrisome as such government agencies , private organizations or other relevant employers of labour tend to subject 'job-seekers' or 'graduates' to various testing platforms such as aptitude test for re-examination before

offering them the job. Usually few, out of numerous applicants who apply for the job can emerge victorious as many record failures or unable to obtain the required scores. In support of this, Adebule (2019) observed that all over the country, there is a consensus of opinion about the fallen standard of education in Nigeria.

The plague of students' under-performance becomes source of concern to many including; the government, educational stakeholders and the parents. Parents and government are in total agreement that their huge investment on education is not yielding the desired dividend (Kola & Adedo,2020). Teachers at the various educational levels also complain of students' low performance at both internal and external examinations. The causal agents for the failure or success to educational institutions have been attributed to many things such as the role of parents or family, teachers, school environment, society and government. Besides, there are many more factors which scholars identified such as students' study habits, gender, school environment, teachers' competencies and continuous assessment as predictors that determine success or otherwise in the school system Onihunwa (2021) in (Kola and Adedo, 2020). The continuous assessment as mentioned among the factors play a vital role in determining what can a student obtain in terms of grade in the final examination or at the end of the course of study.

Disappointingly, despite the vital role continuous assessment played in the teaching and learning yet students still perform poorly in many courses including GSE and English Language (Kola & Adedo, 2020). The question that comes to mind is that, is there any relationship between continuous assessment and students' performance in GSE English courses? Therefore, the investigation into the relationship between students' continuous assessment and their end-of-semester examination scores in GSE English Courses becomes very necessary. This study is, therefore, aimed at exploring the relationship between students' continuous assessment and examination score in general studies education English courses in Federal College of Education in Kano and katsina.

Objectives of the study

The general objective of this investigation is to find out the relationship between students' continuous assessment and examination scores in general Studies Education English Courses in Federal Colleges of Education, Katsina and Kano States.

Specifically, the investigation sought to find:

1. The relationship between students' performance in GSE 211 (General English III) CA and Examination scores in selected College of Education in the States.
2. The relationship between the students' performance in GSE 221 (General English IV) CA and examination scores in selected College of Education in the States.

3. The relationship between students' performance in GSE 321 (General English V) CA and examination scores in selected Colleges of Education in the States.

Research Hypotheses

The following three (3) null hypotheses were formulated for only the research questions with corresponding hypotheses in the study:

1. There is no significant relationship between students' performance in GSE 211 (General English III) CA and Examination scores in selected Federal College of Education in the States.
2. There is no significant relationship between the students' performance in GSE 221 (General English IV) CA and examination scores in selected Federal College of Education in the States.
3. There is no significant relationship between students' performance in GSE 321 (General English V) CA and examination scores in selected Colleges of Education in the States.

Theoretical framework

John Dewey Cognitive Theory : John Dewey (1938) was a science teacher and an Education Philosopher. According to Dewey (1938) learning requires active participation within a social context or within an authentic setting. Dewey referred to this learning as experienced learning. Active involvement and personal understanding on the part of students instead of passive listening became necessary components of instruction. While traditional instruction has the teacher at the center of the learning process in a constructivist approach the students' learning becomes the focus of instruction with the teacher as guide or facilitator (Mathews, 2020).

The implication of this theory to this study is that in learning process, students must be engaged in meaningful activities that will induce them to apply the concepts they are trying to learn. The teacher's role is to provide enabling environment for active learning to take place. While Theory of Process, Personality, Interests, and Knowledge (PPIK) (Ackerman 1996) is derived from the work of Hebb 1942 and Cattell 1943, who divided intelligence into a physiological-based set of abilities (Intelligence A and fluid intelligence [Gf], respectively and a set of educational/experiential abilities (Intelligence B and crystallized intelligence[Gc], respectively. PPIK theory relies heavily on Cattell (1987) investment theory. However, instead of drawing the distinction between fluid intelligence as-process and intelligence-as-knowledge. The intelligence-as-knowledge concept is close to Cattell (1987) original description of crystallized intelligence, but in line

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with Gustafssen & Carlstedt's (2021) Definition of crystallized intelligence, it is much broader and deeper in scope. It is also emphasized as a predictor. PPIK theory puts more emphasis on domain-specific knowledge and on the importance of personality and interests in determining the direction on the effort which is invested into the knowledge acquisition and the maintenance of this knowledge acquisition, i.e. of intelligence-as knowledge.

Methodology

The study investigates the relationship between students' continuous assessment and examination scores in General Studies Education English courses at Federal Colleges of Education in katsina and kano states. This study was carried out within the FCE Katsina, Katsina State, FCE Kano, and FCE Bichi Kano, Kano State.

The descriptive research of ex-post facto and correlation research designs were used in this study. This is a research design where the researcher does not have direct control of the independent variable because their manifestation have long occurred based on the use of structured questionnaire. Mugenda & Mugenda (2019) posited that the ex-post factor research design allows the researcher to collect and analyze the data as it exists in the field without manipulating any variable. Therefore, the design is suitable for the study since the data were collected from the examination office of the Federal Colleges of Education selected for the study.

A correlation research design measures is a research measure that shows the relationship between two variables without the researcher controlling any of the variables (Mc Combes, 2020). This design is also suitable for this study because the study investigated the relationship between students' continuous assessment and examination scores in general studies education English courses in Federal Colleges of Education Katsina and Kano States.

The Population of the study consisted of sixteen thousand, four hundred and forty (16440) Nigeria Certificate in Education one to three students (NCE I-III). The target population of this study consisted of four thousand eight hundred and eighty-two (4882) Nigeria Certificate in Education NCE II and III students in Federal Colleges of Education Kano and Katsina States, 2024/2025 academic session. Out of the target population of four thousand, eight hundred and eighty-two (4,882), 15% were selected to participate in the study. Thus, a total of seven hundred and thirty-three (733) continuous assessment and examination students' scores in three general studies education in English courses were purposively selected and used for computation in this study. Kothari & Garg (2015) define purposive technique as a sampling technique in which a researcher relies on his own judgment when choosing members of population to participate in the study. Simple

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random sampling technique was also used to select the three General Studies Courses (GSE) English courses offered by students in NCE II and III, and four subjects' combinations were also selected randomly for the GSE.

A designed marks collection form (MCF) proforma were used for data collection in this study. The researchers- designed proforma titled "Mark Collection Forms (MCFs)" were used to collect data for the study. The proforma consists of six (6) items namely: serial number, name of Institution, subject combinations, general studies education (GSE), continuous assessment and examination. Data collected were analyzed using Pearson product moment correlation (PPMC) were used to test the hypotheses at 0.05 level of significance.

The researcher did not validate any instrument because of the nature of the instrument used. Proforma was designed to collect relevant data (Students CA & Examination scores) from the sampled institutions for the study. Face and content validities of the proforma were determined by the experts in Educational Psychology, English Department and Educational Measurement and Evaluation. Each of the items in the instruments were examined in relation to the information it is intended to elicit.

The researchers obtained letter of introduction from the Federal College of Education, Katsina. The letter was taken to the registrar, and the Director Examinations and Records offices in the selected colleges of Education. Assistance from the Office of Academic Secretary was sought to extract the continuous assessment and examination scores of the NCE II students, who wrote GSE English courses in the selected Colleges of Education in 2024/2025 academic session. The researchers personally collected relevant data from each of the selected institutions for the study using the proforma. This gave the researcher access to the relevant information in the selected institutions for the study and also opportunity to answer relevant questions that were raised by the authority of the institutions.

In this study, both descriptive and inferential statistics were used in analyzing the data collected. Pearson Product Moment Correlation (PPMC) were used to analyze the hypotheses one (1), two (2), and three (3). The hypotheses were tested at 0.05 alpha level of significance.

Hypotheses Testing

In this study, three (3) null hypotheses were formulated and tested at 0.05 alpha level of significance. To test these hypotheses, Pearson Product Moment Correlation (PPMC) statistical tool was used to analyze hypotheses one (1), Two (2), and Three (3) as presented below.

Hypothesis One: There is no significant relationship between students' performance in GSE 211 (General English III) CA and examination scores in FCE katsina, Katsina State.

Table 1: PPMC Showing the Relationship between Students' performance in GSE 211 CA and examination scores in FCE katsina, Katsina State.

Institution	Variable	PC, sig. of R. & No.	GSE 211 CA Score	GSE 211 Exams. Score
FCE Katsina,	GSE 211 CA Score	Pearson Correlation	1	732
		Sig.(2-tailed)		000
		N	113	113
	GSE 211 Exams. Score	Pearson Correlation	.732**.	1
		sig.(2-tailed)	000	
		N	113	113

Note: ** means high Significant Difference at 0.05

Table 1 reveals r-value of .732**. Which is significant at 0.05 alpha levels, (r=.732**;p<0.05). Therefore, the null hypothesis of no significant relationship between students' performance in GSE 211 (General English III) CA and examination scores in FCE katsina, Katsina State is rejected. This means that there is high significant relationship between students' performance in GSE 211 (General English III) CA and examination scores in FCE katsina, Katsina State. Thus, students' performance in GSE 211 (General English III) CA is a good predictor of their performance in GSE 211 examination.

Hypothesis Two: There is no significant relationship between students' performance in GSE 211 (General English III) CA and examination scores in FCE Bichi, Kano State.

Table 2: PPMC showing the relationship between students' performance in GSE 211 CA and examination scores in FCE Bichi, Kano State.

Institution	Variable	PC, sig. of R. & No.	GSE 211 CA Score	GSE 211 Exams. Score
FCE Bichi	GSE 211 CA Score	Pearson Correlation	1	560**
		Sig.(2-tailed)		000
		N	70	70
	GSE 211 Exams. Score	Pearson Correlation	560**	1
		sig.(2-tailed)	000	
		N	70	70

Note: ** means high Significant Difference at 0.05

Table 2 reveals r-value of .560**, which is significant at 0.05 alpha levels, (r=.560**; p<0.05). Therefore, the null hypothesis of no significant relationship between students' performance in GSE 211 (General English III) CA and examination scores in FCE Bichi, Kano

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State is rejected. This means that there high significant relationship between students' performance in GSE 211 (General English III) CA and examination scores FCE Bichi, Kano State. Thus, students' performance in GSE 211 (General English III) CA is a good predictor of their performance in GSE 211 examination.

Hypothesis Three A: There is no significant relationship between students' performance in GSE221 (General English IV) CA and examination scores in FCE katsina, Katsina State.

Table 3; PPMC Showing the Relationship between students' performance in GSE 221 CA and examination scores in FCE katsina, Katsina State.

Institution	Variable	PC, sig. of R. & No.	GSE 221 CA Score	GSE 221 Exams. Score
FCE Katsina	GSE 221 CA	Pearson Correlation	1	335**
	Score	Sig.(2-tailed)		000
		N	113	113
	GSE 221	Pearson Correlation	335**	1
	Exams. Score	sig.(2-tailed)	000	
		N	113	113

Note:** means Low Significant Difference at 0.05

Table 3 reveals r-value of .335**, which is significant at 0.05 alpha levels,(r=.335**; p<0.05). Therefore, the null hypothesis of no significant relationship between students' performance in GSE221 (General English IV) CA and examination scores in FCE Katsina, Katsina State is rejected. This means that there is low significant relationship between students' performance in GSE221 (General English IV) CA and examination scores in FCE Katsina, Katsina State. Thus, students' performance in GSE 221 CA is a good predictor of their performance in GSE 221 examination.

Hypothesis Three B: There is no significant relationship between students'performance in GSE221 (General English IV) CA and examination scores in FCE Bichi, Kano State.

Table 4: PPMC showing the relationship between students' performance in GSE 213 CA and examination scores in FCE Bichi Kano, Kano State.

Institution	Variable	PC, sig. of R. & No.	GSE 221 CA Score	GSE 221 Exams. Score
FCE Bichi	GSE 221CA	Pearson Correlation	1	.791**
	Score	Sig.(2-tailed)		000
		N	70	70
	GSE 221	Pearson Correlation	.791**	1
	Exams. Score	sig.(2-tailed)	.000	
		N	70	70

Note:** means high Significant Difference at 0.05

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Table 4 reveals r-value of .791**, which is significant at 0.05 alpha levels, (r=.791**; p<0.05). Therefore, the null hypothesis of no significant relationship between students' performance in GSE221 (General English IV) CA and examination scores in FCE Bichi, Kano State is rejected. This means that there is high significant relationship between students' performance in GSE221 (General English IV) CA and examination scores in FCE Bichi, Kano State. Thus, students' performance in GSE 221 CA is a good predictor of their performance in GSE 221 examination.

Conclusion

This study investigated the relationship between students' continuous assessment and examination scores in general studies education English courses in Federal Colleges of Education Katsina and Kano State.

Based on the above findings, the researcher concluded that, the relationship exists between students' continuous assessment and examination scores in general studies education English courses in selected Federal Colleges of Education, Kano and Katsina State. This implies that, there is significant relationship in Federal Colleges of Education students' Continuous Assessment scores in GSE English C.A and Examinations.

Recommendations

Based on the findings of this study the following recommendations were made:

1. Lecturers in Nigerian Colleges of Education should be committed to the use of continuous assessment on a regular basis in order to promptly assess each student's academic and achievement progress as expected for proper and accurate decision making.
2. GSE lecturers in languages and communication department should continue with their good work in GSE in English courses final examination scores.
3. CA should be taken seriously by the lecturers and students in order to improve students final examination score in general studies education and English Language courses.
4. Government should sponsor lecturers to attend seminars and in-service training in other to update their knowledge and skills on the conduct of continuous assessment.
5. Management of Colleges of Education should help in ensuring that continuous assessment practices of the lecturers are properly monitored.

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