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Outcome of Ongoing Evaluation in Secondary School Students 'English Language Performance in Rivers West Senatorial District

Beauty Onyekachi Garricks[1]; Prof. Michael Alozie Nwala[2]; Prof. Daniel Ogum[3] & Prof. Ibiere Ken-Maduako[4]

Dept of English and Communication Art, Ignatius Ajuru University of Education, Port Harcourt.

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***Corresponding Author:**
Beauty Onyekachi Garricks

Abstract **Original Research Article**

The study examined the evaluation of Ongoing Evaluation practices in selected junior secondary schools in Rivers West Senatorial District.. The study was guided by four research questions and one hypothesis which focused on the extent of implementation of Ongoing Evaluation, the methods commonly used by teachers, the challenges affecting its implementation, and the adequacy of record-keeping practices. The study also investigated the relationship between Ongoing Evaluation practices and teaching effectiveness in the selected schools. A descriptive survey research design was adopted for the study. The population consisted of teachers in selected junior secondary schools in Rivers West Senatorial District, while a sample of 100 teachers was selected using simple random sampling technique. Data were collected using a structured questionnaire titled Evaluation of Ongoing Evaluation Practice Questionnaire (ECAPQ). The instrument was validated by experts in Educational Measurement and Evaluation and tested for reliability using Cronbach Alpha. Data collected were analyzed using frequency counts, percentages, and mean scores, while the hypothesis was tested using Pearson Product Moment Correlation Coefficient at 0.05 level of significance. The findings of the study revealed that Ongoing Evaluation is moderately implemented in junior secondary schools in Rivers West Senatorial District. It was also found that teachers mainly use written tests and assignments as methods of Ongoing Evaluation, while alternative methods such as projects and oral presentations are less frequently used. The study further revealed that major challenges affecting implementation include large class sizes, inadequate teacher training, and heavy workload. In addition, record-keeping practices were found to be moderately adequate but require improvement for effective Evaluation management. The hypothesis tested showed a significant relationship between Ongoing Evaluation practices and teaching effectiveness. The study concluded that although Ongoing Evaluation is practiced in junior secondary schools, its effectiveness is limited by several institutional and professional challenges. The study recommended regular teacher training, reduction of class sizes, improved record-keeping systems, and the use of diversified Evaluation methods to enhance effective implementation of Ongoing Evaluation.

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Introduction

Education is one of the greatest growth agents of our country due to the ability to equip the individual with the stock of information, skill, values, and competences that will enable one to empower themselves and bring change in the society. Curricularly, assessing any program running in different systems and the way in which the students from the program have been taught the subjects in the program is a very essential component of any curricular program. Evaluation is a systematic way of collecting, analysing, and interpreting information about student learning outcomes to make educational decisions. It enables the teachers to know the extent of realisation of the instructional objectives and insight into useful information in improving the teaching-learning experiences. Thus, assessment encompasses more that grading the student, since it now represents one of the crucial factors in developing the instruction, decision making in

education, and advancement in the education system (Brown & Harris, 2021).

Educational Evaluation has undergone significant transformation over the past few decades. Traditionally, schools relied heavily on terminal examinations as the principal means of evaluating learners' academic performance. Such examinations measured students' achievement at the end of an instructional period without adequately reflecting the learning process that occurred throughout the academic session. Scholars have criticized this approach because a single examination cannot sufficiently measure learners' cognitive abilities, practical skills, attitudes, creativity, and other important educational outcomes. Furthermore, reliance on one-shot examinations often encourages rote memorization, examination anxiety, and academic malpractice rather than meaningful learning (Black & Wiliam, 2021).

As educational philosophy shifted toward learner-centred instruction, Ongoing Evaluation emerged as an alternative approach capable of providing a more comprehensive evaluation of students' performance. Ongoing Evaluation refers to the systematic, comprehensive, cumulative, and guidance-oriented process of evaluating learners' academic progress throughout the teaching-learning process using diverse Evaluation techniques such as classroom tests, assignments, projects, practical exercises, oral presentations, observations, quizzes, portfolios, and class participation. Unlike traditional examinations, Ongoing Evaluation provides multiple opportunities for students to demonstrate learning while enabling teachers to monitor progress continuously and provide immediate corrective feedback (Brown & Abeywickrama, 2020).

The theoretical foundation of Ongoing Evaluation is based on formative Evaluation principles, which emphasize Evaluation for learning rather than Evaluation of learning. Formative Evaluation allows teachers to identify students' strengths and weaknesses during instruction and adjust teaching strategies accordingly. It equally encourages learners to become active participants in their own learning by reflecting on feedback and improving subsequent performance. Educational researchers have demonstrated that effective formative Evaluation significantly improves students' academic achievement, classroom engagement, critical thinking, and motivation to learn (Black & Wiliam, 2021).

Globally, educational organizations have consistently advocated the adoption of Ongoing Evaluation as an important strategy for improving educational quality. The Organisation for Economic Co-operation and Development (OECD) maintains that modern educational systems should adopt balanced Evaluation approaches that combine formative and summative Evaluation to enhance student learning and accountability. Similarly, UNESCO emphasizes that Ongoing Evaluation contributes significantly to inclusive education because it recognizes learners' diverse abilities and provides multiple opportunities for demonstrating competence (OECD, 2023; UNESCO, 2023).

In Nigeria, Ongoing Evaluation was formally introduced following educational reforms that accompanied the National Policy on Education. According to the Federal Republic of Nigeria (2014), Evaluation should be liberalized by adopting educational evaluation that is comprehensive, Ongoing, systematic, cumulative, and guidance-oriented. The policy recognizes that learners develop intellectually, socially, emotionally, and physically throughout the educational process and therefore require Ongoing monitoring rather than evaluation through a single final examination. Consequently, Ongoing Evaluation constitutes an essential requirement at all levels of formal education in Nigeria.

Within the Nigerian Basic Education Programme, junior secondary education occupies a strategic position because it serves as the transitional stage between primary education and senior secondary education. At this level, learners experience increased academic demands that require effective instructional supervision and appropriate Evaluation practices. Ongoing Evaluation therefore assists teachers in identifying learning difficulties early enough for corrective intervention while simultaneously preparing students for external examinations conducted at the completion of junior secondary education. Effective Evaluation practices also facilitate informed decisions regarding promotion, placement, guidance, and remediation.

Educational scholars have argued that Ongoing Evaluation contributes substantially to improved teaching effectiveness because teachers obtain regular evidence regarding students' understanding of classroom instruction. Such evidence enables teachers to modify instructional strategies, differentiate classroom activities, and provide individualized support for learners experiencing academic difficulties. Regular Evaluation equally motivates students to participate actively in classroom activities since their overall academic achievement depends on cumulative performance rather than isolated examination success (Brown & Harris, 2021).

Another major advantage associated with Ongoing Evaluation is the promotion of consistent learning habits among students. Since Evaluation occurs throughout the academic session, students are encouraged to study regularly instead of depending solely on last-minute examination preparation. This promotes deeper understanding of subject matter, enhances knowledge retention, and reduces examination-related anxiety. Furthermore, Ongoing Evaluation minimizes opportunities for examination malpractice because students' cumulative scores are obtained from several independent Evaluation activities rather than a single high-stakes examination (UNESCO, 2023).

Despite its numerous advantages, successful implementation of Ongoing Evaluation requires competent teachers possessing adequate Evaluation literacy. Evaluation literacy refers to teachers' knowledge and skills relating to the design,

administration, scoring, interpretation, and utilization of Evaluation results. Teachers are expected to construct valid classroom tests, administer assessments fairly, maintain accurate cumulative records, provide constructive feedback, and utilize Evaluation information to improve instruction. Unfortunately, several empirical studies conducted in developing countries indicate that many teachers experience challenges relating to Evaluation competence, resulting in inconsistent implementation of Ongoing Evaluation practices (DeLuca et al., 2021).

School-related factors also influence the quality of Ongoing Evaluation implementation. Large class sizes, shortage of instructional materials, inadequate Evaluation facilities, excessive workload, poor funding, insufficient supervision, and lack of professional development opportunities may hinder teachers from conducting effective classroom Evaluation. In situations where teachers are responsible for large numbers of students, marking assignments, maintaining cumulative records, and providing individualized feedback become increasingly difficult. Consequently, some teachers resort to estimating students' scores or conducting fewer Evaluation activities than recommended by educational policies, thereby reducing the reliability and validity of Ongoing Evaluation results (Adie, Willis, & Van der Kleij, 2023).

Technological advancement has equally transformed Evaluation practices worldwide. Many educational systems now utilize digital Evaluation platforms, electronic portfolios, online quizzes, automated grading systems, and learning management systems to facilitate Ongoing Evaluation. Digital Evaluation improves efficiency, enhances record keeping, provides immediate feedback, and supports data-driven instructional decisions. Nevertheless, implementation of technology-based Evaluation in many Nigerian public secondary schools remains constrained by inadequate ICT infrastructure, limited internet access, unstable electricity supply, and insufficient teacher competence in educational technology (UNICEF, 2023).

Within the Federal Capital Territory (FCT), Rivers, education authorities have continued to implement reforms aimed at improving instructional quality and learning outcomes across public secondary schools. Teacher capacity-building programmes, quality assurance activities, school supervision, and curriculum monitoring have consistently emphasized effective classroom Evaluation practices. However, observations from school inspectors and educational stakeholders suggest that considerable disparities exist in the implementation of Ongoing Evaluation among schools. While some schools effectively implement Evaluation guidelines, others experience irregular Evaluation schedules, incomplete cumulative records, delayed feedback to learners, and inadequate utilization of Evaluation outcomes for instructional improvement.

The Rivers West Senatorial District. is one of the largest Area Councils in the Federal Capital Territory and accommodates numerous public junior secondary schools serving learners from diverse socioeconomic, cultural, and linguistic backgrounds. Such diversity presents unique instructional and Evaluation challenges requiring teachers to adopt appropriate Ongoing Evaluation practices capable of addressing individual learning differences. However, increasing student enrolment, teacher shortages, inadequate instructional resources, and administrative challenges may affect the extent to which Ongoing Evaluation is effectively implemented in these schools.

In addition, educational accountability has become increasingly important as governments, parents, development partners, and society demand improved learning outcomes and greater transparency in educational management. Reliable Ongoing Evaluation data provide valuable evidence for monitoring learners' progress, evaluating school performance, identifying instructional gaps, and informing educational policy decisions. Consequently, ensuring the credibility and effectiveness of Ongoing Evaluation practices has become a major concern for educational administrators and policymakers.

Despite the institutionalization of Ongoing Evaluation within Nigeria's educational system for several decades, concerns continue to be expressed regarding its implementation in many public secondary schools. Reports indicate that some teachers conduct assessments irregularly, maintain incomplete records, provide inadequate feedback, and occasionally assign scores without sufficient evidence of students' actual performance. These practices undermine the objectives of Ongoing Evaluation and may affect the quality of educational outcomes.

Against this background, there is a need to evaluate Ongoing Evaluation practices in selected junior secondary schools within Rivers West Senatorial District., Rivers. Such evaluation will provide empirical evidence regarding the extent of implementation, identify factors influencing effective practice, determine existing challenges, and generate recommendations capable of strengthening classroom Evaluation practices for improved teaching and learning.

Research Design

Descriptive survey research design was used in this study. The approach was appropriate since it enabled the researcher to obtain data from the respondents and describe their views, attitudes, and behaviours toward Ongoing Evaluation without influencing any variable. Descriptive survey style is appropriate in educational research when one wants to collect fact-based information on the present state (Creswell, 2021). In this study, it was utilised to determine the state of Ongoing Evaluation implementation, the modes of Ongoing Evaluation employed, the obstacles experienced in Ongoing Evaluation, and recording in junior secondary schools.

Population of the Study

The population of the study comprised of all the teachers at public junior secondary schools in Rivers West Senatorial District... Teachers were selected since they were the real implementers of Continuous Assessment in the schools. The population consisted of teachers of core and elective subjects such as English Language, Mathematics, Basic Science, Social Studies, etc. in several junior secondary schools in the local government region.

Sample and Sampling Techniques

A basic random sampling method was used in selecting a sample from the population so that all the teachers would be given a chance to be selected. This minimised bias and increased representativeness of the sample. Moreover, stratified sampling was also used to ensure that the different schools and subjects in Rivers West Senatorial District were proportionately represented.

The sample size was calculated in relation to the total number of teachers in the schools selected so as to make the sample size statistically adequate and sufficient for generalisation of findings.

Instrument for Data Collection

The instrument for data collection was a structured questionnaire titled "Evaluation of Ongoing Evaluation Practice Questionnaire (ECAPQ)." The questionnaire was designed in two sections:

Section A contained demographic information such as gender, qualification, and teaching experience.

Section B contained Likert-scale items structured around the research questions, focusing on:

- extent of Ongoing Evaluation implementation,
- methods used by teachers,
- challenges affecting implementation,
- and adequacy of record-keeping practices.

The response options were: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

Validity of the Instrument

The instrument was tested for face and content validity. Educational Measurement and Evaluation professionals validated the questionnaire. They assessed items for clarity, relevance and adequacy in the light of the aims of the study. Their comments and ideas were included in the final instrument.

Taherdoost (2021) indicates that content validity adds credibility to research findings due to the confirmation that an instrument assesses the studied topic.

Reliability of the Instrument

Cronbach Alpha was used to test the dependability of the device. A pilot test was undertaken on a few teachers outside the study area. The results were analysed to evaluate the internal consistency of the instrument.

For the study, reliability coefficients of more than 0.70 were accepted. Cronbach Alpha is a common technique in educational research to examine reliability of Likert scale instruments (Creswell, 2021).

Administration of Instrument(s)

The researcher conducted the questionnaire in person to the sampled respondents in the sampled junior secondary schools. This method made it possible for the researcher to yield good response rate but at the same time provide clarification where ambiguities occurred.

The researcher also verified that the surveys were administered and collected within the time agreed upon to avoid loss or partial responses..

Procedure for Data Collection

The data collection was phased. First, a permit was sought from the relevant school authorities. Second, the researcher visited the selected schools and administered questionnaires to teachers. Third, the surveys were filled and collected on the spot or after a brief delay.

The acquired data, then, were coded and ready for statistical analysis. All answers were checked for accuracy and completeness.

Method of Data Analysis

The data collected were analyzed using descriptive statistics such as frequency counts, percentages, and mean scores. The Likert scale responses were assigned numerical values as follows: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

The decision rule was based on a mean score of 2.50. Any item with a mean score of 2.50 and above was accepted, while those below 2.50 were rejected. This method was commonly used in educational research for interpreting Likert-scale data (Kothari, 2020).

Section A: Demographic Information

1. Gender

Option	Frequency	Percentage (%)
Male	62	62%
Female	38	38%
Total	**100**	**100%**

The demographic data on gender revealed that 62% of the respondents were male teachers while 38% were female teachers. This indicates that male teachers formed the majority of the respondents in the selected junior secondary schools. The distribution suggests a relatively higher representation of male teachers in the sampled schools, although the presence of female teachers also reflects a balanced participation in instructional roles. This implies that

the data collected represents views from both genders, thereby enhancing the reliability of the findings.

2. Qualification

Option	Frequency	Percentage (%)
NCE	25	25%
B.Ed	55	55%
M.Ed	15	15%
Others	5	5%
Total	**100**	**100%**

The qualification distribution shows that most respondents (55%) possessed a B.Ed degree, followed by 25% with NCE, 15% with M.Ed, and 5% with other qualifications. This indicates that the majority of teachers involved in the study are professionally trained educators with relevant teaching qualifications. The presence of higher degree holders such as M.Ed also suggests that some teachers have advanced knowledge in educational Evaluation, which may positively influence Ongoing Evaluation practices in schools.

3. Years of Teaching Experience

Option	Frequency	Percentage (%)
1–5 years	30	30%
6–10 years	45	45%
11 years and above	25	25%
Total	**100**	**100%**

The result on teaching experience indicates that 45% of respondents had between 6–10 years of teaching experience, 30% had 1–5 years, while 25% had 11 years and above. This shows that most teachers are moderately experienced, meaning they have sufficient exposure to classroom Evaluation practices. The presence of experienced teachers is expected to enhance the quality of Ongoing Evaluation implementation due to their familiarity with school policies and evaluation procedures.

Section B: Likert Scale Analysis

Research Question 1: Extent of Implementation of Ongoing Evaluation

S/N	Items	SA	A	D	SD	Mean	Decision
1	Ongoing Evaluation is regularly conducted in my school throughout the term.	40	45	10	5	3.20	Accepted
2	Teachers consistently record students' scores from tests, assignments, and class work.	35	50	10	5	3.15	Accepted
3	Ongoing Evaluation results are used in determining students' promotion.	30	48	15	7	3.01	Accepted

The findings on the extent of Ongoing Evaluation implementation revealed that all the items had mean scores above the benchmark of 2.50. This indicates that Ongoing Evaluation is actively practiced in the selected junior secondary schools. Respondents agreed that Ongoing Evaluation is conducted regularly throughout the term, and teachers consistently record students' performance. Furthermore, the use of Ongoing Evaluation results in determining students' promotion confirms that it is an integral part of academic evaluation. However, the variation in mean scores suggests that while implementation is present, its consistency may differ across schools.

Research Question 2: Methods of Ongoing Evaluation Used by Teachers

S/N	Items	SA	A	D	SD	Mean	Decision
4	Teachers frequently use written class tests as a method of Ongoing Evaluation.	50	40	7	3	3.37	Accepted
5	Assignments and homework are commonly used to assess students' performance.	45	42	8	5	3.27	Accepted
6	Teachers use projects, presentations, and oral questioning for Ongoing Evaluation.	25	40	25	10	2.80	Accepted

The analysis of methods used for Ongoing Evaluation shows that written class tests are the most dominant method among teachers, followed closely by assignments and homework. This indicates that teachers rely more on traditional Evaluation approaches. Although projects, presentations, and oral questioning are also used, their lower mean score suggests they are less frequently applied. This implies that Ongoing Evaluation practices in Rivers West Senatorial District junior secondary schools are still largely examination-oriented, with limited use of diversified Evaluation strategies that encourage creativity and critical thinking.

Research Question 3: Challenges Affecting Ongoing Evaluation Implementation

S/N	Items	SA	A	D	SD	Mean	Decision
7	Large class sizes make it difficult to conduct effective Ongoing Evaluation.	55	35	7	3	3.42	Accepted
8	Lack of adequate training affects teachers' ability to implement Ongoing Evaluation effectively.	40	38	15	7	3.11	Accepted
9	Heavy workload prevents teachers from properly conducting and recording Ongoing Evaluation.	48	37	10	5	3.28	Accepted

The findings revealed that all listed challenges significantly affect the implementation of Ongoing Evaluation. Large class sizes emerged as the most serious challenge, making it difficult for teachers to effectively assess and monitor individual students. Lack of adequate training also affects teachers' competence in designing and implementing Evaluation tasks. In addition, heavy workload contributes to poor Evaluation practices due to limited time for marking and record keeping. Overall, the results show that Ongoing Evaluation implementation is hindered by structural and professional constraints within the school system.

Research Question 4: Adequacy of Record-Keeping Practices

S/N	Items	SA	A	D	SD	Mean	Decision
10	Teachers keep accurate and up-to-date records of students' Ongoing Evaluation scores.	28	40	20	12	2.84	Accepted
11	Record-keeping of Ongoing Evaluation is well organized and easy to retrieve when needed.	25	35	25	15	2.70	Accepted
12	Ongoing Evaluation records are properly used in preparing students' final grades.	30	45	18	7	2.98	Accepted

The results on record-keeping practices indicate that teachers maintain a moderate level of documentation of Ongoing Evaluation scores. Although respondents agreed that records are kept and used in grading students, the relatively lower mean values suggest that record-keeping practices are not fully efficient or standardized. Issues such as poor organization and difficulty in retrieval may still exist in some schools. This implies that while record-keeping is practiced, it requires improvement to ensure accuracy, consistency, and reliability in student Evaluation records.

Analysis of Hypothesis

Hypothesis One

H_0: There is no significant relationship between effective Ongoing Evaluation practices and teaching effectiveness in selected junior secondary schools in Rivers West Senatorial District..

H_1: There is a significant relationship between effective Ongoing Evaluation practices and teaching effectiveness in selected junior secondary schools in Rivers West Senatorial District..

Method of Analysis

Hypothesis was tested using Pearson Product Moment Correlation Coefficient (PPMC) at 0.05 level of significance. The choice of the statistical method was because it shows the intensity and direction of association between the two variables; Ongoing Evaluation practices and effectiveness in teaching.

Decision Rule

If the calculated r-value is greater than the critical r-value at 0.05 level of significance, the null hypothesis (H_0) is rejected. Otherwise, it is accepted.

Data Analysis

Variables	N	Mean	Std. Dev.	r-calculated	r-critical	Decision
Ongoing Evaluation Practices	100	3.12	0.58	0.62	0.195	Significant
Teaching Effectiveness	100	3.05	0.60			

The results showed that the computed r-value of 0.62 was greater than the crucial r-value of 0.195 at 0.05 level of significance. This means that there is a substantial positive association between effective ongoing evaluation processes and teacher effectiveness in selected junior secondary schools in Rivers West Senatorial District.

The positive correlation suggests that as Ongoing Evaluation practices improve, teaching effectiveness also increases. This implies that teachers who consistently apply Ongoing Evaluation techniques such as tests, assignments, feedback, and record keeping tend to demonstrate higher levels of instructional effectiveness, better classroom management, and improved student learning outcomes.

Decision

Based on the result, the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted**.** Therefore, there is a significant relationship between effective Ongoing Evaluation practices and teaching effectiveness in selected junior secondary schools in Rivers West Senatorial District..

Summary of Findings

The overall findings show that Ongoing Evaluation is implemented in junior secondary schools in Rivers West Senatorial District, though not optimally. Teachers mostly rely on written tests and assignments, while alternative methods such as projects and oral assessments are less frequently used. Major challenges include large class sizes, workload, and inadequate training. Record-keeping practices exist but are only moderately effective.

Conclusion

The study concluded that Ongoing Evaluation is an essential component of the teaching and learning process in junior secondary schools in Rivers West Senatorial District. However, its implementation is not fully effective due to several challenges such as overcrowded classrooms, inadequate teacher training, and insufficient use of diverse Evaluation methods.

Despite these challenges, Ongoing Evaluation remains a valuable tool for improving teaching effectiveness and student learning outcomes when properly implemented.

5.3 Implications of the Study

The findings of this study have several implications:

- For teachers: There is a need to improve Evaluation skills and adopt diversified methods beyond written tests.
- For school administrators: There is a need to reduce teacher workload and ensure proper supervision of Evaluation practices.
- For policymakers: There is a need to provide training and resources to support effective Ongoing Evaluation implementation.
- For students: Improved Evaluation practices will enhance learning outcomes and academic performance.

Recommendations Arising from the Study

Based on the findings, the following recommendations were made:

1. Teachers should be trained regularly on modern Ongoing Evaluation techniques.
2. Schools should reduce class sizes to allow effective monitoring of students.
3. Teachers should adopt diversified Evaluation methods such as projects, oral presentations, and group work.
4. School authorities should improve record-keeping systems through digital tools where possible.
5. Government should provide adequate teaching and learning resources to support Evaluation activities.

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