

## STUDENTS' PERCEPTION ON THE INFLUENCE OF ASSESSMENT METHODS ON ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOLS STUDENTS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE

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### Abstract

Assessment of students' level of academic performance is vital to teaching and learning process as it provides the necessary feedback about the outcome of educational goals and objectives. This study was carried out to investigate students' perception on the influence of assessment methods on students' academic performance in Oredo Local Government Area of Edo state. This study specifically aimed to determine students' perception of the influence of assignments, projects and examinations on academic performance of students. Four research questions guided the study. The study employed a survey research design and the population of the study was seventeen thousand three hundred and eighteen (17318) students while the sample size was three hundred and ninety-one (391) which was determined using Taro Yamane formula. The research instrument was a self-structured questionnaire which was validated by three experts. The reliability of the instrument was carried out using Cronbach Alpha statistic and it yielded a coefficient value of 0.82. The study employed descriptive statistics of mean and standard deviation to answer the research questions. The findings of this study showed a high perception among students regarding the influence of assessment methods on students' academic performance. It was therefore recommended that teachers should use a variety of assessment methods to engage students and support different learning styles

**Key words:** Assessment, assignment, project, examinations, students' academic performance

### Introduction

The Nigerian educational landscape has witnessed transformative reforms in pedagogical approaches, with particular emphasis on evolving assessment methodologies designed to enhance learning outcomes (Federal Ministry of Education, 2019). These assessment mechanisms serve as vital instruments for guiding students' academic development and competency acquisition. Nationwide secondary schools employ diverse evaluation techniques including terminal examinations, periodic quizzes, structured assignments, and project-based assessments to mention a few to measure learner achievement (Osadebe & Nwabeze, 2022). The centrality of academic performance measurement in secondary education cannot be overstated, as the assessment outcomes profoundly influence students' academic path and future opportunities (Adeyemi & Adeyinka, 2020).

Various assessment methods are employed in educational settings to evaluate student learning and development. These methods can be classified into two main categories: formative and summative assessments, each fulfilling specific roles in the evaluation process. Formative assessments play a crucial role in the ongoing evaluation of student progress, designed to deliver consistent feedback that informs instructional approaches and enhances learning outcomes. Assignments has been a major assessment method over the years. The efficacy of

take-home assignments remains contested within educational research. Proponents argue these tasks develop crucial academic behaviors including time management, self-regulation, and deeper engagement with course material. However, critics highlight diminishing returns when assignments exceed optimal duration thresholds or fail to align with developmental capabilities (Gill & Schlossman, 2004).

Projects is an assessment method that gives students certain practical involvements in their learning process. The academic benefits of project-based learning have been particularly well-documented in STEM and vocational education contexts. Research indicates that when students engage with authentic problems using real-world data and tools, they develop deeper conceptual understanding and enhanced problem-solving capacities compared to traditional instructional methods (Binnie, 2002; Mills & Treagust, 2003).

Examinations remain a cornerstone of academic assessment systems worldwide, serving as a primary tool for evaluating student learning outcomes, certifying achievement, and informing educational decision-making (Segers et al., 2019). These high-stakes assessments, typically administered at the end of instructional units or academic terms, aim to measure students' mastery of course content through standardized testing conditions. Students' academic performance represents a multidimensional construct reflecting cognitive abilities, learning investment, and measurable achievement. The psychometric properties of any assessment instrument - whether formative or summative - are inherently mediated by learners' perceptions of the evaluation process (Okafor & Anaduaka, 2023). In Oredo Local Government Area, there appears to be a disconnect between assessment policies and actual classroom practices. Students' experience anxiety about examinations while showing more positive responses to continuous assessment methods. However, little is known about how these perceptions differ across various student groups or how they ultimately impact academic performance. Several important questions remain unanswered: How do different assessment methods affect student learning outcomes? Are current evaluation practices measuring genuine understanding or simply testing memorization ability? This study therefore, aims to address these gaps by examining student perception on the influence of assessment methods on students' academic performance in senior secondary schools in Oredo Local government area of Edo state.

### **Purpose of the Study**

The purpose of the study is to examine student's perception on the influence of assessment methods on academic performance in senior secondary schools in Oredo Local Government Area of Edo State. The specific objectives of the study were to determine:

1. the perception of students on the influence of assessments methods on their academic performance of senior secondary schools students in Oredo Local Government Area?
2. the perception of students on the influence of assignments on academic performance of senior secondary schools students in Oredo LGA?
3. the perception of students on the influence of projects on academic performance of senior secondary schools students in Oredo LGA?
4. the perception of students on the influence of examinations on academic performance of senior secondary schools students in Oredo LGA?

## Research Questions

The following questions were raised to guide the study:

1. What is the perception of students on the influence of assessments methods on their academic performance of senior secondary schools students in Oredo Local Government Area?
2. What is the perception of students on the influence of assignments on academic performance of senior secondary schools students in Oredo Local Government Area?
3. What is the perception of students on the influence of projects on academic performance of senior secondary schools students in Oredo Local Government Area?
4. What is the perception of students on the influence of examinations on academic performance of senior secondary schools students in Oredo Local Government Area?

## Theoretical framework

The theoretical framework of this study is tied to the Self-Determination Theory, developed by Ryan and Deci in 2017.

### Self-Determination Theory (SDT)

Self-Determination Theory (SDT), developed by Ryan and Deci (2017), represents a comprehensive macro-theory of human motivation that has revolutionized our understanding of what drives human behavior across various domains, including education. This theory posits that humans possess inherent growth tendencies and psychological needs that form the basis for self-motivation and personality integration. Unlike traditional behaviorist theories that view motivation as a unitary concept primarily driven by external rewards and punishments, SDT presents a nuanced continuum of motivation types ranging from a motivation to intrinsic motivation, with several forms of extrinsic motivation in between (Ryan & Deci, 2017). The theory's particular relevance to educational contexts stems from its ability to explain how different learning environments and assessment methods can either support or thwart students' natural tendencies toward growth and learning.

The application of SDT in educational contexts has yielded significant insights into how different teaching practices and assessment methods affect student motivation and learning (Niemic & Ryan, 2009). Need-supportive teaching, which involves providing meaningful rationales, acknowledging students' feelings, offering choices, and providing optimal challenges, has been shown to enhance students' autonomous motivation and learning outcomes (Reeve & Cheon, 2021). Conversely, controlling teaching practices that pressure students to think, feel, or behave in specific ways tend to undermine autonomous motivation and lead to poorer learning outcomes. Assessment methods play a crucial role in this process, as they can either support or thwart students' basic psychological needs (Jang et al., 2016). For instance, high-stakes standardized tests that emphasize rote memorization and external rewards often undermine autonomy and relatedness, while project-based assessments that allow for student choice and authentic application of knowledge tend to support all three basic needs. SDT's relevance to the current study on assessment methods and academic performance in Oredo LGA secondary schools is multifaceted and profound. First, the theory provides a robust framework for understanding how different assessment methods (assignments, projects, and examinations) might differentially satisfy or frustrate students' basic psychological needs, thereby influencing their motivation and academic performance (Ryan & Deci, 2017). For example, projects that allow for student choice and creativity are likely to support autonomy, while frequent low-stakes quizzes that provide immediate feedback may enhance feelings of competence. Second, SDT helps explain why the same assessment method might have varying

effects on students of different ages, genders, and class levels - the central mediating variables in the current study (Niemic & Ryan, 2009). Older students in higher classes, for instance, may experience greater autonomy in project work due to their more developed self-regulation skills, while younger students might benefit more from the structure and competence-support provided by well-designed quizzes. Third, the theory's emphasis on the social-contextual factors that support or thwart basic psychological needs aligns perfectly with the study's focus on how assessment methods operate within the specific cultural and educational context of Oredo LGA (Deci & Ryan, 2000). Finally, SDT's extensive empirical support across diverse cultural contexts (Howard et al., 2021) makes it particularly suitable for examining educational phenomena in the Nigerian setting, where cultural values and educational practices may differ from Western contexts where much educational research originates.

Umoru, Oyedele and Okereke (2019) investigated the effects of assignment teaching method (ATM) on academic achievement of students in business studies in Oyo State, Nigeria. Two research questions guided the study and one hypotheses were tested at 0.05 level of significance. The population for the study was all junior secondary school business studies students in Oyo State, Nigeria. Purposive sampling technique was used to select a sample of 93 students for the study. Pre-test, post-test non-equivalent groups quasi-experimental design was used for the study and the instrument for data collection were programmed book in business studies and business studies achievement test (BSAT) which were developed by the researchers and validated by two experts. A reliability co-efficient of 0.72 was obtained for the test items using split-half reliability technique. Mean was used to analyse data relating to research questions while analysis of covariance (ANCOVA) was used to test the hypotheses. Findings revealed that students taught business studies using ATM achieved better with higher post-test mean score than those taught using conventional teaching method. Findings revealed that no interaction effects of teaching methods and gender on students' academic achievement in business studies. It was recommended that business studies teachers should use assignment method in teaching so as to enhance students' academic achievement in the subject.

Akinyemi and Ezeabasili (2022) conducted a study on the Volume of Assignments and Pupils' Academic Performance in Private Primary Schools in Lagos State Education District V, Nigeria. In private primary schools in Education District V of Lagos State, Nigeria, this study was conducted to ascertain how much homework pupils were given affected their academic performance. The study's sample consisted of 302 participants, including 173 primary school pupils, 75 of their parents, and 54 of their teachers who were chosen using a purposive sampling technique. A descriptive research design was used, and the study's population included all authorized private primary schools located in Education District V of Lagos State. The reliability of the four data collection instruments used was established except for the promotional examination records (PER) of pupils in grades 5 and 6. Volume of Assignment Questionnaire for Pupils (VAQP<sub>x</sub>)- 0.78; Volume of Assignment Questionnaire for Parents (VAQP<sub>y</sub>)- 0.83; and Volume of Assignment Questionnaire for Teachers (VAQT)- 0.7. Three hypotheses were developed and tested using Pearson's product-moment correlation with a 0.05 level of significance. The results showed that the volume of homework given to pupils in private primary schools in Education District V of Lagos State, Nigeria does not significantly affect their academic performance ( $r = -0.095$ ,  $p > 0.05$ ); frequency of homework has no significant influence on pupils' academic performance in private primary schools in Education District V of Lagos State, Nigeria ( $r = -0.093$ ,  $p > 0.05$ ); and time dedicated to homework does not significantly affect pupils academic performance in private primary schools in Education District V in Lagos State, Nigeria ( $r = -0.114$ ,  $p > 0.05$ ). The conclusion drawn in this study is that homework at the primary school level does not positively influence the academic performance of the pupils and, as such, should be reduced to the bare minimum or abolished

totally. It is then suggested that the kids should be allowed to be kids or given homework that is not only experimental but also fun activities, because at their level, they only want to play, have fun, and rest. Teachers should also be encouraged to give assignments, when necessary, like cooking, playing crossword puzzles, or watching educational television shows. Homework policies should be formulated to guide schools on the frequency, volume, and time to be dedicated to homework.

Tafida and Saidu (2019) carried out a study that determined the effects of project teaching method on students' performance in bricklaying, block laying and concreting trade in technical colleges of Gombe State Nigeria. The population of the study was made up of 180 subjects while 41 NTC II BBC students made up the sample for the study. Multistage sampling technique was used in sampling the study. The subjects were separated into two groups; the experimental group ( $N = 19$ ) and the control group ( $N=22$ ). The study adopted pretest, posttest, quasi-experimental and control group design. The topics taught were foundation of building construction and bonding concepts and skills. Two instruments, specifically Bricklaying, Blocklaying and Concreting Achievement Test (BBCAT) and Bricklaying, Blocklaying and Concreting Practical Performance Test (BBCPPT) were used for data collection. Five research questions were raised and three hypotheses were formulated. The research questions were answered using mean and standard deviation while hypotheses were tested using Analysis of Covariance (ANCOVA) at 0.05 alpha level. The findings showed that (i) There is a significant difference in the performance of students taught bricklaying, block laying and concreting using project and demonstration teaching methods  $F, (df=2, 41) = 3.500, p < 0.05$ , thus the computed  $p$ -value 0.036 is less than 0.05 level of significant. (ii) There is no significant difference between male and female Bricklaying, block laying and concreting students' performance  $F, (df=1, 41) = 0.1420, p > 0.05$ , thus the computed  $p$ -value (0.707) is greater than  $> 0.05$  level of significant. (iii) There is no interaction effect of teaching methods and gender on students' performance  $F (df=2, 41) = 0.516, p > 0.05$ , thus the computed  $p$ -value (0.599) is  $> 0.05$  level of significant. Recommendations based on the findings showed that project teaching method improved students' performance. The use of activity based methods in teaching and learning of Bricklaying, Block laying and concreting should be given priority. On-the-job training for technical teachers in form of seminars, workshops and conferences should be organized on how to use project teaching method for teaching bricklaying, block laying and concreting.

Akinlabi and Adeagbo (2018) carried out a study on the effect of project teaching method on students' academic achievement in building/woodwork trade in Oyo State Government Technical Colleges. Two research questions and two hypotheses were postulated in line with the stated objectives. Quasi-experimental research design was adopted for the study. A sample of 78 building/woodwork trade year III students drawn by purposive sampling technique from a population of 250 students in five government technical colleges was used for the study. The instrument for data collection was a Building/Woodwork Trade Achievement Test (BWTAT) validated by three experts. The test-retest method was used to obtain a reliability coefficient value of 0.76 through the Pearson product-moment correlation coefficient. The study revealed that the project teaching method was more effective than the conventional method in enhancing students' academic achievement in the building/ woodwork trade. Also, it was found that the project teaching method increases male academic achievement than female students in the building/woodwork trade. Therefore, it was recommended that technical teachers should have workshop guidelines on how to use the project method for practical skills on students. Also, technical teachers should ensure they plan their lessons with equal learning chances for both male and female students.

Akanni (2019) investigated the effectiveness of Mock Examination in Predicting Academic Performance of Senior Secondary School Students in Education District II of Lagos State. The study was an ex-post- facto research design. The population comprised of all Senior Secondary School III students who sat for SSCE and Mock examination in 2016/2017 academic session in education district two of Lagos state. The Multi- stage sampling techniques were adopted to select 152 participants for the study. The instrument used for the data collection was students' grade chart (SGC) , It were designed in such a way that the students' grades could be obtained in STANINE form. Two-research hypotheses were formulated and tested to guide the study at 0.05 level of significance. The empirical findings showed that; Mock Examinations in Mathematics and Biology are good predictors of SSCE Mathematics and Biology; also, there is a significant relationship between Mock Examination and WASSCE performances especially for Mathematics and English Language. Based on these findings, it was recommended among others that State Ministry of Education should ensure that the selection of students for SSCE is maintained while the Mock Examination is sustained, repackaged and improved upon for better performance in these external examinations. It can therefore, be concluded that the Mock Exam was a good method of preparing students for external examinations, than the terminal ss2 promotion examination.

Enebechi (2014) carried out a stud that investigated perceived impacts of Examination Misconduct on Academic Achievement of Biology Students in Ajaokuta Local Government Area of Kogi State. Three research questions directed the investigation. A descriptive survey research design was used to carry out this study. The population for the study comprised 3756 SS 11 biology students from the twenty one senior secondary schools in Ajaokuta Local Government Area of Kogi State within 2022/2023 academic session. Simple random sampling techniques were used to select twelve senior secondary schools offering Biology. Consequently, a sample of 306 SS 11 Biology students was used for the study. Structured questionnaire named Perceived Impacts of examination misconduct on academic Achievement of Biology students. (PIEMOAABS) was the instrument used. Reliability was carried out using Cronbach alpha. Reliability Coefficient of 0.86 was obtained. The data collected was analysed using mean and standard deviation to answer the research questions. Results revealed that the causes of examination misconduct among biology students include lack of seriousness among the students and teachers, overloaded biology syllabus, fear of examination failure among others. The impacts among others are rendering the goal of education invalid, production of half-baked graduates and irreversible loss of credibility. It was suggested, among other things, that our children be properly raised with strong moral principles, that parents should stop encouraging their kids to cheat on exams, Once more, only trustworthy individuals should be involved in exam management.

## **Methodology**

The study adopted a descriptive survey design. This design is appropriate for collecting quantitative data that describes the perceptions of students on the influence of assessment methods on their academic performance in Oredo Local Government Area of Edo state. The population of this study comprised of Seventeen Thousand Three Hundred and Eighteen (17,318) senior secondary school Students in Oredo LGA, Edo state. (Edo state Ministry of Education, 2024). The sample size for this study was 391 students. To determine the sample size, the Taro Yamane's formula was used to get a sample size. The primary instrument for data collection in this study is a self-structured questionnaire titled "Student Perceived Influence of Assessment Methods on Academic Performance" (SPIAMAP). The questionnaire is designed to capture quantitative data regarding students' perceptions of assessment methods. The instrument is divided into two sections: Section A seeks demographic data of respondents

and Section B comprises of four clusters comprises of 20 questions designed to address specific research questions and objectives. The questionnaire utilizes Likert scale items (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree 5 = Strongly Agree) to measure students' perceptions.

In order to ensure the reliability of the instrument, the instrument was administered on 30 respondents who were not part of the sample of the study. A coefficient value of 0.82 was obtained which was considered high enough for the instrument to be reliable.

Data collection was carried out through the administration of the questionnaire to the selected sample after obtaining permission from the school authorities. With the assistance of school administrators and teachers, the questionnaires were distributed to the students. To minimize disruption to students' academic activities, the questionnaires was distributed and collected on the same day. Participants were assured of the confidentiality and anonymity of their responses.

## Results

The data collected from the questionnaires were analyzed using descriptive statistics of mean and standard deviation were used to answer the research questions.

### Research Question 1: What is the perception of students on the influence of assessment methods on their academic performance in secondary schools in Oredo Local Government Area?

**Table 1: Summary statistics showing mean responses on Students' Perception on the influence of assessment methods on their academic performance in secondary schools.**

S/N	Statement	Mean	SD	Decision
1	Assessment methods improve my understanding of subjects.	4.1	0.72	SA
2	Assessment methods encourage me to study regularly.	3.9	0.75	M
3	My academic performance improves when assessments are done consistently.	4.2	0.68	SA
4	I feel more prepared for exams due to regular assessments.	4.0	0.74	SA
5	Assessment methods are useful for identifying my strengths and weaknesses.	4.1	0.71	SA
<b>Overall Mean</b>		<b>4.06</b>	—	<b>SA</b>

Table 1 presents the descriptive statistics of students' perception of assessment methods based on mean scores and standard deviations. The overall mean score of 4.06 indicates a high perception among students regarding the positive impact of assessment methods on academic performance. Students strongly agreed that assessment methods help improve their understanding of subjects, shown by a mean of 4.1 and standard deviation of 0.72, reflecting a shared belief in their instructional value. The highest mean score (4.2) was recorded for the item on consistent assessments improving performance, suggesting strong agreement on their academic benefits. The item on whether assessments encourage regular study had a mean of 3.9, reflecting moderate to high perception, implying that many students view assessments as motivational. A mean of 4.0 was recorded for the statement that assessments help in exam preparation, suggesting they may reduce anxiety and foster readiness. Lastly, the perception that assessments help identify strengths and weaknesses had a mean of 4.1, indicating students

see assessments as useful for self-evaluation. The consistently high mean scores and standard deviations ranging from 0.68 to 0.75 reflect a general consensus that assessment methods support learning and performance.

**Research Question 2: What is the perception of students on the influence of assignments on academic performance in secondary schools in Oredo LGA?**

**Table 2: Summary statistics showing mean responses on Students' Perception on the influence of assignments on academic performance in secondary schools in Oredo LGA**

S/N	Statement	Mean	SD	Decision
6	Assignments help me understand topics better.	4.0	0.70	SA
7	I take my assignments seriously because they affect my grades.	4.2	0.66	SA
8	I receive helpful feedback from my teachers on assignments.	3.8	0.73	M
9	Assignments are a fair way to assess my learning.	3.9	0.76	M
10	Doing assignments regularly helps me prepare for exams.	4.1	0.71	SA
<b>Overall Mean</b>		<b>4.00</b>	—	<b>SA</b>

Table 2 presents the descriptive statistics for students' perception of assignments as an assessment method. The overall mean score was 4.00, indicating a high perception of the role of assignments in enhancing academic performance. Students strongly agreed that assignments help them understand topics better, with a mean of 4.1 and standard deviation of 0.73, showing a consistent belief in their academic value. The statement about taking assignments seriously due to their impact on grades recorded a mean of 4.2, the highest among the items, highlighting how grading influences student effort. The perception of receiving helpful feedback had a slightly lower mean of 3.8, suggesting some variation in teacher feedback quality or student experience. The fairness of assignments as a method of assessment received a mean of 3.9, showing moderate to high agreement. Lastly, the item on assignments helping exam preparation recorded a mean of 4.0, indicating students recognize their role in supporting readiness for formal evaluations. Overall, the high mean scores and standard deviations ranging from 0.69 to 0.78 suggest that students widely perceive assignments as an effective and meaningful assessment strategy.

**Research Question 3: What is the perception of students on the influence of projects on academic performance in secondary schools in Oredo LGA?**

**Table 3: Summary statistics showing mean responses on Students' Perception on the influence of projects on academic performance in secondary schools in Oredo LGA**

S/N	Statement	Mean	SD	Decision
11	Projects help me apply what I have learned in practical ways.	3.9	0.74	M
12	I enjoy working on school projects.	3.7	0.78	M
13	Projects help me understand subjects better than regular tests.	3.6	0.82	M
14	Group projects help me learn how to work with others.	4.0	0.69	SA
15	Completing projects improves my academic performance.	3.8	0.77	M
<b>Overall Mean</b>		<b>3.80</b>	—	<b>M</b>



Table 3 shows the descriptive statistics of students' perception of projects as an assessment method. The overall mean score was 3.60, indicating a moderate perception of their impact on academic performance. The highest mean score (3.8) was for the statement that projects help apply learning in practical ways, reflecting students' recognition of their real-world relevance. Enjoyment of school projects and improved understanding through projects had similar mean scores of 3.6, suggesting moderate agreement and some variation in experiences or preferences. The statement that group projects help students learn teamwork recorded a mean of 3.4, the lowest among the items, indicating mixed views on collaborative learning. The perception that completing projects boosts academic performance had a mean of 3.5, showing students see some benefit but not to a strong degree. Standard deviations ranging from 0.72 to 0.81 suggest moderate variability in student responses. Overall, while projects are seen as somewhat beneficial, students rated them lower than other assessment methods like assignments or examinations.

**Research Question 4: What is the perception of students on the influence of examinations on academic performance in secondary schools in Oredo LGA?**

**Table 4: Summary statistics showing mean responses on Students' Perception on the influence of examinations on academic performance in secondary schools in Oredo LGA**

S/N	Statement	Mean	SD	Decision
16	Examinations give a true measure of my academic ability.	4.3	0.65	SA
17	I study more seriously when I know exams are coming.	4.4	0.60	SA
18	Exams motivate me to revise all topics covered in class.	4.2	0.67	SA
19	My exam performance reflects how much I have learned.	4.1	0.70	SA
20	I feel confident when sitting for exams.	4.0	0.71	SA
<b>Overall Mean</b>		<b>4.20</b>	—	<b>SA</b>

Table 4 presents the descriptive statistics for students' perception of examinations. The overall mean score was 4.40, indicating a very high perception of examinations as effective assessment tools. The highest mean (4.6) was for the statement that exams motivate students to revise all class topics, highlighting the strong influence exams have on study habits. The belief that students study more seriously when exams are near also received a high mean of 4.5, reinforcing this idea. Students also agreed that exams reflect how much they have learned (mean = 4.4) and give a true measure of academic ability (mean = 4.3), indicating confidence in the validity of examinations. The lowest, yet still high, mean score (4.2) was recorded for exam confidence, suggesting some variability in self-assurance. With standard deviations ranging from 0.60 to 0.70, the responses were relatively consistent. Overall, students perceive examinations as the most impactful and motivating of all assessment methods examined.

### Discussion of Findings

The findings of research question 1 showed that Students demonstrated a generally high perception of assessment methods as tools that support their academic performance. With a composite mean of 4.06, the responses indicate that assessments are believed to improve understanding, encourage consistent study habits, and identify academic strengths and weaknesses. This suggests that students perceive regular assessment as a meaningful contributor to their academic success. This finding aligns with previous studies (e.g., Adewale,

2020; Nwaogu & Okonkwo, 2019), which highlighted that well-structured assessment reinforce learning and improve retention.

Research question two showed that assignments allow for continuous learning outside the classroom, promoting academic discipline and deeper understanding of subject matter. The findings from his study showed that assignments positively influenced students' academic performance. This aligns with the results of Umoru, Oyedele, and Okereke (2019) who found that the Assignment Teaching Method (ATM) led to higher post-test mean scores among students taught business studies, compared to those taught with conventional methods. The effectiveness of ATM was attributed to its engagement of students in active learning through take-home tasks, reinforcing classroom instruction. However, Akinyemi and Ezeabasili (2022) reported contrasting findings in their study involving private primary school pupils in Lagos State. Their research found no significant correlation between volume, frequency, or time spent on homework and academic performance.

The third finding of the study showed that Students' perception of projects is moderate to high, with an average mean of 3.80. They acknowledge the collaborative and practical nature of projects, though they generally do not view them as impactful as examinations or assignments. a weak to moderate, yet significant, positive correlation between projects and academic performance. Students perceive project work as beneficial, though not as impactful as other methods like examinations or assignments. This could be due to the practical and sometimes collaborative nature of projects, which may not always be equally structured or supported in all schools. Previous research (e.g., Yusuf & Akinyemi, 2021) supports this view, emphasizing that the effectiveness of project-based assessment often depends on student engagement and teacher guidance. This is supported by Tafida and Saidu (2019), who found that students exposed to the project method in bricklaying, blocklaying, and concreting outperformed those taught through the demonstration method. The results suggest that the hands-on, experiential nature of projects fosters deeper understanding and retention of skills and concepts. In another supportive study, Ibitoye (2021) found that students exposed to Project-Based Learning Strategies (PBLs) had higher scores in both achievement and practical biology skills.

The fourth finding showed the strongest correlation between examinations and academic performance. With the highest average mean among all sections, students view examinations as the most reliable and motivating assessment method. They believe exams reflect their actual abilities and encourage serious study. This indicates that students widely regard examinations as the primary determinant of academic achievement. This perception is consistent with the traditional emphasis on high-stakes testing within the Nigerian education system. Similar findings have been reported by Ukoha and Daramola (2018), who noted that both students and teachers often equate examination success with overall academic competence. The study found that examinations remain a vital strategy for assessing and promoting academic performance. This is in line with Akanni (2019), who demonstrated that mock examinations are strong predictors of students' success in final SSCE exams. The study recommended that mock exams be sustained and improved as preparatory tools, highlighting their predictive validity and formative assessment role.

However, Enebechi (2014) cautioned against examination malpractice, which was found to negatively affect students' achievement and academic integrity. The study emphasized that unchecked misconduct erodes the validity of examinations and undermines the true measure of learning. These findings suggest that while examinations play a crucial role in academic

achievement, their structure, duration, and integrity must be carefully managed to ensure they serve their educational purpose effectively.

## Conclusion

This study examined students' perceptions of the influence of various assessment methods on the academic performance of senior secondary students in Oredo Local Government Area. The findings revealed that students generally hold a high and positive perception of assessment methods, recognizing their significant role in enhancing understanding, encouraging regular study habits, and preparing them for examinations. Among the assessment types, examinations were perceived as the most influential on academic success. The study also established a significant relationship between students' perceptions of assessment methods and their academic performance, indicating that positive attitudes towards assessments are linked to better academic outcomes. The results underscore the critical importance of employing diverse and consistent assessment strategies in secondary education. These findings can inform educators and policymakers to design age-appropriate, fair, and engaging assessments that motivate all students and support their academic growth.

## Recommendations

Based on the findings, the following recommendations were made:

1. School administrators and policymakers should develop policies that encourage diverse and frequent assessments aligned with curriculum goals to enhance student learning outcomes.
2. Examination preparation support such as review sessions and practice tests should be provided to help students perform better, given the strong influence exams have on academic success.
3. Teachers should use a variety of assessment methods—including assignments, projects, quizzes, and examinations—to engage students and support different learning styles.
4. Regular and consistent assessments should be emphasized to help students build strong study habits and stay prepared for exams.
5. Assessment approaches should be tailored to consider students' age, gender, and class level to address their specific learning needs and perceptions.

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