

3.

TOPIC

**EVALUATION OF TRAINING NEEDS OF TEACHERS IN CONTINUOUS
ASSESSMENT IN SIERRA LEONE**

ABSTRACT

The art of compilation of reliable Continuous Assessment Scores (CAS) by teachers is a crucial factor for effective implementation of the 6-3-3-4 education system. The Council, however, has continued to receive unreliable CAS from some schools. The study therefore, sought to identify areas of training needs to remedy the situation. A cross-sectional design was used. The sample comprised 427 respondents including 377 Teachers, 19 Principals of Junior and Senior Secondary Schools and 20 Inspectorate Officials of the Ministry of Education, Youth and Sports. Stratified random as well as purposive sampling methods were used to select respondents across the country. Data was collected by questionnaires while descriptive statistics was used in the analysis. The findings of the study showed that most teachers were not familiar with the development and effective use of assessment tools. A number of teachers were never exposed to the concepts of Continuous Assessment in pre-service training, while some others had not been fortunate to be exposed to in-service training on the job. The results corroborate those in studies carried out in the Gambia, Ghana and Nigeria. Some recommendations were made including the need for the Ministry of Education, Youth and Sports and other agencies to help provide funds for the training of teachers in Continuous Assessment through workshops, regular in-service courses and the development of more robust pre-service training programmes in Continuous Assessment in higher institutions.