



Effects of Portfolio Assessment Technique on Senior Secondary School Students' Achievement in Economics in Pankshin, Plateau State, Nigeria.

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ABSTRACT

The study focuses on effects of portfolio assessment technique on senior secondary school students' achievement in economics in Pankshin, Plateau State, Nigeria. Three purpose of the study was formulated alongside research questions and hypotheses. The study adopted the quasi-experimental research design. The population of the study consisted of all the Senior Secondary Two (SSII) students offering economics in public and private secondary schools within Pankshin metropolis of Plateau State. There were eight public and eight private secondary schools in Pankshin metropolis giving a total of 16 secondary schools that met the criteria with a population of 546 students that offer economics, made up of 237 boys and 307 girls. The sample of the study is four senior secondary schools comprising of two public and two private schools out of the 16 senior secondary schools within the area of the study. The schools were assigned to the experimental and control groups. One public and one private secondary school is assigned to experimental group and the other public and private school is assigned to control group. The study adopted proportionate stratified sampling technique in selecting the sample for the study. Two instruments are used for the study. The instruments used are the Economic Achievement Test (EAT) and the Economic Attitude Questionnaire (EAQ). The study adopted both descriptive and inferential statistics for the study. The descriptive statistics of frequency distribution tables, simple percentages, means and standard deviation were used for answering the research questions, while the Analysis of Covariance (ANCOVA) was used for testing the hypotheses formulated for the study at 0.05 level of significance. The result of the finding revealed that in the experimental group, the post-test achievement mean score was 62.740 and standard deviation of 11.906, higher than the pre-test mean score of 29.364 and standard deviation of 11.031 with a mean gain of 33.376., indicating that there was improvement in the achievement of students in Economics after treatment. The study recommend that Government should be proper care-giving support to learners on the area of their interest. Students motivation should be adequately to enhance the level of skills in them

INTRODUCTION

Economics is one of the school subjects offered by students at the senior secondary level of education that enables them to have more understanding about their economic environment. Economics as a school subject has streams of benefits to individuals and society. The study of Economics equips students on human wants, allocation of scarce resources, production, distribution and consumption among others. It equips and trains students to understand the world around them and to meaningfully contribute to the development and growth of themselves, community and the nation using the limited resources available. Economics is perceived as an important social science subject because of its relevance as it is applied in everyday life. Thus, Economics involves the study of the economic activities of the people and how they try to live within their limited resources to satisfy their unlimited wants (Ezeebe & Eneogu, 2018). The objectives of studying Economics in the secondary school is to equip students with the basic principles of Economics necessary for useful living and for higher education, to prepare and encourage students to be prudent and effective in the management of scarce resources and to instill in students respect for the dignity of labour and the appreciation of economic, cultural and social values of the society.

Economics as a school subject enable students to acquire knowledge for the solutions to solve practical economic problems in the society and also gives students the opportunity to build a successful financial future. Thus, the teaching of Economics is vital to the growth and development of nation's economy. Many fora have acknowledged the importance of Economics as a subject in the Nigerian educational system and the nation's technological development. The relevance of economic to national development has led the Nigeria government to include Economics in the school curriculum. The Nigerian Economics curriculum is structured into micro and macro-Economics. The sums of these two determine the impact of Economics on the socio-economic, political, and cultural development of a society. Macro Economics is the branch of Economics that studies the behaviour, performance, and structure of an entire economy. Ezeebe and Eneogu, (2018) further claimed that macro-Economics deals with the aggregate or overall aspects of economic activity, focusing on key indicators and variables that characterize the economy as a whole. Micro Economics lays emphasis on demand and supply as it is an important aspect which is concerned with individuals, markets and small aspects of the economy. Demand and supply constitute the fundamental components of micro Economics that deals with behaviour of individuals and firms in making

decisions regarding the allocation of scarce resources and interactions among individuals and firms.

Teachers-made tests play a major role in assessing students' achievement in school-based assessments. However, there have been criticisms that teacher-made tests were of poor quality (Lebagi, Sumardi & Sudjoko, 2017). On the researcher's visit to senior secondary schools in Pankshin to collect base line data, it was discovered that the economic teachers used discussion method, lecture, inquiry method among others, as well as teachers administer tests that encourage rote learning and memorization of facts and ideas. These do not provide the necessary opportunities for students to grasp in-depth and applied the principles of demand and supply (micro Economics) which constitute a large portion of items in the curriculum that will assist them to score at least a credit in Economics. There is need to find ways of solving the problem of poor achievement in Economics content areas, particularly in bridging the gap between instruction and assessment with modern method of assessment.

The Economics teachers need to bridge the gap between teaching and assessment so as to help improve students' achievement in Economics. This can be achieved by adopting innovative assessment techniques such as performance assessment computer-based assessment and portfolio assessment which utilize instructional and assessment together and also provide students the opportunity to contribute to knowledge construction and to take part in making decision about the learning outcomes using set criteria instead of being just passive listeners. These instructional techniques which allow students to be actively involved in the teaching and learning process are authentic in nature and provide real world experiences to students (Ugodulunwa & Wakjissa, 2015).

Portfolio assessment is the type of assessment that aids compilation, provides rubrics, self-reflection and models of students' accomplishment which could be analytic or holistic. It admits jurying that involves course teacher to assess the works of students together; that means the assessment is not unilateral. It allows students to understand how they are being assessed (Ugoduluwa & Wakjissa, 2015). Portfolio assessment is the procedure used to plan, collect and analyze the multiple sources of data kept in the portfolio. The process includes student participation in the selection of work, in developing criteria, goal setting and engaging in self-assessment of their best pieces of work, portfolio assessment allows students and teacher to collaborate in assessing and evaluating students learning from evidence collected and to use the information to make plans and set goals for further learning, which will be useful especially in the field of Economics to assess the aspect of demand and supply among other topics.

Portfolio assessment technique helps students to learn real world problems and proffer possible solutions by evaluating not only the product but the processes involved in arriving at the outcome. Moria, Refnaldix and Zaim (2018) also found that, students who

were assessed using portfolio improved in their final examinations compared to those who were assessed using traditional means of evaluation. Portfolios assessment technique guides learner and present suitable possibilities for realistic assessment. Portfolio is created to give protection to works of various disciplines in area of Geography, Economics, Architecture, Fine Art, Graphics and Textiles Design, among others which help to assess students' achievement over time. Portfolio assessment is therefore a practicable means of evaluating students' best pieces of work.

Students' achievement in secondary schools is the major determine of either the school achieve it predetermine objectives. Students' achievement is the measurable performance and progress that students make in their educational activities, typically assessed through various tools like tests, assignments, projects, and evaluations. It reflects how well students understand and apply the knowledge and skills they have acquired in a subject area, such as economics, mathematics, science, or any other discipline, students' achievement varies in term of school type which are public or private. School type is based on ownership that is, government owned schools and privately owned schools. School type is an issue in secondary schools and a source of disagreement whereby research have indicated that students from private schools performed academically better than those from public schools. Alimi, Ehinola and Alabi (2016) found a positive relationship between availability of facilities and students' achievements based on the type of school learners. The research by Alimi, Ehinola and Alabi (2016) showed that students from private schools performed better than those from public secondary schools.

Statement of the Problem

Students' Achievement in Economics over the years (4years) have been dwindling (Education Resources Centre, Plateau State Ministry of Education 2022). The WAEC result analysis showed that in 2018, only 58% of the students who sat for the WASCE passed at distinction and credit levels living the remaining 42% with ordinary pass and fail. In the 2019, the percentage pass at credit and above level was 43% and 57% were with ordinary pass and fail. Again, in 2020 results showed an increase in credit whereby 60% pass at credit level and above, while 40% had either ordinary pass or fail. The results implies that there was a significant increase in the students' achievement in 2020. In 2021, a slight decline was recorded whereby 58% pass at credit level and above and 42% failed (Appendix A9). The inconsistency in the achievement is not only reflected in students' achievement in external examinations such as WASSCE, NECO and NABTEB but also in the students' inability to acquire authentic (practical) knowledge and skills for success in the real world. There are many factors that might be responsible for the dwindling nature of students' academic achievement in Economics. These include; student related factors, school related and

teachers related factors such as the attitude, qualification, competency, instructional strategies as well as assessment technique adopted by teachers in teaching the subject. The inconsistency in the students' achievement in Economics is traceable to many other factors such as poor coverage of the curriculum, unqualified teachers, use of wrong teaching and assessment techniques for the students especially the teachers-made tests (Idika, Onuoha, Nji & Eze, 2018).

Many researchers have attributed the poor academic achievement of students in Economics to poor teaching methods, poor assessment technique, poor attitude in the subject, which is largely attributed to teacher-centred laden activity in the teaching-learning process. Also, there were inadequate provision of appropriate textbooks; poor attitude of teachers who teach Economics, many of whom were non-specialists, were the major factors that inhibit the achievement of students in Economics. The persistent poor academic achievement in Economics will further reduce students' reduction of manpower in economy and low admission rate.

Efforts have been made by stakeholders on how to help students improve their academic achievement in Economics, among which include; organization of extra-mural lesson, improvisation of instructional materials, engagement of support staff by Parent Teachers Association (PTA) to assist the existing teachers, home lessons, employment of quality and qualified Economics teachers, provision of adequate instructional materials, provision of text books, adequate electricity for students and teachers, adequate provision of Information Communication Technology (ICT) facilities among others. Again, studies have been conducted in Economics with the purpose of improving students' achievement in the subject but the researcher is not aware of any efforts made to improve students' attitude and achievement in Economics using portfolio assessment, therefore, there is need to conduct the present study so as to fill the gap. The broad question for this study therefore is; what are the effects of portfolio assessment on students' attitude and achievement in Economics in Pankshin Local Government Area of Plateau State? The present study will use portfolio assessment technique to determine whether it will help improve students' attitude and achievement in Economics in Pankshin Local Government Area, Plateau State, Nigeria.

Aim and Objectives of the Study

The aim of the study is to determine the effects of portfolio assessment technique on students' attitude and achievement in Economics in Pankshin, Plateau State, Nigeria. Specifically, the objectives of the study are to:

1. Evaluate the senior secondary school students' achievement in Economics before and after exposure to portfolio assessment technique;

2. establish whether any difference exists in the achievement in Economics of male and female senior secondary school students after treatment;
3. determine whether any difference exists in the achievement of senior secondary school students in Economics after treatment based on school type.

Research Questions

The following questions were raised to guide the study:

1. What are the pretest and posttest Economics mean scores of students in Economics in the experimental and control group?
2. What is the posttest Economics mean scores of the senior secondary II students based on gender?
3. What is the posttest Economics mean score of the senior secondary II students based on school type?

HYPOTHESES

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between pretest and posttest Economics mean score of the experimental and control groups.
2. There is no significant difference between the posttest Economics mean score of the experimental group based on gender.
3. There is no significant difference between the posttest Economics mean scores of the experimental group of students based on school type.

METHOD AND PROCEDURE

The study adopted the quasi-experimental research design. Specifically, the non-equivalent pretest-posttest control group design such that intact classes will be selected and randomly assigned to the experimental and control groups. No randomization will be applied in selecting students into the experimental and control groups. The choice of this design is because the researcher would not want to temper with the existing classes to avoid the disruption of normal schooling periods.

The population of the study consisted of all the Senior Secondary Two (SSII) students offering economics in public and private secondary schools within Pankshin metropolis of Plateau State. The criteria used for choosing the population were that the schools must have a Senior Secondary Certificate Examination (SSCE) centre, the economic teachers must have at least Bachelor of Education (B.Ed) in Economics, There were eight public and eight private secondary schools in Pankshin metropolis giving a total of 16 secondary schools that met the criteria with a population of 546 students that offer economics, made up of 237 boys and 307 girls.

The sample of the study is four senior secondary schools comprising of two public and two private schools out of the 16 senior secondary schools within the area of the study. The schools were assigned to the experimental and control groups. One public and one private secondary school is assigned to experimental group and the other public and private school is assigned to control group.

The study adopted proportionate stratified sampling technique in selecting the sample for the study. Proportionate stratified sampling technique is used when the size of the sample from each stratum is proportional to the size of the stratum in the population. Using this method, the researcher picked equal number of schools from each stratum that met the criteria for the study.

Two instruments are used for the study. The instruments used are the Economic Achievement Test (EAT) and the Economic Attitude Questionnaire (EAQ);

The study adopted both descriptive and inferential statistics for the study. The descriptive statistics of frequency distribution tables, simple

percentages, means and standard deviation were used for answering the research questions, while the Analysis of Covariance (ANCOVA) was used for testing the hypotheses formulated for the study at 0.05 level of significance. The choice of ANCOVA test statistic was to help control for effects of the pre-test on the posttest scores collected from the same group. It will control any significant effects pre-test on the posttest mean scores of experimental and control groups.

RESULTS

Research Question One

What is the pretest and posttest achievement mean score of students in Economics in the experimental and control group in Pankshin LGA? This research question was answered using the students' achievement in the EAT and the result is presented in Table 1

Table 1: The Pretest and Posttest Economics Mean Scores of Students in Economics for the Experimental and Control Groups

Test	Economics Mean Scores					
	N	X	SD	X	SD	Mean Difference
Pretest	77	29.36	11.03	28.59	8.22	
Post test	80	62.74	11.91	38.35	9.27	
Mean Gain		33.38		9.76		23.61

Table 1 presents the pre-test and post-test achievement mean score of students in the experimental and control groups in Economics. In the post-test, the experimental group had a mean score of 62.74 and standard deviation of 11.91, while the pre-test mean score of 29.364 and standard deviation of 11.031 with a mean gain of 33.376. The control group had a mean score of 28.588 and a standard deviation of 8.215 in the pretest. The post-test mean score of students rouse to 38.350 and a standard deviation of 9.272. The findings show that students in the experimental group had a higher achievement mean score in Economics 62.740 after treatment using portfolio assessment technique than those in the control group 38.350 who were not

given treatment with a mean difference of 23.614. This means that at the pre-test the students in both groups had a poor achievement and almost at the same level in the economic test, but after the intervention the experimental group performed better than the control group. It can be deduced that portfolio do improve students' academic achievement in Economics.

Research Question two

What is the posttest achievement mean score of the senior secondary II students in Economics in Pankshin LGA based on gender.

Table 2: Posttest Achievement Mean Score of Students in Economics Based on Gender

Group	N	Mean	Std. Deviation	Mean Difference
Male	36	64.750	13.470	
Female	41	60.976	10.185	3.774

Table 2 presents the extent of the achievement of students who were exposed to portfolio assessment technique (Experimental group). The mean score for the male was 64.750 with a standard deviation of 13.470 while the mean score for the female was 60.976 with a standard deviation of 10.185. It was observed that the male achieved better than the female, this can be attributed to the treatment using portfolio assessment technique given to the experimental group. Therefore, it

can be concluded that portfolio assessment technique was effective on the male students achievement more than female.

Research Question three

What are the posttest achievement mean score of the senior secondary II students in Economics based on school type in Pankshin LGA?

Table 3: Posttest Achievement Mean Score of Students in Economics Based on School Type

Group	N	Mean	Std. Deviation	Mean Differences
Public school	38	19.821	5.548	0.803
Private school	39	23.632	6.266	

Table 3 presents the achievement of students in Economics in the experimental groups based on school type. The mean scores for the public school students in Economics in the experimental group was 19.821 with a standard 5.548 while the private school students in Economics had the achievement mean score of 23.632 with a standard deviation of 6.266. This shows that the private school students in Economics in the experimental group have better academic achievement than public school students in Economics, therefore, the portfolio

assessment technique was more effective in private school students in Economics than public school.

Hypothesis One

There is no significant difference between the pretest and posttest Economics achievement mean score of the experimental and control groups of students in Economics in Pankshin.

Table 4: ANCOVA of Pretest and posttest Economics achievement mean score of Experimental and Control Groups

Source	Type 111 Sums of Squared	Df	Mean Square	F	Sig	Partial Eta Squared
Corrected model	23384.800a	2	11692.400	102.770	.000	.572
Intercept	37465.168	1	37465.168	329.300	.000	.681
Covariate	44.098	1	44.098	.388	.534	.003
Group	23221.430	1	23221.430	204.105	.000	.570
Error	17529.907	154	113.772	.		
Total	438321.000	157				
Corrected Total	40905.707	156				

a. R Squared = .572 (Adjusted R Squared = .566)

Analysis of Covariance (ANCOVA) was conducted to determine if a significant difference between the pretest and posttest Economics achievement mean score of the experimental and control groups of students in Economics. Table 4 shows that $F(1,54) = 204.105$, $p < 0.05$, since the p-value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected, indicating that there was a significant effect on portfolio assessment technique on students in Economics achievement test items. The result further reveals an adjusted R squared value of .566 which means that 56.6 percent of the variation in the dependent variable which is test items is explained by variation in

the treatment of portfolio assessment technique, while the remaining is due to other factors not included in this study. Hence, there is enough evidence that portfolio assessment technique can help improve students in Economics achievement.

Hypothesis Two

There is no significant difference in the posttest achievement mean score of male and female students in Economics in the experimental group based on gender in Pankshin.

Table 5: ANCOVA Result of posttest achievement mean score based on gender

Source	Type 111 Sums of Squared	Df	Mean Square	F	Sig	Partial Eta Squared
Corrected model	360.356a	2	180.178	1.281	.284	.033
Intercept	5159.456	1	5159.456	36.668	.000	.331
Covariate	87.276	1	87.276	.620	.433	.008
Gender	322.135	1	322.135	2,281	.135	.030
Error	10412.449	74	140.709			
Total	313871.000	77				
Corrected Total	10772.805	76				

a. R Squared = .330 (Adjusted R Squared = .007)

Analysis of Covariance (ANCOVA) was conducted to determine if a significant difference between the posttest achievement mean score of the experimental groups of students in Economics based on gender in Pankshin LGA. Table 5 shows that $F(1,74) = 2.281$, $p > 0.05$, since the p-value of 0.0.135 is greater than 0.05 level of significance, the null hypothesis was accepted, indicating that there was no significant difference between the posttest achievement mean score of the experimental groups of students in Economics based on gender in Pankshin LGA. The result further reveals an adjusted R squared value of .007 which means that .7 percent of the variation in the

dependent variable which is test items is explained by variation in the treatment, while the remaining is due to other factors not included in this study. Hence, we can say that portfolio assessment technique can help improve students' achievement in Economics.

Hypothesis Three

There is no significant difference between the posttest achievement mean score of public and private school students in Economics in the experimental group in Pankshin.

Table 6: ANCOVA Result of posttest achievement mean score based on school type

Source	Type III Sums of Squared	Df	Mean Square	F	Sig	Partial Eta Squared
Corrected model	1139.067a	2	569.534	4.375	.016	.106
Intercept	28008.357	1	28008.357	215.142	.000	.744
Covariate	641.395	1	641.395	4.927	.030	.062
School Type	844.894	1	844.894	6.490	.013	.081
Error	9633.738	74	130.186			
Total	313871.000	77				
Corrected Total	10772.805	76				

a. R Squared = .106 (Adjusted R Squared = .082)

Analysis of Covariance (ANCOVA) was conducted to determine if a significant difference between the posttest achievement mean score of the experimental groups of students in Economics based on school type in Pankshin LGA. Table 6 shows that $F(1,74) = 6.490$, $p < 0.05$, since the p-value of 0.013 is less than 0.05 level of significance, the null hypothesis was rejected, indicating that there was a significant difference between the posttest achievement mean score of the experimental groups of students in Economics based on school type in Pankshin LGA. The result further reveals an adjusted R squared value of .082 which means that 8.2 percent of the variation in the dependent variable which is explained by variation in the treatment, while the remaining is due to other factors not included in this study. Hence, we can say that portfolio assessment technique can help improve students' achievement in Economics.

DISCUSSION OF FINDINGS

The aim of the study was to investigate the effects of portfolio assessment technique on students' attitude and achievement in Economics in Pankshin, Plateau State, Nigeria. All the research questions were answered using mean and standard deviation and analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance.

Research Question One stated that what is the pretest and posttest achievement mean score of students in Economics in the experimental and control

group in Pankshin LGA? The result of the finding revealed that in the experimental group, the post-test achievement mean score was 62.740 and standard deviation of 11.906, higher than the pre-test mean score of 29.364 and standard deviation of 11.031 with a mean gain of 33.376., indicating that there was improvement in the achievement of students in Economics after treatment. Also, for the control group the mean score was 28.588 and a standard deviation of 8.215 in the pretest. The post-test mean score of students rose to 38.350 and a standard deviation of 9.272. The findings show that students in the experimental group had a higher achievement mean score in Economics 62.740 after treatment using portfolio assessment technique than those in the control group 38.350 who were not given treatment with a mean difference of 23.614. This means that at the pre-test the students in both groups had a low achievement and almost at the same level in the economic test, but after the intervention the experimental group performed better than the control group. It can be deduced that portfolio assessment technique does improve students' academic achievement in Economics. The result of the finding is in agreement with the opinion of Dauda (2021) who revealed that students assessed by the portfolio constructed more knowledge than the students that did not prepare a portfolio. Moreso, it is line with Ugodulunwa and Wakjissa, (2015), which revealed that portfolio assessment helped in improving students' achievement in map sketching and location.

Research Question Two was what is the posttest achievement mean score of the senior secondary II

students in Economics in Pankshin LGA based on gender? The findings revealed that the mean score for the male was 64.750 with a standard deviation of 13.470 while the mean score for the female was 60.976 with a standard deviation of 10.185. It was observed that the male achieved better than the female, this can be attributed to the treatment using portfolio assessment technique given to the experimental group. Therefore, it can be concluded that portfolio assessment technique was effective on the male students 'achievement more than female. The result of the finding is in agreement with Adigun, Onihunwa, Irunokai, Sanda and Adesina (2015) that male students performed better than female students in private schools than in public schools after exposing the same treatment. But against the findings of Tongse, Mohammed and Alghamdi (2022) that revealed that the higher-order factor (GAA), the results showed that females scored higher than males,

Research Question Three stated that what are the posttest achievement mean score of the senior secondary II students in Economics based on school type in Pankshin LGA. The result of the finding reveals that the mean scores for the public school students in Economics in the experimental group was 19.821 with a standard 5.548 while the private school students in Economics had the achievement mean score of 23.632 with a standard deviation of 6.266. This shows that the private school students in Economics in the experimental group have better academic achievement than public school students in Economics, therefore, the portfolio assessment technique was more effective in private school students in Economics than public school. The result of the finding is line with the findings of Ehiola (2019) which revealed that there a significant difference in facilities available in public and private schools which affect the academic achievement of students in public secondary schools. It however revealed that students in private schools achieved better than those in public schools despite exposing to the same treatment. On the same vain, it is similar with the findings of Adedapo (2018) claimed that the prevalence of performance differentials between public and private secondary schools as well as between day and boarding schools while differences in performance between mixed gender schools and single gender schools was found to be low.

Hypothesis one stated that there is no significant difference between the pretest and posttest Economics achievement mean score of the experimental and control groups of students in Economics in Pankshin LGA. Analysis of Covariance (ANCOVA) was conducted to determine if a significant difference between the pretest and posttest Economics achievement mean score of the experimental and control groups of students in Economics. Table 8 shows that $F(1,54) = 204.105$, $p < 0.05$, since the p-value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected, indicating that there was a significant effect on portfolio assessment technique on students in Economics achievement test items. The result of the finding is in agreement with the findings of Cassidy and Schwitter

(2017) who attested that students received timely feedback which assisted them in their learning, students discovered that they enjoyed freedom of learning and learned at their own pace, portfolio was seen as a good way of assessing students and that portfolio assessment enhance academic achievement of students

Hypothesis Two stated that there is no significant difference in the posttest achievement mean score of male and female students in Economics in the experimental group based on gender in Pankshin LGA. The findings shows that $F(1,74) = 2.281$, $p > 0.05$, since the p-value of 0.0135 is greater than 0.05 level of significance, the null hypothesis was accepted, indicating that there was no significant difference between the posttest achievement mean score of the experimental groups of students in Economics based on gender in Pankshin LGA. The result of the finding of this study is contrary to Ömer, Konya, and Sultan (2021) that there wasn't a significant difference based on the variants of gender and the university to be graduated from; in the variant of the department to be graduated from, computer and Training Technologies pre-service teachers were found to have a higher level of awareness than the primary school pre-service teachers.

Hypothesis Three stated that there is no significant difference between the posttest achievement mean score of public and private school students in Economics in the experimental group in Pankshin. The findings shows that $F(1,74) = 6.490$, $p < 0.05$, since the p-value of 0.013 is less than 0.05 level of significance, the null hypothesis was rejected, indicating that there was a significant difference between the posttest achievement mean score of the experimental groups of students in Economics based on school type in Pankshin LGA. The result further reveals an adjusted R squared value of .082 which means that 8.2 percent of the variation in the dependent variable which is explained by variation in the treatment, while the remaining is due to other factors not included in this study. The result of the study is in agreement with the findings of Adeyemi (2014) hypothesize that pupils in the private primary schools performed better than their counterparts in the public schools.

CONCLUSION/RECOMMENDATIONS

Portfolio assessment technique accord students the opportunity of being masters of themselves in their own learning. With Portfolio assessment technique, students can manage themselves as learners and direct their own behaviour including their attention during learning. It is a cognitive strategy that appears to enable students to actively be in-charge of the learning process and to monitor their own progress in learning exercise. Child's active involvement in learning, to free the child from dependence on the teacher. In addition, the Portfolio assessment technique is effective in increasing economics achievement of students which can be seen from the difference in the mean score of the post-test and

pre-test values in the experimental class which is significantly significant from the results of the Paired Samples. The study recommend that Government should be proper care-giving support to learners on the area of their interest. Students motivation should be adequately to enhance the level of skills in them.

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