



ABSTRACT

This study assessed secondary school teachers' attitude and competence towards implementation of continuous assessment in Islamic studies in Nasarawa State. The study adopted cross-sectional survey as a research design. The population of the study comprised all Islamic studies teachers of secondary

SURVEY OF SECONDARY SCHOOL TEACHERS' ATTITUDE AND COMPETENCE TOWARDS IMPLEMENTATION OF CONTINUOUS ASSESSMENT IN ISLAMIC STUDIES IN NASARAWA STATE

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INTRODUCTION

Schools are established for the purpose of teaching and learning. In order to ascertain whether or not learning has taken place, teachers try to evaluate learners. It is the process by which a teacher collects data about the outcomes of his/her teaching and uses the outcomes for further improvement. It is a procedure usually undertaken by a teacher to find out whether students have learnt what they are expected to learn and the extent to which behavioral objectives have been attained. Hence, continuous assessment has become the mode of evaluating students' learning outcome in schools. Continuous assessment is a method of evaluating the progress and achievement of learners in educational institutions with the aim of getting the



schools in Nasarawa State. There are total 227 which comprised 142 male and 85 female. Multistage random sampling strategy was adopted to select 100 Islamic studies teachers from secondary schools that responded to questionnaire designed by the researcher. The instrument used for data gathering was teachers' competence in educational assessment questionnaires (TCEANSQ) which was validated for the exercise. The researcher established a logical index of 0.69 for rational consensus of experts and reliability of 0.70 using Cronbach coefficient Alpha method of estimating reliability to compute coefficient of internal consistency. Descriptive statistics was used to summarize data related to providing answers to the research questions. Chi-square statistics was used to test the null hypotheses at 0.05 level of significance. All analyses were done using Statistical Package for Social Science (SPSS). Findings indicated that there is a significant difference between teachers' qualifications in the lesson preparation competence in Islamic studies. Further findings showed that there is a significant difference between male and female teachers in lesson delivery competence in Islamic studies. It was concluded that that teachers' lesson delivery competence in Islamic studies vary by their educational qualifications. The male teachers were found to be competent than their female counterpart in lesson delivery competence in Islamic studies. The study recommended the following among others that both teachers with the minimum teaching qualification and those with degree demonstrated similar lesson delivery competence in Islamic studies, school heads should allocate classes to teachers based on their qualification.

Keywords: *Continuous Assessment, Implementation, Islamic studies, Teachers' Attitude, Teachers' Competence*

true possible picture of each learner's ability and helping each to develop his/her abilities to the fullest.

In Nigeria's National Policy on Education (FRN, 2014) it is clearly stated that educational assessment and evaluation will be liberalized by basing them in



whole or part on Continuous Assessment (CA) of the progress of the individual. It also specified that the primary school leaving certificate shall be based only on continuous assessment while the Junior Secondary Certificate (JSC) shall be based on continuous assessment and an examination conducted by the state and Federal examination bodies. At all levels of teacher education, emphasis is placed on the educational assessment of the competence of trainee teacher. To this end, all teachers in training are expected to take at least a course in test and measurement or measurement and evaluation, depending on the institutional nomenclature.

The relevance of any school subject in the educational system is primarily based on its potentials in achieving the overall goals of education of that society. This is largely so because both the goals of education and those of the various school subjects are derived from the needs, problems and aspirations of the wider society. Islamic education is uniquely different from other types of educational theory and practice largely because of the all-encompassing influence of the Qur'an. The Qur'an serves as a comprehensive blue print for the both the individual and society and as the primary source of knowledge the advent of the Qur'an in the seventh century Arabian society. Arab society had enjoyed a rich oral traditional, but the Qur'an was considered the word of Allah and needed to be organically interacted with by means of reading and writing for the purpose of accessing the full blessings of the Qur'an was an aspiration for most Muslims. Thus education in Islam unequivocally derived its origins from a symbiotic relationship with religious instructions (Bidmos, 2003). The objectives of Islamic studies as a discipline at the secondary School levels which are relevant to effective learning include: (i) to identify and exhibit the purpose of creation, (ii) to utilize the knowledge coming from God as a supplement to the observable knowledge, (iii) to build his daily life on the services of God and (iv) to assisting man to appreciate the fusion of physics and metaphysics.

The teacher is the most important person for the realization of goals and objectives of the National Policy on Education. This probably explains why



the National Policy on Education (FRN, 2014) stresses the need to accord teacher education a prominent place in educational planning. The policy further maintains that, among other things, the mission of teacher education should be to: (i) produce highly (motivated) conscientious and efficient classroom teachers for all levels of the educational system, and (ii) provide teachers with the intellectual and professional background adequate for their assignment. According to Ugodulunwa and Ugwuanyi (2009), teachers have to be properly trained to make them competent and to equip them with necessary skills for effective operation of C.A. in schools. For a teacher to implement C.A. properly he/she has to possess the skills in planning, construction and use of achievement test and non-test instrument for measuring learning and for assessing personality characteristics skills in assessment in the cognitive, affective and psychomotor domains and skills in keeping records. Teachers should possess competence in the operation of C.A. because they have to plan and construct non-test instrument, as well as convert raw-scores into more meaningful forms. Give appropriate weight to scores and compare performance across subjects and schools. The child is not assessed in area of knowledge only, but also in terms of behavior, task performance and general activities, non-cognitive gains and affective, psychomotor disposition are also expected to play a more conspicuous role in C.A. Therefore, the need for teacher to possess competence in the operation of continuous assessment is important. More worrisome, is the dearth of literature on prospective teachers' attitudes towards C.A. Most studies that investigated C.A. did so in conjunction with practicing teachers. Iwu, Osuoha, Onoja, Oguwuike and Egeruoh (2012) found that test; assignment and project are the continuous assessment techniques frequently used to assess students while the attitude of the teachers toward continuous assessment varied depending on the capabilities of the teacher, support from the school and cooperation from the students. Abbas (2000) stated that the success and quality of continuous assessment depends to a large extent on the capabilities of the teacher, the support from the school authority and the co-operation of the students. Obioma (2010) found that in general school teachers demonstrated poor knowledge



of the elementary concept of C.A. Many teachers misapplied the C.A. instruments leading to more of continuous testing of learners instead of continuous assessment. C.A. guidelines not only varied across states and schools but were also different from the guidelines stipulated in the extant national C.A. handbook.

The teacher's attitude plays quite a significant role in shaping behavior. The nature of teacher reactions, responses towards learners depends much on the formation of teacher's attitude and well done work. If the teacher keeps positive and favorable attitude and implementation of continuous assessment towards learners his/her aims will be achieved. On the other hand, if the teacher keeps negative attitude and unfavorable towards learners and inability of implementing continuous assessment his/her aims will not be achieved. Nneji, Fatade, Awofala, and Awofala (2012) observed that a high proportion of the Science, Technology, and Mathematics (STM) teachers seemed to display positive attitudes toward most of the assessment practices, while their attitudes toward some assessment practices tended to be either negative or neutral. More so, they found that gender, teaching experience and professional training might be factors in STM teachers' attitudes toward assessment practices. However, exploring preservice STM teachers' attitudes toward C.A. in Nigeria is considered a worthwhile venture now that the Nigerian educational system is going through reforms in its programmes and curricula most especially at the primary and secondary school levels which could impact not only on the assessment standards at these levels of education but on the teaching and learning activities in the teacher education institutions in the country.

Generally, Nneji et al (2012) observed that STM teachers differ in the degree of their attitudes toward assessment practices in the school setting and this may precipitate STM teachers developing dimensions of attitudes towards structured assessment practices which may have an impact on students' learning. This is because attitudes of teachers towards assessment practices could be related to the teaching methods employed by these teachers and teaching methods more often than not impact students' learning. However, Owoh (2000) found that majority of teachers have competence in the



assessment of students in the cognitive and psychomotor domains and grading of students. While few of them have competence in the assessment of affective behaviour, record keeping, development valid test as well as development of non –test instruments. The findings also revealed that none of the teachers sampled was very competent in the general level of competence in continuous assessment skills possessed by male economics teachers did not differ from those of their female counterparts. The study also shows that Economics teachers continuous assessment competence differ significantly due to their educational level. Similarly, Anakudo (2001) revealed that educational qualifications, subject taught by the teachers are the main factors influencing continuous assessment competencies of teachers. The factor gender, years of teaching experience and school type have no significant effect on continuous assessment competencies posed by teachers.

Also, Dalong (2003) revealed that training, qualification, availability of C.A facilities, teachers' attitude profile and gender affect the competency level of teachers in the operation of C.A in Plateau State. Moreso, Ugodulunwa and Ugwuanyi (2009) found out that teachers are more competent in assessment of cognitive domain than other domains; that gender; years of teaching experience and level of educational attainment have significant effect on teachers' competence in continuous assessment operation. Akinade cited in Nneji et al (2012) describes attitude as the degree or direction of one's likes or dislikes, favourable or unfavourable evaluation of reaction to an opinion, belief, person, event or idea, place, subject, job or situation. Akinade cited in In a study conducted by asserts that the location of school, type of school and the sex of teachers and students are factors that interfere with the assessment practices in secondary schools. It is against this backdrop that a survey of secondary school teachers' attitude and competence towards implementation of continuous assessment in Islamic studies, Nasarawa State becomes imperative.

Statement of the Problem

Teachers are absolutely essential in the education system of every nation. They are the pivot on which education wheels revolve. The effectiveness of any educational system depends largely on the educational attainment of



teachers because no system of education can be qualitatively higher than the quality and commitment of its teachers. A close look at the state of teaching and learning of Islamic religious studies in Nigeria reveals the urgent need to wage war against the poor achievement in Islamic religious studies. The large amount of resources invested on education by the government is a living testimony of the importance that the government attaches to improving the standard of education in the country. Despite the efforts are doing to improve the standard of educations, problems still exist in the area of Islamic education. The appropriate instruments or scales to statistically judge teachers' attitude to, and competence in, the study of Islamic studies in terms of percentage or ratio are not readily available for Islamic studies' teachers to use. Any move to improve the Islamic studies is most welcomed. However, the effects of attitude and competence on the learning of Islamic studies remain unresolved issues for researchers. Unfortunately, there is no easily accessible valid instrument to assist teachers in measuring the teachers' attitude to and competence in the learning of Islamic studies at the senior Secondary School level in Nasarawa state. The academic achievements of students in senior secondary schools in Nasarawa state kept declining; only 31% of students that sat for SSCE in 2013 have credit pass in Islamic studies and the situation decline in 2014 with only 27% of the students having credit passes in Islamic studies. One of the major problems facing Islamic studies today is the teachers' attitude and competence towards implementation of continuous assessment. The researcher is of view that teachers' attitude can be measured in term of lesson delivery, continuous assessment competence, lesson preparation competence. Therefore, the thrust of this study was survey of senior secondary school teachers' attitude and competence towards implementation of Continuous Assessment in Islamic studies in Nasarawa State.

Research Questions

The following research questions were raised to guide the study:



1. What is the level of competence of secondary school Islamic studies teachers in implementation of Continuous Assessment in Nasarawa state?
2. What is the level of competence of male and female of secondary school Islamic studies teachers in implementation of Continuous Assessment in Nasarawa state?
3. What is the level of attitude of secondary school Islamic studies teachers on the implementation of Continuous Assessment in Nasarawa State?
4. What is the level of attitude of male and female of secondary school Islamic studies teachers on the implementation of Continuous Assessment in Nasarawa State?

Statement of the Hypotheses

The followings hypotheses formulated were tested at 0.05 level of significance:

1. There is no significant relationship between Islamic studies teachers' competence and implementation of Continuous Assessment in secondary school in Nasarawa state.
2. There is no significant relationship between male and female Islamic studies teachers' competence and implementation of Continuous Assessment in secondary school in Nasarawa state.
3. There is no significant relationship between Islamic studies teachers' attitude on implementation of Continuous Assessment in Nasarawa state.
4. There is no significant relationship between male and female Islamic studies teachers' attitude on implementation of Continuous Assessment in secondary school in Nasarawa state.

Methodology

This study assessed secondary school teachers' attitude and competence towards implementation of Continuous Assessment in Islamic studies in Nasarawa State. The study adopted cross-sectional survey as a research design. The population of the study comprised all Islamic studies teachers



of secondary schools in Nasarawa State. There are total 227 which comprised 142 male and 85 female. Multistage random sampling strategy was adopted to select 100 Islamic studies teachers from secondary schools that responded to questionnaire designed by the researcher. The instrument used for data gathering was teachers' competence in educational assessment questionnaires (TCEANSQ) which was validated for the exercise. The researcher established a logical index of 0.69 for rational consensus of experts and reliability of 0.70 using Cronbach coefficient Alpha method of estimating reliability to compute coefficient of internal consistency. Descriptive statistics was used to summarize data related to providing answers to the research questions. Chi-square statistics was used to test the null hypotheses at 0.05 level of significance. All analyses were done using Statistical Package for Social Science (SPSS).

Results

Research Question 1: What is the competent level of secondary school Islamic studies teachers in implementation of Continuous Assessment in Nasarawa state?

Table 1: Mean and standard Deviation on Teachers' Competence and Implementation of CA in schools

S/N	STATEMENT	VC (5)	C (4)	FC (3)	I (2)	VI (1)	Mean	SD
	Teachers' Competence in CA implementation							
4	writing lesson plans successfully without assistance	66	129	28	03	01	4.13	1.34
5	delivery lessons successfully without difficulties	58	143	22	03	01	4.12	1.04
6	construct and validate test items before administer to students	21	56	98	38	14	3.14	2.01
7	draw up marking scheme and scoring test objectively	81	87	56	02	01	4.10	1.32



8	mark and return test scripts to students for a feedback	63	96	64	02	02	3.95	1.80
9	keep all students test scores	45	89	87	04	02	3.73	1.43
10	Transform test scores to standard scores (z-score, t-score)	34	57	87	48	01	3.33	1.32
	Clusters mean						3.79	1.47
	Scale Mean						3.00	

From Table 1, the mean and standard deviation of item numbered 4 to 10 are laid between 3.14 to 4.13 and 1.04 to 2.01; the clusters mean 3.79. Since the clusters mean 3.79 is greater than scale mean 3.00, it indicate that Islamic studies teachers are competence in the implementation of CA. However, Considering the scaling of item, 3.79 is equals to Fairly Competent (FC), therefore, the Islamic studies teachers are fairly competent in the implementation of CA in secondary schools in Nasarawa state.

Research Question 2: What is the competent level of secondary school Islamic studies teachers in implementation of Continuous Assessment in Nasarawa state segregated by gender?

Table 2: Mean and Standard Deviation of competence and implementation of CA in schools Segregated by Gender

S/N	STATEMENT	VC (5)	C (4)	FC (3)	I (2)	VI (1)	Mean	SD
	Gender and teachers competence in CA implementation							
11	Male teachers write lesson plans better than females	84	79	46	18	00	4.00	1.20
12	Female teachers deliver lesson better than male counterparts	45	67	84	21	10	2.51	1.57



13	Female teachers construct and validate better than male teachers	36	52	64	72	07	3.22	1.09
14	Female teachers draw up marking scheme and score tests better than male counterpart	78	89	56	03	01	4.06	1.23
15	Male teachers mark and return test scripts to students for a feedback more than female	43	57	94	23	10	3.64	1.45
16	Male teacher keep all students CA test scores than female	32	67	89	27	12	3.35	1.04
17	Male transform test scores to standard scores (z-score, t-score) than female counterparts	32	65	77	45	08	3.30	1.12
	Cluster mean						3.44	1.24
	Scale Mean						3.00	

From table 2, the item mean and standard deviation were between 2.51 to 4.06 and 1.04 to 1.57 respectively. The cluster mean 3.44 is greater than the scale mean 3.00; therefore, it implies that both male and female Islamic studies teachers show competence in implementation of continuous assessment in secondary school. However, comparing the cluster mean 3.44 with the response scaling it indicates fairly competence, that is, male and female Islamic studies teachers are fairly competent in the implementation of Continuous Assessment in secondary schools in Nasarawa state. However, considering individual items mean, item number 12 with mean 2.51 indicates incompetence. Therefore, female Islamic studies teachers show incompetent in lessons delivery.



Research Question 3: What is the attitude of secondary school Islamic studies teachers on the implementation of Continuous Assessment in Nasarawa State?

Table 3: Mean and standard Deviation of influence of Teachers' Attitude on Implementation of CA in secondary schools

STATEMENT	SA (5)	A (4)	U (3)	D (2)	SD (1)	mean	SD
Attitude of Teachers and CA implementation							
25 I like writing lesson plans everyday	64	78	73	08	04	3.84	0.34
26 I hate delivery lessons everyday	11	23	67	69	57	2.39	1.20
27 I don't like construct and validate test items before administer to students	45	56	47	64	15	2.78	1.10
28 I like draw up marking scheme and scoring test objectively	56	63	76	25	22	3.67	1.43
29 I hate marking and return test scripts to students for a feedback	21	37	51	89	29	2.70	1.45
30 I like keep all students test scores	67	56	89	12	03	3.76	1.32
31 I enjoy transforming test scores to standard scores (z-score, t-score)	27	31	56	75	38	2.71	1.30
Cluster Mean						3.12	1.16
Scale Mean						3.00	

Table 3 shows cluster mean and standard deviation to be 3.12 and 1.16 respectively and scale mean of 3.00. Since the cluster mean 3.12 is greater



than scale mean 3.00, it implies positive attitude. Therefore, secondary school Islamic studies teacher show positive attitude to implementation of continuous assessment. However, comparing individual items mean of items number 26, 27, 29, and 31 (2.39, 2.78, 2.70, and 2.71 respectively) are less than scale mean, this mean that Islamic studies teachers show negative attitude toward delivery lesson every day, construct and validate test items, mark and return scripts to students, and transforming test scores to standard score (z-score and t-score).

Research Question 4: What is the attitude of secondary school Islamic studies teachers on the implementation of Continuous Assessment in Nasarawa State segregated by gender?

Table 4: Mean and standard Deviation of influence of Teachers' Attitude on Implementation of CA in secondary schools segregated by Gender

	STATEMENT	SA (5)	A (4)	U (3)	D (2)	SD (1)	mean	SD
	Teacher gender and attitude toward CA implementation							
32	Female teachers like writing lesson plans everyday than male teacher	67	56	59	34	11	3.60	1.69
33	Male hate delivery lessons everyday than female counterpart	51	56	69	42	09	3.43	1.43
34	Male teachers don't like construct and validate test items before administer to students than female teachers	31	45	37	78	36	3.19	1.04
35	Female teachers like draw up marking scheme and scoring test objectively than male teacher	56	67	62	34	08	3.57	1.34



36	Female teachers hate marking and return test scripts to students for a feedback than male counterparts	34	48	32	76	37	2.85	1.43
37	Female teachers like keep all students test scores than male teachers	57	46	69	43	12	3.41	1.47
38	Male teachers like to transform test scores to standard scores (z-score, t-score) than female counterpart	56	78	54	23	16	3.60	1.32
	Cluster mean						3.38	1.39
	Scale Mean						3.00	

Table 4 depicts the cluster mean 3.38 is greater than the scale mean 3.00, therefore, the attitude of secondary school Islamic studies teachers is positive towards implementation of continuous assessment irrespective of sex. That is to say, both male and female Islamic studies teachers have positive attitude towards implementation of continuous assessment. However, considering the items mean, item number 36 have a mean of 2.85 indicating that female Islamic studies teachers have attitude toward marking and returning test scripts to students as a feedback.

Hypothesis 1: There is no significant influence of secondary school Islamic studies teachers' competence on implementation of Continuous Assessment in Nasarawa state.

Table 5: Chi Square analysis on Islamic studies teachers Competence towards Implementation of Continuous Assessment

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	118.333 ^a	96	0.061
Likelihood Ratio	100.524	96	0.356



Linear-by-Linear Association	13.739	1	0.000
N of Valid Cases	35		

Table 5 shows calculated Chi square is 118.333 with degree of freedom (df) 96 and p-value 0.061. Since the p-value 0.061 is greater than the level of significance 0.05, the null hypothesis is therefore accepted. It implies that there is no significant influence between secondary school Islamic studies teachers' competence and implementation of Continuous Assessment in Nasarawa state.

Hypothesis 2: There is no significant influence of secondary school Islamic studies teachers' competence on implementation of Continuous Assessment in Nasarawa state segregated by gender.

Table 6: Chi Square analysis on Islamic studies teachers Competence towards Implementation of Continuous Assessment segregated by gender

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	125.000 ^a	112	0.189
Likelihood Ratio	104.343	112	0.684
Linear-by-Linear Association	12.299	1	0.000
N of Valid Cases	35		

Table 6 depicts the value of Chi square 125.000 with df 112 and p-value 0.189. Since the p-value 0.189 is greater than the level of significance 0.05, the null hypothesis is accepted. Therefore, there is no significant difference between male and female secondary school Islamic studies teachers' competence in implementation of continuous assessment in Nasarawa state. In another words, there is no difference in competency of male and female Islamic studies teachers in the implementation of Continuous Assessment.



Hypothesis 3: There is no significant influence of secondary school Islamic studies teachers' attitude on implementation of Continuous Assessment in Nasarawa state.

Table 7: Chi Square analysis of influence of Islamic studies teachers' Attitude on Implementation of Continuous Assessment

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	112.500 ^a	112	0.469
Likelihood Ratio	96.025	112	0.859
Linear-by-Linear Association	1.378	1	0.240
N of Valid Cases	35		

Table 7 shows the chi square value is 112.500 with p-value 0.469. Since the p-value is greater than the significant value 0.05, the hypothesis is therefore rejected. Therefore, there is no significant influence between secondary school Islamic studies teachers' attitude and implementation of Continuous Assessment in Nasarawa state.

Hypothesis 4: There is no significant influence of secondary school Islamic studies teachers' attitude on implementation of Continuous Assessment in Nasarawa state segregated by gender.

Table 8: Chi Square analysis of influence of Islamic studies teachers' Attitude on Implementation of Continuous Assessment segregated by Gender

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	108.333 ^a	100	0.267
Likelihood Ratio	94.979	1000	0.623
Linear-by-Linear Association	9.309	1	0.002



N of Valid Cases	35		
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Table 8 depicts the chi square value to 108.333 and the p-value to be 0.267. The p-value 0.267 is greater than the significance value 0.05, the hypothesis is therefore rejected. Hence, in other words, there is no significant influence of male and female secondary schools Islamic studies teachers' attitude on the implementation of Continuous Assessment in Nasarawa state segregated by gender.

Discussion of Findings

The empowerment of teachers in terms of the implementation of Continuous Assessment policy in teaching is necessary for them to be capacitated to implement assessment policy effectively. They were analyzed according to the demand of the research questions, hypotheses formulated and the design of the study.

Findings based on Hypothesis 1 indicated there is no significant influence between secondary school Islamic studies teachers' competence and implementation of Continuous Assessment in Nasarawa state. This finding is not in agreement with the findings of findings are similar to that reported by Anakudo (2001) found that the competency of teachers in test construction is greater than other non-test instruments; the study also reveals that teachers are not competent in construction of non-test instruments and recording of students' scores from non-test instruments. From the findings, educational qualifications, subject taught by the teachers are the main factors influencing continuous assessment competencies of teachers. Similarly, this finding is in agreement with the findings of Owoh (2000) which revealed that Economics teachers' continuous assessment competence differs significantly due to their educational level. However, the finding of the study in hypothesis 1 contradicts earlier results of Ugodulunwa and Ugwuanyi (2009) revealed that gender and level of educational attainment have significant effect on teachers' competence in continuous assessment operation.



Findings based on hypothesis 2 indicated that there is no significant difference between male and female secondary schools Islamic studies teachers' competence in implementation of Continuous Assessment in Nasarawa state. In another words, there is no difference in competency of male and female Islamic studies teachers in the implementation of continuous assessment. This finding is not in agreement with the findings of Dalong (2003) who conducted a study on assessment competency of secondary school Mathematics teachers in Plateau State. It was revealed from his findings that training, qualification, availability of C.A facilities, teachers' attitude profile and gender affect the competency level of teachers in the operation of CA. However, the finding of the study in hypothesis 2 contradicts earlier results of Owoh (2000) which examined the perceived competence of Economic teachers in the operation of continuous assessment. 50 teachers were selected. From the findings, majority of teachers have competence in the assessment of students in the cognitive and psychomotor domains and grading of students. While few of them have competence in the assessment of affective behaviour, record keeping, development valid test as well as development of non-test instruments. The findings also revealed that none of the teachers sampled was very competent in the general level of competence in continuous assessment skills possessed by male Economics teachers did not differ from those of their female counterparts.

Findings based on hypothesis 3 indicated that there is no significant influence between secondary schools Islamic studies teachers' attitude and implementation of continuous assessment in Nasarawa state. The finding was similar to that reported by Nneji, Fatade, Awofala and Babatunde (2012) who investigated the attitudes of 305 Sciences, Technology and mathematics (STM) teachers towards assessment practices in Nigeria. Findings showed that a higher proportional of the STM teachers seemed to display positive attitudes toward most of the assessment practices, while their attitudes toward some assessment practices tended to be either negative or neutral. More so, gender, location and professional training might be factors in STM teachers' attitudes toward assessment practices.



Also the findings is in line with Dalong (2003) revealed from his findings that among other factors teachers' attitude profile and gender affect the competency level of teachers in the operation of C.A.

Findings based on hypothesis 4 indicated that there is no significant influence of male and female secondary schools Islamic studies teachers' attitude on the implementation of continuous assessment in Nasarawa state segregated by sex. The finding was similar to that reported by Nneji, Fatade, Awofala and Babatunde (2012) who investigated the attitudes of 305 Sciences, Technology and mathematics (STM) teachers towards assessment practices in Nigeria. Findings showed that a higher proportional of the STM teachers seemed to display positive attitudes toward most of the assessment practices, while their attitudes toward some assessment practices tended to be either negative or neutral. More so, gender, location and professional training might be factors in STM teachers' attitudes toward assessment practices. Also the findings is in line with Dalong (2003) revealed from his findings that among other factors teachers' attitude profile and gender affect the competency level of teachers in the operation of C.A.

Conclusion

In view of the findings of this study, the following conclusions were drawn: From the above results, it is clearly seen that teachers lesson delivery competence in Islamic studies vary by their educational qualification. Finally, male teachers were found to be competent than their female counterpart in lesson delivery competence in Islamic studies.

Recommendations

Based on the findings of this study, the following were recommended:

- 1 Since the teachers lesson delivery competence in Islamic studies in secondary schools vary by their educational qualification. Both teachers with the minimum teaching qualification (Nigeria Certificate of Education) and those with degree demonstrated similar lesson delivery competence in



Islamic studies, school heads should allocate classes to teachers based on their qualification.

2 Both male and female teachers in secondary schools should be trained at given intervals on classroom management to ensure the maintenance of their competence. This can be done through workshops, seminars and conferences.

3 Guidance counselors need in schools to sensitize teachers on the relevance of CAs as a road map for appropriate guidance and decision making among students.

4 Finally, in view of the better lesson preparation competence exhibited by both male and female teachers, in order to sustain this, there is needed to introduce in-house training especially for new teachers.

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