

**COMPARISON OF STUDENTS' PERFORMANCE IN CONTINUOUS
ASSESSMENT AND END OF TERM EXAMINATIONS IN ISLAMIC STUDIES
IN SENIOR SECONDARY SCHOOLS, KADUNA STATE, NIGERIA**

BY

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AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

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By

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FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

NOVEMBER, 2017

DECLARATION

I hereby declare that the work in the dissertation entitled “Comparison of Students’ Performance in Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State, Nigeria” has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Dissertation was previously presented for another degree or diploma at this or any other Institution.

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Date

CERTIFICATION

This dissertation entitled “COMPARISON OF STUDENTS’ PERFORMANCE IN CONTINUOUS ASSESSMENT AND END OF TERM EXAMINATIONS IN ISLAMIC STUDIES IN SENIOR SECONDARY SCHOOLS, KADUNA STATE, NIGERIA” by SAFIYA ALIYU meets the regulations governing the award of the degree of Master’s of Education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my Beloved husband, Sufianu Suleiman Muhammad, my lovely children, Mahmud, Ayman, Abdullahi, Raudha, Maryam, Nadiya and Imran Sufianu Suleiman; to my mother Aisha Muhammad Inuwa and my father Aliyu Musa, brothers and sisters for their immense support and contributions, morally and otherwise. May Allah reward them with Jannah, Amin.

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ABSTRACT

This research entitled, comparison of Students' performance in Continuous Assessment and End of Term Examinations in Islamic Studies in Senior Secondary Schools, Kaduna State, Nigeria was conceived as a result of lack of uniformity of the weigh attached to Continuous Assessment scores, differences in procedures of scoring and grading in Islamic Studies and shortage of assessment instruments. The study was conducted with the objectives to; compare Students' performance in Continuous Assessment and End of Term Examinations in Islamic Studies in Senior Secondary Schools, Kaduna State; find out the procedures used in the conduct of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools in Kaduna State; and determine the difference in Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in rural and urban Senior Secondary Schools in Kaduna State. Also, three research questions and three null hypotheses were postulated in line with the stated objectives. Survey research design of the ex-post facto type was used for the study. The target population of the study comprised 13,433 Students in public Secondary Schools. The sample size of 1,608 SSII Islamic Studies Students from 10 Schools which cut across the three senatorial zones (north, central and south) of Kaduna State were used for the study. Data were collected using a researcher designed questionnaire and standard recorded data of scores both for CA and End of Term Examinations. The two instruments were subjected to a pilot study which provided a unique estimate of 0.91 for the standard recorded data and also gave a reliability index of 0.84 for the questionnaire instrument. The data gathered were analyzed using independent t-test and chi-square for contingency table. All the hypotheses were tested at 0.05 level of significance. Findings showed that Students performed significantly better in End of Term Examinations than in Continuous Assessment in Islamic Studies in Senior Secondary Schools, Kaduna State; significant difference existed between the procedures used in the conduct of Continuous Assessment and End of Term Examinations in Islamic Studies in Senior Secondary Schools, Kaduna State; and significant difference existed between Students' performance in Continuous Assessment and End of Term Examinations in Islamic Studies in rural and urban Senior Secondary Schools in Kaduna State. Based on the findings, the study concluded that the procedures used in the conduct of End of Term Examination in Islamic Studies in Senior Secondary Schools in Kaduna State were more effective compared to the Continuous Assessment. Recommendations were made that teachers in Senior Secondary Schools in Kaduna State should accept their professional responsibilities and become accountable for their actions with regard to assessment of the teaching process; the Ministry of Education should put in place regulations, checks and balances to ensure that different procedures are used in the conduct of Continuous Assessment and End of Term Examinations in Secondary Schools. Similarly, Islamic Studies teachers should always bear in mind that assessing the progress and achievement of each Student continuously is an integral part of the teaching and learning process.

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LIST OF ABBREVIATIONS

CA	Continuous Assessment
CS	Conditioned Stimulus
CR	Conditioned Response
US	Unconditioned Stimulus
NTI	National Teachers Institute
NERDC	Nigerian Educational Research and Development Council
FME	Federal Ministry of Education
CE	Certificate Examination
PBUH	Peace Be Upon Him
SPSS	Statistical Package for Social Science
FGN	Federal Government of Nigeria
FRN	Federal Republic of Nigeria
GCE	General Certificate Examination
SSCE	Senior Secondary Certificate Examination
WASCE	West African Senior School Certificate Examination
NECO	National Examination Council
NABTEB	National Business and Technical Examinations Board
ETE	End of Term Examination
FMEST	Federal Ministry of Education science and Technology

OPERATIONAL DEFINITION OF TERMS

Comparison: An evaluation of the similarities and differences of one or more things relative to some other or each other.

Students' performance: the exactification of the extent to which a Student had learnt and/or attained Islamic Studies objectives through good educational resources, adequacy of teaching and learning materials and good organizational skills.

Continuous Assessment is a formative assessment procedure concerned with finding out, in a systematic manner, the over-all gains that a Student has made in terms of knowledge, attitudes and skills after a given set of learning experience.

Examination: A test given at the end of a period of coursework to determine whether the Student has adequately learned the material covered in that period.

End of Term Examination: is a summative assessment which takes place only at the end of a learning activity.

Islamic Studies: is a subject offered in formal School settings aimed at balance growth of man through the training of his spirit, intellect and body.

Curriculum: Document which entails learning experiences and resources Students are engaged in under the guidance of a teacher.

Islamic Studies Curriculum: Senior Secondary Islamic Studies designed course contents, broken down into sections to teach and transmit a common set of belief with emphasis to the teaching of Qur'an and Hadith to help Students develop spiritually and morally.

Qur'an: Holy book revealed to Prophet Muhammad to Muslims for guidance.

Hadith: records of the sayings, actions and mode of life of Prophet Muhammad (PBUH).

Tauhid: study dealing with unity of Allah (Monotheism)

P.B.U.H: Peace be upon him, is attribute to the holy Prophet Muhammad.

Fiqh: Study of Islamic jurisprudence dealing with legal and moral values.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education in Nigeria is the shared responsibility of the Federal, State and Local governments. The Federal Ministry of Education plays a dominant role in regulating the education sector, engaging in policy formation and ensuring quality control. However, the federal government is more directly involved with tertiary education than it is with Secondary School education, which is largely the responsibility of state (Secondary) and local (primary) governments. The federal government introduced Continuous Assessment (C.A). It was aimed at ensuring Student's performance in a progressive manner towards the end of the schooling. The government aimed at improving the standard of education in the country by introducing this system, since there has been a mass complain by public of the former system of learning over difficulties by Students at Secondary level of education (Ben-Yunusa, 2008). Continuous Assessment has been for the promotion of total development of the learner and accounting for the level of attainment through assessing the totality of the gains of education as outcome of moral, cognitive, Psychomotor, Affective and social skills of the learner based on a continuously monitored continuum. The success of the Continuous Assessment system depends on the validity of the procedures, the methods to use in recording information, the training and retraining and the monitoring that accompanies it, go a long way to make it effective.

Before the implementation of Continuous Assessment (C.A), the summative system of assessment was used for the promotion of Students from one level of education to another, there was no Continuous Assessment in between, like test,

assignment. It is a one-time terminal examination that usually comes at the end of every year. The examination is marked over 100% where a Student is expected to score at least 40%. In the eventuality, a Student fails to meet required score, he may be asked to repeat the year. This is because the evaluation is done in summative basis. The problem of this system of evaluation is that; a one-time terminal or summative test may not provide the best picture of Student's performance. Often, such a test deals with certain cognitive skills while relegating to the background the Affective and the Psychomotor aspects of human behaviour. With this type of system of evaluation Students are encouraged to memorize a collection of facts to be used during examinations.(Ogunnuyi,2008).

Indeed, in Secondary Schools, assessment of Students' learning in the classroom has been an integral component of the teaching-learning process especially at Senior Secondary School level because there is much effort by the teacher to teach a lot of content to Students. However, to Kellaghan and Greany (2008), that kind of assessment is subjective, informal, immediate, on going, and intuitive as it interacts with learning as it occurs. Although the main argument behind the adoption of Continuous Assessment is to avoid focusing all efforts, time and energy on just one exam, this is not true in Nigerian Secondary Schools. Teachers and Students put their focus on final examinations called End of Term Examinations (ETE). This is because ETE results are important as it can be used for decision-making in terms of determining as to whether Students should be promoted from one class to another. Generally, Students pile up their notes until the approach of the promotional or terminal examination. The fact that Student's performance is determined at the end of a programme, he/she cannot be helped to overcome his learning deficiencies in terms of knowledge and skills

acquisition. Students are overloaded with Curriculum contents at the detriment of skills acquisition through practicals.

Continuous Assessment involves the systematic collection of data on all aspects of an educational endeavor. This means that the data collected about Students' academic performance is used on a continuous basis in a systematic way, to take meaningful decisions on what should happen. Graume and Naidoo (2014), have also indicated that, "in a global economy, assessment of Students performance is changing mainly because in an ever-changing knowledge based society, Students would not only be required to learn and understand the basics but also to think critically, to analyze, and to make inference for making decisions. It is therefore critical that Continuous Assessment could utilize strategies that are able to measure the changing Students' abilities and attitudes, and this is why this study was undertaken to compare Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools Kaduna State, Nigeria.

Continuous Assessment take more cognizance of the weaker, average and gifted Students' performance because; as a result of Continuous Assessment, practical activities are taken where Students are better and perhaps it emphasize more on the three educational domains of learning. In this regard, if they do not score in theory aspect, he/ she may score in the practical aspect. As a result of the population explosion, this vital area of educational assessment has been suffering due to inadequate instructional material, inadequate classrooms, and the problem in the conduct of examinations due to the increase in the number of Students enrolled each year. Continuous Assessment has a larger coverage area. Despite this, the content of some courses in Islamic Studies are very large due to the changes in the new minimum

standard in 2009 and the time allocated to the subject has been reduced. These situations may not allow the teacher to cover the full content area and to assess the Students properly.

Secondary Schools in Nigeria where Islamic education is studied among other subjects, Students were assessed based on three domains of learning and the instructional materials were sometimes available, but where the instructional materials needed is not available, the teachers do improvise; the content of the Curricular was not much, there was also the availability of classrooms and the conduct of examination was fine. It has been observed by Oladunni, in Wokocha and Ubong (2013), that there is a serious problem with regard to Continuous Assessment in Islamic Studies. On the basis of the above mentioned problems the researcher carried out this study to compare the Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State, Nigeria.

1.2 Statement of the Problem

The summative system of assessment in Nigeria has been criticized for being concentrated mainly on cognitive achievement of the individual child, neglecting the Affective and the psychomotor domains. It has been seen as being too much oriented towards external examinations. Hence, what is termed "Assessment" in many Schools today is summative, final, administrative, rigorous and content-driven rather than formative, diagnostic, private, suggestive and goal oriented, as such can be regarded as grading. Summative assessment entails the focus on final examinations by teachers, parents and Students. Surprisingly, formative assessment is geared towards the consolidation of Students' performance in the final examinations rather than inculcating Students with problem solving, critical thinking, and life skills.

However, many factors are affecting the evaluation of Continuous Assessment and End of Term Examination in Secondary Schools in Nigeria; likewise over population of Students in the classroom impede the successful evaluation of Continuous Assessment. However due to the number of Students enrolled each year which is larger than what is stipulated in the National Policy on Education, for instance, some Schools have more than 40 Students in the class.

Consequently, there is problem of standardization, grading and scoring of Continuous Assessment tests by teachers. It has also been discovered that some teachers at times, unduly favour some Students while some Students are victimized by teachers. Nwana (2013), further criticizes the use of Continuous Assessment to favour non performing Students. Also, there is shortage of assessment instruments and many teachers lack the skill of instrument construction and they would construct poor instruments. Studies have shown that the CA practices of most of the teachers were faulty and deviated distinctly from policy guidelines. To confirm this, Shehu (2014), submitted that due to lack of adequate training on the part of teachers, the administration of Continuous Assessment is carelessly handled. The reason is because the motives and objectives behind the system are not clear to most teachers and Students alike. And that, many teachers do not possess the necessary skills in developing valid assessment instruments for the evaluation of behavioural outcomes in the three domains. Continuous Assessment requires the overall ability of every Student in terms of cognitive, Affective and Psychomotor (Nwana in Bernard & Emmanuel, 2012). Other problems include inconsistency in instrument administration, categories of Schools, differences in procedures of scoring and grading and collation of Continuous Assessment grade.

Also, some teachers think that assessments are limited to paper and pencil tests and examination. Teachers can summarize Students' score, class work and assignments to make up a grade for a given period. Teachers seem to be confused in the amount of material content that should be covered by each test. In other words, should a test cover only the materials taught after an assignment has been made or should the test content be extended to the earlier and related materials taught after the preceding tests. It is reported that most teachers opined that each test should include the earlier and related materials taught before and after each preceding test. This is necessary because a test limited in content to the materials taught after the last test, would not give the Students an opportunity to use knowledge which has been acquired before the last test (Ibeaja & Nworgu, 2009).

Moreover, some teachers lack the expertise required in analyzing assessment information, particularly those dealing with analysis and processing. It has been observed that some Students see Continuous Assessment as requiring extra work and they therefore tend to dislike it, because the scores obtained in different assessments have to be combined. A problem arises as these scores may not be based on the same scale. Also, Teachers' attitude towards Continuous Assessment is negative as they have to do extra work.

Lack of uniformity in the weigh attached to Continuous Assessment scores also affects the evaluation of Continuous Assessment in Islamic Studies. Oladunni in Wokocha and Ubong (2013), stated that, he is not comfortable with the variability in test scores across states. Similarly, on the lack of uniformity in the instruments used for Continuous Assessment (tests and assignments), Wokocha and Ubong (2013), confirmed that, there is no uniformity in Continuous Assessment in different states of

Nigeria. In view of that, Schofield (2008), maintained that, the shortcomings of Continuous Assessment are due to the differences in quality of tests and assessment instruments. On the other hand, End of Term Examination placed emphasis on obtaining high marks without regard for understanding or the ability to apply the concepts learnt in solving real life problems. Also, too much emphasis on the outcomes of final external examinations leads teachers to concentrate on trying to cover the syllabus, without regard to whether the Students understand what is taught. The practice is concentrated on evaluating the ability of the Students to reproduce facts or steps in solving problems; Very little attention is given to the higher mental tasks, thinking and application skills. These include the ability to apply the knowledge in its real world and to analyze information. Evaluation of specialized skills and competencies is often neglected. Practical abilities and skills as the use of equipment and tools, designing and improvising of equipment's and some many other problems are the reason why the study seeks to compare Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State, Nigeria.

1.3 Objectives of the Study

The objectives of the study are to:

1. compare Students' Performance in Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State;
2. find out the procedures used in the conduct of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools in Kaduna State; and

3. determine the difference in Students' Performance in Continuous Assessment and End of Term Examination in Islamic Studies in rural and urban Senior Secondary Schools in Kaduna State.

1.4 Research Questions

The following research questions were answered in the course of the study:

1. What differences exist in Students' Performance in Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State?
2. What are the procedures used in the conduct of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools in Kaduna State?
3. To what extent do Students' performance differs in Continuous Assessment and End of Term Examination in Islamic Studies in rural and urban Senior Secondary Schools in Kaduna State?

1.5 Research Hypotheses

The study was guided by the following hypotheses:

- H₀₁: There is no significant difference between Continuous Assessment and End of Term Examination performance of Islamic Studies Students in Senior Secondary Schools, Kaduna State;
- H₀₂: There is no significant difference between the procedures used in the conduct of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State; and

H0₃: There is no significant difference between Students' Performance in Continuous Assessment and End of Term Examination in Islamic Studies in rural and urban Senior Secondary Schools in Kaduna State.

1.6 Basic Assumptions

This research work is based on the assumptions that:

1. Students' Academic Performance in Islamic Studies in Continuous Assessment and End of Term Examination in Senior Secondary Schools is the same;
2. The procedures used in the conduct of Continuous Assessment and End term examination in Islamic Studies in Senior Secondary Schools Kaduna state differs; and
3. The Continuous Assessment and End of Term Examination in Islamic Studies in rural and urban Senior Secondary Schools in Kaduna State are the same.

1.7 Significance of the Study

The findings of this study will provide the Federal and State Ministries of Education with some information which would make them appreciate the needs to work out effective means of improving the evaluation of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools in Kaduna State. It will also help in identifying the possible shortcomings of evaluation of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary School, Kaduna State and how they could be addressed.

It will help government to see the need to organize seminars, conferences, training and retraining of teachers of Islamic Studies of Senior Secondary Schools Kaduna State on the significance of using different strategies of evaluation for the purpose of guiding and improving the learning of Students. The finding would also

provide relevant knowledge and information to the quality assurance department about the performances of Students in Senior Secondary Schools. The finding will be of great benefit to the Islamic Studies teachers to effectively implement Continuous Assessment methods. They would be provided with the information on the evaluation methods and alternative Continuous Assessment strategies that could be used to enhance Students' performance.

The study will provide explicit information about aspects of Continuous Assessment and End of Term Examination that needed improvement and suggest strategies to improve teachers' assessment practices. The assumption is that improvement in teachers' Continuous Assessment and terminal examination practices links to other benefits relating to raising standards of students' performance. Since there are Students with diverse needs in Schools, improvement in teachers' Continuous Assessment and terminal examination practices has the potential to help all Students, including lower attainers to improve. This will help to achieve one of the objectives of the National Policy on Education, to provide quality education for all.

Further, the study will be significant because it will give opportunity for Student's 'voice' to be heard, including lower attaining Students from participating in discussion concerning their assessment and other aspects of their education. The tacit assumption has been that Students will be neither sufficiently well informed nor sufficiently articulate or rational to contribute to such discussion. However, in this study, Student's views will be explored about their experiences of classroom assessments. The assumption is that, it is only by drawing on such sources of knowledge that School environments can be improved in ways that are meaningful and

important to all Students, particularly those who record lower attainments in classrooms.

In addition, the study is significant because it will provide explicit information about the constraints imposed on teachers' Continuous Assessment practices and the conduct of End of Term Examination by prevailing educational policies. This will offer policy-makers relevant feedback which if addressed can bring about relevant changes to improve teachers' assessment practices in Nigerian Senior Secondary Schools, Kaduna State.

The findings will enable the Students to understand the importance of Continuous Assessment to their study. One of the main reasons for evaluation of Students' learning is to motivate them to learn. Continuous Assessment encourages Students to work assiduously throughout the period of learning. Students become more alert in the class, punctual and attend class regularly. Students make constant and continuous effort to learn throughout the year. This attitude comes about as a result of the fact that every stage of the instructional process is evaluated and this count towards the ultimate grade or score a Student obtains. This would eventually help in achieving the goals of education. The outcome of the study would make it possible to recommend ways for effective evaluation of Continuous Assessment and conduct of examinations in Islamic Studies in Senior Secondary Schools Kaduna State. Finally, researchers will find this study as a source of literature to their study.

1.8 Scope of the Study

The study compares Students' Performance in Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools Kaduna State, Nigeria. The study focused on some Senior Secondary Schools across the three senatorial zones within the State and was confined to SSII Students. SSII Students were chosen because they have been sufficiently exposed to Islamic Studies Curriculum and were in the School throughout the session. Other variables of the study include Continuous Assessment, End of Term Examination, procedures, rural and urban.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is structured to cover the following issues: Conceptual framework; concept of Islamic Studies; concept of Continuous Assessment; concept of End of Term Examination; concept of Students' performance; theoretical framework; Islamic Studies Curriculum; aims and objectives of Islamic Studies; Methods of teaching Islamic Studies; meaning and nature of Continuous Assessment; Merit of Continuous Assessment; Philosophy, Principles and Practices of Continuous Assessment; assessment in Cognitive Domain; Assessment in Affective domain; assessment in Psychomotor Domain; assessment techniques; problems of Continuous Assessment; evaluation in Islamic Studies; Empirical Studies on the Comparison of Continuous Assessment and End of Term Examination performances and summary of the chapter.

2.2 Conceptual Framework

The process through which the quality of an individuals' work or performance is judged can be regarded as assessment. When carried out as an on-going process, assessment is known as Continuous Assessment (CA). CA is a formative evaluation procedure concerned with finding out, in a systematic manner, the over-all gains that a Student has made in terms of knowledge, attitudes and skills after a given set of learning experience (Ogunnyi cited in Mwebaza, 2010). According to Aggarwal (1999) in Mwebaza (2010), CA is not simply continuous testing. Continuous Assessment does not solely depend on formal tests. CA is more than giving a test, it involves every decision made by the teacher in class to improve Students' performance. CA may take different forms such as formal questions given to Students during class, take-home

assignments/exercises and recapitulation exercises. This study therefore discussed the following concepts.

2.2.1 Concept of Islamic Studies

Islamic Studies refers to the process involving three references: the individual, the society, and the whole content of reality both material and spiritual which play a dominant role in determining the nature and destiny of man and the society (Hussaini & Asharaf, 2009). This indicates their consideration of Islamic Studies as the study of mankind, social, economic and political behaviour of a place where people live or have lived. Hussaini and Ashraf (2009) state that, Islamic Studies is a branch of education which trains the sensibility of Students in such a manner that their attitude to life and their actions, decisions, and approaches are governed by the spiritual and deeply felt ethical values of Islam.

Islamic Studies aims at the balanced growth of the total personality of man through the training of his spirit, intellect, rational and body senses (Khusro, 2007). Islamic Studies is a system of solving all problems by giving the spirit (heart) its supreme position in the body system. It is the process of learning Ibadah, how to worship and practice it for the betterment of one self and the society here and in the hereafter. Islamic Studies is one of the disciplines or courses by which Islam as a religion is studied in the academic manner in both the Muslim and non-Muslim world in the modern time. In the context of Secondary School education, it is the School subject by which teenagers are taught the teachings and practices of Islam as a religion and by which they are prepared for higher Studies in Islamic education especially with reference to the following aspects of Islam: Qur'an, Hadith, Sirah and Tarikh, Adab and Tadhhib, Fiqh and Tawhid, Arabic Language and Literature, and so forth (Oseni, 2015).

According to NTI (2012), Islamic Studies is the totality of learning experiences which centre on the relationship between man and his creator and between man and his fellow man. Islam is a source of guidance to the Muslims. Islamic Studies is aimed at the recognition of Allah as the creator and sustainer of the universe and the sole source of values in the individual, it cultivates the sense of gratitude to Allah and submission to His guidance and moral law, both in our worship of Him and in our behaviour towards our fellow man. Islam Studies awakens the faculty of the intellect and reasoning of the child in accordance with Qur'anic injunctions which says: "*Will you not use your reason?*", *will you not ponder and reflect?*".

2.2.2 Concept of Continuous Assessment

Traditionally, assessment through testing has been used for selection purposes. For instance, the introduction of the use of test in China in 206BC (Dubois, 1965), in (Mugisha, 2010), was meant to be used as a tool for social control and selecting individuals who were deemed better and eligible than others for recruitment to government services. Such use of examinations and tests in China continued for centuries before it spread to other parts of the world (Phoehner, 2008). It was not until the nineteenth century that assessment emerged as an area of interest for researchers and educators, and the widespread assessment began only in the twentieth century (Phoehner, 2008). Interestingly, Bould's (2008), work traces the uses of non-formal evaluation in societies long before the formal evaluation.

Continuous Assessment is used increasingly as a strategy to prepare Students for terminal examinations (Farrant, 1997 in Mwebaza, 2010). For instance, the results obtained from Continuous Assessment can be used to identify the Students' weak areas so that teachers can give them special support in those areas. Continuous Assessment results can also inform decision-making in terms of determining as to whether Students

should be promoted from one class to another. "...Continuous (assessment)... or Schools-based assessment should test the total growth of the pupils in the non-scholastic areas and therefore (should) be built into the teaching-learning process" (Graume & Naidoo, 2014:103). This implies that helping Students acquire the needed knowledge and skills would require changes in the public examination system and assessment techniques at the Schools and classroom levels.

Continuous Assessment is expected to guide classroom teaching, motivate learners, improve mastery and guide progress from one class to next (Nwana, 2013). Continuous Assessment is an assessment approach which involves the use of a variety of Continuous Assessment instruments evaluating various components of learning, not only the thinking process but including behaviours and personality traits. Assessment is either internal or external. Internal assessment refers to School-based assessment, which includes class assignments, teacher-made tests, recap exercises, projects, field Studies and all these tools form part of the classroom Continuous Assessment strategies. A Continuous Assessment strategy refers to the different tools/procedures used in the classroom to understand the academic achievement levels of learners in terms of their knowledge, attitudes and values. Also, a strategy in assessment is a purposefully conceived and determined plan of action. It is a pattern of assessment that seems to attain certain outcomes and to guard against others (Aggarwal, 1999 in Mwebaza, 2010). External assessment refers to tests that are produced by examining bodies away from School. For example, WAEC, NECO and so forth.

2.2.3 Concept of End of Term Examination

A final examination or annual exam also known as End of Term Examination is a test given to Students at the end of a course of study or training. Although the term

can be used in the context of physical training, it most often occurs in the academic world. Most Secondary Schools, Colleges, and Universities conduct final exams at the end of a term or semester, or more traditionally at the end of a complete degree course. The purpose of the exam is to make a final review of the topics covered and assessment of each Student's knowledge of the subject (Wikipedia.org). A final examination is technically just a greater form of a unit test. They have the same purpose, final exams are simply larger. Not all subjects or Curricula culminate in a final exam; teachers may assign a term paper or final project in some subjects.

The weighting of the final exam also varies. It may be the largest or only factor in the Student's subject grade; in other cases, it may carry the same weight as a midterm exam, or the Student may be exempted. Not all finals need be cumulative, however, as some simply cover the material presented since the last exam. In some countries and locales that hold standardised exams, it is customary for Schools to administer mock examinations, with formats modelling the real exam. Students from different Schools are often seen exchanging mock papers as a means of test preparation. Likewise, a take-home end of term is an examination at the end of an academic term that is usually too long or complex to be completed in a single session as an in-class final. There is usually a deadline for completion, such as within one or two weeks of the end of the term. A take-home final differs from a final paper, often involving research, extended texts and display of data (Wikipedia.org).

2.2.4 Concept of Students' Performance

The Concept of Academic Performance is defined in relation to certain criteria which makes the term very vague depending on the author defining it and the criteria used. Undegbe in Ehinola (2008) sees the term 'Performance' as an actual

accomplishment as distinguished from potential ability. This implies that it is what is actually displayed and not what can be done or the achieved or the available skills that constitute Performance. Likewise, Performance has been described as an action of a person or group when given a learning task. This description portrays the fact that when achievement is displayed, it may, however be below or above expectation, in which case performance may be good or bad. If for instance, the learner is presented with a learning or skill which enables the learner to carry out the task properly as mastered by learning. On the other hand, if the learner has not completed the necessary skills or knowledge, he may not be able to carry out the task properly, hence, the performance of the learner depends on what is portrayed through his/her achievement.

Performance may be good or bad depending on whether or not the individual displays the relevant skills in relation to the demand of a task or what is being tested. For instance, if a mechanic who is asked to service a car learnt or acquired the necessary skill which will enable him service it properly, his performance will be good when carrying out the assignment effectively. Performance embraces a process of coding and decoding message relayed in the language in a test assessment which may be qualitative or quantitative. This points out to what performance involves.(Ehinola,2008), The learner must relate the answer to the question in such a way that it is understood. From these two examples, it can be gathered that there are two types of performances, the institutionalized based performance (academic performance) and career performance. However, this study is concerned with Student Academic Performance under which Performance in Secondary School falls.

2.3 Theoretical Framework

The theoretical bases of the study are hinged on the theories of Socio-cultural, Psychometric, Classical conditioning and learning. Socio-Cultural Theory was developed by Lave, Wenger and Wenger (1998) in Mwebaza (2010). The theory maintains that, learning is giving primacy to the dynamics of everyday collaboration. The considerations of social interactions in explaining learning are also used by Brown and Palincsar (1989) in Mwebaza (2010), in their theory they viewed learning to be contextualized in term of social and physical environments. The interaction with and observation of others within the same social and communal contexts are the major doctrines of the theory.

Meanwhile, in the Socio-Cultural Theory conducted by Vygotsky (1976), in Mwebaza (2010), postulated that the use of external tools (that is cultural tools) in a teaching/learning context can range from use of artificial materials like books, computers to human beings. Vygotskian ideas on learning and evaluation advocate for teachers to develop evaluation tasks that encourage Students to use external tools so that they can produce their best performance. The argument, that human beings can serve as tools to facilitate improvement of the learning performance is also emphasized by the same author. To Vygotsky; the ideas of Socio-Cultural Theory encourage the use of external tools during collaborative evaluation. The puzzle with those who still have legacies of traditional evaluation models in their educational policies is how to evaluate an individual Student who is allowed to external support. They contemplate on whether to accord credit to the Student or to the support provider or both.

However, according to Psychometric Theory, Biggs (2013), opines that individuals are born with attributes which are fixed and some others with acceptable

attributes that makes them more intelligent than others. James (2009) maintained that interactions between people and mediating tools such as language are now seen to have crucial roles in learning, thus evaluation of learning outcomes needs to take more account of the social as well as the individual processes through which learning occurs.

The Theory of Classical Conditioning concluded that a dog learnt to salivate whenever a bell was rung (Pavlov, 1989, in Mwebaza, 2010). He undertook many trials and each time the bell was sounded the dog salivated and food was simultaneously presented. The Conditioning Theory has therefore been adopted to inform this research because it was assumed that Islamic Studies Students obtained good grades whenever subject matter was taught followed by many Continuous Assessment (trials) exercises. Pavlov suggested a Conditioned Response (CR) that refers to Students' reactions that develop as a result of teaching in this study. To him, a Conditioned Stimulus (CS) refers to incentives that evoke Conditioned Responsive (CR) through training or teaching. In this study, it was assumed that Students' attainment of good grades was the Conditioned Response (CR), Continuous Assessment was the Conditioned Stimulus (CS), and teaching was the Unconditioned Stimulus (US).

An Islamic Studies teacher is expected to teach the subject matter properly after which Continuous Assessment could be followed and these can be done either at the end of every topic or every lecture. Because test can help the Students have a good Continuous Assessment which might lead to good grades. Wiggling (1995) in Hayford (2007), theory is concerned with evaluation of Students' performance. According to Wiggling the aim of Continuous Assessment is primarily to educate and improve Students' performance not merely to audit it. In line with the above mentioned theory, evaluation of learning in Islamic Studies should be for improvement not and only for

decision making. Wiggins maintained that evaluation of Student learning outcomes should be for improvement rather than for accountability. He maintained that Evaluation for learning entails assessing Students during and after the teaching/learning process to improve Students learning outcomes.

In addition, James (2009), pointed out that teachers should emphasize behaviorists approaches in their Continuous Assessments, rather than the approaches from the constructivist theories. For instance, teachers set tasks for Students' to do, controlled classroom events, enforce individual work, marked and recorded Students' progress of learning. While in the context of behaviorist approach, teachers evaluate and reinforce Students' responses; they set objectives which describe the learners' next steps on the learning ladders and make records, on the basis of new assessment of progress measured against performance criteria which are teacher defined (Sebba, Byers & Rose, 2010). For instance, in Islamic Studies, when the teacher sets a task for Students to be carried out in teaching a topic such as ablution (wudhu), the teacher may ask the individual Students to come out and perform ablution in the classroom, while he would be there observing, correcting and assessing the Students.

According to James (2009), Students play a passive role in their evaluation, performance is usually interpreted as either correct or incorrect and poor performance is remedied by more practice in the incorrect items. In Islamic Studies for instance, teaching a topic like memorization of the Qur'an, the Students might be asked to memorize. In attempt to memorize, the teacher would be able to understand whether they pronounce it correctly or incorrectly. and He corrects them where necessary while assessing them.

Watson (2010), argued that over emphasis of behaviourist approaches has not enabled teachers to use Continuous Assessment for improvement. On the other hand, the literature reviewed has shown that teacher evaluations which adopted the constructivist's approaches fostered improvement of all Students particularly lower attainers. In Islamic Studies for example, when you want to teach the Qur'an you need to take it bit by bit because you cannot teach a whole surah in a day, except it is a short surah of three verses. First you need to recite the surah to the Students, translate, and then memorization may be followed in the next lecture. If such steps are taken, it would be easy for Students to assimilate and accept.

Torrance and Pryor (2012), in their constructivist paradigm, argued that, teacher-Student interactions in Continuous Assessment will go beyond the communication of test results, the judgments of progress and the provision of additional instruction, only during corrections and extra classes has been happening; it will include a role for the teacher in assisting the Students to comprehend and engage with new ideas and problems. Harlen (2006a); Gipps (2007); James (2009); Pollard (2008) and Watson (2010), are of the opinion that once the Students are engaged in exercises and test for their records, Students including lower attainer's will play more active role in their evaluation, engage more in supporting one another. In Islamic Studies, it is only when a Student is taught from the alphabets to the pronunciation of the wordings that such Student would be able to recite it correctly or when a teacher gives Students a surah to go and memorize, he would be able to detect their area of weaknesses and correct them where necessary.

Porter and Lawler (1980) in Hayford (2007), have put a theoretical model stating that: Students effort is influenced by Students' preferences for a potential grade or

reward and their perception of the probability that an increased amount of effort will lead to the desired grade. An instructor's teaching techniques (assignment and rewarding of different tasks) may influence a Student's perceived effort, reward probability, and lead to increase efforts. Besides rewarding the role perception of a Student toward class activities, the Student's behaviours should lead to the improvement of his or her performance. In Islamic Studies, when teaching a course like hadith recitation, the teacher may give Students some parts to recite and present in the class as part of their Continuous Assessment, by doing this, students would make effort to see that they memorize it correctly in order to get the marks and to avoid being laughed at by their colleagues.

The Theory of Learning suggested that a Pedagogical technique with a system of feedback such as quizzes has a positive impact on Students' performance and skills (Norman, 1988 in Hayford, 2007). The goals set or rewards set, make the Students to improve for learning. Elikai and Baker (2008), noted that subject instructors serve as a means of motivating Students to study and monitoring the knowledge being taught has often used quizzes as a pedagogical techniques and Students test scores. In Islamic Studies, when a teacher organizes a quiz for the Students where they would receive some incentives or be rewarded with marks, they would read so as to be able to answer the questions because they know that if they do not answer the questions they would not get the reward. For instance, a topic: tawaf (circumambulation of the ka'abah) can be given to the Students to write and present. Through their presentation, the teacher may indicate some problems while presenting and correcting them as well as evaluating the lesson. Hence, out of the numerous theories used for this study, the research is based on the Constructivist Theory. The theory reveals that teacher-Student interactions in Continuous Assessment will go beyond the communication of test results, but will

include a role for the teacher in assisting the Students to comprehend and engage with new ideas and problems. This theory also bare direct relationship with the study at hand.

2.4 Islamic Studies Curriculum

Religions exist because they perform important functions for the survival of the individual and society at large. They affect the whole nation's engagement towards development. Religion gives a person what he can obtain from no other sources it gives a confidence in the outcome of life's struggle through a personal connection with the superior power or powers in the world (Muhammad, 2012). In view of the above, Olayinka (2007) mentioned some functions performed by religion as follows:

- a) It helps in making positive contribution to the individuals' scholarship in particular and to the general study of knowledge and culture worldwide;
- b) Religion helps in individual's integration; and
- c) It contributes not only to the integration of the whole society but also the proper functioning of other social institutions such as the family, legal, educational, political and economics institution.

The above fact has been recognized in Islamic Studies Curriculum which addresses the whole life of the individuals and society so as to achieve desired objectives. Philosophy of Islamic education is to inculcate moral values that constitute a wide range of virtues such as honesty, integration, tolerance, truthfulness, self-discipline humility, patience. Hence morality should be the basis of every education given by a country to her citizen in order to record success and this is exactly what Islamic Studies is set out to achieve. Similarly, the acquisition of the knowledge of Islamic moral values transform life of a child to a meaningful one as he would be able

to relate politely with his fellow human beings which makes him to achieve Allah's pleasure in the hereafter.

A Curriculum is the planned interaction of Students with instructional contents materials, resources and processes for evaluating the attainment of educational objectives. For a lay man, it is the total learning experience provided by the School which includes the content of the courses (the syllabus), the method employed (strategies) and other value which relate to the School is organized. Many authorities have defined Curriculum in similar terms. Yusuf (2012), maintains that, it is the totality of all planned and unplanned guided and unguided learning experience; learners are exposed to in a School setting for the purpose of attaining its educational objectives. As to Jenkins (2008), it is one of the educational fields that take to problematic, what should be planned, taught and learned in Schools. For Jenkins it is central and centralizing study organized around the choice facing the practitioner. In view of the above, Curriculum can generally be considered to be the entire program provided by a Classroom, School, Zone, State or country.

A Classroom is assigned sections of the Curriculum as defined by the School. For example, Islamic Studies Curriculum for Secondary School has been designed in encouragement of the pursuit of useful knowledge in accordance with the saying of the Prophet Muhammad (PBUH) "The search for knowledge is a duty upon every Muslim, male or female" and the application of such knowledge for the benefit of humanity in the field of science, technology, medicine, education and so forth" (FME, 2007). Tanner and Tanner (1975) in Yusuf (2012) asserts that it is a planned and guided learning experience and intended learning outcomes formulate through systematic reconstruction of knowledge and experience under the auspices of the School, for the learners'

continuous and willful growth in personal competence. However, the rationalist sees Curriculum as a subject matter to be thought and nothing else, rejecting the Curriculum as an experience or activity for the fact that it refers to method and not the subject matter. Curriculum is also used in that way referring to a specific subject like English Language, Civic Education, Arabic Language, Economics etc. Curriculum can be considered in terms of subject matter (Mathematics, Science, English, and History etc.) or content. Islamic Studies as a course of study in Secondary Schools has a Curriculum with varieties of learning experience which has been arranged in the following manner:

1. Hidayah (Guidance) consists the Qur'an, Hadith and Tahdhib (moral education based on the Qur'an and Sunnah);
2. Fiqh (Islamic law) consists of Tauhid (faith), Ibadat (Worship) and Muamalat (Human transactions);
3. Tarikh (Historical development of Islam) consist the following subjects: Sirah- life history of the Prophet and the leadership of four orthodox caliphs), the spread of Islam to West Africa and contributions of Muslims to world civilization. Consequently, examinations cover all sections of the Curriculum as contained in the National Curriculum by the Federal Ministry of Education (2008).

The revised Islamic Studies Curriculum by NERDC (2008) has been prepared to provide the Student to be able to pursue it further, and for those who see formal study of Islamic Studies as ending at the Senior Secondary School level, they should be useful to the society from what they learnt. Consequently, the process of adding new concepts such as emerging issues, subtraction and contraction of some existing themes which eventually brought out the three major themes of the Curriculum viz:

- a. The Qur'an and Hadith

- b. Tauhid and Fiqh
- c. Sirah and tahdhib

Interestingly, the philosophy of Islamic education is to inculcate and strengthen the basic values of the educational values which aim at training Muslim youth in the correct method of adjusting himself to a changing environment (Hussain & Ashraf, 2007).

Islamic Studies is an interdisciplinary training within the Islamic context with a Curriculum that provides a framework to develop a meaningful understanding of the multiple ways in which Islam has shaped human experience. It is mandatory to the individual for him to know his relationship with God and his fellow being so as to know how to worship him and be good on earth in accordance with God's law. Therefore, Islam itself appreciates and recommends knowledge acquisition for human development and recognition of Almighty God as the creator of the universe. This is why the very first revelation to the Prophet Muhammad (PBUH) was specifically on seeking for knowledge, thus:-“Read in the name of your lord who created man out of a mare clot of congealed blood. Read! Your lord is the most bountiful. He who teaches (the use of pen).he teaches man that which he knows not” (Qur'an 96:1-5).

Islamic Studies Curriculum pays particular attention on the National goals of Federal Government of Nigeria to the achievement of the Millennium Development Goals (MDG) and some elements of the National Economic Empowerment and Development Strategies (NEEDS). Thus the objectives of Islamic Studies Curriculum among others include the following:-

- i. Creating through a civilized universal community that is free of hatred and discrimination, compassionate towards one another with each contributing his talent (Audi, 2012);
- ii. Aim at realizing the basic things and acquiring of knowledge so as to know the Creator, worship him and fulfill all religious obligation as stipulated;
- iii. Learn to be responsible and useful citizen capable of performing his duties in the best interest of the community he lives;
- iv. Realization of human right, equality and brotherhood with emphasis on practical means of achieving social solidarity and ethnic harmony in place of greed and selfishness (Islamic Studies basic education Curriculum, 2007); and
- v. Perfecting the worship of Allah and maintain the requisite relationship between himself and all the creatures (Alao, 2009).

In view of the above Islamic Studies can be seen as the preparing of the mind of an individual and society to lead a life of purity, sincerity, harmony, not only for the preparation from life to death but for this life and hereafter, hence it is obligatory for every Muslim to acquire knowledge for the performance of essential duties prescribed by Almighty Allah. Islamic Education helps in training an individual to worship Allah and obey what the Prophet brought. It makes an individual and the society to be morally upright and behave according to the tenets laid by the Shariah. Furthermore, it enhance individual to be trained for a particular work that will lead the growth of the society in which he lives.

In view of the above fact, Islamic Studies Curriculum provides a framework for Students to develop a meaningful understanding of the multiple ways in which Islam has shaped human experience. Therefore, Islamic Studies as a course of study is an interdisciplinary programme that focuses on the diverse range of lived experiences based on the Qur’anic and textual traditions of the holy Prophet (PBUH). It draws a variety of fields, including, Islamic history, Qur’an, Prophetic tradition i.e. (Hadith), Arabic language and literature, Islamic civilization as a force in global history, importance of Islamic discourse in the contemporary world and so forth. The features of Senior Secondary School Islamic Studies Curriculum is divided into three and is connected to some related topics, forming six topics all together.

1. **Qur’an and Hadith:** It is important to note that whatever Islam spread the rudimentary knowledge of the Qur’an, hadith and the shari’ah (canon law of Islam) began to be taught to the followers of the religion Fafunwa, (1974) in Zakari, (2015). The Qur’an is the words of Almighty Allah, revealed to the Prophet (PBUH) through Angel Gabriel, gradually over a period of 23 years for conveyance to mankind as guidance for the successful life in the world and hereafter.

Hadith is the sayings, deeds and silent approval of Prophet Muhammad (PBUH). In other words, it is the reports of the Prophets is mode of life for mankind to emulate. The Qur’an is along with the Hadith interpreted shari’ah law. During prayers, Qur’anic chapters are recited in Arabic Language as a strong obligation on the Muslim.

In the Curriculum, some chapters and verses were selected for recitation and memorization with translation, commentary and teachings. Likewise the

hadith, the popular Arba'un Al-Nawawi collection, were selected too for memorization, recitation with translation, commentary, teachings and application to daily life. Under this aspect, there are scientific topics of the Qur'an and Hadith such as: Revelation of the holy Qur'an, compilation, Makkan and Madinan chapters, development of Hadith, classification of hadith etc.

- 2. Tauhid and Fiqh:** Is the second part of the Curriculum. Tauhid (monotheism) from Islamic perspective means oneness of Allah and the Prophethood of Muhammad (PBUH). The Curriculum under this consists of topics like oneness of Allah with references to relevant Qur'anic injunctions, meaning of shirk (association of partner with Allah), acts of worship (Ibadah) purification (Taharah) and its kinds etc. Pillars of Islam: spiritual, moral, social and their legal values, family relationship and its legal matter, crimes, and punishment etc.
- 3. Sirah and Tarikh:** Historical development of Islam is the third part of the Curriculum which covers the life history of the Prophet Muhammad (PBUH) and the four rightly guided Caliphs and the spiritual, moral and social values learnt from them. History of other early Prophets, various jihads waged during and after the Prophet's period, expansion of Muslim empire, Muslim civilization and spread of Islam to other part of Africa and Nigeria.

Moral and social teachings of the Qur'an and Hadith as part of the Islamic Studies Curriculum (Tahdhib) being taught; topics under this part are personal hygiene leading to a better worship, goodness to parents, honesty in words and deeds, modesty in dressing and behaviour, dignity of labour, trust etc. These topics are interconnected with some relevant Qur'anic injunctions and Prophetic traditions. However, Islamic

Studies centers on the theory of what is allowed and forbidden (al- halal wal haram) in accordance with Islamic law (shari'ah), therefore Islamic Studies Curriculum cannot be completely detached from morality as rightly pointed out by Bull, (1973) in Zakari (2015), that moral laws are absolute, external and unchanging” they are given by God and laid down in the scripture which thereby become a moral manual.

2.4.1 Aim and Objectives of Islamic Studies

The primary aim of Islamic Studies is to give the world knowledge and wisdom which gives standard of value and judgment that applies to all spheres and activities of human life. This was further buttressed by Islamic scholars like Imam Ghazali. He believed that unless the philosophy succeeds in broadening its range of application and in giving Islamic concept for all branches of knowledge, it will not be able to satisfy new generation and save them from invasion of divided purposes of any paralyzing doubles. Therefore, the goals of any educational system should be the process of trailing all its members in the society mentally such that can make them acquire knowledge not merely to satisfy an intellectual curiosity or just for material worldly benefits. Thus, the ultimate aim of Islamic Studies lies in the inculcation of discipline. Thus, Imam Al-Ghazali 1987 in Abdulkadir (2016) drew up the following aims and objectives of Islamic Studies.

1. To teach the Students Qur'an, the biography of the Prophets and Messengers and shari'ah.
2. To teach Students to obey their parents and respect their teachers and their elders.
3. To keep Students away from bad company because behaviour and manners are transferred by imitation.

4. To praise and reward Students publicly if they perform a good deed. However, if they commit an evil deed, they should be reprimanded in private, and scolded publicly specially, in front of their friends.
5. To get the Students used to patience and endurance.
6. To get the Students used to a rough life and not a life of ease and comfort.
7. To be prevented from insulting, swearing and idle talk.
8. To be warned against wrongdoing and sins, such as theft, disloyalty, obscene language and unlawful earnings.
9. To be allowed to practice some physical education, but only after completing Islamic duties and education.
10. To fully care for and educate children from birth, as their souls are still pure and fresh, because everything that is taught to a child is engraved in his mind, be it good or bad.

In order to achieve this, Islamic Studies objectives are divided into what is referred to as individual objectives and social objective. Baloch (2008) prefers the subject to be called individual education and social education. To him the individual education aims at familiarizing and socializing the individual with the following objectives:-

- i. . His relation to another creation
- ii. His individual responsibility in life
- iii. His responsibilities towards human communities.
- iv. His social relation
- v. His relationship to the universe and universal phenomena and exploration of natural laws in order to utilize and explore them.
- vi. His makers' creative wisdom apparent in his creation.

While the social education aims at the following objectives: Building a society as good pious and Allah fearing individual where social justice prevails; Building a society where tolerance, brotherhood, love, mercy, goodness and righteousness are predominant; Building a society based as mutual consultation and the maximum exportation of the individuals' intellectual capacities; Building a society where individual enjoy freedom of thought and are competent to take responsibilities; and Building a society where individuals can live an ideal, pure and happy life, thus, the aim and objectives of Islamic Studies is of dual nature, the social objectives as well as moral objectives with much emphasis on individual development in particular and the society in general.

National Teachers Institute (2014) stated the following aims and objectives of Islamic Studies:

- i. To lead the learners cultivate some moral habits. It is learning such habits which constitute the aims and objectives.
- ii. To make the learners aware of the concept of Allah is the creator of everything he sees.
- iii. It aims at teaching the learners the consciousness of Allah which Qur'an refers to as Al-taqwa.
- iv. Its aims at providing moral lesson to learners

It aims to acquaint the learners with the knowledge of Qur'an and also introduces the learners to Sunnah of the Prophet (S.A.W). Islam is a religion that is based on testimony of the existence and oneness of Allah and the Messenger of Allah (S.A.W), the practice act of worship (ibadat) and the observance of moral teachings. It is a religion in which injunctions are translated into action. By teaching Islamic Studies the Student will be made to acquire how to practice and observe these religions activities.

2.5 Meaning and Nature of Continuous Assessment

Continuous Assessment is a system of evaluation in which assessment goes hand in hand with teaching and learning from beginning of an instructional programme to the end of the programme. A Student's final grade of the instructional programme is a cumulative total of his/her performance of planned learning activities given during the course (Akplus, 2009). Ogunniyi (2008), defines Continuous Assessment as a formative evaluation procedure concerned with finding out, in a systematic manner, the overall gains that a Student has made in terms of knowledge, attitudes and skills after a given set of learning experience. Continuous Assessment can likely be formative, process oriented, internal, and self-referenced in nature. It can take the form of a daily work (for example essays, quizzes) project and practical work (laboratory work, field work, clinical procedures, drawing practice), (Lysons, in Ubong & Wokocha, 2013).

Continuous Assessment is a periodic and systematic method of assessing and evaluating a person's attributes without the psychological strain and stresses of the one short examination. The impact of Continuous Assessment systems in removing the strain and stresses normally associated with one short examination is yet to be felt, but when the system is well conceptualized by teacher, Students, parents and the general public, it is hoped that it will eradicate the examination malpractices, and rote learning which bring about mistaken judgment of Students actual abilities. That is, the systematic nature of Continuous Assessment will remove anxieties and reduce examination malpractice by providing valid information for sound decision making on individual ability (Denga, 2000 in Okon, 2015).

Ezewu and Okoye (2008), define Continuous Assessment as a systematic and objective process of determining the extent of a Student's performances and all the

expected changes in his behaviour from the day he enters into a course of study in a continuous and progressive manner to the end of such a course of study and a judicious accumulation of all pieces of information derived for this purpose, with a view to using them to guide and shape the Student in his learning from time to time and to serve as bases for important decision about the Student. Continuous Assessment is considered to be a systematic determination of the extent of Students' progress or lack of it in School subjects including attitude and values from first day of Students in School to the last day (Abadina, 2014). According to Okoro (2012), Continuous Assessment is a system of evaluation in which Students are given a large number of tests at regular intervals rather than a single final examination at the end of the course.

Continuous Assessment is an ongoing test device which is comprehensive and includes the three domains of learning. Continuous Assessment must include project, assignment, test, presentation and many more, it must not only be single assignment as it is being done by some teachers (Abbas, 2009). Continuous Assessment is a central element in the overall quality of teaching and learning (Aladenusi, 2010). It is a method of finding out, what the Students have gained from learning activities (Osokoya, 2008). Ipaye (2008), defines Continuous Assessment as process that deliberately allows for a periodic assessment throughout the course and take into account progress towards the goals as well as a success in teaching it. It is a building up of accumulative judgment about the performance of each individual. This author defined Continuous Assessment only in terms of academic performance particularly in tests and examination. His work is related to the present research in the sense that it is interested in the teacher's classroom made tests and examinations.

Continuous Assessment is a method of evaluating the progress and achievement of Students in educational institution. The purpose was to get the true possible picture of each Student's ability (Yoloye, 2012). Alausa (2014), maintains that Continuous Assessment is an approach that would capture the full range of learners performance thus enable the educators to assess learners progress and would have time to remedy the problems. For any sort of assessment to be effective in influencing study behaviour and providing a source of motivation, it needs to relate appropriate study behavior, provide extensive coverage of the course, and occur frequently and clearly to the course grade. However, educators and Students consider Continuous Assessment as an optimal indicator of Student's achievement rather than a means of enhancing motivations or shaping classroom behavior (Zeinder, in Mwebaza, 2010).

Ezewu and Okoye (2010), defined Continuous Assessment as a systematic and objective process in which a Student's performance in all respect of his development, the cognitive, Affective and Psychomotor were determined right from the day the Students embarked on a course. The information obtained from the record was to guide the Student in his learning and in making important decisions about him. This work is related to the present research topic in the sense that it is concerned with the Cognitive, Affective and Psychomotor assessment of Students over a period of time and the final examination of the Students.

Carew (2007), sees Continuous Assessment as the evaluation of a Student during his entire schooling life, including information about his intellectual ability, personality and Psychomotor developments. Continuous Assessment is the method of finding out what Students have gained from learning activities in terms of knowledge, thinking, reasoning and character development (Adewumi, 2012).

Continuous Assessment will also take place over a long period of time. Such an approach would be more holistic representing the learner in his entirety. It would begin with the decision that the teachers perform on the first day of School and end with the decision that the teachers and administrators make on the learner regarding end of year grading and promotion (Honney, 2012). Continuous Assessment in Secondary Schools is usually carried out at the discretion of individual's lecturers in the course they handle. It may be two assignments and one class test or one class assignment and one class test or one class presentation which carried 35 marks and five marks for class attendance, which gives the total of 40 marks or any other means of assessment designed by the teacher in charge as may be directed by the nature of subject. In Islamic Studies Continuous Assessment may either be one assignment and one class test or two class tests or one class presentation and one class test or one assignment, one class test and class attendance or first and second test which all would give the total of 40% marks. Continuous Assessment has many characteristics such as Systematic Comprehensive, Cumulative and Guidance oriented or Diagnostic and Objectives (Yoloye, 2009; Ezewu & Okoye, 2008; Turton, 2013; Ipaye, 2009).

The Continuous Assessment is Systematic because it is planned in advance in terms of class test, assignment, project, assignment and examination. The frequency of time to which such activities will take place should be as many times as possible, for example, weekly, monthly, or quarterly,. This is always planned ahead by teachers to enable them (teachers) know exactly how to evaluate Students in all domains of learning. The planning of these activities in advance makes Continuous Assessment systematic as opposed to random nature. Continuous Assessment is comprehensive because of various techniques of evaluation instrument used as test, assignment, project, observation, interview, questionnaire and examination. All aspects of individuals

behaviour in terms of cognitive, Affective and Psychomotor domain are evaluated by the use of a fore mentioned evaluation instrument (Yoloye, 2005; Ezewu & Okoye 2008; Turton, 2012; Ipaye, 2010). The cumulative characteristic of Continuous Assessment system provides valid and reliable information for decision making in Students' performance. The information is acquired through Cumulative records of Students' performance.

The information is acquired through cumulative records of Students' achievement in School within a given period of time. The fate of Students lies with the teachers that evaluate them, and who are also responsible for keeping up to date records of Student's achievements. Therefore, these vital Continuous Assessment records are specifically preserved and properly kept in School in order to maintain its validity and reliability. Continuous Assessment is guidance oriented or diagnostic this is because the information obtained on the Students' achievement is used to guide them (Students) this means that the cumulative records of Students are the bases upon which meaningful decision on academic and vocational careers of the Students could be made (Yoloye, 2013; Ezewu & Okoye 2008; Turton, 2012; Ipaye, 2009). Continuous Assessment is objective in the sense that the Students fate in School does not depend on a single examination but on several and varied tests over a long period of time which gives the Student ample opportunity to determine his own fate, rather than someone outside his own School doing so for him, for example ministries of education and the West African Examination Council. With the co-operation of teachers and Students, liable information is obtained which serve as a feedback to teachers and Students, when a Student is properly evaluated, could predict with some degree of accuracy his performance in an examination due to the fact that the Continuous Assessment is objective.

2.5.1 Merit of Continuous Assessment

Continuous Assessment as innovation in Nigeria education system has received favourable response inspite of its problems because it is seen as been capable of improving academic performance of Students.

Continuous Assessment is guidance oriented since it will involve data gathering over a long period of time, it will yield more accurate data reaching the teacher as early enough to modify instruction. It could play a vital role in diagnosing and remediating areas of learner's weakness if properly anchored on what occur in classroom. Help teachers and administrators to assess progress and would have time to correct the problems. It places teachers at the centre of all performance assessment activities. It encourages more teacher participation in the overall assessment or grading of his learners (Airasian, 2014).

Adewumi (2008), analyzed the following merits;

1. It takes into account the Students' performance throughout the entire period of schooling, therefore it is more indicative of the Students overall ability than is relying on a terminal examination;
2. Teachers are involved in the final evaluation of the Students they have taught; and
3. It provide basis for the teacher to improve his teaching method. With the practice of Continuous Assessment, the Students would no longer leave their academic work until the end of session when they prepare for End of Term Examination as well as the case with the former system of evaluation.

Also, the Students would concentrate on academic work since they know that their day-to-day behaviour and activities both inside and outside the School would be

evaluated and would reflect in their overall and final examination. It is believed that Continuous Assessments enable Students to be self-directing and to appraise their strengths and weaknesses realistically (Dodo, 2012).

Continuous Assessment by its nature samples a wide range of skills concept, abilities and attitudes. And this make it to be more valid, creative and use of discretion are easier to evaluate under Continuous Assessment than by traditional examinations. It is said that Continuous Assessment on its own did not necessarily ensure valid assessment. The teacher needed to define the objectives precisely and what is being measured and in what proportion (Palmer, 2007).

It is remarked that one of the important features of the 6 – 3 – 3 – 4 system of education, is the low premium placed on terminal examinations and the heavy dependence on records of Continuous Assessment which could promote discipline, since the evaluation in the non-intellectual aspects essentially mould the personality of individuals. All levels of education from primary to tertiary institutions which include Colleges of education incorporate Continuous Assessment in evaluation and certification of Students (Ojo, 2007).

The FRN (2009), as it affects Continuous Assessment system further indicates that government is aware of the implication of the implementation of such a measure in the area of teacher education, and will therefore ensure that programmes of pre-service in Colleges of Education, Faculties of Education and in-service training in the National Teachers Institute of education, incorporate training in Continuous Assessment of Students. (FRN, 2009: 26–27). This implies that government recognized the important role Continuous Assessment play in our educational system and plan to train teachers to ensure proper and effective implementation of the system. Continuous Assessment

provides position grade for Student to know his position in the entire year group in terms of academic performance. However, this is only possible if the teacher handling the arms of the class co-operate and work out the positions together.

Continuous Assessment affords testing of some learning outcomes which may not be easily or adequately tested by written examinations. Because of its systematic approach and formative orientation, Continuous Assessment facilitates and promotes good guidance and counseling practices in School to the Students in his personal development, learning and preparation for a career.

2.5.2 Philosophy, Principles and Practices of Continuous Assessment

In section 1 of the Federal Republic of Nigeria (FRN, 2009:3) which deals with the philosophy and goals of education in Nigeria, states that educational assessment and evaluation shall be liberalized by their being based in whole or part on Continuous Assessment of the progress of the individual. This statement is well amplified in subsequent sections of the document dealing with Primary Education (section 4:9), Secondary education (section 5:15), and finally in (section 8:26:27) which deals with Tertiary Education. The repeated emphasis being placed on Continuous Assessment is a clear evidence of its importance. It is stated, that advancement from one class to another shall be based on Continuous Assessment and that the first School leaving certificate examination will ultimately be abolished and Primary School Leaving Certificate shall be based only on Continuous Assessment and shall be issued locally by the head teacher of the School. And not on the results of a single final examination (FRN, 2009:9), such evaluation will be done by teachers and headmasters. The introduction of Continuous Assessment in the National Policy of Education dated back to 1969 Curriculum Development Conference in a paper presented by Nigerian Educational Research and

Development Council (NERDC). The FRN (2009), states that: “Ultimately there will be no formal examination at the end of the first six years of Primary Education Certificate will be based on Continuous Assessment.”

“At the end of the first three years following Primary Education, the Junior Secondary School Certificate will be based on final examination and Continuous Assessment method. The certificate will be issued by the Head of the Institution.”

“At the end of the second three years course (Senior Secondary), a formal examination will be given but the performance during the three years will be weighted and taken into account for Certificate purpose.”

“The colleges and other institutions of higher learning will also be required to explore ways of introducing an element of continuous evaluation of their Students.”

The FRN (2009), is advocating for the following in all Institutions of learning with particular reference to 6 – 3 – 3 – 4 or 9 – 3 – 4 system of education.

Primary Education = C. A

Junior Secondary Education = CA + Final Examination

Senior Secondary Education = CA + Final Examination

Higher Education = C. A + Final Examination.

The Continuous Assessment in all constitute 40% or 30% of the total marks (depending on educational level) except for Primary Education where Continuous Assessment constitutes a total of hundred marks in some Schools. This 31% or 40% is divided into three grade assessment, others prefer two graded tests. Attendance at time constitutes part of this grading in some Schools. In order to carry out effectively the scheme planned by the Federal Government of Nigeria in the National Policy on

Education, the daily performance of Students should be regularly graded and summarized at the end of the week and recorded in the weekly report book. The weekly record was to be summarized and reflected in the semester summaries. And the Student's behaviour and skills were also to be related using similar criteria as for academic achievement and the summary of the rating for the semester be obtained and stated in scores. The scores were to be added to the scores obtained from the academic work using a given weighing. The combined scores were to be based on academic behavioural and performance (that is cognitive, effective and Psychomotor) domains. Those would form the Continuous Assessment for the Student in a term and the process should continue for subsequent terms. And the overall summary scores for the year were to be calculated from the semester scores. Thus, the work for each term contributed to the entire years work. The cumbersome nature of work involved in the process of Continuous Assessment demand a combined effort of teachers, heads of department guidance and counselors (Ipaye, 2012). This work is related to the present research topic in the sense that it has laid down the steps by which the Continuous Assessment summary is obtained and compared with examination scores. The present research is concerned with this process.

However, teachers were expected to shoulder the major responsibilities for Continuous Assessment. They are closer to Students and as a result they stood a better chance of evaluating the overall development of the Student in and outside the classroom, which implies that the teachers' action, views and opinions were important determinants of the success of Continuous Assessment (Yoloye, 2012).

2.5.3 Assessment in Cognitive Domain

One of the functions of a School is the certification of the individual learner under its embrace (Idowu & Esere, 2009). To effectively carry out this role, assessment of one kind or the other is a prerequisite. Assessment is a means whereby the teacher obtains information about knowledge gains, behavioural changes and other aspects of the development of learners (Oguneye, 2002 in Esere & Idowu, 2009). It involves the deliberate effort of the teacher to measure the effect of the instructional process as well as the overall effect of School learning on the behaviour of Students. Assessment covers all aspects of School experience both within and outside the classroom. It covers the cognitive as well as the Affective and Psychomotor aspects of learning.

Cognitive domain deals with objectives relating to recall or recognition of knowledge and the development of intellectual abilities and skills (Yusuf, 2012). In the cognitive domain, there are six levels. These include; knowledge, comprehension, application, analysis, synthesis and evaluation. This has been pointed out by Yusuf (2012), Bloom (1956), Gronlund (1985) and Osadebe (2014a & 2015b). The cognitive domain focuses on Students' intellectual ability. That is, ability to think and reason. Achievement test, aptitude test and intelligent test are the instruments used in measuring Students' cognitive behaviour, in terms of learning outcomes, teachers should ensure that at the end of every lesson, Students should be able to define, explain, describe, convert, defend, compute, manipulate, differentiate, distinguish, compile, combine, compose, compare, justify among others in the topics taught.

The learning outcomes would help the teachers to continuously assess the Students. Various techniques should be adopted in assessing different subjects in the cognitive domain. For instance, in Islamic Studies, oral tests, class work, homework, written tests, recitation of the Qur'an in Arabic language, reading comprehension,

general attitude and effort of Students. In Mathematics, the teacher can use assignments, oral and written tests, homework, counting and calculation, group discussion, memorization and recall, oral questions and answers, projects, modeling port folios. While in social Studies, use of easy and objective tests, questionnaires, rating scale, checklist, observation, interviews, anecdotal records, peer appraisal, registers, note books, portfolios and process assessment is advocated.

2.5.4 Assessment in Affective domain

Affective domain is a great method that utilizes learning skills which are predominantly related to emotional (Affective) processes. It utilizes behaviors of awareness, interest, attention, concern, and responsibility, and ability to listen and respond in interactions with others. Obviously in our penchant for evaluating Student results as a basis for teacher's quality, we certainly will be missing the point. Affective domain will develop well rounded Students with broad abilities but they may not be immediately visible in the form of test scores. There should be a better mechanism for School evaluation instead of just Student scores (Bloom, 1956 in Patrick, 2014).

The Affective domain is part of a system that was published in 1965 for identifying, understanding and addressing how people learn. Part of *Bloom's Taxonomy*, this classification of educational objectives includes the Cognitive domain, the Affective domain and the Psychomotor domain. The Affective domain describes learning objectives that emphasize a feeling, tone, an emotion, or a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena, to complex but internally consistent qualities of character and conscience. We found a large number of such objectives in the literature expressed as interests, attitudes, appreciations, values, and emotional sets or biases (Krathwohl et al., 1964 in Olatunji, 2014).

Here are descriptions of each step in the taxonomy, starting at the most basic level (from Krathwohl's Taxonomy of Affective domain) and Yusuf (2012):

1. **Receiving** is being aware of or sensitive to the existence of certain ideas, material, or phenomena and being willing to tolerate them. Examples include: to differentiate, to accept, to listen (for), to respond to.
2. **Responding** is committed in some small measure to the ideas, materials, or phenomena involved by actively responding to them. Examples are: to comply with, to follow, to commend, to volunteer, to spend leisure time in, to acclaim.
3. **Valuing** is willing to be perceived by others as valuing certain ideas, materials, or phenomena. Examples include: to increase measured proficiency in, to relinquish, to subsidize, to support, to debate.
4. **Organization** is to relate the value to those already held and bring it into a harmonious and internally consistent philosophy. Examples are: to discuss, to theorize, to formulate, to balance, to examine.
5. **Characterization** by value or value set is to act consistently in accordance with the values he or she has internalized. Examples include: to revise, to require, to be rated high in the value, to avoid, to resist, to manage, to resolve.

The Affective domain shows how a Student feels, expresses emotion, interest and general conduct. Questionnaire, observation, checklist, interview are some of instruments used in measuring Affective behaviour. The adoption of Participatory method of teaching, using academic games and simulations for teaching relevant topics will aid the assessment of Affective behaviours. As the Students obey the rules of the game and follow procedures in their intangible traits such as cooperation, morality as in Islamic Studies, courtesy, sportsmanship, good relations with peers, respect for teachers, and for ethical values, honesty and perseverance, manifest and objective qualification of

these observed traits using checklist can give an assessment of Student's typical behaviour. Birbeck and Andre (2009), rightly point out that the Affective domain is a vague concept that could relate to at least three different aspects of teaching and learning. According to them, the Affective domain firstly could be about the teacher's approach to teaching in terms of Philosophy and what this communicates to the Student. In this case, the Affective domain relates to the way in which the teacher interacts with Students to establish a relationship. Secondly, the Affective domain could be about stirring up the Affective attributes of Students as a deliberate form of engagement.

The essence of such a method could be to show disapproval or annoyance at an act of injustice and by so doing, some Students may be encouraged to take a greater level of participation. With the first and second perspective of Affective domain, the onus is on the teacher to establish the learning environment. It is expected that Students will respond positively or otherwise. However, they do not initiate. Thirdly, the Affective domain could be about learners being engaged with the development and understanding of their own motivations, attitudes, values and feelings with respect to behavior as a citizen and a professional.

However, Affective learning is concerned with how learners feel while they are learning, as well as with how learning experiences are internalized so they can guide the learner's attitudes, opinions, and behaviour in the future (Miller, 2005 in Olatunji, 2013). The adoption of Participatory method of teaching, preparing test items to assess Students' attitude towards pre-marital sexual relationship; and simulations for teaching relevant topics will aid the assessment of Affective behaviours. As the Students obey the rules of the Qur'an and follow procedures in their intangible traits such as cooperation, morality, courtesy, good relations with peers, respect for teachers, and for

ethical values, honesty and perseverance, manifest and objective qualification of these observed traits using checklist can give an assessment of Student's typical behaviour.

2.5.5 Assessment in Psychomotor Domain

This is concerned with manipulative skills which the Students have naturally or have developed or acquired; ideas with body movements. Yusuf (2012), have mentioned the six categories of Psychomotor domain. These are: Reflex; Basic fundamental movement; Perceptual abilities; Physical abilities; Skilled movement; and Non-discursive communication. In the Psychomotor domain, Students should be subjected to performance tests. Their inputs in the process of making the product as well as finished products should be assessed. Thus Continuous Assessment should emphasize several practical or practice sessions. This can be adopted for assessing music, Islamic Studies as in reciting the Qur'an with tajweed and in Arabic Language, Creative arts, Basic science, Practical Agriculture, Physical and Health Education and so forth (Olatunji, 2013).

In the Psychomotor domain, the levels include: perception, set mechanism, complex overt response, adaptation, origination (Gronlund, 1985; Harrow, 1972; Kpolovie, 2002 in Osadebe, 2015). It is an aspect of behaviour that indicates how a learner makes use of the body for education purpose (Osadebe, 2015). It describes individual skills. These include skills in writing, drawing, running, driving, speaking, among others. Teachers should note that at the end of every instruction, the Students should be able to assemble, build, change, compose, connect, create, dismantle, drill, screw, fix, grip, sew, sketch, among others.

However, Reeves and Hedberg (2003) in Olatunji (2013) highlighted the fact that evaluations of traditional and blended approaches to teaching indicate that the most

commonly misaligned factor is assessment. In the same vein, Sperber (2015); Saxon and Calderwood (2008) among other researchers confirmed the observations of Reeves and Hedberg (2003) in Olatunji (2013) that most instruction in Secondary and higher education is focused on the Cognitive domain to the exclusion of the Affective and the Psychomotor domains. Affective learning characterizes the emotional area of learning reflected by beliefs, values, interests, and behaviours of learners (Krathwohl et al, 1964; Smith & Ragan, 1999; Gronlund & Brookhart, 2009). In the same vein, Dean (2009), contends that most teacher education programs skim over classroom assessment, leaving teachers to assess in the way they were assessed when they were in School. Susuwele-Banda (2015), revealed that the teachers had limited ways and methods of assessing their Students. These teachers mainly used tests to assess their Students. Although teachers gave individual exercises toward the end of every lesson, the exercises were given to the Students to practice and consolidate what the teacher had just demonstrated. This kind of approach encourages memorization of procedures and processes.

It was also revealed that teachers use test results to promote Students from one grade level to the next and also to check if they have mastered the subject matter at the end of a topic or term. This seems to suggest that assessment means testing. Morgan and Watson (2012), report that most Secondary and high School teachers use to constructed tests to assess Students' achievement. In addition, Morgan and Watson found that most teachers view classroom assessment as an added requirement to their teaching job and not as a tool to improve their teaching. Assessments of Students will only be comprehensive and qualitative where all the three domains of learning are adequately tested using any form of testing techniques but the present assessment practices in most

Secondary Schools neglect the assessment of skills, which are normally associated with personality and characteristics of Students.

However, teachers' knowledge and attitude towards Continuous Assessment (CA) practices could be said to be important factors in the implementation of Continuous Assessment in Schools. This is because they are the major implementers of the Curriculum at the classroom level. However, observation has shown that most teachers in Secondary Schools in Kaduna State are unwilling to undertake some Continuous Assessment practices such as planning: the time to assess Student; the type of test instrument to use; the area of learning domains to assess; the use of scoring technique; how to assess Students' overall progress based on their Cognitive, Affective and Psychomotor domains among others. While a number of teachers are knowledgeable about the need to undertake these practices; some consider it a laborious and uninteresting task. Consequently, some of them shy away from undertaking the various practices involved.

Teachers are expected to teach their Students and assess them continuously, after teaching and learning in the areas of cognitive, Affective and Psychomotor. This is in line with the National Policy on Education by Federal Government of Nigeria (FGN). The different learning outcomes in the cognitive, Affective and Psychomotor domains should be assessed each time they teach or contact Students. This has been variously recommended by FMEST (1985), Aiken (1976), Gronlund (1985) in Osadebe (2015), Ukwuije and Orluwene (2012), FGN (2009), and Osadebe (2015b). Teachers should be familiar with the objectives in the domains of Students' behaviour. It appears that most of the teachers do have enough knowledge of Students' instructional objectives (Osadebe, 2014).

It has been pointed out that when Continuous Assessment is investigated, the three domains of cognitive, Affective and Psychomotor should be identified FGN (2004), and Osadebe (2015b). This will help the teachers to understand the focus of Continuous Assessment in Schools. It will also help them to prepare their lessons in various subject areas. The cognitive, Affective and Psychomotor domains of behaviour are interrelated (Osadebe, 2015b). A Student may exhibit all the forms of behaviour during and after an instructional process. These techniques or instruments include: test, questionnaire, interview, oral question, checklist among others. Data collected should be used for decision making. There are related Studies on Continuous Assessment practice from different aspects.

Teachers were expected to practice Continuous Assessment with emphasis on cognitive, Affective and Psychomotor domains of Students' behaviour. Studies had revealed that most of the teachers in Secondary Schools admitted that they have never bothered about other aspects of Students' performances. While some teachers narrated that they have never factored the Affective and Psychomotor domains into the overall performance of the Students because they do not know how to do it. Only 25% of the participants agreed to capture the three (Cognitive, Psychomotor and Affective) domains of learning into the overall performance of their Students. This is in line with the position of (Idowu & Esere, 2009), who viewed that most of the teachers are familiar with assessment in the Cognitive domain alone and this may not be unconnected with the fact that some of them are not professionally trained. Teachers who opine that they practice Continuous Assessment with emphasis on cognitive, Affective and Psychomotor domains of Students' behaviour explained that, they studied Student's attitudes and skills during lessons whereby they dictate those with good behaviour, interest of the lesson through asking questions and practical exercises.

2.5.6 Assessment Techniques

Assessment is any procedure or activity that is designed to collect information about the knowledge, attitude, or skills of the learner or group of learners. Thus, in the context of education, assessment can be defined as a predetermined process through which the quality of a Student's performance in the three domains of educational objectives (Cognitive, Affective, and Psychomotor) is judged. Assessment of Students learning of Curriculum contents in the area of knowledge, skills, and values is a major pre-occupation of many educational reforms. This is because results from such assessment not only provide feedbacks regarding the educational progress of Students but remain the authentic yardstick for gauging the effectiveness of the teacher, the quality of instruction, and in part, the functionality of any Curriculum reform. Greaney (2011). Continuous Assessment is an assessment carried out in an on-going process. It is an objective judgment considered an important part of structured assessment purposely designed and administered to enable the teacher to evaluate some aspect of a Student learning at a specific time. (Mwebaza, 2010).

Similarly, Continuous Assessment is known to reduce rate of School indiscipline (Obe, 2008). Continuous Assessment is the appraisal technique which systematically covers all the Students' performance in class tests, home assignment, projects and other School activities during a given School period such as term, semester, year, entire duration of course. The assessment covers not only the Student's academic work (cognitive domain) but also his interest, attitude characters (i.e. Affective domain), practical skills and industry (i.e. Psychomotor domain). The assessment should be periodically carried out throughout every term, semester and year right from when the Student entered the School until he finally leaves. The various assessment tools includes teacher-made test, home assignments project, practical, examination, observations,

anecdotal records, autobiographic, self-reports, interviews, questionnaires, behaviour rating scales and other psychological tests. Unfortunately, the procedures used by many teachers in the conduct of Continuous Assessment are proved to be in-effective. Many teachers are familiar with the assessment in cognitive domain alone neglecting the Affective and Psychomotor domain; many teachers used only test and assignment methods (Idowu and Esere, 2009).

Similarly, Students have negative attitude toward Continuous Assessment, they become disturbed whenever the teacher announce the date for a test, this is because they see it as something requiring extra reading, therefore they tend to dislike it. Only few that are serious would read for the test, the rest would not read they would either copy from their friends or would not write anything. Another thing is Student's laziness and poor study habit. Students file up their note until toward the end of term or when the time table is placed for the End of Term Examination, only then, many Students become more serious about reading for the examination .This may not be unconnected with the fact that teachers and Students placed emphasis on Certificates at the expense of actual skills acquisition non –completion of the syllabus (Anwabor, 2011). Also, giving upfront test. Good classroom assessment should assist in changing examination oriented to learning oriented behavior on the part of the learners. Being in School should be seen as learning for life and not for certificate acquisition. This is not to say that Certificates are not important but that their quality should reflect Students' level of knowledge acquisition. Continuous Assessment (teacher-based assessments) is often perceived as unreliable. Test items and grading standards may vary widely between teachers and Schools, so that the results of internal assessment will lack external confidence and cannot be compared across Schools. There might also be a high risk of bias in teacher-

based assessment, i.e. the assessment is unfair to particular groups of Students. (Obanya, 2009).

However, the procedures used in the conduct of End of Term Examination are more effective when compared with the conduct of Continuous Assessment. End of Term Examination refers to standardized examinations that are designed and marked inside individual Schools and normally take the form of a written test. The major advantage of End of Term Examination is its high reliability. It ensures that all Students are assessed on the same tasks and that their results are measured by the same standards. It is usually conducted in supervised conditions which ensure that the work being assessed has actually been done by the Student.

Similarly, End of Term Examination is primarily conceived to measure the outcomes of learning, the approach to summative assessment can, in turn, have a strong impact on the learning process itself. It is believed that different assessment policies and practices influence Students' motivation, effort, learning styles and perceptions of self-efficacy as well as teaching practices and teacher-Student relationships.

However, Continuous Assessment and end of term examination frameworks have no value if they do not lead to the improvement of classroom practice and Student learning. Securing effective links to classroom practice is a key policy challenge in the design of Continuous Assessment and examination frameworks. Teachers need more training and skills to be able to carry out the task effectively. Teachers should be motivated so that they can be more dedicated to their jobs. Lack of proper implementation procedures by teachers lowers its reliability and credibility. The fact that classroom over-crowdedness lowers the output of the teachers, insufficient number

of qualified teachers and poor teaching method and procedure also lead to poor performance.

Assessments of Students will only be comprehensive and qualitative where all the three domains of learning are adequately tested (cognitive, Affective and Psychomotor domains), using variety of assessment techniques such as(tests, projects, assignments, observations, questionnaires, interviews, portfolios, checklist, sociometry, and so on) but the present assessment practices in most Schools neglect the assessment of skills, which are normally associated with personality and characteristics of Students. Studies have shown that most teachers use only test and assignment techniques in assessing the Students (Osadebe, 2015; Esere & Idowu, 2014).

In Continuous Assessment, the Students are supposed to be assessed in the Cognitive, Affective and Psychomotor domains, a number of times and at certain intervals. The results of these assessments are recorded and kept on a continuous basis for future use in decision making on the Students and for guidance purposes (Omolabake & Lekan, 2012). The need to employ different types of evaluation techniques to assess Students' understanding of the lesson taught has been given great emphasis in this study and in fact, identified as one of the indices of effective teaching. Notable among the techniques which the Islamic Studies teacher should adopt include, among others, the followings:

- a. giving Students class tests in order to assess their rate of understanding of topics treated in class; and
- b. preparing test items to assess Students' achievement in the Affective domain such as:
 - i. preparing test items to assess Students' attitude towards religious and moral disposition;

- ii. preparing test items to assess Students' attitude towards pre-marital sexual relationship;
- iii. giving take home assignments regularly to Students in order to reinforce the understanding of lessons taught them;
- iv. prepare test items to assess Students' attitude towards such vices as cheating, telling lie, gambling, back-biting, truancy, dishonesty, hatred and so on;
- v. assess Students' moral behaviour towards peer group, mates, teachers and principal;
- vi. evaluate Students' participation in salat and other practical-oriented Islamic activities (Omolabake & Lekan, 2012).

In the educational literature, nearly every author introduces their paper by stating that the Affective domain is essential for learning, but it is the least studied, most often overlooked, the most nebulous and the hardest to evaluate of Bloom's three domains. In formal classroom teaching, the majority of the teacher's efforts typically go into the cognitive aspects of the teaching and learning and most of the classroom time is designed for cognitive outcomes. Similarly, evaluating cognitive learning is straightforward but assessing Affective outcomes is difficult. Thus, there is significant value in realizing the potential to increase Student learning by tapping into the Affective and Psychomotor domain. Similarly, Students may experience Affective roadblocks to learning that can neither be recognized nor solved when using a purely cognitive approach.

2.5.7 Problems of Continuous Assessment

Despite the advantages of Continuous Assessment, it has some problems and challenges which have arisen in the process of adopting the programme. The first

problem associated with Continuous Assessment is that it brings about an increase in the work load of classroom teachers. The systematic and comprehensive nature of Continuous Assessment demands that the teacher should be active in designing and producing a variety of evaluation instruments. They are also to score the class test, assignments, and projects and in addition to all these observe the Students. The load becomes insurmountable where the classes are very large especially in highly endowed Schools. Such teachers may resort to unfair means in providing requisite data for each Student (Adeyegbe, 2013).

1. Record Keeping: Lack of keeping proper record of learners' assessment Adewumi (2012), conducted a study and saw that there is a need for a meticulous assessment keeping in order to make it meaningful. Since Continuous Assessment implies the evaluation of Students in a continuous form, there should be accurate record for each Student throughout his stay in Schools. And there should be uniformity in the types of record kept and format used.

2. Favouritism: it has been discovered that some teachers at times unduly favour some Students while some Students are victimized by teachers. Some Universities seem to use these advantages to unduly inflate Continuous Assessment scores of the Students to favour them. Juola (2008), states that inflated grades provide inaccurate feedback which may point to intellectual dishonesty. To harmonize these scores, there should be an acceptable performance standard that should not be viewed as minimum competency, but should set high and achievable expectations for Students and not below what everyone sets or exceeds it (Burger, 2008). Nwana (2013), criticizes the use of Continuous Assessment to favour non-performing Students and calls for the view of weight attached to Continuous Assessment and Certificate examination (CE).

3. Lack of adequate training of teachers is another setback that hinders the implementation of the programme. That is, teachers' saddled with the responsibilities of handling Continuous Assessment are either not trained or not properly trained. Since the Continuous Assessment involves some statistical techniques, the teachers need some training in educational measurement. This will enable them to know how to generate items for standardized tests to measure the actual performance of Students. Lack of skill in educational measurement accounts for differences in the quality of test and test instrument being used by the teachers in different Schools.

4. Lack of necessary skills and competence on the side of teacher to assess learning on a continuous basis. Teachers need orientation on the Continuous Assessment operation, especially the newly recruited ones. This means that the Principals themselves must have sound knowledge of the system to be able to perform their roles effectively. Over population in the classroom also impedes the successful implementation of Continuous Assessment. The number of Students enrolled each year is larger than what is stipulated by the National Policy on Education. It is expected that a teacher should know his Student by name and interest. This seems impossible in an overpopulated classroom which makes some Students to play. Teachers find it difficult to give periodic tests and assignment to Students because they (teachers) have to plan, mark and compute the scores.

5. Consequently, there is a problem of standardization, grading and scoring of Continuous Assessment test by teachers. Oladunni (2010), stated that, he is not comfortable with the variability in test scores across states and calls for a model that could ensure that scores are uniform such that Continuous Assessment in one state would have the same value in all other states. The proportions of Continuous

Assessment and the End of Term Examinations vary from School to School. It is assumed transformed scores are useful in comparing Continuous Assessment scores. The Continuous Assessment score of a Student tell one nothing about the Student since no one has any idea on how other Students are scored (Bandeke, 1993 in Yahaya, 2014). Some criteria of Continuous Assessment like assignment and home work could be faulty due to the fact that a Student could ask someone to do it for him. This could give false result since it is not the real performance of the Student being evaluated.

2.6 Evaluation in Islamic Studies

Students' evaluation can directly reflect Students' achievement of a course goal, provide Students and educators with information regarding the Students' progress throughout the course and help the educators achieve pedagogical goals. Tyler (1986), in Yunusa (2008), sees evaluation as a process of determining to what extent the educational objectives are being realized. He noted that evaluation is important, as it will determine Students' skills and knowledge. In addition, by having evaluation, the teaching lecturer will be able to determine Student's level of understanding of knowledge being taught. Harris in Yunusa (2008), contend that evaluation is a systematic attempt to gather evidence regarding changes in Student behaviour that accompany planned educational experience. On the other hand, Cronback (1980) in Yusuf (2012), saw evaluation as the collection and use of information to make decision about the educational programme.

Alkin (2010), defines evaluation as a process of ascertaining decision areas of concern, selecting appropriate information, collecting and analyzing information in order to report summary data useful to decision makers. Taba in Yusuf (2012), stated that evaluation is the process of determining the changes in Students behaviour and

appraising them against the values represented in objectives to find how far the objectives are achieved. Gronlund (1976) in Yusuf (2012), defines evaluation as a systematic process of determining the extent to which instructional objectives are achieved by Students.

Yunusa (2008), describes evaluation as the process of getting information, analyzing it and drawing final conclusion from it. Many teachers get confused on what evaluation, tests and examination are (Dubey, 2010). Norman in Hayford (2007), says that evaluation is meant to find out how successful the programme of instruction has been achieved, while tests and examination are intended to find out how factual information have been learn. Dubey emphasizes that for teachers to be able to compare what they expected of the learner and what has learnt, there is the need for them (teachers) to determine their methods of evaluation, just at the time they plan for instructional objectives and teaching techniques. It is only through continues and comprehensive assessment that teachers would be aware of the type of adjustment they need to make in teaching techniques. It is through evaluation that Islamic Studies teachers get to know the Students interest, skills and behaviors'. A collection of records of behavior can provide teachers with documentary account of changes of behaviour which can be used for many desirable decisions like promotion, selection, placement, certification and provide information to parents and guidance and counseling personnel, so as to assist the Students.

Evaluation is always present when teachers do their work. It involves making judgment which can be based on information provided by the process of evaluation (Aileen & Williams, in Hayford, 2007), they also stressed that in evaluation, the

instruction must be clear, avoid negative in the statements if the problems do not include clues to the right answers.

Evaluation is the process of determining the extent to which educational programmes have or have not succeeded in relation to the set goals or objectives (Onwunka, 1981) in Ben-Yunusa (2008). It is a systematic collection of evidence to determine the type and extent of behavioural changes that have taken place in learners. It is after evaluation that the teacher takes a number of decisions. He would decide that the Students has understood the topic and therefore ready for the next higher or complex unit. Rather, if the Students has not grasped the information properly, and therefore decide to re-introduce the topic using different teaching strategies and aids so as to enable the learner attain the set and desired unit objectives by analyzing the achievement of the Students and to be in position to solve such individual and specific problems.

Evaluation in Islamic Studies according to Hidayat (2015), takes different shapes, it may be individual or group assignment, test, presentation, practical demonstration etc. unlike science where teachers conduct practical and laid more emphasis in practical. In Islamic Studies emphasis is given more on theory and writing in Arabic Language whereby Student who writes in Arabic Language would score more marks than those writing in translation. And when it comes to memorization Students are expected to recite it word by word. And there are certain rules in Islamic Studies that cannot be changed for instance, the rules of salat whereby one cannot pray without performing ablution.

2.7 Empirical Studies

Wisseh (2009), conducted a research titled: “An Evaluation of the Practice of Continuous Assessment in the Methodist School System”. The study focuses on the variation in the practice of Continuing Assessment in Methodist Schools. The study was conducted with four objectives, four research questions and four research hypotheses were postulated in line with the stated objectives. The study adopted the use of descriptive survey research and a sample of 156 teachers and 32 School administrators participated in the study, by the use of purposive and simple random sampling procedures. The data collected were analyzed using the Statistical Package for Social Science (SPSS) software for analysis. This study is related to the present research as it uses a descriptive survey design which is similar to the present research. The study identified some major constraints that hampered the effective practice of Continuous Assessment and End of Term Examination in the classroom to include large class sizes, lack of incentives, poor supervision, lack of committee to oversee the implementation of Continuous Assessment in the Schools, teaching more than two grade levels etc. Secondly, there is no committee to oversee the implementation of Continuous Assessment and how it is been evaluated. Also, it is related in the sense that Islamic Studies too are faced with this kind of challenges. Because of the large number of Students in the classroom, teacher finds it difficult to assess Students individually and that both researches were conducted in Secondary Schools.

Despite the similarities, the following differences were observed; the study was conducted with four objectives, research questions and four research hypotheses, while the present research was conducted with three objectives, research questions and three research hypotheses. The study under review adopted the use of descriptive survey research while the present study was conducted using an ex-post factor design. The past

study adopted the use of purposive and simple random sampling procedures, while present research used a stratified sampling technique. The research under review was analyzed using the statistical package for social sciences (SPSS) software for analysis, while the present research was analyzed using the descriptive and inferential statistical techniques and t-test. The research has failed to state anything in relation to End of Term Examination which the present research is out to cover those gaps.

Durowoju and Onuka (2014), conducted a research titled: “Continuous Assessment Modes and Self-Efficacy as promoters of learning outcomes in the case of Nigeria.” The purpose was to examine how Continuous Assessment modes can be utilized to improve the quality of Senior Secondary education and the influence of self-efficacy on Students learning outcomes. The study was conducted with three objectives; research questions, and three research hypotheses were postulated in line with the stated objectives. The study adopted pre-test, post-test, quasi experimental research design. The target population for this study comprised all the Students of Senior Secondary Schools offering Economics in Oyo State, Nigeria. Multistage sampling technique was employed to select the participants for the study, while the data collected was analyzed using descriptive statistics (graph) and ANOVA. Past research is similar to the present study as both are concerned with Continuous Assessment and both researches were conducted in Senior Secondary Schools. Also, the Past study was conducted with three objectives; three research questions, and three research hypotheses, which is similar to the present research.

The areas of dissimilarities are, the past research adopted pre-test, post-test, quasi experimental Research design, while the present research employed the use of a expo-factor design. The target population for this study comprised all the Students of

Senior Secondary Schools offering Economics in Oyo State, Nigeria, while present research consisted of all the SSII Islamic Studies Students of Senior Secondary Schools in Kaduna State, Nigeria. In past study Multistage sampling technique was employed to select the participants for the study, while the present research used stratified sampling techniques. The study under review was analyzed using a descriptive statistics (graph) and ANOVA which is different with the present research, because the present study used a descriptive and inferential statistical techniques and t-test.

Michael (2010), Conducted a research titled “Continuous Assessment and Students Performance in Secondary Schools”. The study aimed at finding out the different Assessment strategies and their contribution to Students’ performance. The study was conducted with three objectives, three research questions and three research hypotheses were postulated in line with the stated objectives. The study adopted a descriptive survey research design utilizing both qualitative research methods and quantitative approaches. A total population of 45 teachers, 145 Students and 15 directors of Studies were selected to participate in the study. Simple random sampling method was used to select the School participants. Microsoft excel program was used to generate descriptive statistics, graphics, tables and charts. The results of the study showed a positive relationship between some of the Continuous Assessment strategies used and Students’ performance. It also shows that many teachers of Secondary Schools utilized various Continuous Assessment strategies to enhance their Students’ performance. It further reveals that written tests, take home assignments and recap exercises dominated the teachers’ Continuous Assessment strategies. The study under review recommended that Ministry of Education and sports should put in place regulations, checks and balances to ensure that different Continuous Assessment Strategies are used both in government funded and privately owned Schools that a

uniform policy on this practice should be emphasized so that all Schools benefit from it. It further recommended that higher institutions of learning should train teachers on how to use Continuous Assessment strategies for their implementation in Secondary Schools. And the training should focus on how teachers can carry out Continuous Assessment in the different teaching and learning station with ease. Finally, it is recommended that regular training, seminars and workshops should be constantly organized for teachers to update their knowledge at the process involved in the implementation of Continuous Assessment to further boost the realization of learning objectives as room still exists for improvement.

This study is similar to the present research as it is centered on Continuous Assessment and Student's performance which this study seeks to examine. Also, the study Past study was conducted with three objectives; three research questions, and three research hypotheses which is similar to the present research. Despite the similarities, the previous study differs as it was conducted using a descriptive survey research design, while the present research adopted ex-post factor design. Simple random sampling method was used to select the School participants, while the present research used stratified sampling techniques. Microsoft Excel program was used to generate descriptive statistics, graphics, tables and charts while the present research employed the use of descriptive and inferential statistical techniques and t-test.

Bitew (2012), conducted a research titled: the effects of implementation of Continuous Assessments in practical and theoretical classes of Sport Science Students. It aims at investigating the current efforts of implementation of Continuous Assessment on the teaching learning process, academic achievement and skill improvement on Students. The study was conducted with five objectives, five research questions and five

research hypotheses which were stated in line with the stated objectives. The study adopted the use of descriptive survey research designs. Out of five Universities; two universities were purposively selected as a source of pertinent, adequate and reliable information for the study. The study employed purposive sampling techniques. Both quantitative and qualitative procedures were employed to analyze the data collected. The findings revealed that majority of the respondents of Sport Science Instructors and 83.335% of Sport Science Students agreed that Continuous Assessment is suitable for determining the progress of learners. It was also found out that more than (93.33%) of Sport Science Instructors and (66.67%) of the research sample agreed that Continuous Assessment provides ample opportunities for weaker sport science learners to progress to the next course. It further reveals that more than seventy Sport Science Instructors and more than three quarter of respondents of Sport Science Students agreed that Continuous Assessment enhances the self-esteem of learners. Finally, the finding reveals that majority (80%) of the respondents of sports science instructors and (46.80%) of Sport Science Students indicate that it is not easy to implement Continuous Assessment in large classes.

Therefore, it was recommended that, the Sport Science Instructors must have the necessary skills to manage Continuous Assessment. Therefore, all sports science instructors should pass through higher diploma training course. It was also recommended that result of sport science Students should be well administered and its results must be recorded, documented and reported. It further recommended that workshop and in-service training regarding Continuous Assessment and its effects should be provided for all educators in general and Sport Science Instructors in particular. Finally, the Sport Science Instructors should be equipping with an adequate knowledge and capacity about Continuous Assessment implementation techniques. The

study under review is similar to the present research in the sense that both researches are concerned with the Students' academic performance and improvement. The former study differs as it was conducted with five objectives, research questions and five research hypotheses, while the present research was carried out with three objectives, research questions and three research hypotheses. The research methodology used for the study was descriptive survey research design while the present research adopted ex-post factor design. Two Universities were purposively selected as a source of population while the present research was conducted in Senior Secondary Schools. The former study differs as it employed the use of purposive sampling technique, while the present research employed stratified sampling techniques. Both quantitative and qualitative procedures were employed to analyze the data collected, while the present research employed a descriptive and t-test.

Uiseb (2009), conducted a research titled "Role of teachers in Continuous Assessment: A Model for Primary Schools". The purpose was to investigate the teachers' perception and understanding of Continuous Assessment practice. The study was conducted with four objectives, research questions and four research hypotheses were postulated in line with the stated objectives. The study adopted the use of qualitative research method. The researcher selected 10 primary Schools to form the population. Random and purposive sampling was used to choose Schools based on their locations and ability to provide required information for the study. Constant comparative analysis was adopted to analyze the data collected. The study find out that Continuous Assessment has a great potential in contributing to the teaching and learning process. It further reveals that majority of participants indicated that they give feedback to learners between 1-3 days after assessment. Finally, the finding indicated that majority of the teachers have attended in-service training in Continuous Assessment

while some teachers indicated that they receive no training on Continuous Assessment. The study recommended that, teachers should always bear in mind that assessing the progress and achievement of each learners continuously is an integral parts of the teaching and learning process. It was also recommended that teachers should become active participants and not just passive subjects and implementers of Continuous Assessment practices. And to ensure that teachers could and would use the standardized assessments, the government or ministry of education could develop the pilot test on the assessment instrument before they are implemented in classrooms on a nationwide basis. Finally, it was recommended that teachers must accept their professional responsibilities and become accountable for their actions with regard to assessment of the teaching process.

The research under review has similarity with the present research only in terms of research of topic which contains one of the variables of the present research, that is, Continuous Assessment. In spite of the similarity, the study vary as it was conducted with four objectives, four research questions and four research hypotheses, while the present research was conducted using three objectives, research questions and three research hypotheses. The study adopted the use of qualitative research method, while present research employed an ex-post factor design. The research under review was conducted in Primary School, while the present research was conducted in Secondary Schools. Random and purposive sampling was used to choose Schools based on their locations and ability to provide required information for the study, while the present research employed stratified sampling techniques. Constant comparative analysis was adopted to analyze the data collected for the past research, while present research used a descriptive statistics and t-test.

Maarouf (2013), conducted a research titled: “The Importance of Continuous Assessment in Improving English for Specific Purpose (ESP)”. The aim of this study was to establish to which extent there is relationship between the Continuous Assessment and English for Specific Purpose (ESP) Students’ performance, And to show the importance of Continuous Assessment of improving English for Specific Purpose Students’ performance. The study was conducted with three objectives, three research questions and three research hypotheses were postulated in line with the stated objectives, and adopted the use of descriptive research design utilizing quantitative approach. Thirty five (35) Students of Industrial maintenance class, third semester level and fourth semester level, were randomly chosen. Microsoft Excel program was used to generate descriptive statistics, graphics, tables and charts and to analyze the data collected. The findings of the study showed that tests are most used strategies by teachers to assess the Students’ performance and their progress. The study also revealed that national institute for vocational training uses different type of Continuous Assessment strategies, recap exercises, oral tests and written tests that are commonly used while take home assignments are rarely used but projects are never used. It was further showed that most of the respondents indicate that Continuous Assessment helps Students to assess themselves because when Students get their Continuous Assessment, helps them know their weaknesses and will be able to highlight the needed skills. It further reveals that the majority of respondents acknowledge that Continuous Assessment helps Students in answering techniques to get ready for exam. And more than fifty four percent of the respondents strongly agree that Continuous Assessment improves the results of the Students’ performance in the final exam because Continuous Assessment strategies have a great role in improving their results of the exams. Findings from the study revealed that, the larger percentage agree that Continuous Assessment

enables Students to demonstrate their progress on the learning process. Moreover, nearly half of the respondents strongly agreed that Continuous Assessment helps Students to interact with each other because C.A. Strategies motivate learners to participate in learning process. Most of the respondents indicate that Continuous Assessment improves the communicative competence because oral tests focus on their ability to convey and communicate for basic communicative purpose.

The study under review is related to the present study as it assessed the relationship between Continuous Assessment practices and Students performance. Hence, the current study aimed at examining the Continuous Assessment and End of Term Examination Performance of Islamic Studies Students in Senior Secondary Schools in Kaduna state, Nigeria. The past study was conducted with three objectives, three research questions and three research hypotheses which are similar to the present study Even though the study was similar to the present research; the study differs as it was conducted with the use of descriptive research design utilizing quantitative approach, while present research employed an ex-post factor design. Thirty-five (35) Students of Industrial maintenance class, third semester level and fourth semester level, were randomly chosen, while the present research employed stratified sampling techniques. Microsoft Excel program was used to generate descriptive statistics, graphics, tables and charts and to analyze the data collected, while present research employed the use of descriptive and t-test.

Daniel (2012), conducted a research on “Comparison of Continuous Assessment (CA) and Examination Scores in an English Speech work class. The study was conducted with three objectives, three research questions and three research hypotheses were postulated in line with the stated objectives, and adopted the use of descriptive

survey design. All the Students in the ENG 121 class, including repeaters, for 2007/2008 session make up the population for the study. The scores of 80 and 84 candidates, which participated in the Continuous Assessment and the examination respectively, were used as the sample. A comparative graphical analysis was adopted in this study. The finding of the study shows that the innovative approach greatly helped the Students to improve on their performance in spoken English. It reveals that higher anxiety level is found to be expressed by some of the candidates during the examination than during the CA tests. It also reveals that the candidates' attainment of zero occurrence of one in the test and zero occurrence of nine in the examination is also surprising. It also reveals that the class maintains an average mark in the range of 5-7 in the examinations whereas a lesser number have this in the Continuous Assessment test where most of them appear to have higher scores in the range of 7-10. It further showed that the Continuous Assessment scores in the graph thus indicate that the Students' have a more favourable performance in the Continuous Assessment than in the examinations. Finally, the findings revealed that higher anxiety level is found to be expressed by some of the candidates during the examination than during the Continuous Assessment tests. The finding in this study reveals that there is a significant relationship between Continuous Assessment and examination.

This study is similar to the present study in the sense that, the previous study was carried out to examine Continuous Assessment and examination scores, while the present study was aimed at comparing the Continuous Assessment and End of Term Examination Performance. Also, the study was conducted with three objectives, research questions and three research hypotheses which is similar to the present research. The study under review also differs as it adopted the use of descriptive survey design while the present research was conducted using ex-post factor design. The

previous study was conducted in the University while the present study was carried out in the Senior Secondary Schools in Kaduna State, Nigeria. A comparative graphical analysis was adopted in the previous study, while the present research employed the use of t-test.

Ganiyu and Kola (2013), conducted a research titled: “correlation between Continuous Assessment (CA) and Students’ Performance in Physics”. The study under review seeks to find out the relationship between variables determined degrees of association and existing influences between variables. The study was conducted with three objectives, research questions and three research hypotheses were postulated in line with the stated objectives, and adopted the use of descriptive survey study. The populations of the study were all Physics Students in College of Education Lafiagi, Kwara state, Nigeria. Ninety-two Physics Students participated in the study. Statistical analysis used was frequency count, percentages and Pearson Product Moment Correlation Coefficient which is used to determine the degree of relationship between two sets of variables. The finding of the study reveals that Continuous Assessment is very important in teaching and learning of Electromagnetism Physics in colleges of education because it influenced Student’s performance. It also reveals that there is significant relationship between Students’ score in Continuous Assessment and final grade in electromagnetism Physics. Finding also shows that Continuous Assessment had influenced both examination scores and final grade of Students in electromagnetism Physics. It further reveals that there was a strong correlation between Continuous Assessment and Students’ performance in Physics.

There are similarities between the past research and the present study as the past study was conducted with three objectives, three research questions and three research

hypotheses which are similar to the present research. Notwithstanding the similarities, the study differs, as the past study adopted the use of descriptive survey design, while the present research was conducted using ex-post factor design. Also, the past study was carried out in College of Education, while the present study was carried out in Secondary Schools. The sampled populations were all Physics Students in college of education Lafiagi. Ninety-two Physics Students participated in the study, while the present research employed a stratified sampling technique. Statistical analysis used was frequency count, percentages and Pearson Product Moment Correlation Coefficient which is used to determine the degree of relationship between two sets of variables, while present research employed the use of a descriptive statistics and inferential statistical techniques of t-test. The study has failed to state anything related to the strategies used in the conduct of Continuous Assessment so the present research hope to cover this gap.

2.8 Summary

Continuous Assessment is very important in all educational level in Nigeria which includes Secondary Schools. A teacher who is very much interested in the progress of his Students will do everything possible to help them achieve the expected goals and this involves teaching and evaluating the Students on a continuous basis and through evaluation ,feedback could be provided to both Students and teachers. A review of literature related to the study indicated that there are some problems in relation to Continuous Assessment in Colleges of Education and Nigerian institutions in general. Some of the problems discussed include increase in the workload of classroom teachers, poor record keeping, favouritisms, variation in the grading system, over population of Students in the classroom, lack of uniformity in the weigh attached to Continuous Assessment.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the description of the methodology that was used for this study to compare the Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State, Nigeria. This chapter was discussed under the following sub-headings: research design; population of the study; sample and sampling techniques; research instrument; validity of the instruments; pilot study; reliability of the instruments; procedure for data collection and procedure for data analysis.

3.2 Research Design

This study employed survey research design of the ex-post facto type. This design according to Cooper and Schindler (2011, p.136), is a method of teasing out possible antecedents of events that have happened and cannot, therefore, be controlled, engineered or manipulated by the investigator. Researcher can report only what has happened or what is happening, by trying to hold factors constant by careful attention to the sampling. Therefore, the standard recorded data of SSII Students' scores in Islamic Studies both for CA and End of Term Examinations was used for this study.

3.3 Population of the Study

The target population for the study comprised all SS2 Secondary School Students offering Islamic Studies in the 12 Education zones of Kaduna state which stood at thirteen thousand, four hundred and thirty three (13,433) Students in Public Secondary Schools. The population for this study is presented in Table 1.

Table 1: Population Distribution of Respondents

S/N	Population Distribution of Schools by Education Zones	Population of SS2 Students		
		Boys	Girls	Total
1.	Anchau	731	676	1,407
2.	Birnin Gwari	982	861	1,843
3.	Giwa	401	386	787
4.	Godo Godo	47	19	66
5.	Kaduna	1360	1212	2,572
6.	Kachia	71	19	90
7.	Kafanchan	115	71	186
8.	Lere	561	468	1,029
9.	Rigachikun	887	543	1,430
10.	Sabon Tasha	478	282	760
11.	Zaria	2,203	1002	3,205
12.	Zonkwa	39	19	58
	Total	7875	5558	13,433

Source: Kaduna State Ministry of Education 2016 Enrolment.

3.4 Sample and Sampling Techniques

The sample size of one thousand six hundred and twelve (1,612) SSII Islamic Studies Students from ten Schools which cut across the three senatorial zones (north, central and south senatorial zones) of Kaduna State was used for the study. This sample represents 12% of the total population of the study. This, according to Nwana (2007), suggests that, for a population of few thousands, 10% and above can be used to select the sample size. The researcher therefore adopted 12% sample for this study. Similarly, stratified sampling technique was used in order to ensure that certain characteristics

such as gender, level of Students and subject combination were not excluded in the research. Table 2 present the sample distribution of the respondents used for the study.

Table 2: Sample Distribution

S/N	Sampled Schools	Gender		Total Sampled Students
		Boys	Girls	
1.	Government Secondary School, Tudun Jukun	115	95	210
2.	Government Senior Secondary, School Kofar Kuyambana	280	120	400
3.	Government Senior Secondary, School Kaura	150	96	246
4.	Government Secondary School, Tudun Saibu	98	48	146
5.	Government Secondary School, Rigachikun	190	108	298
6.	Government Secondary School, Gamagira	42	7	49
7.	Government Secondary School, Birnin Gwari	79	52	131
8.	Government Secondary School, Jaji	28	24	52
9.	Government Secondary School, Kachia Urban	24	18	42
10.	Government Secondary School, Kagarko	25	13	38
	Total	1,030	582	1,612

3.5 Instrumentation

Two instruments were used for data collection in the study. The first instrument is the standard recorded data of SSII Students' scores in Islamic Studies both in CA and End of Term Examinations. The Students' scores was analysed for hypotheses 1 and 3, while the second instrument is a researcher made questionnaire used to elicit information for hypothesis 2. The questionnaire was divided into two sections. The first section contained biographical data of the respondent such as gender, level of study among others. The second section contained 20 items on the procedures used in the conduct of Continuous Assessment and End of Term Examinations in Islamic Studies in Senior Secondary Schools, Kaduna State.

3.5.1 Validity of the Instrument

The content validity of the two instruments that is, standard recorded data of scores both in CA and End of Term Examinations and questionnaire was established by the researcher's supervisors in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria and two experienced Islamic Studies teachers from Zaria Education Zone. The instruments was given to the researcher's supervisors for scrutiny, their corrections and suggestions were effected to give the instrument face and content validity.

3.5.2 Pilot Study

To make the research instruments reliable, pilot study was carried out with the total of thirty (30) SS II Students of Demonstration Secondary School, ABU Kongo. The reason for using this School is that, the School is outside the samples used for this study and was used to determine the adequacy and effectiveness of the instrument in

measuring what it is supposed to measure, and to ascertain any difficulty that the researcher may encounter when carrying out the main study.

3.5.3 Reliability of the Instrument

In order to ascertain the reliability of the instrument, the results of the pilot testing in terms of their general performance Continuous Assessment and End of Term Examinations in Islamic Studies was analysed using Pearson Product Moment Correlation Coefficient (PPMCC), while Cronbach Alpha technique was used to analyse the questionnaire. The choice of these statistical tools was informed by its appropriateness for the study at hand. James (2009), asserts that PPMCC is used for instrument which does not have Yes/No items. He referred to it as the best technique for measuring internal consistency of an instrument. Hence, the result of the pilot study provides a unique estimate of 0.91 for the standards recorded data of scores both in CA and End of Term Examinations for four years in Islamic Studies and also show a reliability index of 0.84 for the questionnaire instrument. This is a confirmation of the assertion made by Olayiwola (2007) ,that a reliability co-efficient of 0.5 and above is adequate and the instrument for which it is calculated is reliable. Therefore, the two instruments were termed as reliable.

3.6 Procedure for Data Collection

Letter of introduction was collected from the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria to the respective Secondary Schools. The permission was sought from the Principal of each School to allow the researcher and the research assistants get access to the Students' scores in Islamic Studies both in CA and End of Term Examinations and to get attention of Students. The researcher and the research assistants administered the questionnaire

instrument on the Students in their respective Schools. The researcher collected the responses of the Students immediately so as to avoid loss of the questionnaire by the Students. The questionnaire was collated, coded and was taken for analysis.

3.7 Procedure for Data Analysis

The data collected from the field were subjected to statistical analysis for appropriate interpretations to achieve the set items and objectives of the study. Both descriptive and inferential statistical tools were used in the analysis of data. The bio-data of the respondents were analysed with descriptive statistics which involves the use of frequencies and percentages, while mean and standard deviation was used to answer the research questions. The inferential statistics of t-test was used to test hypotheses one and three, while chi-square was used to test hypothesis two. To uphold or reject the hypotheses advanced for the study, an alpha of 0.05 was used.

CHAPTER FOUR DATA ANALYSIS, RESULT AND DISCUSSIONS

4.1 Introduction

This chapter dealt with the presentation of the analysis of data collected from the field. The analysis was presented in tables to highlight the major findings followed by detail interpretation. The presentation was done sequentially starting with the analysis of the demographic information, research questions and then hypotheses.

4.2 Description of Study Variables

The following tables presents the frequency and percentage of the respondents based on their demographic information.

Table 3: Gender Classification of Respondents

Gender	Frequency	Percentage
Male	1030	63.9
Female	582	36.1
Total	1,612	100

Table 3 revealed the total number of male Students who participated in the study to be one thousand and thirty (1030), equivalent to 63.9%, while the total number of female Students who took part in the study as respondents were five hundred and eighty two (582), equivalent to 36.1%.

Table 4: Classifications of respondents according to locality

Location	Frequency	Percentage
Rural	1030	63.9
Urban	582	36.10
Total	1,612	100

Table 4 revealed that one thousand and thirty respondents (1030), equivalent to 63.9%, live in the rural area, while five hundred and eighty two respondents (582), equivalent to 36.10% are living in urban area.

4.3 Response to Research Questions

The various research questions raised for this study were answered as follows:

Research Question One: What differences exist in Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State?

In order to answer this research question, the standards recorded data of scores both in CA and End of Term Examination in Islamic Studies was analysed using mean and standard deviation. The summary of the analysis is presented in table 4:

Table 5: Response to Research Question One

Variables	N	Mean	SD
Continuous Assessment	1612	72.92	11.07
End of Term Examination	1612	84.72	15.31

Table 5 revealed the differences that existed in Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State. The table showed that Students had mean scores of 72.92 and 84.72 with 11.07 and 15.31 standard deviations in Continuous Assessment and End of Term Examination respectively. This showed that there was a mean score difference of 11.8 between Students' Continuous Assessment and End of Term Examination. However, their standard deviations showed that there is high variations in the Students' scores.

Research Question Two: What are the procedures used in the conduct of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools in Kaduna State?

Table 6 revealed the opinions of the Students on the procedures used in the conduct of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools in Kaduna State.

Table 6: Response to Research Question Two

Variable	N	Mean	SD
Students	1608	12.609	5.3500
Total	1618	10.71	5.1587
Average Mean		2.5	

Table 6 shows the opinions of Students on a number of item statements as contained in the questionnaire. This table showed the total response mean of 10.71 which was higher than the average mean of 2.5. This result revealed that, the procedures used in the conduct of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools in Kaduna State are different.

Research Question Three: To what extent do Students' performance differs in Continuous Assessment and End of Term Examination in Islamic Studies in rural and urban Senior Secondary Schools in Kaduna State?

In order to answer this research question, the Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in rural located Senior Secondary Schools were analyzed and compared with their counterparts in urban located Schools, using mean and standard deviation. The summary of the analysis is presented in table 7:

Table 7: Response to Research Question Three

Variables	Continuous Assessment			End of Term Exams		
	N	Mean	SD	N	Mean	SD
Rural Schools	629	5.16	1.45	629	9.00	1.68
Urban Schools	979	5.83	1.25	979	5.97	0.74

Table 6 revealed the differences that existed in Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in rural and

urban located Senior Secondary Schools in Kaduna State. The mean scores as displayed revealed that the Students in rural located Schools had the mean scores of 7.16, standard deviation of 1.45 for Continuous Assessment and the mean of 9.00, standard deviation of 1.68 for End of Term Examination, while Students in urban located Schools has the mean score of 5.83, standard deviation of 1.25 for Continuous Assessment and mean score of 5.97 with the standard deviation of 0.74 for End of Term Examination. By this result, Students in rural located Schools had better mean scores both in Continuous Assessment and End of Term Examination, compared to Students in urban located Schools. The implication of this is that, Students in rural Schools placed more importance to the End of Term Examination at the expense of Continuous Assessment.

4.4 Hypotheses Testing

This sub-section presents the result of the test on the hypotheses using Independent sample t-test and chi-square statistical tools. All the three (3) postulated null-hypotheses were tested at 0.05% level of significance.

Hypothesis One: There is no significant difference between Continuous Assessment and End of Term Examination performance of Islamic Studies Students in Senior Secondary Schools, Kaduna State.

The standard recorded data of Students' scores both in CA and End of Term Examination in Islamic Studies in Senior Secondary Schools in Kaduna State was analysed using independent t-test. The summary of the analysis is presented on table 8:

Table 8: Summary of Independent sample t-test in respect of hypothesis one

Variables	N	Mean	SD	t-cal	df	α	t-crit	Sig. (2-tailed)	Decision
CA	1612	72.92	11.07	5.09	1610	0.05	1.96	.001	Rejected
ETE	1612	84.72	15.31						

Note: CA = Continuous Assessment, while ETE = End of Term Examination. Significant, $p < 0.05$ at df of 1610, t -crit 1.96, Sig. (2-tailed)=.001.

Table 8 revealed the differences that existed between Continuous Assessment and End of Term Examination performance of Islamic Studies Students in Senior Secondary Schools, Kaduna State. The table shows that Students had the mean scores of 72.92 with the standard deviation of 11.07 for Continuous Assessment and the mean score of 84.72 with standard deviation of 15.31 for End of Term Examination. The t -calculated was 5.09, while the p -value is .001 ($P < 0.005$). The null-hypothesis is thus rejected because the observed p -value of .001 is less than the probability value of 0.005. It was therefore concluded that there was a significant difference between Continuous Assessment and End of Term Examination performance of Islamic Studies Students in Senior Secondary Schools, Kaduna State.

Hypothesis Two: There is no significant difference between the procedures used in the conduct of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State.

Chi-square for contingency table was used to test this hypothesis, the test and the summary is presented in table 8:

Table 9: Summary of chi-square test in respect of hypothesis two

Respondents	N	Mean	SD	χ^2_{cal}	df	α	$\chi^2_{crit.}$	Decision
Teachers	10	8.8106	4.9674	118.75	27	0.05	21.026	Rejected
Students	1612	12.609	5.3500					

Result of the non-parametric statistics on table 8 revealed that the χ^2 obtained (118.75) is greater than $\chi^2_{critical}$ (21.026) at $p < 0.05$. This result shows that there is a significant difference between the procedures used in the conduct of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State. Therefore, the null hypothesis which states that there is no significant difference between the procedures used in the conduct of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State, is hereby rejected.

Hypothesis Three: There is no significant difference between Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in rural and urban Senior Secondary Schools in Kaduna State.

The Continuous Assessment and End of Term Examination in Islamic Studies in rural and urban Senior Secondary Schools in Kaduna State was analyzed using independent t-test. The summary of the analysis is presented on table 9:

Table 10: Summary of Independent t-test in respect to hypothesis three

Variables	Continuous Assessment			End of Term Examination			Df	t-cal	Sig. (2-tailed)
	N	Mean	SD	N	Mean	SD			
Rural Schools	630	5.16	1.45	629	9.00	1.68	1610	8.35*	.004
Urban Schools	982	5.83	1.25	979	5.97	0.74			

Table 10 revealed the differences that existed between Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in rural and

urban Senior Secondary Schools in Kaduna State. The table depicted the t-calculated value of 8.35^{*}, while the p-value is .004 ($P < 0.005$). The decision was to reject the null-hypothesis because the observed p-value of .004 is less than the probability value of 0.005. It was consequently concluded that there was a significant difference between Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in rural and urban Senior Secondary Schools in Kaduna State.

4.5 Summary of Major Findings

Based on the hypotheses tested, the following are the major findings of the study:

1. Students performed significantly better in End of Term Examination than in Continuous Assessment in Islamic Studies in Senior Secondary Schools, Kaduna State;
2. Significant difference existed between the procedures used in the conduct of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State; and
3. Significant difference existed between Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in rural and urban Senior Secondary Schools in Kaduna State.

4.6 Discussions of the Findings

In view of the hypotheses, finding revealed the differences that existed in Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State. The mean scores displayed shows that Students had a higher mean scores in End of Term Examination compare to their mean scores in Continuous Assessment. Students had the mean scores of 72.92 with the standard deviation of 11.07 for Continuous Assessment and the mean score of

84.72 with standard deviation of 15.31 for End of Term Examination. The t-calculated was 5.09, while the p-value is .001 ($P < 0.005$). The null-hypothesis was rejected because the observed p-value was less than the probability value of 0.005. It was therefore concluded that there was significant difference between Continuous Assessment and End of Term Examination performance of Islamic Studies Students in Senior Secondary Schools, Kaduna State. This study agreed with the findings of Durowoju and Onuka (2014), as they concluded that Continuous Assessment is the modes and promoters of learning outcomes. The study also disagreed with the finding of Wisseh (2009).

Findings of hypothesis two on the opinions of teachers and Students on a number of item statements as contained in the questionnaire showed the total response mean of 10.71 which is higher than the average mean of 2.5. This result revealed that, the procedures used in the conduct of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools in Kaduna State are different. Also, the result of chi-square test revealed that the χ^2 obtained (118.75) was greater than critical χ^2 (21.026) at $p < 0.05$. This result shows that there was significant difference between the procedures used in the conduct of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State. Therefore, the null hypothesis which states that there is no significant difference between the procedures used in the conduct of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State was rejected. This finding supported the findings of Michael (2010), whose findings revealed a positive relationship between some of the Continuous Assessment strategies used and Students' performance.

As indicated in the finding of this study, it was revealed that differences existed in Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in rural and urban located Senior Secondary Schools in Kaduna State. The mean scores as displayed revealed that the Students in rural located Schools had the mean scores of 7.16, standard deviation of 1.45 for Continuous Assessment and the mean of 9.00, standard deviation of 1.68 for End of Term Examination, while Students in urban located Schools has the mean score of 5.83, standard deviation of 1.25 for Continuous Assessment and mean score of 5.97 with the standard deviation of 0.74 for End of Term Examination. By this result, Students in rural located Schools had a better mean both in Continuous Assessment and End of Term Examination, compared to Students in urban located Schools. The implication of this is that, Students in rural Schools placed more importance to the End of Term Examination at the expense of Continuous Assessment. As well, the result shows the t-calculated value of 8.35*, while the p-value is .004 ($P < 0.005$). The decision was to reject the null-hypothesis because the observed p-value of .004 is less than the probability value of 0.005. It was consequently concluded that there was a significant difference between Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in rural and urban Senior Secondary Schools in Kaduna State. This result was in concord with the work of Bitew (2012), as he pointed out that teachers should always bear in mind that assessing the progress and achievement of each learner continuously is an integral parts of the teaching and learning process.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This research, comparison of Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools Kaduna State, Nigeria was conducted with the objectives to; compare Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State; find out the procedures used in the conduct of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools in Kaduna State; and determine the difference in Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in rural and urban Senior Secondary Schools in Kaduna State. Also, three research questions and three null hypotheses were postulated in line with the stated objectives. Survey research design of the ex-post facto type was used for the study. The target population of the study comprised of thirteen thousand, four hundred and thirty three (13,433) Students in Public Secondary Schools. The sample size of one thousand six hundred and twelve (1,612) SSII Islamic Studies Students from ten Schools which cut across the three senatorial zones (north, central and south senatorial zones) of Kaduna State was used for the study. Data was collected using a researcher designed questionnaire and standard recorded data of scores both for CA and End of Term Examination. The two instruments was subjected to a pilot study which provided a reliability coefficient of 0.91 for the standard recorded data and also showed a reliability coefficient of 0.84 for the questionnaire instrument. The data gathered were analyzed using independent t-test and chi-square for contingency table. All the hypotheses were tested at 0.05% level of significance. Findings from the study showed that Students

performed significantly better in End of Term Examination than in Continuous Assessment in Islamic Studies in Senior Secondary Schools, Kaduna State; significant difference existed between the procedures used in the conduct of Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools, Kaduna State; and significant difference existed between Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in rural and urban Senior Secondary Schools in Kaduna State.

5.2 Conclusion

Based on the result of the study, it was concluded that, the procedures used in the conduct of End of Term Examination in Islamic Studies in Senior Secondary Schools in Kaduna State are different and more effective compared to the conduct of Continuous Assessment in Islamic Studies in Senior Secondary Schools in Kaduna State. These procedures help to understand the academic performance levels of learners in terms of their knowledge, attitudes and values. Similarly, Students in rural Schools had better mean scores both in Continuous Assessment and End of Term Examination, compared to Students in urban located Schools. This enables Students to learn to revise from time to time which increases memorization and retention thereby leading to improved performance in both Continuous Assessment and End of Term Examination.

5.3 Recommendations

As a result of the findings, recommendations were made that:

1. Teachers in Senior Secondary Schools in Kaduna State should accept their professional responsibilities and become accountable for their actions with regard to assessment of the teaching process.

2. The Ministry of Education should put in place regulations, checks and balances to ensure that different procedures are used in the conduct of Continuous Assessment and End of Term Examination in Secondary Schools.
3. Islamic Studies teachers should always bear in mind that assessing the progress and achievement of each Students continuously is an integral parts of the teaching and learning process.

5.4 Suggestions for Further Studies

The researcher recommends that a study should be undertaken in the following areas to determine:

1. There is a need for this research to be carried out in other districts so as to compare and test how general the research findings of this study can be made.
2. There is a need to research about how teachers carry out CA strategies in various School settings. This will also give a detailed picture of the adaptation of a strategy to various situations.
3. The role of the Students, administrators and parents in CA. There should be some research to equip education stakeholders with this information.

5.5 Contributions to Knowledge

The Study Comparison of Students' Performance in Continuous Assessment and End of Term Examinations in Islamic Studies in Senior Secondary Schools Kaduna State, Nigeria has the following Contributions:

1. It can contribute to become point of reference to the existing literature;
2. That given teachers adequate training on how to assess students in the three domains of learning (cognitive, affective and psychomotor) can contribute to the improvement on Teachers Assessment Methods;

3. That employing all the three domains of learning (cognitive, affective and psychomotor) in assessing Students' performance can contribute to the improvement in Students' Performance in Continuous Assessment;
4. That training and re-training of Islamic Studies Teachers on the Significances of using different Methods of Assessment can contribute to the improvement of Student's Performance;
5. The use of test and assignment methods only does not lead to good performance in continuous assessment; and
6. That too much emphasis on the outcomes of end of term examinations does not help Students understanding or ability to apply the knowledge in its real world and to analyze information.

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APPENDIX A

Curriculum and Instruction Section,
Dept. of Educational Foundations & curriculum,
Faculty of Education,
Ahmadu Bello University, Zaria.

Dear Respondent,

REQUEST TO FILL QUESTIONNAIRE

I am a Postgraduate Student of the above named institution currently undertaking a research work titled: Comparison of Students' performance in Continuous Assessment and End of Term Examination in Islamic Studies in Senior Secondary Schools Kaduna State, Nigeria. Your participation and cooperation is highly needed in filling the questionnaire as honesty and unbiased as possible.

It is purely an academic exercise and be rest assured that any information supplied by you shall be kept confidential as much as possible.

I sincerely thank you in advance for your willingness to participate in this study. Please note the following:

SA means Strongly Agree

A means Agree

D means Disagree

SD means Strongly disagree

Yours Faithfully,

SAFIYA ALIYU
ME.D/EDUC/2376/2011-2012

APPENDIX B

QUESTIONNAIRE FOR STUDENTS

SECTION A

- 1) Name of School: _____
- 2) Gender: _____
- 3) Marital status: Married [] Single []
- 4) Age: 20-29 [] 30-39 []

SECTION B

Please read carefully before ticking (√). Tick only in one box provided per question, except where you are asked to specify:

Item 1	Procedures used in the conduct of Continuous Assessment and End of Term Examination in Islamic Studies Senior Secondary School in Kaduna State	SA	A	D	SD
1.	Written test is often used as assessment of Islamic Studies in Senior Secondary Schools in Kaduna State.				
2.	Take-home assignments are the most used strategy of Continuous Assessment of Islamic Studies in Senior Secondary Schools in Kaduna state.				
3.	Classroom recap exercises arouses Students desire to pay attention and concentrate in class.				
4.	The procedures used in the conduct of Continuous Assessment in Islamic Studies in Senior Secondary Schools in Kaduna state is the same as that of end of term				
5.	Classroom oral tests contribute to Students' performance in final examination in Islamic Studies in Senior Secondary Schools in Kaduna State.				
6.	Teachers carry out regular assessments of Islamic Studies in Senior Secondary Schools in form of test, take home assignment and classroom exercises.				
7.	Students exposed to various Continuous Assessment strategies perform better in Islamic Studies in the end of term exams.				
8.	Take-home assignments assessment of Islamic Studies helps Students to interact with the teachers mainly when doing corrections.				
9.	The more Student attempt weekly test, the more confident and ready they become for the end of term exam.				
10.	The procedure used in the conduct of Continuous Assessment and that of End of Term Examination differs.				

Item 2	Impact of evaluation strategies used on the Continuous Assessment and semester examination performance of Senior Secondary Islamic Studies Students in colleges of education in Kaduna state.	SA	A	D	SD
11.	Continuous Assessment of Islamic Studies help close the gap between the CA and semester examination performance of Students.				
12.	The more the Students go through Continuous Assessment of Islamic Studies, the more confident and ready they become for the semester exams.				
13.	Take-home assignment enables Students to get quick feedback, and thereby devise ways of improving on their academic performance in the semester examinations.				
14.	Students who perform well in Continuous Assessment of Islamic Studies also perform better in semester examinations.				
15.	Continuous Assessment of Islamic Studies improves teaching and learning process leading to improved performance.				
16.	The Students learn to revise from time to time which increases retention and memorization leading to improve performance in the semester examination.				
17.	Continuous Assessment of Islamic Studies builds the whole mind of a Student as they prepare for semester examinations.				
18.	The use of diverse assessment strategies enables Students to learn answering techniques and question approach methods and get ready for the semester exams.				
19.	The use of oral test enables Students to learn and revise from time to time increases retention and memorization.				
20.	Daily assessment of Islamic Studies relate to Students' performance in semester examinations.				

APPENDIX C

**STANDARDS RECORDED DATA OF SCORES BOTH IN CA AND END OF
TERM EXAMS**

APPENDIX D

RESULT OF PILOT STUDY

Case Processing Summary for Standards recorded data of scores both in CA and End of semester exams.

		N	%
Cases	Valid	382	100.0
	Excluded ^a	0	.0
	Total	382	100.0

a. Listwise deletion based on all variables in the procedure.

Case Processing Summary for Students' Questionnaire.

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

PPMCC Test	Part 1	Value	.84
		N of Items	10 ^a
	Part 2	Value	.84
		N of Items	10 ^b
	Part 3	Value	.91
		N of Items	400 ^c
Total N of Items		20	
Correlation Between Forms			.812
Pearson Product Moment Equal Length			.733
Correlation Coefficient Unequal Length			.732

Internal Consistency of Pearson Product Moment Correlation Coefficient (PPMCC) for Standards recorded data of scores both in CA and End of semester exams.

Summary of PPMCC Reliability for Questionnaire instrument	PPMCC Internal Consistency for scores both in CA and End of semester exams.
.84	.91