



Competency Dimension of Social Studies Lecturers in Relation to Effective Implementation of Quality Continuous Assessment as Enshrined in the New National Minimum Standards for NCE Programmes in Colleges of Education in the South-South Geo-Political Zone of Nigeria

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ABSTRACT

This study examines competency dimension of social studies lecturers in relation to effective implementation of quality continuous assessment as enshrined in the new minimum standards curriculum (social studies) for colleges of education in the South-South Geo-Political Zone of Nigeria. It explores the extent to which lecturers of social studies are knowledgeable about the principles and essential objectives of continuous assessment programme and posses they require skills and competencies to effectively implement the multi-dimensional component of the instructional evaluation process. A descriptive survey design was employed in the study. Sample comprised lecturers of social studies education programmes in public colleges of education in the South-South Geo-Political Zone of Nigeria. The random sampling technique was adopted to constitute the sample. The research instrument was researcher's constructed questionnaire used to generate data. The study anchored on two research hypotheses formulated in null form. Response frequencies, percentages and t-test statistical measures were adopted to test and analyze the hypotheses. Findings and recommendations are highlighted that would assist social studies lecturers in colleges of education effectively implement this critical and comprehensive assessment system of teaching/learning outcomes to improve educational quality and nation-building. The findings are that most social studies programmes positive restive perception and understanding of the benefits of quality continuous assessment and that college location has no significant influence on social studies lecturers in the implementation of quality continuous assessment; that continuous programmes should be properly coordinated by social studies by Head of departments for quality control and achievements of the desired educatoal objectives.

Keywords: *Competency Dimension, Effective Implementation, Quality Continuous Assessment and New Minimum Standard (NCE Social Studies)*

INTRODUCTION

The National Policy on Education (2014) revised, clearly enunciates the maintenance of quality education standards through appropriate implementation of continuous assessment component of programme evaluation. To this end social studies lecturers in colleges of educational are required to employ their intellectual and professional background to actualize this critical goal.

Continuous assessment is one of the great innovations in the nation's educational system which has been entrenched as a means of assessing a large proportion of learners' achievement at all levels. It is a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behaviour take account in a systematic way of all his performance during a given period of schooling. Such an assessment involves a great variety of modes of evaluation for the purpose of guiding and improving the learning and performance of the student, Nigerian Educational Research and Development Council (NERDC). Through continuous assessment it is expected that more meaningful teaching/learning will result. The overall portrait of a student's performance can be presented more reliably, more comprehensively, and more systematically.

If the programme of continuous assessment must be effectively and qualitatively utilized by social studies lecturers in colleges of education, there must of necessity demonstrate the ability to construct and assiduously administer the various instruments and employ the various techniques of collecting evidence/data on learners progress. Above all, they should be able to interpret the measuring of scores and grades awarded to students in the various measuring instruments. Thus, the social studies lecturer should demonstrate competence in the construction of tests and assignments of various sorts, questionnaires, checklists and rating scales necessary for assessing both cognitive, affective and psychomotor learning outcomes.

Any instrument that may be used for collecting data on learner's performance must be valid and reliable. If it is valid, it measures the precise learner behaviour(s) or characteristic(s) it is designed to measure. If it is reliable, its measurements should be done to demonstrate considerable consistency. In addition, it should be useable, that is, easy and economical to use (Wiersam, 2019).

Success in effective implementation of quality continuous assessment by social studies lecturers largely depends on a number of other factors. Not only must the lecturer be versed in the art of constructing meaningful assessment instruments, in addition, they ought to be able to utilize the results of such assessments in improving the institution's Social Studies Curriculum in the various course content areas. The lecturers saddled with the task of implementing the system ought to be interested and committed to the programme, while government on its part should provide the enabling environment and resources for lecturers to implement the programme effectively. Social studies being a broad inter-disciplinary and integrated academic discipline requires strategic evaluation to promote productive teaching and learning of the subject.

Theoretical framework

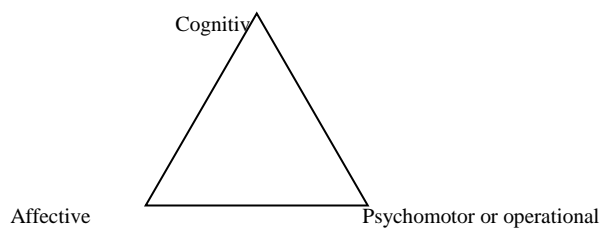
This study is anchored on the assumptions or postulations of two psychological theories as they affect infrastructure evaluation and in particular continuous assessment. These theories are attempts made by educational psychologists to organize instructional evaluation processes into theoretical systems that will provide fundamental answers to the basic problems relating to the process of quality continuous assessment by social studies lecturers in colleges of education. The theories deal with creative approaches to effective implementation of quality continuous assessment so that teaching-learning can be significantly improved or facilitated for the benefit of the learner. The theories are;

- i. the "Balance system concept of Kerm.p (1970) and
- ii. inbuilt psychological principles of Norbert U.(1992)

The "Balance system concepts" this theory was propounded by Kelvin (1970). Its underlying principles are that learning is a three-way principle made up of the cognitive, affective and psychomotor sides. To make a balanced evaluation of a learner, the three components must be taken into account and must work in learning.

Diagrammatic illustration of balance system concept

Figure I



Adopted and modified from Ukpong, 2014).

This theory reflects different perspectives in learning development which a social studies lecturer must not sac-track in his evaluation or decision making as academic performance is concerned with the learner's behavioural, vocational and social development in a continuous and progressive manner.

ii. Inbuilt – psychological principles, Norbert (1982) propounded the theory of inbuilt psychological principles in learning evaluation. He maintained that for learning to be comprehensive by evaluation, continuous assessment is the system that makes available a wisely accumulated body of information as may be required for guiding and shaping the strength of learning and vital decisions as regard the students. The comprehensive nature of continuous assessment implies that different principles are inbuilt in the practice of continuous assessment. These include social, moral, behavioural, educational and psychological principles. These principles work together as to make it possible for the continuous assessment system to achieve its overall objectives as a systematically comprehensive progressive evaluation on a continuous basis.

These psychological principles are:

- i. Learning improvement principles
- ii. Behavioral modification principles
- iii. Psychological adjustment principles and
- iv. Cognitive principles of holistic assessment

Making use of these psychological principles through careful observation, anecdotal record keeping, diagnostic analysis, guidance and counseling services which are inbuilt in continuous assessment with practice provide the teacher with effective psychological tools for the overall academic and personality development of learners.

These two theories provide the framework and cohesion for the analysis of the substantive processes of this research or study.

Problem/Challenge

The success of the continuous assessment programme in colleges of education promises to result in improve standard of teaching-learning. This is because it does not allow students to side-track certain areas of course programme by means of selective reading and permutation. It is therefore global in its view of education of the individual since it is not concerned with determining only the academic development of the learner but is also concerned with the overall personality development of the learner. This is how it should be since academic excellence or mere literacy devoid of sound moral, social, vocational and behavioural development and growth will negate the whole idea of education and nation-building.

The problem or challenge is: do social studies lecturers male and female in colleges of education possess the required professional and mental orientation and skills to comprehensively implement the innovative, multi-faceted and objective technique of social studies programme evaluation? It is axiomatic that effective teaching-learning does not occur by chance but by carefully selected teaching-learning evaluation strategies based on sound practices of continuous assessment. Are social studies lecturers where ever the institution is located competent enough to confront this demanding expectation? This is what the researchers are out to investigate.

Objective of the study

This study examined competency dimension of social studies lecturers in colleges of education in relation to effective implementation of quality continuous assessment as enshrined in the new minimum standard (social studies) NCE programmes by NCCE. Specifically it focuses on:

- (i) Social studies lecturers conceptual knowledge of quality continuous assessment measures.
- (ii) Social studies lecturers understanding of the procedures for productive evaluation of teaching-learning.
- (iii) Social studies lecturers competence in fostering quality learning among students in line with the new teacher education social studies content areas.

Justification of the Study

The National Policy on Education states emphatically that “no education system may rise above the quality of its teachers”. Competency in the knowledge and use of quality continuous assessment by social studies lecturers in colleges of education would help to actualize the lofty aims of teacher education in Nigeria.

The aim being the engagement of competent, professionally trained lecturers in teacher education institutions. To this important end, quality continuous assessment enables emphasis to be put on evaluating student-centred learning that focuses on measuring successful development of the attitudes, skills and knowledge expected of an accomplished social studies lecturer.

In addition, quality continuous assessment properly designed by lecturers helps to measure the kind of learning that it intends to measure, so that learning of practical skills is not measured by a theoretical test only, but should incorporate a wide variety of activities which help in identifying underlying strengths and weaknesses in an instructional programme.

Being an integral part of the teaching/learning process, without it the process is incomplete. Thus continuous assessment in itself is a form of instruction and its objective is to promote learning and growth on the part of the lecturer through leading them to increase the accuracy of self-perceptions as that of the learner.

While social studies lecturers generally deals with groups rather than individual student(s) they must never lose touch with the fact that their primary focus is the individual student. The lecturer’s description of a class as being constituted by “bright or dull”, serious or unserious students are generally subjective standards or norms of expectation provided by quality continuous assessment.

A very enduring justification for this investigation is the desire by people to have a learning situation free from an atmosphere saturated with the failure and doom of a final examination which in every case is certificate oriented. The semester and yearly leakage of examination questions in colleges is traceable to the effect of one short final examination which pronounces a life or death sentence on students by social studies lecturers. Quality continuous assessment has the potential to reduce if not completely eliminate the tendency to cheat at examinations (examination malpractice) as these final examinations would not completely determine the student(s) final grading. Quality continuous assessment therefore enhance lecturers professional and creative experience in handling standard evaluation practices in colleges of education. Competency dimension of social studies lecturers to professionally implement this fundamental teaching-learning blue-print in colleges of education deserves thoughtful research consideration.

The findings of this study will help improve social studies lecturers instructional output and the student’s the opportunity for improvement in their learning.

Evaluation of social studies programme at the Nigerian Certificate of Education NCE, must be made a continuous process which should be on judgement based on objective and subjective criteria on the performance progress or achievement of students. As the case may be, such evaluation may take place at specific time on specific instructional units for individual and group of students.

Given that the aim of instruction is to derive an accurate appraisal of social studies students improvements, the lecturer must gather all available data that may serve to enhance his objective decision on whether the students are performing in conformity with stated objectives. This enables the learning process to become more purposive and effective.

In line with the desire of the National Commission for Colleges of Education (NCCE) to foster quality learning among student teachers, assessment which measures how well learners have attained the learning outcomes (i.e, the teacher standards) is considered pivotal in the new teacher education programmes.

Consequently, the new curricula suggest that teacher educators (lecturers) need to know and use continuous assessment procedures for learning and not just to gauge student-teachers mastery of content or skills NCCE (2018). To this end, assessment should not only measure whether student teachers acquire the necessary content knowledge but also provide evidence that student teachers have acquired the necessary professional skills and attitudes.

The following are the expected characteristics of the type of continuous assessment social studies lecturers in colleges of education should implement. It should be:

- (i) Consistent with the teacher standards
- (ii) Reliable, valid, credible and relevant as regard the learning it measures
- (iii) Held in a suitable and conducive assessment environment
- (iv) Focus on finding out whether student teachers develop the expected conceptual understanding as well as problem-solving and practical teaching skills
- (v) Conducted regularly to enhance and monitor the effectiveness of learning process.

Lecturers should ensure that their students get feedback after every assessment in order to give them the opportunity for improvement in learning and to enhance overall achievement. The management of continuous assessment is expected to be based on the prescriptions in the minimum standard (60:40), implying examinations 60% and continuous assessment 40%. There should be evidence of effective continuous assessment procedures by:

- Keeping samples of CA questions/tests that must be made available for monitoring purposes.
- Students should be given results of each CA task or test within 4 weeks
- Analysis and action based report from institutions HOD's and Quality Assurance Units (IQA)

Literature review

The primary thrust of literature review is to gather ideas and opinions expressed by eminent scholars and researchers on competency dimension of social studies lecturers in relation to effective implement of quality continuous assessment as enshrined in the new minimum standard (social studies) for NCE programme. It begins with conceptual explanation or elucidation to a useful critical review of the variables under consideration.

Competency dimension is used to describe the classroom experiences of social studies lecturers within the context of their professional standing, their teaching competencies (perceived and observed) as well as exploration of their understanding of the demands of quality instructional evaluation (continuous assessment component) Ezewu, (2014).

Continuous assessment according to Falayoyo (2019) is regarded as "a system of assessment which is carried out at predetermined interval (usually coinciding with identifiable units of instruction) for the purpose of monitoring the progress or otherwise of students and the general performance or success of any instructional or educational programme. As an innovative evaluation strategy it has the following features:

- (i) It is systematic
- (ii) It is comprehensive
- (iii) It has a cumulative nature
- (iv) It is digressive. Continuous assessment is an integral part of teaching for which the social studies lecturer must be actively involved if he is to be able to check whether the end or goal toward which his teaching is directed is being attained or not.

Quality continuous assessment therefore denotes a mechanism whereby the final grading of social studies curriculum content by social studies lecturers in the cognitive, affective and psychomotor domains of behaviour systematically takes into account of all his performances during a semester contact period of an academic session, Okure (2021). Such an assessment involves the use of great variety of modes of improving the learning and performance of the student.

The review

Obioma (2018) maintained that continuous assessment in our colleges of education system at present has not acquired the expected status needed for the quality implementation of the genuine aim and philosophy inherent in the new minimum standard for social studies. Despite the fact that continuous

assessment is not a new concept in instructional evaluation, a lot of problems have been identified as militating against the successful implementation of quality continuous assessment by social studies lecturers. His study in this respect, reveal that the major problem include among other things lack of knowledge by most lecturers about how to use some of the instruments for data collection, most do not understand the rationale for quality continuous assessment, and lack of adequate equipment and tools for quality continuous assessment.

Ehiamezor (2019) in his study of the problems besetting the successful implementation of quality continuous assessment in tertiary institutions opined that no matter how well meaning the aims and objectives and philosophy behind the continuous assessment policy, the extent to which it can succeed will depend on how functional it is. Lecturers as implementers of change are specifically responsible for the achievement of programme objective. Hence the quality of lecturers is a single important factor in the academic environment that influence students performance. The need therefore for social studies lecturers to possess and utilize the skills of continuous assessment is imperative if evaluation is to succeed.

Ali (2016) noted in the above regard an infinitesimal number of lecturers have no a good command of the objectives and strategies or procedures for dealing with the instructional dimensions of the subject social studies at the classroom level. That apart from the few academic and professionally oriented lecturers who had on their own invested their time, energy and resources towards their professional growth and popularization of social studies at this level, several others drafted to teach the subject lack basic knowledge and skills in implementing quality continuous assessment. Such lecturers are mentally and professionally unprepared for the evaluation procedures of the new minimum standard (social studies component).

Tandu, Mbia and Ogar (2017) in their study of recurring constraints in the implementation of continuous assessment in upper Basic Education social studies classes revealed that the problem with the implementation of quality continuous assessment include among other things, lack of adequate knowledge by most teachers about how to use some of the instruments for continuous assessment. The study concluded that teachers should be quite knowledgeable about the practice which constitutes continuous assessment to be able to implement this important mode of evaluation especially as the handle large number of students. The school should be able to properly plan and co-ordinate the programme for it to be effective.

Quality continuous assessment is the process of maintaining standard instructional evaluation as it is designed to improve the quality of inputs process and outputs of tertiary education system, Ndiomu (2019). It is designed to prove and improve the quality of an institution's, academic programme, methods, procedures and outcomes. One of the key building blocks of quality continuous assessment is the conformity with minimum standard in qualification of teachers and the quality of teaching and evaluation of the curriculum content, Onyia, (2022).

Ohuche, Okegu (2017) maintain that if the programme of quality continuous assessment must be effectively implemented in our colleges of education, lecturers must of necessary demonstrate the ability to construct the various instruments and employ the various techniques on collecting evidence on learner progress. Above all, they ought to be able to interpret the meaning of scores and grades awarded to students in the various measuring instruments. Thus, lecturers should demonstrate competence in the construction of tests of various sorts, questionnaires, checklists and rating scales necessary for assessing both cognitive, affective and psychomotor learning outcomes.

Salami (2016) in his investigation of the pattern of ecological background or location of colleges of education on social studies lecturers teaching effectiveness opined that environmental factors such as the rural and urban nature of the geographical area might affect the efficacy, study and instructional habits of lecturers. He noted that colleges are not isolated and anonymous setting, rather each institution is in constant interaction with the forces of the environment, it is located.

Finding from the study of Obi (2022) on the problem of implementing quality continuous assessment in tertiary institutions is relevant to this research. The finding include that many lecturers deliberately set simple continuous assessment, CA test in order to record high percentage passes in their courses. This practice is most damaging to the main purpose of the whole teaching-learning exercise. Also revealed are that many lecturers are reluctant to conduct the CA regularly and comprehensively because of the burden of marking and recording scores in overcrowded social studies classes. Nduka (2021) pointed out that the way learners perceive any teaching-learning activities is believed to affect their participation in the activities, since learners are directly involved in continuous assessment programme, it behoves the implementers (lecturers) of the programme to be aware of their perception of the programme. Moreso, since teaching is goal oriented because the students must clearly understand the terminal goals they are expected to achieve. This calls for competence and capacity on the part of social studies lecturers to midwife or facilitate this professionally demanding task.

Studies of the influence of gender on the implementation of quality continuous assessment revealed significantly relationship between gender and effective implementation of the programme in job performance. Bakar (2012) study of the influence of gender in job performance revealed that there are systematic gender difference in the perception and understanding of continuous assessment which reflects in the output of social studies lecturers in colleges of education that female lecturers are generally less inclined to shouldering professional burden.

Admittedly, the implementation of quality continuous assessment by social studies lecturers in colleges of education is a huge and professionally challenging task. In summary, it is this contextualization of teaching of social studies programmes within the context of competency based continuous assessment that this study explored, Astill, (2020).

Methodology

The researchers adopted the descriptive survey design for the study. The adoption of descriptive design for this study is to allow for clear and systematic specification of the nature of the phenomena to be studied, thus enhancing its simplicity and understanding. The survey technique enables data to be

elicited from the target population through questionnaire, interview or test instrument and subjecting the data to statistical analysis for the purpose of drawing relevant conclusions.

The instrument used is the researchers constructed questionnaires which contain questions for lecturers teaching social studies in Colleges of Education. The questions focused on the perspective and objectives on students assessment and general application of continuous assessment in the evaluation process. The instrument was face and content validated by researchers colleagues in the institution. The reliability of the instrument (the extent to which it conveniently yield the same results when repeatedly used under the same condition and on the same entities) was established through repeated administration in one of the Colleges of Education at fairly close intervals. The subjects are male and female lecturers in Colleges of Education lecturing social studies and the research instrument was administered directly to the respondents by the researchers and completed and returned on the spot to ensure 100% return rate

Method of Data Analysis

The obtained data from sampled institutions were summarized and analyzed using tables and based on the formulated hypotheses. The validity of the formulated null hypotheses were tested and established using response frequencies (of positive and negative) to determine whether there are significant differences between them. Statistical description of the sample was done using percentages and t-test analysis of significant differences in responses categories. The formulated null hypotheses rejected or upheld at the 0.05 level of significance to answer question on the perspective and objectives on students assessment and general application of continuous assessment.

The responses were weighted 5,4,3,2and 1 for strongly agree, agree, undecided , disagree and strongly disagree respectively for positive statements and the reverse for negative statement. The means of the response were calculated and used to answer the two research hypotheses. Any item that is 3.0 below it is negative. The two hypotheses were tested using the t-test statistics.

Area of the Study/Population

The research area is the South-South Geo-Political Zone. The area consist of six states namely: Cross River, Akwa Ibom, Bayelsa, Rivers, Edo and Delta. The population of the study is Social Studies Lecturers in public Colleges of Education in these states. The sample was drawn randomly from each College of Education for the study. Generalization(s) was made based on the results of sample studied.

Sample and sampling procedure

The sample consisted of 30 social studies lecturers drawn randomly from six colleges of education in the constituent states of the south-south –geopolitical zone of Nigeria. Each state college of education, social studies education department had five(s) lecturers in the sample in each social studies department of the institution five questionnaires were distributed and these number,. All were completed and returned which implied 100% percent returned. The detailed information of this is contained in table II

Table 1

Statistical description of the sample states, Colleges and their location

States	No of colleges	Location	Lecturers	Gender	
				Male	Female
Cross River	1	Rural	5	2	3
Akwa Ibom	1	Rural	5	3	2
Rivers	1	Urban	5	2	3
Bayelse	1	Rural	5	4	1
Edo	1	Urban	5	3	2
Delta	1	Urban	5	3	2
6	6	Urban=3 Rural= 3	30	17	13

Instrumentation

Copies of the questionnaires were distributed by the researchers, usually with the help of the head of department(HODs) . the researcher also interviewed the HODs to cross –check the facts given by the lecturers and to find out some information relevant to the study. The questionnaire were designed to answer questions on the perspectives objectives on students assessment and the general application of continuous assessment

Research hypotheses

The following research hypotheses formulated in a null form will guide the investigation and facilitated the analysis of obtained data.

- (i) There is no significant difference between male and female in Social Studies lecturers understanding of the new Continuous Assessment evaluation strategy and effective implementation of the programme.
- (ii) There is no significant difference college location of social studies lecturers and their competence in implementing quality continuous assessment.

Results

Table 2

Mean score of social studies lecturers perception and understanding of quality continuous assessment practice

S/N	Item description	SD	A	D	SD	\bar{X}	Remark
1.	Most social studies lecturers do not know how to use some of the instruments for data collection	18	12	-	-	5.0	Positive
2.	Most of the lecturers do not know the rationale for subjecting the students to equality continuous assessment	21	7	2	-	4.8	Positive
3.	Most lecturers are not able to reconcile the minimum standard in different institutions due o different understanding of the instruments	20	6	3	1	4.4	Positive
4.	There is no adequate equipment and tools for continuous assessment implementation in various institutions	28	2	-	-	5.0	Positive
5.	Institutions lack guided textual materials for quality continuous assessment practice for question confirms all answer	23	4	3	-	4.3	Negative
6.	The lecturers to students ratio in social studies is disproportionate	25	5	-	-	5.0	Positive
7.	Social studies lecturers find the continuous assessment techniques too tedious	22	5	2	1	4.5	Positive

In general, the responses of social studies lecturers to their understanding and perception of quality Continuous assessment is largely positive as depicted in the observed mean scores in most of the items description. This indicated the need and importance of quality Continuous assessment as the bedrock of effective teaching and learning of the subject. Significantly nine (9) out of the fifteen (15) items description indicated positive responses. This means that most of the social studies lecturers in the sampled colleges of education have positive perception and understanding of Continuous assessment practice. They feel that it is the most effective way of engendering neabgful learning and better students performance' it influences the students study habits and lecturers evaluation strategies as its captures the cognitive, affective and psycho-motor behaviours of the learners.

Table two above revealed that all the items receive positive response for the social studies lecturers hence they agree that the identified basic requirements are important for the effective implementation of quality continuous assessment in social studies education.

Table 3

Social studies lecturers perceived competencies on social studies teaching and continuous assessment implementation

S/N	Factor	Item	Statement	\bar{X}	SD	remark
1.	Uses of good judgment in handling continuous assessment	1	Lecturer shows interest in the use of social studies continuous assessment Lecturers flexible and fair in teaching with students in relation to continuous assessment	2.01	0.64	Poor

		2		1.97	0.69	poor
2.	Knowledge of subject matter to facilitation of continuous assessment	3	Lecturers knows the subject matter content well and understand continuous assessment Is proficient in subject constantly improves his knowledge of subject matter through research and continuous assessment practice	3.61	0.82	Good
		4		1.69	0.70	fair
3.	Tolerance and good tempered to matter friendly continuous assessment climate	5	Lecturers is tolerant of students impute on continuous assessment process Provides opportunities for students contribution to the nature of the continuous assessment	2.60	0.58	Fair
		6.		1.95	0.73	poor
4.	Instructional delivery approach for quality continuous assessment	7	Presents subject matter appropriately and gives test of appropriate interval Communicates understandable and effectively	2.44	0.71	Fair
		8		1.82		Poor
5.	Good disposition in handling continuous assessment measures	9.	Motivates students to excel in the subject not easily crossed Gives assignment and test at regular interval	1.92	0.64	Poor
		10.		1.83	0.69	Poor
6.	Creativity in handling continuous assessment	11	Ability to develop or used continuous assessment principles. Manages and control the class during continuous assessment test mark test and assignments and provides	3.45	0.66	Good
		12		2.50	0.68	Fair
7.	Personality in ensuring quality continuous assessment	13		2.50	0.68	Fair
		14	Is fair to all students in the evaluation process of continuous assessment	2.41	0.55	Fair

Table 3 illustrates the result of social studies competency administrations in teaching task based on the submission over 50% of the items showed positives competences exhibited by social studies lecturers which form critical incidents of the teaching habit continuous assessment. However such characteristics as good judgment, god disposition, effective communication were below expectation as the are rated poor.

Presentation of results hypotheses by hypotheses

Hypothesis one

The hypothesis states that there is no significant difference between social students lecturers understanding of the new continuous assessment evaluation strategy and effective implementation of the programme.

Table 4

t-test statistic of significance difference between males and female social studies lecturers in their perceptions and understanding of the continuous assessment evaluation strategy and effective implementation of the programme.

Gender	\bar{X}	SD	Calculated -t	Critical -t
Male	85.5	14.14	0.33	1.96
Female	82.2	14.28		

Level of significance 0.05

Hypothesis 2

There is no significant difference in college location of social studies lecturers and their competence in implementing quality continuous assessment.

Table 5

t-test statistics of significance difference between social studies lecturers in on urban and rural locations and their competence in implementing quality continuous assessment.

Location	\bar{X}	SD	Calculated -t	Critical -t
Urban	82.2	18.76		
	86.0	11.0	2.50	1.96
Rural				

Level of significance 0.05

Discussion of findings

Doubtless enough from the findings of this study continuous assessment our colleges of education system at present has not acquired the expected status needed for the implementation of the genuine principles and philosophy inherent in the minimum standard for Nigeria certificate of education (NCE). Social students. A lot of challenges have been identified as militating against successful implementation of the programme. In this respect, the study revealed major challenges includes among others lack of knowledge by most lecturers about how to use some of the instruments for data collection, most of the social studies lecturers do not understand the rationale for quality continuous assessment, lack of adequate instruments for implementation of the programme at the relevant stratum of education.

In respect to the perceived and observed competences of social studies lecturers in the implementation of quality continuous assessment in colleges of education findings are presented in table 2. This findings was largely positive as depicted in the observed mean scores in most of the items description. They lecturers identified the need and importance of quality continuous assessment as the bedrock of effect and result oriented teaching and learning of the subject. This findings are in accord with the findings of Tandu, Mbia and Ogar (2017) in their study of the recurring constraints in the implementation of continuous assessment in upper basic education social studies classes that teachers should be quite knowledgeable about the practice of continuous assessment to be able to implement this important mode of social studies programme evaluation especially as they handle large number of students.

As for hypothesis I on table which shows t-test statistics of significant different between males and female social studies lecturers (gender influence) in their perception and understanding of the new continuous assessment evaluation strategy and effective implementation of the programme the result indicates that the calculated t- 0.33 is less than the critical t- 1.96 at 0.05 level of significance which means that the null hypothesis of no significance difference is rejected. This findings is in Tandem with Barker (2017) finding in his study of the influence of gender in job performance which revealed that the most significant gender difference and the perception and understanding of continuous assessment is that female social studies lecturers are less inclined to shoulder added professional burden of periodic instructional evaluation through continuous assessment practice than their male counterpart.

For hypothesis two of no significant difference between urban and rural locations of colleges of education and their social studies lecturers competence in implementing quality continuous assessment. The calculated t- test statistic of significant difference shows that the calculated t of 2.80 is greater than the critical t Of 1.96 at 0.05 level of significance. This findings implies that the null hypothesis of no significant difference is retained. This finding however contradicts the submission of salam (2016) who in his investigation of the pattern of ecological background or location of colleges of education in social studies lecturers teaching effectiveness held that environmental factors such as the rural and urban nature of the geographical area might affect the efficiently study and instructional habits of lecturers. He noted that colleges are not isolated and autonomous settings rather each institution is in constant interaction with the force of the environment it is located.

Conclusion

This study reveals that most social studies lecturers in colleges of education have positive understanding and perception of the quality continuous assessment practice. This positive perception and understanding influence their implementation of the programme in their institution. It also revealed no significant difference between male and female social studies lecturers in their perception and implementation of continuous assessment practice, but there is a significant difference between rural and urban social studies lecturers in the colleges in their perception, understanding, and implementation of quality continuous assessment as enshrined in the new minimum standard for social studies (NCE programme).

Recommendations

Based on the findings of the study, these recommendations are made:

1. Social studies lecturers should continue to deepen their knowledge and understanding of quality continuous assessment practice to be able to competently implement the programme.
2. Continuous assessment programme should be properly co-ordinated by social studies Head's of department for quality control and the achievement of the desired educational objectives among others.
3. The quality of lecturers teaching the subject social studies, is very important in planning and implementing the programme. Therefore, qualified and competent social studies lecturers should be engaged to teach the subject. Lecturers who are knowledgeable about the philosophy, the rationale, and instruments to successfully implement the programme. Lecturers as agents of change are especially the people responsible for the achievement of any new or innovative programme objectives in the educational system.
4. The teaching-learning environment in the college should be made more conducive for social studies lecturers to implement the programme. Good lecturer halls, sitting arrangements, ventilation, teaching aids etc. are to be made available in quantity and quality to ease the work of the lecturers.
5. There should be a clear continuous assessment timetable for classes and assignments to be administered and given to students to make them more serious with the learning task.
6. Social studies lecturers should not limit their assessments to only the cognitive domain of learning but should adopt a comprehensive approach by assessing all the domains – cognitive, affective, and psychomotor since social studies deals with the totality of main life in his environment.

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