

**IMPACT OF CONTINUOUS ASSESSMENT ON PUPILS' ACADEMIC
PERFORMANCE IN BUSITEMA SUB COUNTY IN BUSIA DISTRICT:
CASE; BUSITEMA AND SYAULE PRIMARY SCHOOLS**

BY

BWERI VINCENT

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DECLARATION

I, **BWERI VINCENT**, declare that this dissertation entitled '**Impact of Continuous Assessment on Pupils' Academic Performance in Primary Schools in Busitema Sub County, Busia District**' is my original work and that it has never been submitted to any University or institution for any award.

Signature..........

Date.....25/9/2024.....

NAME: BWERI VINCENT

APPROVAL

This is to certify that this research report entitled "Motivation and teacher performance in selected primary schools in Masaba subcounty, Busia District" has been written under my supervision and is now ready for submission for examination with my due approval as a university supervisor.

Signature  Date..... 30/09/2024

Wesswa Nandokha Charles

ii DEDICATION

This work is dedicated to my beloved wife, Mrs Bweri Beth, and my sons and daughters for their endurance and the care they missed up to the completion of the course.

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LIST OF ABBREVIATIONS

AEDA: Association for Education Development in Africa

BOT: Beginning of Term

CA: Continuous Assessment

CASs: Continuous Assessment Strategies

NCDC: National Curriculum Development Centre

SPSS: Statistical Package for Social Sciences

WAEC: West Africa Examination Council

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ABSTRACT

The overall objective of the study was to establish the impact of continuous assessment of pupils on academic performance in primary schools in Busitema Sub County. The objectives of the study were: to find out the continuous assessment strategies used by teachers in primary schools in Busitema Sub County; to find out the teachers' perception of whether pupils exposed to various continuous assessment strategies perform better in the final examination than their counterparts; and, to find out the impact of continuous assessment strategies used by teachers on pupils'

academic performance in primary schools in Busitema Sub County. The study used crosssectional research design. A sample size of two hundred respondents was used and respondents were selected using simple random and purposive sampling techniques. Questionnaires, interviews and documentary review were used in data collection. Data was presented using frequency tables, graphs and pie charts. The study revealed that a variety of continuous assessment strategies were being used in primary schools. Written tests, take-home assignment, were the most, examinations and take-home commonly used. Findings indicated that in the selected primary schools in Busitema Sub County, written tests were done on weekly basis and

half-term. Take-home assignments were done on daily and weekly basis and examination were done termly. In addition, recap exercises were being used weekly, daily and monthly. Continuous assessment was found to affect pupils' academic performance in primary schools in Busitema Sub County. It was noted that assignments and exercises have a positive relationship with pupils' academic performance.

Furthermore, the study showed that increase in the use of continuous assessment such as assignment and exercises lead to an improvement in pupils'

academic performance. The study showed that continuous assessment strategies were found to have a positive relationship to pupils' performance in the final examinations. The study recommended that good application of continuous assessment using different strategies would help in moving towards accomplishing learning objectives and restoring greater confidence in the class and school systems.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covers the background of the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study and operational definition of terms.

1.1 Background of the study

Globally, developed countries such as UK and the USA have shifted towards centrally prescribed curricula which provide for inclusion of pupils with difficulties or disabilities. In terms of teacher assessment, for example, in England, the Qualifications and Curriculum Authority (2006) directs teachers to use appropriate assessment approaches. These allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means that are familiar to the pupils and for which they have been adequately prepared. The Authority has provided a framework that enables teachers to recognise attainments below Level 1 of the National Curriculum (*Lewis, 2011*).

In a study involving primary schools in England and France, for example, *Raveaud (2004)* found that in classrooms where all children did the same work, some children found themselves failing repeatedly from a very early age. In England, the researcher found that differentiation had reduced the actual occurrence of errors pupils made. Furthermore, in England, not only are teaching and learning experiences designed to take into account and be appropriate for a wide range of pupil ability, aptitude and preferred learning styles. The assessment system also provides for a range of ability, aptitude and learning styles (*Lewis, 2011; Booth and Ainscow, 2012*).

In Ghana, there is a centrally prescribed curriculum for basic schools (primary and junior secondary), there are no special provisions for children with special needs, particularly those who record lower attainments in classrooms. In terms of assessment, the continuous assessment programme does not make any provision for assessing and recording the progress of pupils who do not perform very well (*Avoke, 2015*). Teachers use the same approach for assessing all pupils to assess lower attainers' progress in

learning. The use of the same approach to assess all pupils causes those who record lower attainments to continually perform poorly at school.

Kellaghan and Greaney (2011) stated that during the 1980s and 1990s, among the many countries that engaged in examination reform were Uganda (1983), Kenya (1985), Zimbabwe (1990), Tanzania (1994) and Nigeria (2004). Following the World Bank (1988) Policy Paper, 'Education in Sub-Saharan Africa', which recommended renewed commitment to academic standards principally through strengthening examination systems (World Bank 1988), the first plenary meeting of the Donors to African Education (DAE) now called Association for Education Development in Africa (AEDA), reflecting the mood and development in many countries, addressed the need to improve education quality. This led to the establishment of the Working Group on School Examinations (WGSE) in recognition of the important role examinations could play in quality improvement (*Kellaghan & Greaney, 2011*).

In Nigeria, the new National Policy on Education in Nigeria has directed that continuous assessment should be used at all educational levels for the evaluation of student achievement/performance. This means that every teacher from primary school to university should understand and practice it. Before the implementation of continuous Assessment, the summative system of assessment was used where pupils were assessed at the end of the term without including any other form of assessment, and this form of assessment was used to evaluate pupils' achievement for placement and promotions to upper class. Mock examination was conducted prior to WAEC examinations. This result was often used to determine those students that qualify to write the final examination (WAEC) and also to secure provisional admission into higher institution before the release of WAEC result (*Ango, 2010*). *Carew* (2013) stated that irrespective of how well a pupil's performance is during his/her years of schooling, if his/her performance in the summative type of examination is not good, he/she is considered incapable of advancing further in education.

In Uganda, the Education Policy Review Commission (EPRC, 1989) was initiated to review the education system. The commission recommended seven years of primary education for the purpose of giving

adequate time for preparation to pupils for final examinations. The same commission emphasized the importance of both continuous assessment and final examinations (EPRC 1989). The *Jomtien* declaration (1990) in Thailand about Education for All (EFA) required defined targets for quality improvement and it specified a need to assess pupils' achievement (*Kellaghan & Greaney, 2011*). This is why the White Paper (1992) on the Education for National Integration and Development recommended that schools should maintain a cumulative record card on continuous internal assessment including class performance. Since then, teachers have continued to carry out continuous assessment in primary schools as often as possible and without waiting until the end of each term or year.

The education system of Uganda is examination-oriented and this has persisted since the 1960s up to date. All the teaching and learning is centred on passing final examinations. It is sometimes referred to as "teaching to the test" (*Linn & Miller, 2015*). This challenge is compounded even further by the fact that pupils' promotion or selection to another level is based on pupils' grades.

In Busitema Sub County, teachers and pupils equally do a lot to prepare for the final examination. According to *Kellaghan and Greaney (2011)*, that kind of assessment is subjective, informal, immediate, on-going, and intuitive as it interacts with learning as it occurs. For instance, teachers teaching primary seven are required to assess their students regularly using different assessment strategies so that learners could memorize the subject content taught to them during the final examinations. This is done so that pupils could perform highly in the final examinations. The downside of this approach is that pupils are encouraged to exercise rote memorization of facts and cramming of information rather than acquiring problem-solving skills.

The National Curriculum Development Centre (2004) introduced continuous assessment as one of the basic educational principles of teaching and learning in lower primary school. It is part of the ongoing education reform process in Uganda where teachers are required to use individual child progress card to keep track of children's competence and performance. This is vital in creating a reliable picture of the learners' strengths and weaknesses as specified in the syllabuses. The pupils' academic performance is

assessed by use of tests, assignments and examinations; and it is normal for pupils in primary school to perform well and others poorly, even after receiving the same services.

Assessment in thematic curriculum focuses more on what a learner can do than on what the learner knows or can remember. Assessment covers all competences ranging from oral, written to practical. Assessment indicators are shown at the end of each theme in thematic curriculum. Some the methods used to assess children in primary one include: direct observation, talking to individual children, oral and written questions, children's drawing and work they display, looking at children's exercise books, observing play and free activities, listening to children debates, group discussions, songs, games and acting.

Continuous assessment at middle and upper primary, that is primary four to primary seven; summative assessments is carried out in five subjects forming the following four papers, English Language, Mathematics, Integrated Science and Social Studies with Religious Education at the end of each term, year and primary cycle (*Kateeba, 2012*). Summative assessment aims at providing a picture of learner's progress at any given point in time, e.g. Primary Leaving Examination (PLE).

Continuous assessment is the use of different approaches and evaluation tools in the process of assessing the learners such as texts, questionnaires, rating scales, observation and anecdotal records to obtain information on the cognitive, affective and psychomotor domains of learning by children (*Adebowale&Alao, 2018*). Assessment in the cognitive is concerned with the process of knowledge and understanding. The affective domain is associated characteristics such as attitudes, motives, interests and other personality traits.

Assessment in the psychomotor domain involves assessing the learner's ability to use his or her hands such as hand writing, construction and projects (*Adebowale & Alao, 2018*). Teachers in Busitema Sub County focus their greatest attention on measuring head (cognitive) learning rather than the hand (affective) or psychomotor (heart), which is not the real essence of continuous assessment. Thus, continuous assessment becomes examination-centred.

Integrating continuous assessment in the Ugandan education curriculum is becoming a top priority encouraged at all levels of education, but it is challenging. Primary schools in Busitema Sub County have

focused on providing Continuous Assessment to pupils as one of the ways to improve academic performance. It has become a challenge to some schools. The parents are unable to meet the costs of Continuous Assessment test and buying other requirements needed by a pupil to qualify for Continuous Assessment test.

1.2 Statement of the Problem

The urgent need to promote learning and improve pupils' academic performance in primary schools in Busitema Sub County entails a range of related but different developments in the education system. The resultant feature has been inconsistent performance of pupils in examinations nationwide and performance still varies from school to school. This undermines the future of many pupils that are in schools that persistently perform poorly (Ministry of Education and Sport Report, 2018).

Although there has been marked progress towards realizing Universal Primary Education (UPE), and increasing access to secondary in Uganda, the Government of Uganda faces various challenges in providing quality Education. This led the National Curriculum Development Centre to introduce the idea of continuous assessment as one of the ways to improve on academic performance. Continuous assessment is conducted in all schools as formative assessment to inform educators and learners about learners' progress in order to improve learning (Kateeba, 2012). The Education system in Uganda has traditionally emphasized passing examinations. This has promoted examination malpractice whereby learners are reading for the purposes of getting better grades, so they end up finding all possible ways to cheat exams given

as a form of continuous assessment. Some teachers in Busitema Sub County due to pleasure given by their head teachers and Inspector of Schools who often go around schools to check the assessment grades of pupils deliberately set simple continuous assessment test in order to record high percentage passes in their classes in order to convince the inspectors that they teaches so well that most of his pupils pass well.

Some teachers are also reluctant to conduct the continuous assessment as planned by the school.

Continuous assessment, if adhered to strictly, makes the teachers overworked and as a result some teachers record fabricated marks/grades to represent

grades of tests which in actual fact were not conducted. The above practices are most damaging to the main purpose of the continuous assessment. Therefore, this research was intended to establish the effect of continuous assessment on pupils' academic performance in primary schools in Busitema Sub County.

1.3 Objectives of the Study

1.3.1 General Objective

The overall objective of the study was to establish the impact of continuous assessment strategies used by teachers on pupils' academic performance in primary schools in Busitema Sub County.

1.3.2 Specific Objectives

- i. To find out the continuous assessment strategies used by teachers in primary schools in Busitema Sub County;
- ii. To find out the teachers' perception of whether pupils exposed to various continuous assessment strategies perform better in the final examination than their counterparts;
- iii. To find out the impact of continuous assessments strategies used by teachers on pupils' academic performance in primary schools in Busitema Sub County.

1.4 Research Questions

- i. What are the continuous assessment strategies used by teachers in primary schools of Busitema Sub County?
- ii. What are the teachers' perceptions of whether pupils exposed to various continuous assessment strategies perform better in the final examination than their counterparts?
- iii. What is the impact of continuous assessments strategies used by teachers on pupils' academic performance in primary schools in Busitema Sub County?

1.5 Scope of the Study

1.5.1 Content Scope

The study was limited to the impact of continuous assessment on pupils' academic performance in primary schools in Busitema Sub County.

1.5.2 Geographical Scope

This study was conducted in primary schools of Busitema Sub County because it was found out that some primary schools performed better in Primary Leaving Examinations than others yet they do the same exams. So, the researcher wanted to investigate whether these schools had different continuous assessment strategies and how they affected pupils' performance.

1.5.3 Time Scope

The study gathered data for years ranging from 2010 to 2018 in order to obtain up to date, valid and dependable.

1.6 Significance of the Study

The findings of the study will be used by different education stakeholders such as the government, teachers and parents to look for solutions to overcome challenges of poor academic performance that are faced by the educational system.

The research will provide relevant knowledge and information to the Inspectorate Department about the performance of pupils in schools that result from classroom practice. Teachers will be informed of the alternative continuous assessment strategies that could be used to enhance pupils' performance.

The study findings will help primary teachers, policy makers and educationists to decide on the effectiveness of the continuous assessment process. Furthermore, it is hoped that the results of this study will make an enormous contribution to the existing literature in the area of continuous assessment.

1.7 Operational Definitions of Key Terms

Academic performance: Is an outcome of education -- the extent to which pupils, teachers have achieved their educational goals. It as well means students' academic achievement/ scores in secondary schools.

Continuous assessment: Involves the use of classroom exercises, tests and home work/project to gather numerical marks which are added to the end-of-term and year examination to serve as student records.

Continuous: Is happening or existing for a period of time without interruption.

Curriculum design: This refers to the structure of what students and teachers are supposed to do at school in order to acquire skills and knowledge that may contribute to academic performance.

Education facilities: These refer to the operational management processes that transform a given quality of inputs into required outputs.

Education: This is the process of imparting knowledge and skills to people in a society.

Pupil: A person who is studying at primary school or someone who is studying in order to enter a particular performance.

1.8 Conceptual framework

A conceptual framework is structured from a set of ideas that help the researcher to properly identify the problem he/she is looking at, formulate questions and find suitable literature (Onen and Oso, 2009).

Figure 1.1: Summary of the Conceptual Framework

Source: Adopted from Abonyi, Okereke and Omebe (2015) and modified by the researcher, 2019

The researcher developed the following conceptual framework within which to understand issues regarding continuous assessment and pupils' academic performance in primary schools. Figure

- Assignments
- Exercises
- Teacher made tests
- Homework
- Students' Grades/ Results

Extraneous Variables

- Teacher qualification
- Teaching facilities
- School environment

Continuous Assessment

Strategies

Academic Performance 1.1 shows the conceptual framework of the study. The conceptual framework clearly indicates that continuous assessment strategies being used by the teachers such as assignments, exercises, homework, tests and end-of-term exams are likely to improve pupils' grades in Primary Leaving Examinations.

Continuous assessment is also used to provide teachers with feedback about pupils' performance and achievement. In Uganda, excellence in the national external examination has also become the top priority of teachers and school administrators. Therefore, teachers have had to rely on continuous assessment in order to monitor their pupils' academic progress and performance. This is in line with Kateeba (2012) who in the National Curriculum Development Centre (NCDC) Primary Curriculum Implementation Guidelines and Assessment Specifications said that the purpose of continuous assessment helps in making decisions about what to teach, how to teach and what learning materials and activities should be included which are important in improving academic performance.

There are also extraneous factors that may influence the relationship between continuous assessment strategies being used and pupils' performance in primary schools such as teachers' qualifications, available teaching facilities, and school environment.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The review of literature is critical in any research work. This is because it enables the researcher to study different theories related to the identified topic and gain clarity of the research topic. It also enables the researcher to know the kind of additional data needed in the study. The literature review begins with the theoretical literature review then the empirical framework is presented.

2.1 Continuous Assessment Strategies used by Teachers

Abonyi, Okereke and Omebe (2015) defined continuous assessment as a method of assessment in which the teacher periodically or intermittently ascertains what the learner has gained in terms of knowledge, thinking, reasoning, character learning activities using various instruments like tests, assignments, projects, observation, interviews and questionnaires. Continuous assessment demands that the teacher takes into consideration information obtained from all sources about the child. It is usually well focused by being closely related to what was actually taught. In fact, the feedback mechanism that forms part of it ensures that educational goals are attained. Continuous assessment is the use of different approaches and evaluation tools in the process of assessing the learners such as texts, questionnaire, rating scales, observation and anecdotal records to obtain information on the cognitive, affective and psychomotor domains of learning by children (*Adebowale & Alao, 2018*). Assessment in the cognitive is concerned with the process of knowledge and understanding. The affective domain is associated characteristics such as attitudes, motives, interests and other personality traits. Assessment in the psychomotor domain involves assessing the learner's ability to use his or her hands, e.g. hand writing, construction and projects. *Dyson and Hick (2015)* state that continuous assessment involves the use of classroom exercises, tests and home work/projects to gather numerical marks which are added to the end-of-term and year examination to serve as pupils' records. Additionally, in implementation of continuous assessment, *Quansah (2015)* found that current continuous assessment system involves class tests and class exercises. Furthermore, *Omoifo (2012)* states that 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.

Christiana (2015) is of the opinion that the key requirements for successful formative assessment include the use of quality assessment tools and the subsequent use of the information derived from these assessments to improve teaching and learning instructions. *Ajogbeje* (2013) emphasis that the utilization of formative testing in the teaching-learning process involve breaking up the subject matter content or course into smaller hierarchical units for instruction; specifying objectives for each formative test; offering a group-based remediation in areas where students are deficient before moving to another unit and then administration of summative test on completion of all units. *Ojugo* (2013) stated that the breaking up of subject or course into small units makes for adequate preparation for the test by the students. Moreover, such frequent tests enable the student to get more involved and committed to the teaching-learning process, thereby enhancing their performance.

In primary schools, assessment of pupils’ learning in the classroom has been an integral component of the teaching-learning process because there is much effort by the teacher to teach a lot of content to pupils. However, to *Kellaghan and Greany* (2011), that kind of assessment is subjective, informal, immediate, ongoing, 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 exams, this is not true in Uganda. Teachers and pupils put their focus on final examinations called Primary Leaving Examinations (PLE). This is because PLE results are an important determinant of future opportunities for secondary education. Since teachers’ assessment of pupils’ learning in the classroom plays a central role in the learning process of all pupils, it merits our serious attention.

In Zambia, the continuous assessment scheme has the formative classroom-based assessment whose primary objective is not to rely on formal marking of pupils' work, but to concentrate more on providing useful feedback and opportunities for discussion between pupils and teachers on progress and understanding of the overall aims of teaching. Since assessment for learning embodies many of the principles of formative assessment, it is hoped that through the use of the teacher-based, classroom-based informal assessment, the continuous assessment will actively create conditions for enhancing the quality of teaching and learning as an inherent component of the daily round of classroom life (*Hargreaves, 2011*).

2.2 Perception of Teachers on Continuous Assessment Strategies used in Primary Schools

Crick (2016) suggests that a person's perceptions of the causes of success and failure are of central importance in the development of motivation for learning. Causes have three dimensions.

The first is *locus*, whether causes are perceived to originate from within the person or externally.

The second is stability, whether the causes are perceived to be constant or to vary over time.

The third has to do with controllability, whether the individual perceives that she or he can influence the causes of success or failure.

According to *Harlen and Crick (2017)* and *Harlen (2016)*, ability and effort are two frequently used causes of success or failure at a learning task. Both are internal to the learner, but perceptions of their stability and controllability vary among learners and teachers. Learners who attribute success to ability, which they perceive as stable and uncontrollable, are likely to respond negatively to summative assessment. Concomitantly, learners who attribute success to effort, and who perceive ability to be changeable and controllable are likely to deal with failure constructively, and to persevere with learning tasks.

In the USA, *Brookhart and DeVoge (2015)* studied teachers and a third-grade pupils' perception of assessment 'events' taking place in the course of regular classroom work. Four different classroom assessment events were selected in each class in consultation with the teachers. They used different methods to investigate pupils' perceptions of their ability to do the task, their effort, and their attainments.

Pupils' self-efficacy judgements about their abilities to do particular classroom assessments were based on previous experiences with similar kinds of classroom assessments. Results of previous spelling tests, for example, were offered as evidence of how pupils expected to do in the current spelling test. Pupils used judgemental feedback from previous work as an indication of how much effort they needed to invest. However, Brookhart and DeVoge (2016) noted that pupils who are sure that they will succeed in the work may put effort into it, which depends on their goal orientation -- that is, whether they have learning or performance goals. Those who see goals as performance may apply effort, if this is how they will be judged, in order to gain approval. Formative feedback is crucial to further learning; judgemental feedback might influence future learning through pupils' use of it as evidence of their capability to succeed at a particular kind of assessment. In addition, teachers' explicit instructions and how they present and treat classroom assessment events affect the way pupils approach the tasks. Furthermore, research indicates that pupil with learning goals show more evidence of superior learning strategies, have a higher sense of competence as learners, show greater interest in school work and have more positive attitude to school than do pupils with performance or attainment goals (*Harlen and Crick, 2017*).

Teachers who fail to engage pupils assume that their job is to put knowledge into children's heads (*Cruikshank and Sheffield, 2010*). They also assume that the proof of this transmission of knowledge is a high score on standardized tests. *Kamii* (2005) suggests that the focus of teachers should be on children's thinking rather than on their ability to write correct answers.

Bezuk et al. (2011) contend that in a constructivist setting the teacher is responsible for establishing a learning environment that sparks children's interest in subjects. This can only be achieved if the teacher is able to provide learners with appropriate materials, activities and support. However, for teachers to be able to provide relevant activities and materials, they must understand the learning needs of their students by carrying out a form of assessment. With this approach learning is the responsibility of both the learner and the teacher. In addition, children learn to be autonomous in terms of information search and how they interact with materials.

Brooks and Brooks (2009) contend that our perceptions and knowledge are continuously shaped by social factors. Apart from constructing knowledge individually, people construct knowledge socially. Through interaction with the environment, individuals continue to construct new knowledge. The knowledge and perceptions that individuals possess are as a result of sociological forces including the influence of ideologies, religion, human interests and group dynamics (Phillips, 2010). The classroom environment, therefore, becomes very critical.

Earlier in this section, it was stated that children are inquisitive by nature, but schools are one of the first places where children are asked to be passive and quiet (*Cruiksshank and Sheffield, 2010*). They are encouraged to listen, observe, and repeat what the teacher has demonstrated to them. In most schools, students are viewed as a bunch of learners and not individuals (*Cruiksshank and Sheffield, 2010*). This kind of approach creates learning problems, more especially in mathematics because the individual needs of the learners are never addressed.

2.3 Impact of Continuous Assessment Strategies on Academic Performance

According to *Onuka (2012)*, there is a need to use a variety of instruments to effectively measure the students' traits and their results are used to assist the students to improve themselves. In addition, *Lewin (2011)* recorded that, over the years, various attempts have been made in many countries to improve the quality of examinations through the continuous assessment provisions. For example, in Tanzania, the National Examination Council for Tanzania (NECTA) in the late 1970s established continuous assessment programmes to monitor academic progress in the whole education cycle from lower classes to higher classes.

Ezeudu (2013) quotes *Shintofo et al. (2011)* that in Nigeria, continuous assessment was used in geography and out of the 30 geography teachers interviewed, 28 per cent of them used oral test, 100 per cent used written test while 97 per cent used assignments and 100 per cent also used examinations as their mode of assessment.

Like in Tanzania and Nigeria, continuous assessment is being practiced in many Ugandan primary schools. It is not uncommon for teachers to carry out day-to-day testing of learners. In many schools,

regular testing takes place on weekly, fortnightly, monthly, mid-termly, termly and yearly basis. This is further evidenced with what *Etienne* (2012) noted in Mauritius that, only for purely organizational reasons, some teachers might be brought to do continuous assessment during the beginning of first term. This is similar to Uganda's Beginning of Term (BOT) tests in some primary schools. Besides testing, assignments and recap exercises are other forms of continuous assessment strategies sometimes used in primary schools.

According to *Farrant* (2011), continuous assessment is being used increasingly as a strategy to prepare pupils for terminal examinations. For instance, the results obtained from continuous assessment can be used to identify the pupils' 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 pupils 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). This implies that helping pupils acquire the needed knowledge and skills would require changes in the public examination system and assessment techniques at the schools and classroom levels.

In Nepal, continuous assessment is used in the promotion process or as an indicator of school quality (*Carnoy*, 2013). Continuous assessment is also used to provide teachers with feedback about pupils' performance and achievement. In Uganda, excellence in the national external examination has also become the top priority of teachers and school administrators. Therefore, teachers have had to rely on continuous assessment in order to monitor their pupils' academic progress and performance. This is what *Webb and Brairs* (2010) argued that assessment must be an interaction between the teachers and the pupil, with teachers continually seeking to understand what a pupil can do and how a pupil is able to do it and then using this information to guide instruction. However, despite the central role of continuous assessment in enhancing the teaching-learning process, we do not know a great deal about how teachers continuously assess their pupils in primary schools in Busitema Sub County.

Etienne (2012) contended that the protest against final examinations by pupils in France in May 1968 was the perfect opportunity for students to point at the unfair and risky final assessment in their schools. They made it clear that such examinations merely represented the performance of the moment and not the efforts made throughout the year. Pupils insisted on the risk that even the best-prepared pupils could have a problem on the day of the examination and came out in favour of continuous assessment in order to reduce the risks though some difficulties are likely to occur during implementation of the recap exercises. *Ogunnyi* (2014) noted that continuous assessment is cumulative in that any decision made at any time about any student takes cognizance of the previous decision made about him. Continuous assessment also provides the student with maximum opportunities to learn and to demonstrate from time to time the knowledge, the skills and the attitudes that they have during the teaching learning process. However, in secondary schools of Masaka district, it cannot be over emphasized that the measurement of these domains, using continuous assessment, makes it a good tool for improving learning objectives and outcomes. This is so because in their research, *Kallegan* and *Greany* (2011) noted a deficiency in the practice of continuous assessment in Africa. This therefore may account for the variance in performance among schools and students in particular in ‘A’ level secondary schools in Masaka. Since there is a need to improve students’ performance in our education system as a whole, the need exists to establish what continuous assessments are being used by teachers in secondary schools. The need also exists to investigate whether there is any relationship between continuous assessment strategies being used in secondary schools and students’ performance in the final examination. Finally, the need exists to find out the teachers’ perceptions on whether students exposed to numerous continuous assessment strategies perform better than their counterparts.

Continuous assessment helps a teacher in making decisions about what to teach, how to teach and what learning materials to be used. This is in line with *Kateeba* (2012) who, in the National Curriculum Development Centre (NCDC) Primary curriculum implementation Guidelines and assessment specifications said that the purpose of continuous assessment helps in making decisions about what to teach, how to teach and what learning materials and activities should be included. The actual practice of

continuous assessment by teachers of Busitema Sub-County where: weekly or monthly tests, exercise, individual, group assignment and end-of-term examination were the most commonly used assessment methods at the end of each unit. But according to Linn and Miller (2015), paper and pencil tests are not the only assessment technique to assess the full range of students' information about learning. There is a need also to assess the psychomotor and affective domain of learner's development. Kakinda (2014) states that learners at all levels in Uganda are taught for many years seven for primary, four for O-Level and two in A- levels and yet they are examined for only a few days. This means that their academic competence is measured by what they are able to write in those few examination days. Teachers take a lot of time training students to pass examinations so that their schools can be ranked among the best in the country. But this comes at a cost of failing to develop students' other abilities like practical skills in different areas, life skills, talents and moral values.

Furthermore, *Ahukanna, Onu and Ukah* (2015) noted that students are assessed with a view of finding out the extent of their knowledge, understanding and skills they have learned. Pupils learn that the teacher values their achievements and that their assessment outcomes have an impact on the instruction that they receive. One- to -one communication between the teacher and the pupil can motivate pupils to continue attending school and to work hard to achieve higher levels of mastery. In continuous assessment, teachers assess the curriculum as implemented in the classroom. It also allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their pupils.

In addition, continuous assessments provide information on achievement of particular levels of skills, understanding, and knowledge rather than achievement of certain marks or scores. Thus, continuous assessment enables pupils to monitor their achievement of grade-level goals and to visualize their progress towards those goals before it is too late to achieve them (*Riasat, Najma, & Anwar, 2013*).

Ahukanna (2016) states that the knowledge of the students' weakness and strengths serve as a feedback to the teacher on where extra work needs to be done and where there has been misrepresentation, which needs to be corrected. Pupils receive feedback from teachers based on performance that allows them to

focus on topics they have not yet mastered. This also helps teachers and head teachers to benchmark best practices. Assessment also helps the teacher to provide a continuous record of the student's physical, social and personal qualities and serve as a monitoring device in giving feedback to the students about the effectiveness of his or her learning. The results of the study concur with the findings of *Alausa* (2014), who said that the successful outcome of assessment depends on careful keeping of accurate records and giving feedback for each student independently and so instructors should be trained on how to keep records and provide feedback.

Liebler (2013) examines the use of frequent testing on students' performance in a quantitatively demanding subject in a US university. The sample comprised 70 students. The use of five-minute quiz is based on a single problem and only one multiple choice question based on that problem.

The quizzes weighed 20-25% of the course grade. The assigned problem is solved along with other homework problems before the quiz is offered to the students each week. The key objective of using this form of formative assessment is to encourage students to come to the class prepared and learn as much as possible from each class session. The quizzes are aimed to serve both purposes of learning and achievement from a subject. The study reports students who are self motivated to learn performed better than students who are not so motivated to learn the subject material.

Continuous assessment encourages the teachers to implement the designed instruction objectives as well as to diagnose the strengths and weaknesses of the individual children and to apply corrective actions when lack of progress is observed (*Ogunnyi*, 2014).

In addition, *Ahukanna*, (2016) calls assessment a discovering point, which needs hammering, and repetition. Questions which were poorly done in the previous test should be repeated, but differently. Continuous assessment helps a teacher to obtain a true picture of the child's ability that would be obtained from a single assessment. In addition, Continuous Assessment places teachers at the centre of all performance assessment activities given to the learners and, being the most extensive means of assessment, has sustained influence on teaching and learning and improves the quality of students' learning achievements. According to *Alausa* (2014), the various dimensions of learning activities of the

learners should be assessed by various methods. The understanding is that the variety of assessment strengthens the quality of education and fulfills the weaknesses of each assessment technique.

However, *Kabambwe* (2016) states that there are challenges in the implementation of continuous assessment which limits good academic performance such as lack of infrastructure, large class size, inadequate clear manuals and guidelines on how to implement continuous assessment and insufficient time allocation for the course. The findings also revealed that teachers' inadequate knowledge and skills in administration of tests, homework, examinations, oral and practical activities are also some of the challenges hindering the administration of continuous assessment.

Furthermore, *Harlen* (2014) states that there are no systems to control its implementation among the teachers. Pupils do not clearly understand the basic concepts of continuous assessment, which leads some to cheat from others to score good marks on written test and also on group and individual assignment; and hence, it is difficult for teachers to know the learners' difficulty.

Some teachers have negative attitude towards the implementation of continuous assessment due to lack of training, support and encouragements from school management on its implementation, thus, teachers have not been interested to implement as intended. The results of the present study showed that many teachers interpreted continuous assessment as giving a series of paper and pencil tests to learners without intervention on their difficulty. The motives and objectives behind the implementation of continuous assessment were not even clear to most teachers and learners, resulting to continuous assessment being carelessly handled and randomly implemented. This was due to lack of adequate training on the part of instructors and students, shortage of resources and no system to control.

Graume and *Naidoo* (2014) also noted that up to high school level, the assessment of students is done through terminal, half-yearly and annual examinations at the schools. *Carnoy* (2013) contends that when continuous assessment tools are applied over a period of time, they give an indication of whether improvement is taking place or not. Furthermore, *Ogunnyi* (2009) noted that continuous assessment is cumulative in that any decision made at any time about any student takes cognizance of the previous decision made about the student. *Ogunnyi* (2009) further states that continuous assessment also provides

the pupils with maximum opportunities to learn and to demonstrate from time to time the knowledge, the skills and the attitudes that they have during the teaching-learning process. However, in primary schools of Busitema Sub County, it cannot be over-emphasized that the measurement of these domains, using continuous assessment, makes it a good tool for improving learning objectives and outcomes. Since there is a need to improve pupils' performance in our education system as a whole, the need exists to establish what continuous assessment strategies are being used by teachers in primary schools. The need also exists to investigate whether there is any relationship between continuous assessment strategies being used in primary schools and pupils' performance in the final examination. Finally, the need exists to find out the teachers' perceptions on whether pupils exposed to numerous continuous assessment strategies perform better than their counterparts.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the overall approach and description of the research methods that were employed to ease the success of this study. It has the following sub-headings: research design, population of the study; the sample size and the sampling techniques, data collection instruments, research procedure, validity and reliability of the research instruments, data analysis, ethical considerations and limitation of the study.

3.1 Research Design

Kothari (2004) defines research design as an arrangement of conditions for collection and analysis of data that aims at combining relevance to the research purpose with economy procedure. The researcher adopted a cross-sectional survey design. A cross-sectional research design is type of design that helps one to collect data from a large number of cases at a particular point in time (*Sekaran, 2009*). Cross-sectional design was used because it was appropriate for collecting data from a sample of respondents at one point in time and it allowed the collection of both quantitative and qualitative data as open-ended questions were included in the research tools (*Creswell, 2009*). Quantitative and qualitative approaches were used to support the research design. Qualitative approach was of particular importance to this research because of its ability to penetrate into the different expressions and experiences of respondents to the subject matter. The quantitative approach was used to establish the magnitude of the problems using statistical data and evidence (*Amin, 2005*).

3.2 Study Population

Bertram and Christiansen (2013) define study population as the total number of people, groups, or organizations that could be included in a study. In other words, the study population is a group of people, institutions or organizations from which data can be collected. The study population was used in order to determine the eligibility of individuals for a study and also acted as a basis for applying the research results to other relevant populations. The study population for primary schools was eight. However, the researcher considered only two schools because they were manageable in terms of data collection. The

population of the study from the selected primary schools was 273 and it comprised pupils from primary seven and primary six, teachers and head teachers from Busitema Primary school and Syaule Primary School Primary School. Head teachers were considered because they were school administrators who determined what continuous assessment strategies would be used by teachers. Teachers were selected because they taught and executed testing and examination of pupils. Pupils were also selected because they were the beneficiaries of continuous assessment strategies being used by the teachers in their schools and it was also the pupils that sat for the final examinations.

3.3 Sample size

A sample size is a set of respondents selected from the target population for purposes of a survey (*Kombo & Tromp, 2006*).

Two primary schools in Busitema Sub County were purposively selected. These schools in the sample had comparable teaching facilities, teaching staff and school environment. The researcher used a sample size of 488 respondents that was drawn from the population of 1,041 of the two selected schools. The sample size was determined using *Israel Glenn's* Formula $n = \frac{Z^2 pq}{e^2}$ developed in 2012 where n is the sample size being investigated, N is 1,041 which is the study population while e^2 is the level of precision which is 0.05.

$$n_0 = \frac{z^2 pq}{e^2}$$

Table 3.1: Distribution of Sample Respondents

School	Category	Population	Sample size	Total sample size
Busitema Primary School	Government aided	556	273	273
Syaule Primary School	Government aided	485	215	215

Busitema Primary school

	Males	Females	Total
Head teacher	1	0	1
Teachers	5	2	7
Pupils	125	148	273
Total	131	150	281

Syaule Primary School

	Males	Females	Total
Head teacher	1	0	1
Teachers	3	2	5
Pupils	80	135	215
Total	84	137	221

Source: Records from the selected schools

3.4 Sampling Techniques

3.4.1 Purposive Sampling

Purposive sampling is a non-probability sampling technique where respondents are selected based on the characteristics of the population and objectives of the study (Kotler, 2013). In each of the participating schools, a head teacher and 7 or 5 teachers were purposively selected to participate in the study, making a total of two head teachers and 10 teachers. Purposive sampling was used because the researcher wanted to obtain specific and reliable data from them on continuous assessment and pupils' academic performance in primary schools in Busitema Sub County. Teachers were selected because they were the implementers of continuous assessment strategies while head teachers were the school decision makers on which continuous assessment strategies would be used in their schools.

3.4.2 Simple Random Sampling

In carrying out simple random sampling I visited the two primary schools and requested for primary seven pupils' registers. Using pupils' names, I picked 1/3 of the pupils from each school as indicated in Table 3.1. This technique was used because it would give each of the subjects an equal chance of being selected, thereby ensuring a high degree of representativeness. This sampling technique was used because it gave a sample that was not biased.

3.5 Data Type and Sources

Kothari (2010) recommend that before a researcher decides on the data collection methods, he or she should bear in mind both secondary and primary data. The researcher collected data from both secondary and primary sources using a mixed methodology for triangulation purposes during the various phases of the study (Patton, 2002). Secondary data was collected from textbooks, journals, government reports, academic performance reports, unpublished theses and the internet. Secondary data was gathered from existing literature on continuous assessment and academic performance of pupils in primary schools. Secondary data was also collected through documentary reviews in order to establish the existing level of knowledge on continuous assessment and academic performance in primary schools in Busitema Sub County. Documentary reviews help to substantiate primary data with other sources of information in order for the researcher to gain insight in the area of study and beef up discussion (Patton, 2002). Primary data was generated from field findings and the main primary data collection instruments employed by the researcher were interview guide and questionnaires. The researcher also used the interview guide through oral verbal interactions with purposively selected head teachers in a structured way to minimize on time wastage. Structured interviews require lesser skill, are more economical and provide room for inference. Since interviews allow flexibility, it enabled the researcher to adjust the interview to meet the diverse situations in the field. Interviews allowed explanations of meanings to the questions to eliminate ambiguity and provided an opportunity for the respondents and the researcher to correct any misunderstanding, and in-depth information search through further investigation of the responses that served the purpose of triangulation. Collection of data was also done through questionnaires. The

researcher prepared questionnaires containing several questions concerning the objectives of the study and gave them to the respondents who wrote down the answers in the spaces provided in the questionnaire itself, which made it more economical and convenient (Amin, 2005).

3.6 Data Collection Instruments

The main data collection instruments in this study were structured interview guide, questionnaires and documentary review guide. The researcher used these three types of instruments for purposes of triangulation and they were developed on the basis of the study objectives and the conceptual framework. Researchers (*Mugenda & Mugenda, 2003; Tashakkori & Teddlie, 2003; Bryman, 2006*) recommend the use of multiple instruments to provide a wealth of data that meets the objectives of the study and enhance the extent to which the study findings can be trusted and generalizations made from them.

3.6.1 Questionnaires

A questionnaire is a carefully designed form consisting of interrelated questions or statements prepared by the researcher about the research problem under investigation, based on the objectives of the study (Amin, 2005). It is a research tool that gathers data over a large sample of respondents. Questionnaires were used because they catered for confidentiality, collection of a lot of data in a short time with a large number of respondents who were geographically apart.

Questionnaires did not call for close supervision; they were cheap and allowed respondents to fill them at a time convenient to them (Kothari, 2010). The questionnaires were preferred because they were easy to administer and helped to collect data from a large number of respondents.

3.6.2 Interview Guide

An interview guide is a set of questions that a researcher asks when interviewing respondents in order to obtain data required to meet the objectives of the study. It helped the researcher to understand the perceptions of the respondents better because it was a social encounter which catered for respondents who were more willing to talk than write as they preferred to remain anonymous (*Orodho, 2009*). The interview guide contained open-ended questions which compelled the respondents to give more unrestricted responses since open-ended questions are perceived as less threatening. The interview guide

helped the researcher to collect data from head teachers in a short time since they were normally busy and could not have had the time to fill the questionnaire. Interviews provided an opportunity for exploration and clarity of issues to enrich the content scope and establish new insights on continuous assessment and academic performance of pupils in Busitema Sub County.

3.6.3 Documentary Review Guide

Some data was reviewed from written documents such as District Education Officer's Annual Release Performance, books and other published sources. In searching for these documents, the researcher visited head teachers of the selected primary schools and requested them to provide documents with information about continuous assessment and academic performance. This was done using documentary review guide. The use of documents alongside other data collection instruments allowed comparisons to be made for validation and uniformity of results.

3.7 Data Collection Procedure

After successfully defending my research proposal and being permitted to proceed to the field, I obtained an introductory letter from the Directorate of Graduate Training. Permission to carry out the study from the selected schools was sought from head teachers. Consent to participate in the study was also sought from all the participants. Questionnaires were then printed and administered to teachers and pupils to provide data regarding the effect of continuous assessment on academic performance in primary schools in Busitema Sub County. Interviews were also conducted with head teachers who were purposively selected so as to obtain data for qualitative analysis. However, I first agreed with head teachers on their time of convenience so that interviews with them were conducted as agreed while I took notes. After data was collected, data from questionnaires were coded using Microsoft Excel and later analysed using Statistical Package for Social Sciences version 20.0.

263.8 Data Analysis

3.8.1 Quantitative Data Analysis

Data collected from the field was examined for its accuracy and completeness of information given. It was cleaned, sorted out and entered into the SPSS computer software Version 20.0, explored and

analysed. Descriptive statistics such as frequencies, percentages, mean square, and standard deviation were used to generate reports for discussion. Regression coefficient was employed to determine the magnitude of effect of continuous assessment on academic performance of pupils in primary schools. Frequencies and percentages were used because they easily communicate research findings to the majority of the readers. Frequencies easily showed the number of times a response occurred and the number of respondents in a given category while percentages were used to inform the comparison of the sub groups that differ in size and proportion. Frequencies and percentages were used because they easily communicate research findings to the majority of the readers. Frequencies easily showed the number of times a response occurred and the number of respondents in a given category, while percentages were used to inform the comparison of the sub groups that differ in size and proportion (Gay, 1992).

3.8.2 Qualitative Data Analysis

Qualitative data analysis was done through thematic content analysis as was recorded during face-to-face interview. I used a quick impressionist summary in analysing qualitative data. I summarized key findings by noting down the frequent responses of the respondents during the interview on various themes concerning the effect of continuous assessment on academic performance of pupils' in primary schools. This technique of qualitative data analysis was chosen because it saves time and it is not very expensive. Interviews were listened to attentively, in order to identify the emerging themes and through sorting, recording, reflection and interpretation of the meaning of data (Souza, 2009).

3.9 Ethical considerations

During the planning, collection and processing of data, the researcher followed a number of research guidelines to maintain ethical standards which included: seeking informed consent of the respondents and making it known that their participation was voluntary and they were free to withdraw from the study at any time or were free not to answer questions that they were uncomfortable with.

The researcher accorded due respect to the respondents' privacy and confidential treatment. The names of the participants and their schools were not identified and the respondents had to remain anonymous.

Approval and permission to conduct the study was sought and obtained from the Busitema University.

The researcher also sought and obtained permission from head teachers requesting them to allow the researcher to conduct the study.

The researcher was objective in conducting the research process in order to avoid bias; for example, by employing well-trained research assistants to collect the data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter gives detailed presentation, analysis and discussion based on the objectives of the study. The first section of this chapter deals with presentation of the demographic characteristics of the respondents in form of gender, education and experience in years of teachers and head teachers. The second section of this chapter deals with findings on the objectives of the study.

After sorting and coding, data was entered into a computer and data exploration was done using SPSS version 20. Descriptive statistics such as frequencies and percentages were used to generate reports for discussion. Correlation analysis was used to determine the effect of continuous assessment on academic performance of pupils in primary schools in Busitema Sub County. Regression analysis was employed to determine the magnitude of the effect of continuous assessment on academic performance of pupils in primary schools in Busitema Sub County.

4.1 Biographic Characteristics of Head teachers and Teachers

4.1.1 Gender Composition of the Respondents

The researcher asked the respondents to reveal their gender as presented in Figure 4.1.

Figure 4.1: Gender Composition of the Respondents

school	Males	Females	Total
Busitema Primary School	5	2	7
Syaule Primary School	3	2	5
Total	8	4	12

The respondents were asked to indicate their gender and it was revealed that the majority were males represented by 67% while the remaining 33% were females. This implies that more males were willing to

participate in the study than females. Given that usually female teachers serve as role models to students than male teachers, this might have an implication on pupils' academic performance.

4.1.2 Academic Qualification of the Respondents

The researcher asked the respondents to give their academic qualification and the responses were presented in Figure 4.2;

Figure 4.2 Showing Academic Qualifications

	Males	Females	Total
Bachelor's Degree Holders	2	1	3
Diploma Holders	2	0	2
Grade III Certificates	4	3	7
Total	8	4	12

On the academic qualifications, the respondents were asked about their highest academic qualifications to which the majority 58% indicated that they had Grade Three certificate, 17% had diplomas while the remaining 25% had degrees. The results indicated that all the respondents had the necessary qualifications to teach in primary schools. This is because the minimum requirement for teaching in primary schools in Uganda is Grade Three Teacher's Certificate.

4.1.3 Number of Years of Service in the Schools

Table 4.3 shows the number of years of service in selected primary schools.

Table 4.3: Number of Years of Service in the School

Number of years of service

Frequency	Number	Percentage(%)
0-2 years	4	33%
3-5 years	3	25%
5-8 years	2	17%
Over 8 years	3	25%
Total	12	100%

The analysis in table 4.1 indicates 25% of the respondents who had spent over 8 years in their schools, 25% of the respondents who had spent 3-5 years serving in their schools, 17% had spent 5-8 years while 33% had spent 0-2 years. This shows that all the teachers and headteachers had experience and knew how continuous assessment was being carried out in primary schools and how the assessment strategies would affect performance of pupils.

4.2 Continuous Assessment Strategies

Figure 4.4: Teachers and Headteachers Response on Continuous Assessment Strategies used

Mode of Assessment	Examinations	Written Tests	Home Assignment	Recap Exercises	Oral Tests	Total
Percentage(%)	25.0%	33.0%	17.0%	17.0%	8.0%	100.0%

From Figure 4.4, 25.0% of the respondents revealed that the mode of assessment they used was examination, followed by 33.0% who reported written tests, 17.0% of the respondents revealed take-home assignments, 17.0% of the teachers and head teachers reported recap exercises while 8.0% pointed out oral tests. The table shows that written tests, take-home assignments and examinations dominated the teachers' continuous assessment strategies. Oral tests were the least used strategy.

Findings regarding the frequency in use of continuous assessment strategies as gathered from head teachers and teachers are presented in Table 4.5;

Table 4.5: Teachers and Head teachers Response on frequency in the use of Continuous Assessment Strategies

Strategy	Written Tests		Take-home Assignments		Examinations		Oral Tests		Recap Exercises		Total
	Fre q	Percent(%)	Fre q	Percent(%)	Fre q	Percent(%)	Fre q	Percent(%)	Fre q	Percent(%)	
Very Often	2	17%	1	8%	1	8%	0	0%	2	17%	50 %
Often	2	17%	1	8%	2	17%	1	8%	0	0%	50 %
Not Often/Neveer	0	0%	0		0		0		0		
Freq.	4		2		3		1		2		
Percentage (%)	33										

From Table 4.5, 17.0% of the respondents very often used examination as a means of assessing pupils, 8.0% of the respondents very often used written tests, 8.0% noted that Take-home assignments were very often being used in assessing pupils, 17% reported that recap exercises were often being used while no percentage reported that oral tests were often being used.

The above findings concur with *Dyson and Hick, (2015)* who state that continuous assessment involves the use of classroom exercises, tests and homework/projects to gather numerical marks which are added to the end of term and year examination to serve as pupils' records. The aggregated continuous assessment is calculated as 30% and added to pupils' final examination marks for the purpose of grading.

Table 4.6: Teachers and Head teachers Responses on When they Used Different Continuous Assessment Strategies

Period	Daily		Weekly		Monthly		Half Term		Termly	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Oral Tests	12	100%	-	-	-	-	-	-	-	-
Written Tests	0		6	50%	6	50%	-	-	-	-
Take-home Assignments	8	67%	4	33%	-	-	-	-	-	-
Examination	-	-	-	-	-	-	-	-	12	100%
Recap Exercises	4	33%	8	67%	-	-	-	-	-	-

From Table 4.6, 50% of the respondents noted that written tests were done on weekly basis, while 50% respondents reported that written tests were done half termly, 67% respondents revealed that take home were done on daily basis, 33% revealed that take home assignments were done weekly and all the 100% respondents revealed that examination were done termly. In addition, 50.0% of the teachers and head teachers revealed that recap exercises were being used weekly, 33% indicated that they used recap exercises daily while 67% indicated that they used it weekly. The implication of the above findings was that written tests, take-home assignments and recap exercises were the most preferred continuous assessment strategies used by teachers in primary schools in Busitema Sub County.

In an interview with a head teacher, it was reported that, *“Teaching styles including teaching in contexts that might be personally meaningful to the pupils, class discussions, small group collaboration and valuing meaningful activity over correct answers enhance effective learning and academic performance among pupils in primary schools in Busitema Sub County”*.

Furthermore, a variety of teaching methods and techniques were arguably being used by teachers to make their lessons easy to understand. Different teaching methods assisted pupils to understand the content of the subject easily.

Figure 4.7: Pupils’ Response on Continuous Assessment Strategies used

Mode of Assessment	Examinations	Written Tests	Home Assignment	Recap Exercises	Oral Tests	Total
Percentage(%)	60.0%	10.0%	15.0%	5.0%	10.0%	100.0%

From Figure 4.7, 60.0% of the pupils revealed that the major kind of assessment their teachers used was examination, 10.0% of pupils reported that written tests were used to assess pupils, 15.0% reported that take home assignments were being used, 5.0% of the pupils would also be subjected to recap exercises, while 10.0% reported the use of oral tests. Pupils’ responses concurred with those of their teachers and head teachers mainly on the use of written tests, take-home assignments and examination. The three strategies were more used than the rest of the assessment strategies. Furthermore, recap exercises were not commonly being used by teachers according to pupils and in fact none of them responded about oral tests.

Findings regarding the frequency in use of continuous assessment strategies as gathered from pupils are presented in Table 4.8.

Table 4.8: Pupils’ Response on frequency in the use of Continuous Assessment Strategies by Teachers Continuous Assessment

Strategy	Written Tests		Take-home Assignments		Examinations		Oral Tests		Recap Exercises	
	Fre q	Percent(%)	Fre q	Percent(%)	Fre q	Percent(%)	Fre q	Percent(%)	Fre q	Percent(%)
Very Often	5	1%	40	8%	250	51%	35	7%	20	4%
Often	10	2%	33	7%	43	9%	14	3%	4	0.01%
Not Often/Never	34	7%	0		0		0		0	
Total	49	10%	73	15%	293	60%	49	10%	24	4.01%

From Table 4.8, 51% of the respondents replied very often used examination as a means of assessing pupils, 1% of the respondents replied very often used written tests while 8% noted that take-home assignments were very often used in assessing pupils. More still, 4% of pupils reported that recap exercises were often being used, 7% reported that oral test were often being used. The table indicates that oral tests were not commonly used by teachers, implying that pupils would not be given chance to think deeply and be creative and mental work was too little in the selected primary schools. This could probably be the cause of poor academic performance in some primary schools in Busitema Sub County.

Table 4.9: Pupils’ Responses on when Continuous Assessment Strategies were used

Period	Daily		Weekly		Monthly		Half Term		Termly	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Oral Tests	49	10%	-	-	-	-	-	-	-	-
Written Tests	0		30	6%	19	4%	-	-	-	-
Take-home Assignments	55	11.3%	18	4%	-	-	-	-	-	-
Examination	-	-	-	-	-	-	88	18%	205	42%
Recap Exercises	-	-	24	5%	-	-	-	-	-	-

From Table 4.9, 6% and 4% of the respondent noted that written tests were done weekly and monthly respectively, 11.3% and 4% respondents revealed that take home assignments were done on weekly and monthly basis respectively, 18% and 42% of the respondents revealed that examinations were done on half term and termly basis respectively. Furthermore, 5% of the pupils who participated in the study reported that recap exercises were being used on weekly basis to assess them, 10% of the pupils reported that oral tests were being done daily. The findings also concur with Graume and Naidoo (2014) who noted that up to high school level, the assessment of students was done through terminal, half yearly and annual examinations at the schools.

One head teacher in his own word stated that, *“In most primary schools in Busitema Sub County, written tests, examinations and assignments were conducted daily, weekly, monthly and at the end of the term to improve on pupils’ grades both in tests, examinations at schools and national exams”*.

Teachers and their pupils all agreed that continuous assessment strategies such as homework, tests and end-of-term examinations contributed to better performance although evidence shows that this improvement in performance was mainly among private schools compared to government schools. A female teacher from one of the selected schools argued that: *“Much as we assess all our using same tests,*

examinations, homework among others some of our pupils 'do not perform very well. We are trying our level best to encourage pupils but our effort is yielding very little success.'"

4.2.2 Impact of Continuous Assessment on Pupils' Academic Performance

The findings of the teachers and head teachers about the impact of continuous assessment on pupils' academic performance are presented in Table 4.6;

Table 4.10: Busitema Primary School Pupils' Results before and after Continuous Assessment

Busitema Primary School

Busitema Primary School

Before Continuous Assessment

(Beginning of Term One Results 2019)

DI	DII	DIII	DIV	DU	DX	Total
3	15	21	1	5	-	45

After Continuous

Assessment (Mock Results 2019)

DI	DII	DIII	DIV	DU	DX	Total
12	27	4	2	-	-	45

Findings from Table 4.10 indicate that before Busitema Primary School subjected its pupils to continuous assessment, the academic performance was low unlike after when this assessment was done. For instance, in the beginning of term one results 2019, in a class of 45 pupils, 3 were in division one, 15 were in division two, 21 pupils were in division three, 4 pupils were in division four while 5 pupils failed. This performance was attributed to the fact that pupils were not subjected to more continuous assessment strategies that would make them perform well in exams.

After subjecting pupils to continuous assessment, academic performance of pupils in Busitema Primary School School improved because pupils in division one increased from 3 to 12, pupils in division two

increased from 15 to 27, pupils in division three reduced from 21 pupils to 4 pupils while in division four the number of pupils increased from 1 to 2 pupils and no pupil failed. This is an indication that there was a great improvement in pupils' academic performance in Busitem Primary School. This implies that continuous assessment built the whole mind of pupils as they prepared for mock examinations. The findings also imply that continuous assessment helped to identify the weak pupils and amelioration was done to improve on performance. The findings are in agreement with Farrant (2011) who stated that continuous assessment is being used increasingly as a strategy to prepare pupils for terminal examinations. For instance, the results obtained from continuous assessment could be used to identify the pupils' weak areas so that teachers could give them special support in those areas.

Table 4.11: Syaule Primary School Pupils' Results before and after Continuous Assessment

Syaule Primary School

Syaule Primary School

Before Continuous Assessment

DI	DII	DIII	DIV	DU	DX	Total
0	3	11	5	14	-	33

(Beginning of Term One Results 2019)

After Continuous Assessment (Mock Results 2019)

DI	DII	DIII	DIV	DU	DX	Total
8	18	4	2	1	-	33

Table 4.11 indicates that Syaule Primary School which is a government aided school did not have pupils in division one and most pupils were in division three and many failed before students were subjected to continuous assessment. After subjecting pupils to continuous assessment, the school got eight pupils in division one, 18 pupils were in division two, 4 pupils were in division three while two were in division

four registering one failure. The findings imply that pupils in Syaule Primary School, which is a government aided school, underwent thorough continuous assessment like that of Busitema Primary school which is government aided school. So there was an improvement in academic performance of pupils. In other words, Busitema Primary school performed better than Syaule Primary School. The implication is that the more the continuous assessment strategies in a school, the better the academic performance of pupils and the less the continuous assessment the lower the academic performance.

In an interview with head teachers, it was reported that: *“The practice of continuous assessment made pupils concentrate on their studies, devoted most of their time on revising their books because they knew they were going to sit end of term examinations”*.

A head teacher of one of the selected primary schools attested that *“continuous assessment reduced the examination fears and increased their interaction with the teachers which would contribute to pupils’ better academic performance”*.

Another head teacher also asserted: *“You see, some pupils are day scholars which means, they commute from home. The challenge here is that when some pupils return to their homes with assignments, they rarely get the time to complete them due to domestic chores such as cooking, and fetching water”*. These domestic responsibilities are without any doubt, a main cause of poor performance among pupils who were day scholars.

The head teacher reported that, *“the way teachers present and treat classroom assessment events affect the way pupils approach the tasks”*. Furthermore, the head teacher asserted that *“pupil with learning goals show more evidence of superior learning strategies, have a higher sense of competence as learners, show greater interest in school work and have more positive attitude to school than do pupils with performance or attainment better grades”*.

A head teacher also reported that: *“Pupils learnt answering techniques and question approach methods through continuous assessment and got ready for the final exams which helped them to obtain better grades in examinations”*. She also asserted that *“through written tests pupils were informed of their main weak areas which helped them to devise ways of improving on their performance”*.

One of the head teachers noted that pupils were subjected to written tests which contained questions selected from various topics already learnt after a given period of time. Therefore, when pupils failed the questions, they could easily be forced to revise more. Other contributions that came true of the written tests were the increase in concentration, improvement in writing speed and handwriting, and reduction in examination fear. However, in some schools, especially government primary schools, written tests are neither shown to be reducing the fear of pupils for final examinations nor reinforcing pupils to read more. Therefore all schools need to embrace continuous assessment and they should do this daily, weekly, monthly and at the end of the term to increase academic performance of pupils.

The findings are in agreement with *Ogunnyi* (2009) who states that continuous assessment also provides the pupils with maximum opportunities to learn and to demonstrate from time to time the knowledge, the skills and the attitudes that they have during the teaching-learning process.

One head teacher reported that: *“Take-home assignment was the best strategy for helping pupils to learn than the questionanswer approach. These take-home assignments assisted them to develop a good revising habit”*. *“He further added that assignments enabled pupils to get exposed to a variety of questions more often and when given prompt feedback from teachers, pupils were able to learn the best ways of approaching questions and presenting their answers”*. Therefore, continuous assessment positively relates to pupils’ performance. Take-home assignment was found out not to help much with students the mastering content they were taught.

It was reported by a head teacher that: *“Group discussions was kind of continuous assessment which was considered a good practice especially for improving the performance of pupils and in monitoring their progress though they were not used teachers”*. *“The teacher contended that every aspect of performance of a pupil on a continuous assessment strategy is challenging to the teacher to seek ways of improving it”*. Therefore group discussions should be used in primary schools and teachers should always encourage pupils to form groups and they should be provided with textbooks and questions for discussion in an effort to improve academic performance.

The factors that affected continuous assessment in primary schools in Busitema Sub County were reported. Teachers reported that the large class sizes in most schools were major challenge.

Teachers indicated that the workload became higher as they were required to mark and keep records of the progress of all learners. It was also observed that despite the intensive in-service training and the availability of the guidelines encouraging teachers to practice continuous assessment. A good number of teachers in the pilot schools continued to practice continuous testing by administering assessment or tests at the end of the first month and the end of the second month. A good number of teachers failed to appreciate the need to administer assessments on an on-going basis such as weekly, fortnightly or after a topic.

One teacher reported that: *“Teachers complained that they had inadequate teaching and learning materials. The difficulty with learning materials mainly affected the availability of appropriate teaching and learning materials in new curriculum. It was clear that they needed a lot of support in form of learning materials to boost academic performance”*.

One head teacher asserted that: *“Teachers should be trained on how to conduct continuous assessment and should be encouraged to do it very often as this would increase pupils’ ability to grasp what has been taught. According to my seven years’ experience in this school continuous assessment improved academic performance of pupils not only in tests and end of term examinations but also in national examinations. It also encourages positive discussions and the development of right attitudes to knowledge and life in general”*.

The assertion by the head teacher above is supported by an interview result from another head teacher. He linked lack of learning resources to teachers’ failure to conduct continuous assessment and argued that they were the main cause of poor performance in national exams.

Specifically, he reasoned that: *“Our schools have inadequate education facilities such as mathematic, English and Integrated science textbooks. When I took over leadership three years ago, this problem was compounded by staff turnover. With this, you cannot expect good academic performance. Also, most of our pupils come from poor socio-economic family background and cannot afford buying their own*

learning resources and often perform poorly in national examinations”.

Additionally, it was reported by some teachers that instructional method, availability of resources and class size play a major role in determining the achievement by pupils. Furthermore, it was reported by teachers that teacher-pupil ratio was often considered as an important indicator of the quality of education. The basic assumption was that a low ratio meant small classes enabling teachers to pay more attention to individual pupils.

All the teachers who participated in this study reported that there was high pupil-to-teacher ratio and as such, some of them resorted to teacher-centred methods of instruction to ease their work.

For the classes with low enrolment, pupils reported that teaching was more effective because the teachers gave them enough attention.

It was also revealed by a head teacher that, *“For learning to take place effectively and for pupils to become successful, they should be ready and motivated to use the learning materials offered by their teachers”*. No learning will take place unless the pupil is willing and committed. No potential will be realized unless the pupil responds to a challenge. No matter how good the curriculum, how cognitively correct the teaching methods, unless the teacher is able to motivate his/her pupils to stimulate them about their teaching and make commitment in it, he/she will have given them little of lasting importance.

Table 4.9: Joint contribution of all variables on Pupils’ Academic Performance

ANOVA_a

Model

Sum of

Squares

Df

Mean

Square

F

Sig.

Regression 18929.995

30

6309.998

9449.285 .000^b

Residual

142.904

170

.668

Total

19072.899

200

a. Dependent Variable: Pupils Academic Performance

b. Predictors: (Constant), assignments, exercises, teacher made tests and homework.

Table 4.10: Regression coefficient

Variables Beta Std. Error t p-value

Assignment 2.10 0.39 5.42 0.000

Exercises 0.45 0.14 3.23 0.000

Teacher made tests 0.050.08 0.550.58

Homework 0.22 0.11 1.93 0.06 Based on the results Table 4.10, the coefficient associated with the assignment is 2.10 with a standard error of 0.39, the coefficient associated with exercises is 0.45 with a standard error of 0.14, the coefficient associated with teacher made tests is 0.05 with a standard error of 0.08, the coefficient associated with homework is 0.22 with a standard error of 0.11. Furthermore, only the coefficients associated with the regression variable assignment was statistically significant since its associated p-value was less than the level of significance ($p = 0.05$).

In addition, the associated p-value with variable exercise was 0.000 which is less than the level of significance (0.05). This indicates that exercises were also statistically significant. However, the coefficients associated with teacher-made tests and homework were found to be insignificant since their associated p-values were greater than the level of significance. That is, the p-value associated to teacher-made tests was found to be 0.58 which is greater than the level of significance (0.05); the p-value associated with homework was found to be 0.06 which is greater than the level of significance (0.05), hence the coefficients were both not statistically significant.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter presents the summary of findings, conclusions, recommendations and areas for further research.

5.1 Summary of Findings

The study revealed that a variety of continuous assessment strategies were being used in Busitema Primary primary schools. Written tests, take-home assignments were the most commonly used examinations and assignments. Findings indicated that in the selected primary schools in Busitema Sub County, written tests were done on weekly basis and half-termly. Take-home assignments were done on daily basis and weekly and examination were done termly. In addition, recap exercises were being used weekly, daily and monthly.

Teachers strongly agreed that continuous assessment strategies improved the teaching and the learning processes. The argument was that through frequent use of continuous assessment strategies, teachers realized the best ways of delivering their subject content so that students could easily learn and understand it. Teachers also argued that continuous assessment helped them to assess their own performance and the effectiveness of their teaching. Continuous assessment was found to affect pupils' academic performance in primary schools in Busitema Sub County. It was noted that assignments and exercises had a positive relationship with pupils' academic performance. Furthermore, the study showed that increase in the use of continuous assessment such as assignment and exercises led to an improvement in pupils' academic performance. Furthermore, it was noted that Busitema Primary school performed better than Syaule Primary School (government).

5.2 Conclusion

Based on the findings, the study established that there existed a significant positive relationship between continuous assessment (assignments and exercises) and pupils' academic performance in primary schools in Busitema Sub County.

The study established that when continuous assessment was used for diagnostic purposes, it improved the academic performance of pupils and enabled them to understand the contents of the subject better. At the same time, continuous assessment such as the use of written tests served as a basis for finding out the sources of difficulties on the contents of a subject. In this way, the teacher was able to give necessary remediation and corrective measure to improve the understanding of the pupils on the contents of the subject in order to improve their academic performance. This was because through continuous assessment strategies, teachers tended to realize their own weaknesses in teaching and those of their pupils and strived to ameliorate them.

5.3 Recommendations

Good application of continuous assessment using different strategies would help in moving towards accomplishing learning objectives and restoring greater confidence in the class and school systems.

The 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 primary schools. A uniform policy on this practice should be emphasized so that all schools benefit from it.

Given the complexity of classroom assessment and evidence relating to teachers' skills and practice in this area, there is an obvious need for the development of infrastructure to support the improvement of its quality. Therefore, regular training seminars/workshops should be constantly organized for teachers to update their knowledge of the process involved in the the implementation of continuous assessment to further boost the realization of learning objectives as room still exists for improvement.

School administrators should emphasize to teachers on regular basis that teaching should be carried out by providing regular formative assessment for regular diagnosis of pupils' learning difficulties on the contents of the subject, adequate feedback and remediation for learners to improve their academic performance.

5.4 Areas for Further Research

There is a need for research to be carried out in other sub-counties so as to compare and test how general the research findings of this study can be made.

There is a need to research about how teachers carry out continuous assessment strategies in various school cultures. This will also give a detailed picture of the adaptation of a strategy to various situations.

There is need to conduct research on the effects of pupils' attitude to continuous assessments and their effect on pupils' academic performance.

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APPENDICES

APPENDIX A

CONSENT FORM FOR TEACHERS AND HEAD TEACHERS

Title of Study: The impact of Continuous Assessment on Academic Performance in Primary Schools in Busitema Sub County, Busia District

Investigator: BWERI VINCENT **Dept:** Graduate Studies **Phone:** 0775025873

Purpose of Study

- The purpose of the study is study will be to establish the impact of continuous assessment strategies used by teachers on pupils' academic performance in primary schools in Busitema Sub County, Busia District.

Description of the Study Procedures

- If you agree to be in this study, you will be given a questionnaire to fill and provide responses

Risks/Discomforts of Being in this Study

- There are no reasonable foreseeable (or expected) risks. There may be unknown risks.

Benefits of Being in the Study

- The benefits of participation are that teachers will be informed of the alternative continuous assessment strategies that could be used to enhance pupils' performance.
- The findings of the study will be used by different education stakeholders such as the government, teachers and parents to look for solutions that would help to overcome challenges that face our educational system. Therefore, study findings and suggested solutions will be very useful to educational administrators, policy makers, decision makers, community, NGOs and any agencies dealing with education.

Confidentiality

- This study is anonymous. We will not be collecting or retaining any information about your identity.
- The records of this study will be kept strictly confidential. Research records will be kept in a locked file, and all electronic information will be coded and secured using a password protected file.

Right to Refuse or Withdraw

- The decision to participate in this study is entirely up to you. You may refuse to take part in the study *at any time* without affecting your relationship with the investigator of this study.
- Your decision will not result in any loss or benefits to which you are otherwise entitled.

You have the right not to answer any single question, as well as to withdraw completely from the interview at any point during the process; additionally, you have the right to request that the interviewer not use any of your interview material.

Right to Ask Questions and Report Concerns

- You have the right to ask questions about this research study and to have those questions answered by me before, during or after the research.
- If you have any problems or concerns that occur as a result of your participation, you can report them to the research on the number given above.

Consent

I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.

Participant's signature _____ Date: _____

A copy of this consent form should be given to you.

APPENDIX B: QUESTIONNAIRE FOR THE TEACHERS

Dear respondent;

My name is **BWERI VINCENT** a student of Busitema University carrying out a research study on the topic: **The impact of continuous assessment on pupils' academic performance in primary schools in Busitema Sub County, Busia District.** You have been selected to take part in this study. Please kindly respond to the questions and statements as frankly and truthfully as you can. Your cooperation and contribution towards this research will be very much appreciated.

All information given will strictly be kept confidential. (Do not write your name).

SECTION A; BACKGROUND INFORMATION OF THE RESPONDENTS

1. What is your gender?

Male/ Female

2. What is your highest qualification?

Diploma/ Degree

PG. Diploma

Masters

3. How long have you been a teacher in this school?

0-2 Years 3-5 Years

5-8 Years Over 8 Years

4. Mention the subjects you teach

SECTION B: CONTINUOUS ASSESSMENT STRATEGIES IN PRIMARY SCHOOLS

5. How do you consistently assess your students in class?

.....
.....
.....
.....

6. What is the **most** used strategy of continuous assessment in your classroom? (*Tick the box which applies*)

Tests Assignments

Other Specify.....

7. How often do you carry out the following as assessment? (*Tick the most Appropriate*)

Strategies

Very Often

Often

Not Often

Never

Oral Tests

Written Tests

Take-home Assignments

Recap Exercises

Questionnaires

Examination

8. When do you carry out the following strategies? (*Tick the most Appropriate*

Period

Oral

Tests

Written

test

Take-home

Assignments

Recap

Exercises

Questionnaire

Examination

Daily

Weekly

Monthly

Half term

Termly

SECTION C: IMPACT OF CONTINUOUS ASSESSMENT ON PUPILS' ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS

9. How does daily assessment impact on pupils' academic performance in final examinations?

(*Answer by putting a tick in the most appropriate box*)

Statements

Strongly

Agree

Agree Disagree Strongly

Disagree

1. CA builds the whole mind of pupils as they prepare for final examinations
2. CA improves teaching and learning process leading to improved performance.
3. CA helps to identify the weak pupils and amelioration can be done.
4. The pupils learn to revise from time to time which increases retention and memorization.
5. CA enables pupils to master the content as given by teachers.
6. Pupils who perform well in CA also perform better 57 in final examinations.
7. CA assessment arouses pupils' desire for attention and concentration while in class.
8. The more the pupils' go through CA, the more confident and ready they become for the final exams.
9. The gap between the teacher and pupils is closed as the teacher gets to know the students so well.
10. In your opinion, how do the following continuous assessment strategies contribute to pupils' academic performance in examinations?

a) Take-home Assignments.....
.....

b) Class room Exercises.
.....

c) Written Tests.
.....
.....

d) Classroom Oral Tests.....
.....
.....

APPENDIX C: QUESTIONNAIRE FOR PUPILS

Dear pupil,

Please kindly respond to the questions and statements as frankly and truthfully as you can. Your cooperation and contribution towards this research will be very much appreciated. All information given will strictly be kept confidential. (Do not write your name)

Section A; Introduction

- 1) What is your gender? Male Female
- 1) What is your current class?
- 2) What subject do you like most?
- 3) How many years have you spent in your class?

Section B; Continuous Assessment Strategies

Oral Test

Written Tests

Examinations

Assignments

Recap Exercises

- 5) What do your teachers use **most** to assess your achievement?

Tests Assignments

Exercises Others Specify.....

- 6) How often do your teachers carry out the following to check your progress? (

Strategies

Very Often

Often

Not Often

Never

Oral Test

Written Tests

Assignments

Recap Exercises

7) When do your teachers give you the following tasks? (Answer by *ticking the most appropriate box*).

Period

Oral Tests

Written Tests

Assignments

Recap Exercises

Daily

Weekly

Monthly

Half-term

Termly

Daily

Weekly

Section C; Continuous Assessment Strategies and pupils' performance in primary schools

8) Do daily tests, assignments, Exercises impact on your performance in the following ways?

(Answer by *ticking the most Appropriate or your choice*)

CA-Continuous Assessment

Items

Strongly

Agree

Agree

Disagree Strongly

Disagree

CA enables me to revise from time to time

The more I attempt CA, the more confident and ready I become for the final exam.

When teacher gives me quick feedback, I devise ways of improving.

CA improves my understanding than crammingwork.

I learn answering techniques and question approach methods through CA and get ready for the finals.

Continuous assessment helps me to master the notes.

CA arouses my desire to pay attention and concentrate in class.

CA assessment helps me to interact with the teachers mainly when doing corrections.

9) As a pupil how does continuous assessment contribute to your performance in final examinations?

.....
.....
.....

.....
.....

APPENDIX D: INTERVIEW GUIDE FOR HEADTEACHERS

- 1) Is there Continuous Assessment in your school?
- 2) What are some of the Continuous Assessment strategies used in your school?
- 3) How are they carried out?

What is your view on the contribution of Continuous Assessment to pupil’s academic performance?

- 5) What was your pupils’ academic performance before and after continuous assessment was conducted in your school.
- 6) What is the best Continuous Assessment strategy that you would recommend to teachers and why?
- 7) What suggestions would you make so that teachers can improve on the strategies of Continuous Assessment?