

**TEACHER BASED EVALUATION PROCESS AND LEARNERS' PROGRESS IN
PRIMARY SCHOOLS KIBUKU DISTRICT UGANDA**

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DECLARATION

This thesis report is my original work and has not been presented for a degree in any other university or for any other award.

Signature.....

Date.....

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APPROVAL

We confirm that the work reported in this thesis report carried out by the candidate under our supervision.

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DEDICATION

I dedicate this document to family and children

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I sincerely thank the almighty God who has enabled me doing this work, thanks go to my bosses and colleague at work for supporting me always to do this proposal, my sincere gratitude go to my supervisor Dr. Ganatusanga Haroon and all the University staff.

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ABSTRACT

The purpose of the study was to examine the influence of Teacher Based Evaluation Practices on learners progress in primary schools Kibuku District. The study was guided the following objectives namely; To analyze the school based examination supervision process on learner's progress in primary schools Kibuku District, To examine the school based setting of examination process on learner's progress in primary schools Kibuku District and To establish school based grading process of learners on learners progress in primary schools Kibuku District. The study used mixed methodology which consists of qualitative & quantitative data (Creswell 2014). This approach to research is used. This integration provides a better understanding of the research problem than either of each alone. Quantitative data included close ended information such as that found to measure attitudes like ratings, scales, behaviours, observation, checklists and performance instruments. The researcher used survey research design in the study. Design is a method of collecting information by interviewing or administering a questionnaire to sample of individuals. It also collects information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho, 2009). The target population for the study was 586 population in primary schools; composed of 45 school heads, 38 deputies 367 pupils and 136 teachers. The finding show that there was classroom control strategies such as control movements in the classroom, roll ^{calling} to ensure attendance, strictness on arrival in class and acquiring permission before leaving the classroom. However weakness was observed in providing copy of school rules and regulations, ensuring class activities were done, worse school uniforms or provided counseling by teachers to their Learners. From the findings, role modeling strategies were implemented through adequate preparation and delivery of lessons and meeting periodically with Learners. However teachers failed to lead by example in many areas like dressing smartly, attending lessons in time and respect of Learners by listening to their concerns. Therefore this strategy was weakly implemented in the schools by the teachers. It is recommended that more emphasis is placed on helping teachers to become role models to their Learners. The teachers should dress up neatly and by conduct and discipline show Learners by their living. Headteachers should help their teachers in understanding that Teacher Based Evaluation Practices is key for success and therefore set aside budget for trainings as well as facilitations for good practices.

CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

This chapter presents the background of study, historical perspective, Theoretical perspective, Conceptual perspective, Contextual perspective, Problem statement, Research objectives, Research questions, the significance of the study, Geographical scope, the content scope, and the time scope

1.1 Background of the study

As a part of the education process in primary schools, regular evaluations of learning outcomes are carried out more especially in the specific schools where they study. The evaluations are aimed mostly to gauge the pupils' level in terms of acquiring the knowledge and skills in the subjects and topics in accordance with the level and understanding of the individual learner in order to enable them progress from one class to another.

The evaluations are to form the basis for providing guidance to the individual learner and for the further planning and organization of the teaching as well as being a tool for assisting in keeping the parents informed of the pupils' progress while at school in order to make internal academic advancement of the individual learner (PaulT.2018).

(Stiggins, 2017) argue that, it's clear that, the regular evaluations of the learning outcomes must be in accordance with the level of the individual subjects as they are defined under the national curriculum in the country

As a part of the process of evaluating the learning outcomes, arrange of obligatory determinants that influence the process should be considered and this include testing, examinations settings and moderation, marking and coding of marks among others Ramani K.(2003),.

These are to be used in order to follow the individual student's acquisition of knowledge and skills so that the academic advancement can be planned to greater extent according to the individual student's strengths, weaknesses and potential

The evaluation process in primary schools is continuously adapted to the individual learner. If answers a question in correctly, In this way, it is assured that the tests provide a precise picture of each learners' academic level and therefore can advance to another level after the period of time (Paul T. 2018)..

Of recent the government of Uganda through the Ministry of education and sports came up with the new policy in primary education which recommends the learners progress depend on the time spent in the same level and also teacher individual learner evaluation during instruction which made such important evaluations abandoned on learner's progress especially in universal primary education in Uganda.

This study comes as a result of the challenges facing number of learners progress from different levels of education with excellent grades and fail to continue achieving an excellent grades in a another level, it will look at the determinants influencing the evaluation process on the progress of the universal primary schools in Kibuku district.

1.1.1 Historical perspective

Learners evaluation during instructions and after has been in place for so long and in many countries the progress of learners have been more depending in teacher based assessment, Smallwood (1935) in her study on the history of examinations in the U.S.A., in his dissertation on the history of examinations in Western Europe's universities, from the perspective of the anthropologist, treats critically the place testing has in modern American society, tracing its roots in witch trials and medieval education.

The history of assessment has to be assembled from information hidden in many different monographs, school histories, and studies on this or that aspect or period of assessment practice, to facilitate reflection on critical aspects of current assessment practice by tracing their possible roots in history. The search for may uncover some unsuspected facts, as for example the existence of an earlier continental analogue of the Mathematical Tripos, the 18th century Cambridge competitive examination.

The sheer age of some assessment traditions shows them to be relatively immune to changes in cultural environment. Indeed, the university as an institution is one of the oldest of the western

world, and university examinations are as old as the universities of Bologna and Paris. The concept of school organization informs (the graded school), and so the concept of learner assessment, is only two centuries younger. University examinations and the idea of the school form are obvious subjects for historical analysis. While examinations in the 13th century share characteristics with modern examinations, it is not to be assumed they had the same function and meaning to the actors involved as they have in the 20th.

The reverse case is just as interesting, the solutions of the past still being thought valid in current education even though the original problems have long since ceased to exist. It is quite conceivable that the in eradicable habit of ordering and ranking Learners is such a solution to a problem that no longer exists, or that it is no longer a legitimate solution to an original and still existing problem.

In this study assessment is to be understood in a generic sense, in contrast to the specific approach known as ‘educational measurement’ which shares its 19th century roots with those of psychological testing. The concept of learners evaluation will be intentionally be clearly defined, leaving it to the historical analysis to give it shape and content in the past because it would be misleading to attempt to define assessment on the basis of contemporary practice is illustrated by the fact that in the medieval university the disputation was prominent part of the examination, with no parallel or analogue in current examinations. We have to settle with ‘family resemblances’ to illuminate the concept of assessment in its historical and current manifestations.

Medieval education can be characterized as ‘teaching’ Learners to learn sacred and other texts by heart. To know something was to know it by heart (Riché, 1989, p.218). In the early Middle Ages the texts to be learned were religious texts, and learning took place mostly in monasteries and convents. There was an urgent motivation to learn the Holy Scripture and other religious texts, because doing so made it more likely after one’s death to be admitted to heaven. Not only the scarcity of manuscripts forced the monks to learn the scripts by heart; medieval manuscripts being difficult to read one had already to know the text by heart in order to be able to read it (Bolgar, 1954, p.111). Muslim manuscripts were ambiguous because they consisted only of consonants; therefore the Muslim student had to give proof by recitation that he ‘knew’ the text. Only then would his master authorize him to teach the text (Berkey,1992,p.29).

The medieval monk was confronted with double task: learning Latin grammar in order to be able to learn Latin texts. Meditation, consisting of the recitation of religious texts, was an important activity for the monk. Holy texts, of course, were written in Latin, so one had to study Latin grammar in order to learn to understand and to speak Latin. The study of grammar consisted in the learning by heart of famous grammars dating from the Roman Empire, or simpler textbooks used for beginners. These grammars were written in the style of questions-and-answers, which was a familiar style in antiquity, see in the Bible the questioning of Adam and Eve by the Lord. Memory could use some support, so many manuscripts had illustrations that served as mnemonics. The 'art of memory' (Yates, 1966) was practiced widely, the Jesuit Matteo Ricci even tried to convince the Chinese of its usefulness in preparation for their exams.

Assessment under these circumstances of necessity took the form of having Learners recite, answer the questions as posed in the grammar that was used, or question each other. The arts examinations at the medieval universities consisted mainly of very simple questions and answers (Lewry, 1982, p.116). Questioning and answering was the dominant didactic form in teaching and learning. Knowing the right answers to questions about religious texts was extremely important. Out of this kind of questioning grew the catechism, and in its wake the catechetical method.

The search types of assessment were still dominant in education as late as the 19th century (Foden, 1989, p. 12). Only in the second half of the 19th century did the American Colleges replace the recitation method by lectures or 'group discussions.' The recitation method was a combination of learning and examining, but in the American colonies the examining part was in fact non-existent: "The colonial college student was essentially ungraded and unexamined. (...) public oral examinations were gestures in public relations and therefore not designed to show up student deficiencies" (Rudolph, 1977, p.145). The first written examinations in Oxbridge in a sense followed the catechetical method, because no questions were put that allowed different interpretations: 'the way to achieve more accurate and certain means of evaluating a student's work was to narrow the range of likely disagreement and carefully define the area of knowledge Learners were expected to know'(Rothblatt,1974,p.292).

It is the experience of almost every living adult in developed countries that even today a substantial part of all questioning and assessment in education is recitation and giving the ‘right’ answers to known types of questions. Most standardized tests only count the proportion of ‘right’ answers. The difference between modern and medieval testing seems to be mainly that not the salvation of one's soul but that of one's career depends on producing the right answers. Irony apart, the question-and-answer paradigm deserves the critical looking after it is getting now from many different quarters.

Important principles of school assessment were developed by Joan Cele, rector of the Latin school of Zwolle, a Hanze town in the Low Countries, in the period ca.1375 to 1415 (Frederiks,1960; Codina Mir, 1968). Cele, a famous teacher, had to run a school with 800 to 1000. Learners in a town with only five thousand inhabitants. Many of these Learners came from Utrecht, Liège, Flanders, and the German countries. Cele solved the organizational problems posed by the sheer number of his Learners by imposing anew and strict division of the Learners in eight classes, as well as the curriculum in eight different forms. Cele hired two Parisian masters in the arts to teach philosophy in the highest two classes. However, most of the Learners were in the lower classes, learning Latin and its grammar. Still being confronted with classes of upto hundred Learners; Cele introduced a subdivision in group soften Learners called decrial. Each group had a leader who was responsible for learning and discipline; leadership was changed every week. Twice a year Cele held examinations for promotion to a higher form. In the lower forms the exam consisted of a recitation to check on the achievement of the task posed in that form; in the higher forms Cele also looked for the student's insight into the meaning and message of the Latin texts that were translated.

The medieval class contained pupils of different ages, who were yet in the same form for possibly quite different durations. Current school organization is certainly based on the ideas of Cele, but in the 18th and 19th centuries classes came to be constituted bureaucratically according to age and with affixed duration of stay, grade retention coming to be a consequence of The university of Paris in the middle ages was an organization of masters, in contrast to the university of Bologna that was an organization of its wealthy Learners. Most of the Parisian masters, however, were masters of arts, being at the same time Learners in one of the ‘superior’ faculties of law or theology. In the medieval university one first had to study grammar and philosophy in

the four-year arts curriculum, only 'masters of arts' being admitted to the 'superior' faculties of medicine, law or theology. Nobody could be a student in Paris without having a master, so the first thing the newly arrived student had to do was to seek himself a good master (Thorndike, 2011).

The level of this arts examination was surpassed by that of many schools, such as the schools of Brethren of the Common Life (Schwinges, 1986, To help Learners in the preparation for their exams there were, already in the 13th century, 'examination compendia' available (Lewry, 1982), the same kind of book with questions and answers and model-poems from the civil service examinations that was a selling success in China (Hu, 2012).

A major responsibility of the master was to nominate his Learners for examinations, but only if he deemed them ready. Examinations were public and formal events, failing candidate was an extremely rare event and even then the reason would be the moral behaviour of the candidate (Schwinges, 1992, p.235). The candidate was questioned on his knowledge of the prescribed books, he had to deliver a lecture on a text that was only hours before stated to him and he had to take part in a public disputation. The candidate had to give a proof of what the examination would qualify him to do to lecture.

The university examination was a new institution, having no model in the past, nor in any other country. Webber (1989, p.36) suggested that the sudden appearance of examinations was influenced by contacts with the Chinese. There are two problems with this hypothesis. At the time, just before Dzungar Khan established his realm, there were no direct contacts with the Chinese, and Marco Polo went on his journey to China when the examinations were already in place. More important is that the then existing Chinese examinations did not particularly resemble the new university examinations. Another possibility would be that the university examination was copied from practices in higher education in the Muslim world, but there the individual masters were strictly autonomous in licensing their disciples, leading Makdisi (1981) to the conclusion that the organizational forms of the Western universities and their examinations were real innovations.

The methods of lecturing and studying made it necessary to ‘hear’ the lecture series on a particular book more than once, before one had reasonably sure knowledge of the text and its commentaries. The regulations of the university stipulated the minimum number of times to hear the lecture series on every book in the examination, making repetition natural characteristic of education in the universities as well as in the schools, and contributing to the very long duration of studies.

Order of merit in the middle ages was based on one’s position in society. The right order was extremely important, even in sitting positions at daily lectures; rich Learners could buy. Modern examinations were formed in the critical period of the late 18th and early 19th century, this formation having much to do with the rise of modern states in Europe. In fact it was state influence that was the crucial factor in most countries, England being a special case because of the autonomous nascence of Oxbridge competitive examinations, and the U.S.A. not yet participating in this process of state formation.

The development of ‘modern’ examinations in England begins already in the first half of the 18th century with the institution of the Senate House examination at Cambridge, later to become the Mathematical Tripos (Gascoigne, 1984). The why and how of this development is unknown, but Rothblatt (1974) present many relevant facts and interesting speculations. Roach (1971,p.12) affirms the decisive role the English university examinations played as amodel for the civil service examinations that were established in the middle of the 19th century. The pervasive influence of the university examinations is described by Rothblatt (1982,p.15): “The Oxbridge model was followed in the schools, in military academies, in the system of local examinations and in the various branches of civil services, excepting the Department of Education and the Foreign Office .Different career phases became linked together by the same examinations (...).”

Present-day France knows the educational contest, the *concours*, for entrance to prestigious institutions and colleges; this tradition has its origin in a legate of Louis Legrand, who started a yearly contest between 10 Parisian colleges in 1747 (Palmer, 1985, p.24). In the later 18th century more examinations began to be used, and in a more stringent manner, for recruitment to technical institutions for the army(*EcoleduGénie*) and the government (*Ecoledes Pontset Chaussées*), after the revolution the *Ecole Polytechnique*, an institution that was much followed

after by other European countries. The whole point of the concours is that admission to a *grande école*, for example, will practically guarantee a prestigious job. In France it was the government that made examinations, for the first time in French history, decisive for many a state career; for this purpose it instituted examinations that didn't exist before in this form.

In Uganda the scenario is no longer waists only a question of honour to win the prize, now one's future career depended it. No wonder that competitive examinations now dominate the educational scene: assessment now served many other lords and interests besides those of transmission of cultural heritage. Assessment serves adidactic purposes, instead it dictated them in the form of the necessity of cramming for narrowly defined examinations. Rothblatt(1982)

From now on for most Learners only counted what would ultimately be tested. Because so much now depends on the outcome of examinations, the pressure is in the direction of kinds of questions that do not divide assessors, and on procedures of counting errors or assigning marks that give the impression of exactness. Assessors now stand on the side of state interests or of the professional association, no longer on the side of the student like the medieval master did. Merit assessment has its price: an objectifying distance between assessors and assessed.

This study comes to assess the effectiveness of teachers based examinations in primary schools since all learners know that the first day of school opening will be closed by assessment in the closing day.

1.1.2 Theoretical perspective

The study adopted (Ronnestad & Skovholt, 2013) model of school learner evaluation. In the most recent revision (2003), the model is comprised of six phases of development. The first four phases (The Lay Helper, The Beginning or training Phase, and The testing Phase) roughly correspond with the levels of development and material resources phase and the marking and grading. The remaining two phases (The Novice Professional Phase, The Experienced Professional Phase or the Senior Professional Phase) a reself-explanatory in terms of the relative occurrence of the phase in relation to the supervisee progress plan.

Traditionally, many countries have used an authoritarian, evaluation or control approach to learner. This model is based on the thinking that learners are unmotivated and need strong outside control to perform correctly. However, it has been shown that internal evaluation approach, where teachers and classroom work together to solve problems and progress well, delivers improved results for the primary and high school programs.

Successful teacher evaluation also knows to keep their individual department goals in line with company /school objectives. Teachers in functional areas like setting exams and marking on time can easily get wrapped up in the own objectives, especially when incentives are involved. However, the most effective teacher evaluation also stays on track of their primary schools' goals, giving standard tests, marking immediately the watchdog programs and grading the learners according to their performance in education institutions. These supervisors also oppress their workers as to why projects are being done and their employees are also working toward company/schools' goals.

Teachers' evaluation has been conducted as a way of maintaining and improving the quality education at school unlike external evaluation where only teachers can provide direct help and on going guidance to the learners on their preferences and needs.

In Kibuku district teacher based evaluation has become a crucial issue where some school Headteachers and teachers in primary schools depend only on external examinations and zonal papers which some of those teacher fail to make the correct marking guide whereby many pupils fail the mandhinder their normal progress from one class to another or one class to another. Such problems and many others have made the researcher to investigate into teacher based evaluation on learner's progress in the primary schools of Kibuku district.

1.1.3 Conceptual perspectives

Examinations refers to an assessment intended to measure a test-takers knowledge, skill, aptitude Quality education is the education which has looked at by all educations and agreed it is the best to be used at a certain time. Quality education provides the foundation for equity in society

Teacher based evaluation and preparation are fraught with questions about how learners should be evaluated and according to what standards, and in the U.S., as in other countries, these standards are grounded in particular political and historical contexts.

In 2002, the U.S. Department of Education asserted that “every child deserves highly qualified teachers under the law teacher must hold a bachelor’s degree, have full state certification, and demonstrate competency in the core academic subjects they teach”. Therefore, public school educators’ qualifications have historically been validated by the authority of the state (and sometimes city) in which they will practice, which certifies as teachers those who possess the knowledge and skills necessary to facilitate student learning.

More recently, however, the private sector has assumed a greater role in teacher education and certification via partnerships between the government and private entities. In broad terms, highly qualified teachers approach methodology and curricula deliberately in order to optimize student engagement and learning. Regardless of the subject matter, high-quality teaching is cognitively, intellectually and develop-mentally appropriate for every student involved.

It prepares Learners for the next level, whether that maybe the next unit in the curriculum or the next grade level, and it also challenges all Learners to achieve beyond their comfort zone. Effective teaching is culturally appropriate and is characterized by mutual respect as well as a good rapport between teachers and Learners who engage each other in the learning process

Efforts to delineate high-quality teaching and to professionalize teaching have resulted in the development of standards for teacher certification and licensure, alongside the problem of how to assess whether these standards for teachers have been met

Roth’s (2016) discussion of problems with paper-and-pencil test as measures of what teachers can do mentions the early shift to performance- based assessments, to better measure whether performance-based standards have been met, and to “evaluate more accurately what teachers actually do”

Roth cited several problems with the operationalization of performance assessments, noting the formidable nature of their design and implementation, and raised the question of who assesses candidates’ work, since faculty assessing their own candidates might have a conflict of interest. While many view standards and exams as strategies that will strengthen the professionalization of teaching that the private sector is playing such a significant role in addressing these particular problems raises concern among those who view the encroachment of the private sector as

ultimately deprofessionalizing educators qualified” teachers are hired after the enactment of the law. Highly qualified teachers possess a bachelor’s degree, state certification, and proof that they know the subjects they teach. Race to the top, in addition to mandating the Common Core State Standards, required states to implement teacher evaluation systems using the tests mandated school

Testing is one of a number of pedagogical tools available to the primary school teachers. Together with the results of that evaluation, which teachers also make use of, in the planning of the further programme of education in the country. The results are also used in guiding the individual learner and will additionally be beneficial in the progress of Learners from one class to another or even one level to another, also strengthening cooperation with parents. The parents are therefore informed in writing about the results of the tests at the end of the session (Stiggins, R. J.2018).

In Netherlands, A national evaluation portal was introduced to assist teachers in the work of evaluating the Learners’ learning outcomes. Teachers have access to a wide range of inspirational material for performing evaluations in the individual subjects, and examples of good evaluation practices and working with student plans are also included, this help them to track the progress of Learners from one level to another and keep them at the same standards (Stiggins, R. J. 2018)

Countries use arrange of techniques for the evaluation and assessment of Learners, teachers, schools and education systems. Many countries test samples and/or all Learners at key points, and sometimes follow Learners overtime. International assessments such as PISA provide additional information and useful external comparators. Some countries also use inspection services to evaluate teachers and/or schools and teacher evaluation is becoming more widely used Chemweile, P. (2016).

In Nigeria The common policy challenges that emerge concerning examination setting and management, governance of results and implementation of Learners progress are :ensuring articulations within the evaluation and assessment framework; developing competencies for evaluation and for using feedback; securing links with classroom practice; and overcoming the

challenges of implementation Student Assessment Several common policy challenges arise concerning student assessment: aligning educational standards and student assessment; balancing external assessments and teacher-based assessments in the assessment of learning and integrating student formative assessment in the evaluation and assessment framework. (AnthonySetl2002)

The major issue that is teachers fight is to see that assessment is implemented to individual Learners without the interference or that need of the parents and the influence of the guardians. If the assessments do not well match the curriculum and the standards, then results have little value in judging how well Learners are learning and in diagnosing school or student needs, and eventually the progress of Learners to another level become problematic to keep the same standard from the previous class.

Scholars such as (Hughes. 2008) suggested that it is important to develop teacher capacity in assessing against standards, provide detailed guidelines on marking assessments and strengthen moderation processes between teachers, Learners and schools.

This study mainly focused on Teacher based evaluation which is designed and/or marked by the Learners' own teachers. It is conducted internally in the classroom and counts towards a final grade or evaluation of the student. Teacher-based summative assessment may include different types of assessment such as teacher –made tests, classroom-embedded assignments, project work and portfolios

Typically, teacher-based evaluation is presented in the literature as having higher validity than external assessment. Due to its continuous nature, teacher-based assessment often allows for important achievements to be measured that could not be captured in a final examination, such as extended projects, practical assignments or oral work. However, teacher- based assessments are often perceived as unreliable. Test items and grading standards may vary widely between teachers and schools, so that the results of internal assessment will lack external confidence and cannot be compared across schools (Stiggins, R.J.2018).

In USA, Many policy makers have recently come to believe that this failure can be remedied by calculating the improvement in Learners' scores on standardized tests in mathematics and

reading, and then relying heavily on these calculations to evaluate, reward, and remove the teachers of these tested Learners (Anthony Setl 2002).

This study will examine the type of questions the internal setting and moderating of exams to make sure that such scenario should stop.

In primary schools there are different types of examination such as opener examination, Continuous Assessment Test (CAT), mid-term test, end of term test and end of year exam. Examination always helps the learners to be in the reading mood. (Stiggins, R. J.1987).

In Tanzania still the problem is the same many Primary schools fail to produce the quality of Learners that can answer external tests and examinations as they are doing to the internal or teacher centered examinations, there is a very big difference between the internal evaluation and external.

An indicator that there is a problem in the evaluation process focusing mainly how the examination are managed, marked and graded at the school level and therefore this study will come with the solution.

1.1.4 Contextual perspective

Teacher based evaluation is referred to the wide variety of skills, knowledge and techniques that staff in primary schools use to keep learners organized, orderly, focused, attentive, on task, and academically productive during class and outside classes and also produce quality work Urassa(2004).

Teacher based evaluation encourages open, two-way communication, and building team approaches that facilitate problem-solving guidance and material resources respectively. It focuses on monitoring performance towards goals, and using data for decision-making, and depends upon regular follow-up with staff to ensure that new tasks are being implemented correctly.

(Linda.2010) Argues that, Individual teacher rewards based on comparative student test results can also create disincentives for teacher collaboration, Better schools are collaborative institutions

where teachers work across classroom and grade-level boundaries toward the common goal of educating all children to their maximum potential. A school will be more effective if its teachers are more knowledgeable about all Learners and can coordinate efforts to meet Learners' needs.

According to the UWZO report 2012 many Learners progress from one level to another without being prepared academically for example in Uganda it was discovered that Learners graduate from primary level to primary and reach form one when they are still find difficulty in reading and writing and on confirming their results they confirm that they passed well, which makes the Learners evaluation process questionable.

When learners are evaluated internally well, it minimizes the behaviors that impede learning for both individual learners and groups, while maximizing the behaviors that facilitate quality learning. Generally speaking, effective teaching tend to display strong learners skills, while the hallmark of the in experienced or less supervision of teacher is a disorderly classroom with Learners who are not working or paying attention to the instructions given to their instructors (Harry K.(2016)..

In this study, teacher based evaluation seems not to be well conducted to cover all the primary school learner's but a little of it has been realized in some primary schools.

Learners seem not to be well evaluated as examinations determines the progress from one level to another or even one class to another since they do not follow the norms of school internal evaluation process as little is seen in attempting national examinations and also the needed standards of evaluation in the primary schools.

While there are good reasons for concern about the current Ugandan system of evaluation, which don't consider much teachers evaluation of Learners before the National exams, there are also good reasons to be concerned about claims that measuring learners achievements largely depend on test scores will lead to improved student progress. Ramani K.(2003),.

What is needed is clear Learners testing system to enable them progress academically without difficult, the scenario is many Learners perform well in the school exams and promise to excel at the National level, but the results come back different from the school results that the Learners used to score in the internal evaluations that are conducted by teachers (Stiggins, R.J.2018).

And this is the problem mainly in Koboko primary schools which makes this study more important because it examines the influence of teacher based evaluation on learners' progress in primary schools of Koboko District Uganda.

1.2 Statement of the problem

Teacher based evaluation is still a big question for Koboko primary schools, many learners in schools have failed to progress and also to achieve good results in schools and is the key element for proper learning and progress schools.

At the sometime parents remain confident about their Learners 'progress following the during the teacher based progressive results, at the end of the day results come from the national exams different from that of teacher based,

With a number of primary schools in Uganda, supervision from the District inspectors sometimes become scarce because most government officials depend on teacher based evaluation from schools, which sometimes face incompetence from those officers responsible for it therefore learners progress in such schools remain wanting as a result some teachers develop themselves in unwanted areas according to District Inspector of Schools' (D.I.S.) inspection report (2016), most primary schools have a challenge in teacher examination setting and managements as per the quality needs,

In Kibuku district teacher based evaluation seems to be difficult because of the setting and management of internal exams and setting in the needed standards which led the competences of learners to remain questionable to enable them progress smoothly from one class to another, such challenges and many others has made the researcher to investigate into teacher based evaluation on learners progress in the primary schools of Kibuku district.

1.3 Purpose of the Study

The purpose of the study was to examine the influence of Teacher Based Evaluation Practices on learners progress in primary schools Kibuku District. This study therefore underscored the need for examining and testing of pupils in the proper ways that enables them progress in their academic programs without difficulty especially in primary schools.

1.4 Objectives

- i) To analyze the school based examination supervision process on learner's progress in primary schools Kibuku District
- ii) To examine the school based setting of examination process on learner's progress in primary schools Kibuku District
- iii) To establish school based grading process of learners on learners progress in primary schools Kibuku District

1.5 Research Questions

- i. The study was guided by the following research questions?
- ii. What is the school based supervision processes on learner's progress in primary schools Kibuku District
- iii. What is the school based examination setting process on learner's progress in primary schools Kibuku District

1.6 Scope of the study

1.6.1 Content scope

This study aims to analyze the determinants of internal evaluation process on the learners progress in Primary schools and this will be done under examination setting moderation and grading of Learners under the teacher based systems in the aspects of proper supervision include Learners, staff participation, and decision making among others as it intends to explore the pupil's academic progress from class to class and also levels to levels,

1.6.2 Geographical scope

Kibuku District is one of the local governments under the Uganda government decentralization policy, located in the Eastern region of Uganda. We are the pearl of the pearl of Africa Kibuku district is bordered by Pallisa district to the North, Budaka district to the East, Butaleja district to the South and Namutumba to the West. The district headquarters are located in its chief town, Kibuku district started to operate in 2010 and it was curbed from Pallisa district

1.6.3 Time scope

For the study was three year ranging from 2018 to date. And the timeframe for data collection was from May 2022 to March 2023.

1.7 Justification/Rationale of the Study

Evaluation process on learner's academic progress in universal primary schools is carried out in all primary schools. This helps the teachers to know the weakness, strength and abilities of Learners as early. This help the learners to select the subject they fill they can be comfortable to learn and progress comfortably every classroom should have a well-educated, professional teacher. For that to happen, school systems should recruit, prepare, and retain teachers who are qualified to do the job. Once in the classroom, teachers should be evaluated on a regular basis in a fair and systematic way. Effective teachers should be retained, and those with remediable shortcomings should be guided and trained further.

1.8 Significance of the Study

The study will serve as informative testing document to those involved in provision of education on how testing affects the performance of the learners. The study will provide data that will be utilized by the government in developing policies related to testing Learners' progress and provoke the government to roll inter school testing to all primary schools in the whole country. The challenges will be used to improve the testing programme in primary schools.

Educational managers will benefit from this study in the way that they will put a very good evaluation system in their schools to enable learners progress well.

The study may also help the Uganda national examination board on improving on setting of tests and provide the proper ways of moderating and managing the exams and also decrease the examination malpractice.

It will also help the teacher service commission to improve their curriculum setting. The study will also help all the primary schools learners to understand the importance of testing. The study may also add to the body of knowledge on implementation of effective testing in learners' performance in primary schools Kibuku District.

1.9 Assumption of the Study

- i) All learners in primary schools Kibuku Districts it for teacher based testing.
- ii) All testing done in primary schools are supervised by teachers while done.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains the view of the related literature on the evaluation process and also the determinates of the process, student progress and research gaps,

2.1 Theoretical framework

The study adopted (Ronnestad & Skovholt, 2013) model of school learner evaluation. In the most recent revision (2003), the model is comprised of six phases of development. The first four phases (The Lay Helper, The Beginning or training Phase, and the testing Phase) roughly correspond with the levels of development and material resources phase and the marking and grading. The remaining two phases (The Novice Professional Phase, The Experienced Professional Phase or the Senior Professional Phase) are self-explanatory in terms of the relative occurrence of the phase in relation to the supervisee progress plan.

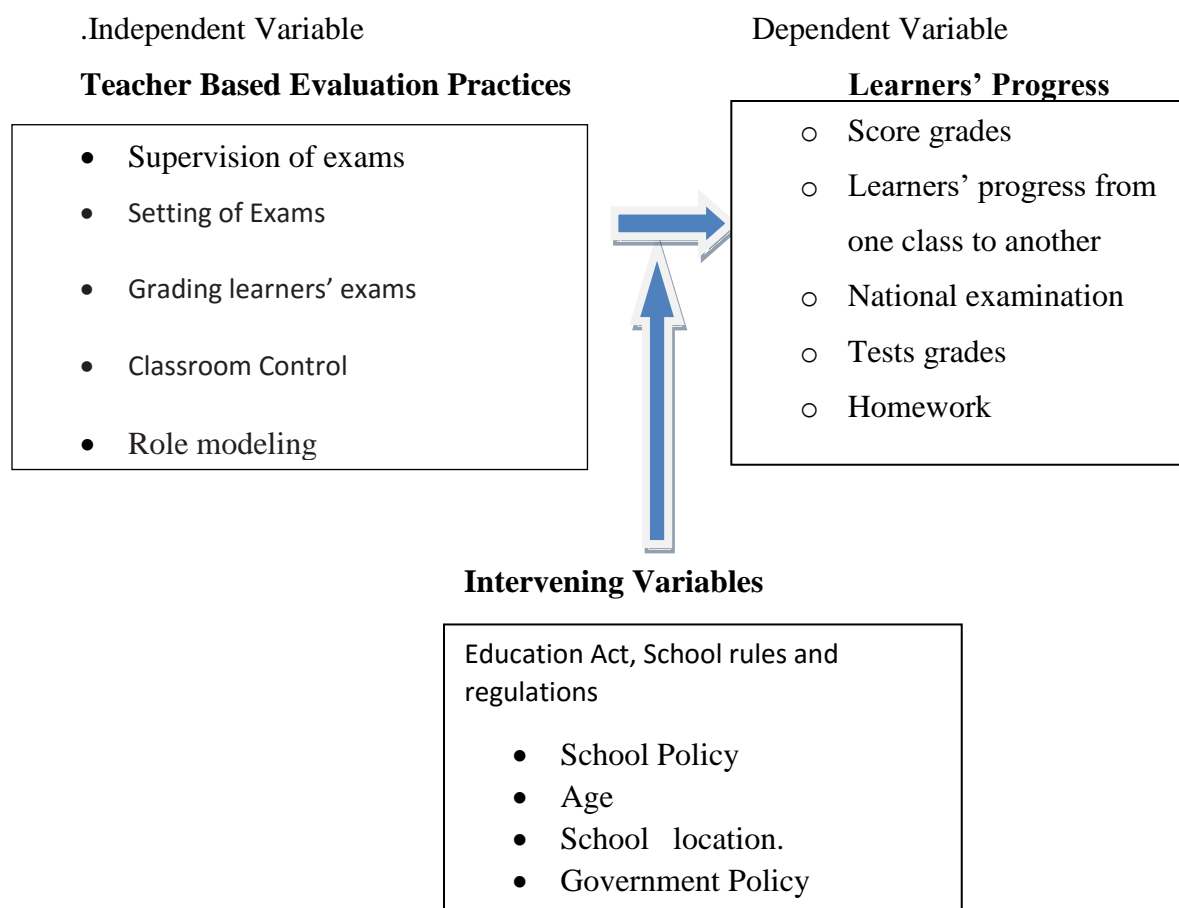
Traditionally, many countries have used an authoritarian, evaluation or control approach to learner. This model is based on the thinking that learners are unmotivated and need strong outside control to perform correctly. However, it has been shown that internal evaluation approach, where teachers and classroom work together to solve problems and progress well, delivers improved results for the primary and high school programs.

Successful teacher evaluation also knows to keep their individual department goals in line with company /school objectives. Teachers in functional areas like setting exams and marking on time can easily get wrapped up in the own objectives, especially when incentives are involved. However, the most effective teacher evaluation also stays on track of their primary schools' goals, giving standard tests, marking immediately the watchdog programs and grading the learners according to their performance in education institutions. These supervisors also oppress their workers as to why projects are being done and their employees are also working toward company/schools' goals.

The theory guides the study to investigate the teacher based evaluation on learners progress which the model is describing well.

2.2 Conceptual Framework

Conceptual framework is graphical or diagrammatical representation of the relationship between independent and dependant variables of a given study (Orodho, 2008). In this case the independent variable is the Teacher Based Evaluation Practices while the independent variable is learner's progress in primary schools. The argument is that the determinants that influence implementation of effective testing are good supervision of exams, the way examinations are done in primary schools. Furthermore, when learners are given examination after every topic is covered it motivates learners to keep learning mood.



2.3 Empirical literatures

The process of evaluation numbers are assigned according to some rules. Usually such rules are of two types. One type is where the procedure is obvious and explicit for example when measuring the length of the cloth in feet and inches, rules for assigning numerical are explicit

and clear. But when measuring psychological attribute like intelligence, aggression, or a trait of personality the rules are generally vague and less explicit (Stiggins, R. J. 1987).

Evaluation process according to (Robinson, J. T. 2019) is concerned with certain attributes or features of the object. It is these attributes or features of the object, which are measured, and not the object itself for example; we measure people's knowledge of algebra, honesty, perseverance.

In the process of evaluation, numerals are used to represent quantities of the attribute measurement involves the process of quantification. Quantification indicates how much or to what extent that particular attribute is present in a particular object (Chemweile, P.(2006). For example when the teacher is measuring the achievement of a child in arithmetic, he/she quantifies it by saying that the child has an 80% mark in his class. This percentage indicates how much of arithmetical knowledge he has gained in the class.

2.3.1 The concept of the evaluation process in Primary schools

In everyday life the evaluation and assessment are often used interchangeably. However such terms connote different meanings. Evaluation process refers to the process of assigning numerals to events, objects according to certain rules Ramani K. (2013),

Evaluation is the process of determining the presence or absence and amount or type of characteristics or behaviors possessed by an individual group or program and then assigning a number, score or rating to the entity (Robinson, J. T. 2019).

Therefore characteristics can be measured by giving tests, observations, rating scales or any other device that allows us to obtain information in a quantitative form.

The process uses of both formal and informal data gathering procedures and the combining of the data in a global fashion to reach an overall judgment, It includes all the ways teachers use to determine what Learners know and what they can do which is the examination on the other hand (Robinson, J.T.2019).

Evaluation also involves the process of appraisal of an object or event with reference to some standard. The standard maybe social cultural or scientific. The standard may also be true or arbitrary (Chemweile, P. (2006). For example a typist typing 80words per minute maybe described as ‘Grade A’ typist. A child maybe 3ft tall may be described as ‘short’. In evaluation one makes some value judgment based on some standard.

Ensuring articulations within the evaluation and assessment process every country typically has provisions for student assessment, teacher evaluation, school evaluation and system evaluation, but often these are not explicitly integrated and there is no strategy to ensure that the different components of the framework can mutually reinforce each other Ramani K.(2003),

In order to strengthen the process of carrying out an ongoing evaluation of the primary school Learners, a provision should be introduced requiring a written student plan for all Learners at all form levels. The student plans are to contain information about the results of the ongoing evaluations in all subjects and the course of action decided based on these results. The student plans are to be prepared at least once each school year (Stiggins, R. J. 1987)

The student plans be provided to the parents. A single model for the form the student plans taken should not be introduced to Learners until all preparations are made. It will continue to be the responsibility of the school boards to determine the specific principles for notifying the home regarding the Learners’ learning outcome sand regarding any additional cooperation between school and home that is to take place within the framework that has been established by the individual municipal boards (Chemweile, P.(2006)..

A national evaluation portal will assist teachers in the work of evaluating the Learners’ learning outcomes. Teachers have access to a wide range of inspirational material for performing evaluations in the individual subjects, and examples of good evaluation practices and working with student plans are also included in the national plans which help individual teachers to decide for Learners progress.

Countries use arrange of techniques for the evaluation and assessment of Learners, teachers, schools and education systems. Many countries test samples and/or all Learners at key points,

and sometimes follow Learners overtime. International assessments such as PISA provide additional information and useful external comparators (Robinson, J. T. 1979).

Some countries also use inspection services to evaluate teachers and/or schools and teacher evaluation is becoming more widely used. In all countries, there is widespread recognition that evaluation and assessment frameworks are key to building stronger and fairer school systems. Countries also emphasis the importance of seeing evaluation and assessment not a sends in themselves, but instead as important tools for achieving improved student outcomes. Although each country context is unique (Chemweile, P. (2006).

Primary education in Japan is split into Junior high school which cover the seventh through ninth grade and senior high schools which mostly cover grades ten through twelve. After finishing the Junior High Schools in Japan you can get employed after passing the senior high schools testing one is entitled to join universities (Robinson, J. T. 2019).

The deference between Tanzania testing and Japan testing in Japan one can get a job after finish junior high schools testing that is two years in primary school while in Tanzania there is an ordinary level of education. O level is from form I through form 4. After form 4 a certificate is issued to all those who pass the certificate of primary education testing. Educations After the primary testing who passed examination they join “O” level education that is form1 and 4 (Chemweile, P.(2016). This is different with Kenyan Education after seven years primary Education in Kenya those who pass from join, primary education. Those who fail to pass to are told to repeat Ina phased process, most examination occurs after system requirements have been defined and implemented instestable programs (Agile, 2009).

In Uganda the system reads the same that the progress from primary one to primary seven is typically done by the internal examinations which is managed by the school under the internal supervision system and the National exams is only given once in primary seven (Chemweile, P.(2016). The problem is that some learners who progress well under internal supervision in primary schools especially in Kibuku district fail to perform on national examinations which makes this study more important.

2.3.2 Examination Supervision in primary Schools

(Davies, J. 2005). Argue that, Before the 1970s, Learners were assessed at the end of their school studies by a single high-stakes examination that consisted primarily of a pen and paper test.

The examinations are supervised and marked by authorities external to schools, and certificates were issued by central authorities. Because both teachers and Learners were focused on learning what was required to do well in the final examination, rather than pursuing an educational program tailored to meet student needs, these exams had an enormous influence on the curriculum and the teaching methods used in schools (Chemweile, P.(2006)..

At this time, universities had the strongest influence on how these examinations were set and supervised—a feature that had in common with other jurisdictions around the world. It cannot be over-emphasized that the mode of assessment dictates the nature of the educational experience and the quality of the relationship between teacher and pupils (Davies, J.(2005).

Assessment is not something separate—a tool—by which education may be evaluated; it acts upon the educational system so as to shape it in accordance with what the assessment demands. You cannot have, at one and the same time, education for personal growth and a totally impersonal system of assessment. Assessment should be a bond between teachers and taught, not something which threatens and antagonizes (Anthony S. 2012).

To humanize assessment, then, we have to make of schooling a more cooperative enterprise between teachers and pupils, and an opportunity to develop the whole range of human competencies, leading up to informative profiles. This should be the pattern of things for the immediate future; it is the way to shed the dreary, and often unjust, grading techniques of traditional education

The main goal of tertiary institutions was to assess the capabilities of the small number of Learners who were destined for university study. However during the 1960s, as student retention rates started to increase, there arose an inherent conflict between the goals of the university in setting public examinations and those of the recently established Board of Primary (Davies, J.(2005).

According to (Armstrong, J. Scott (2012) School Studies in developing the senior curriculum. Universities were focused on academic excellence and identifying Learners most able to undertake university studies. The Board, largely made up of providers of primary education, was interested in catering for the aptitudes and abilities of all Learners.

At the end of 1967, the conflicting goals of primary and primary education institutions were thrust into the public eye when 68 percent of Learners sitting the Senior Public Examination in Physics failed to achieve a Promotion-grade, which was, in itself, short of the standard required for tertiary admissions.

It was clear that the final examinations bore little resemblance to the curriculum that had been the focus of the teachers and their Learners in the final two years of schooling. Along with teachers and Learners, journalists, politicians and members of the public questioned how a public examination could equally serve its dual purposes—as the culmination of school studies for Learners not intending to go to university, and as a mechanism for selecting Learners for university study (Armstrong, J. Scott (2012).

This was the challenge for educationalists and policymakers in Australia and overseas, aware that the increasing number of Learners undertaking their senior schooling required a curriculum that prepared them for different Occupations or roles in a rapidly changing world.

Many were keen to break the hold that end-of-schooling public examinations had over teaching and learning. But only could the local conditions bring about this kind of sea change in educational philosophy and practice. (Armstrong, J. Scott (2012)

The events of the late 1960s set in motion a series of changes that led to the abolition of Senior Public Examination—and the start of externally moderated school-based assessment which included proper supervision from different individuals even who did not teach the Learners any subject. (Davies, J. (2005).

In 1972. More than 40 years later, many countries continue to benefit from a unique system of assessment that has caught the eye of many international experts who regard it as remarkable—or even revolutionary

(Armstrong, J. Scott (2012) argue that Although system of supervision of examination is at its most intricate in the senior years when Learners are completing their school studies, there are important features that are common approach to supervision across the All the study years. These include:

- Teaching, learning, supervision and reporting is aligned so that what is taught informs what is supervised, and what is assessed forms the basis of what is reported.
- Teachers design continuous school-based programs for exam supervision and make judgments about standards achieved by their Learners, including summative judgments for reporting purposes.
- Clear and specific content and achievement standards are included in syllabuses, Essential Learning's and guidelines.
- Consistency of teachers' judgments is promoted when teachers engage professional dialogue to discuss and analyze the connections between standards and student work.
- Teachers work in partnership with the school Curriculum and Assessment.

Each of these features exists to varying degrees across all education programs with many of the principles and practices of the continuously improving system for the senior years gradually being applied to suit the circumstances of the early and middle years of schooling in primary schools.

The benefits of this mature yet evolving system are laid bare, and the various steps involved in the supervision journey and the processes that contribute to certification and primary entrance

are described in intellectual credibility of the system also receives attention through a brief discussion of the evidence for its reliability and validity (Armstrong, J. Scott (2012

Given the range of measures available for teacher student supervision, and the need for their effective implementation and consequences, teachers should avoid imposing mandated solutions to the complex problem of identifying more and less effective supervision programs. Schools should be given freedom to experiment, and professional organizations should assume greater responsibility for developing standards of evaluation that schools can use, such work, which must be performed by professional teachers in schools Lord, Fred (2000)..

Principal who supervised his/her teachers the way they work. There is a quite different in the learners progress in the school which the headteacher supervised his/her work. If the head teacher discusses the performance of the learners with the teachers, the teachers will be motivated and encouraged how to hold the learners in the examinations (Chemweile, P. (2006).

In Rivers State for example, all the ever-identified forms of examination malpractice and cheating are in vogue. Okoh (1996) identified some twelve areas as forms of examination malpractice thus: Bringing in of prohibited materials for example summary notebooks, textbooks, atlases, dictionaries calculators/computers, by candidates into the examination halls. Candidates bringing in to the examination room answers written on objects like a piece of paper rolled into ballpoint pen, a ruler, handkerchief, paper money, eraser, uniform, even on the thigh and other parts of their body (called 'dubbing' or tattoo) Illegal exchange of information, written or verbal (e.g., copying or 'giraffing') among candidates inside the examination hall (e.g., through use of Walkie-talkie, drums, flutes and bio-codes' such as coughing sneezing and whistling) to help candidates answer objective-type papers. All those call the supervisor to be vigilant and stay in the room of examination until the end of exercise

The determinants of examination are the ways will be used to make testing useful of meaningful or successful to learners and teachers in this case the researcher is to look at the following determinants of examination the supervision of examination, setting of examination grading of examination, quality of examination the management and administration of examination. All this

determinants of followed will help to get the real performance of a student. We can also be in a position to help the weak student and also to get career for learners fairly (Anthony Setl2002).

Insults, threat and assaults by candidates (or their hirelings) of supervisors and invigilators who are perceived as “unco-operative” for stance trying to obstruct cheating.

Impersonation of examinee by “mercenary” candidates (who may be fellow Learners, friends, hired assistants or contractors” even parents, etc.)

Good supervision of examination starting from mid-term exams help the teacher and learner to know their weaknesses and help the teacher to help the learner to know their weak points and knowhow to help them improve them-self. This will also help the teacher to know the topics which were not well understand.

The teacher can revisit the topic and ask more questions on the topic to help the learner to read windy. The way examination are set also help the teacher and the learners to read widely or cover a largest contents while doing the corrections if an examination is set covering many topics these will help the teacher and the learners to do correction in all topic.

2.3.4 Examination setting in primary schools

The most important or greatest regards often accorded to any school system is often derived from the quality of the testing programme put in place. It gives the quality of certificates the products of such school system came out with into the community.

Thorndike and Hagen (2011) are all in support of the fact that any given school testing programme must meet some basic functional qualities so as to become useful. The direct functions of the primary school testing programme are expected to be in atleast in the examination settings by the teachers.

There are various testing types that operate in different primary school system. The operation of (3-3) system of education creates room for entrance examination in public and private schools.

Therefore, teachers who teach the Learners have very big inputs into the setting, and administration, grading and production of results for the use of school parents and government indecision making as it relates to the Learners.

The testing programme within the primary schools where the teachers-made test items are administered on Learners is the basic concern of this study. The periodically administered examinations are usually constructed by experts in test, measurement and evaluation.

Psychometricians who are hardly found at the primary school system know the expected qualities desired of any measuring instrument, therefore schools should train teachers to have the techniques offsetting the standard tests Tyler (1973). validity, reliability and practicality. These are the main qualities that the teachers in primary schools who are not quite good in the process of educational assessment, do not have (Anastasi,1988).

The teacher-made tests which are used to assess different sub-group of Learners internally can be said to be biased and not appropriate for arriving at the scores for proper conduct of these needed activities of the school system (Thorndike and Hagen, 1977) that is the reason why they are not recognized in many school system by the state.

The school teachers that are used to set tests from time to time to different classroom groups are expected to use the available standardized tests for the assessment of these classes in groups, depending on what the individual school sought, (Austin and Panos, 1971). While there are many possible functions for such information, it is generally assumed that the fundamental purpose of any testing is to produce that relevant information, which can be, used in educational decision making, Thorndike and Hagen (1977) and Panos(2014).

The decisions that may be needed could be concerned with the continuation, termination or modification of an existing programme or with the development and possible adoption of some new programme or even promoting the student from class to another (Austin and Panos,2014).

Umoinyang (1980) and Green (2011). Argue that, the internal testing programme that is carried out by teachers, try very hard to achieve one or more of these purpose sat each given time. When

these are not taking place very well within the setting of examinations in primary schools, the teachers are the most qualified people to tell the story (i.e., the way it is). Hence, the teachers in the primary school are the best qualified people to give the exact position of internal testing programme schools.

Their belief in the functionalism of the test settings arrangement will make them to participate in it adequately and produce papers that are acceptable by the national standards of the country.

The problem is test setting programmes in primary school system is threatened everyday by a myriad of problems of unqualified teachers who should not teach Learners well. The dearth of measurement and evaluation experts is yet another one (Ward, 1980) and Schulman (1980). The teachers may teach well, since they lack the expertise in test setting what takes place in the classroom, with test setting is a different thing altogether (Tittle, 1989).

It is accepted in psychometrics that the level of validity, reliability and practicality of some given class tests determine how Learners perform and the ability of the test setting to discriminate between the good and bad Learners. The level of consistency, of the discrimination between the Learners also shows the examiner /examinee coverage of content, curriculum richness and the extent of teaching done internally (Nenty, 2016).

The pupils readiness for future performance in external examination is easily ascertained by teacher based examinations, therefore the setting of any exam must be derived from the curriculum managed to Learners and well understood by the examiner (Linn and Harnisch, 1981;

Leakages of questions to Learners, intentionally or carelessly by a variety of person such as teachers, examination body personnel typists, etc. before examination Smuggling in of, or replacement by already worked answer scripts inside or outside the examination hall, by candidates, supervisors, touts/contractors most especially begins with the examination setting by teachers who provide substandard tests that become easy for Learners to manipulate.

The situation became so serious that the government had not intervened to protect the name of the government from being dragged to the mud in the school based examinations. Various pseudo invigilators and monitors are now on steady stand by at any given only public examination centers. The war has not been won yet. These and other factors which concern the proper conduct of school based evaluation process of primary schools has propelled this researcher to investigate the internal evaluation process on the progress of learners in primary schools in Kibuku District

(James Ngunjiri, 2014) argue that Parallel to the professional development of all teachers implementing the Senior Syllabus in the examination setting the training of Modern review panels across the school subjects is important. Panel training is an important step in ensuring that test setters understand the elements required for any test to be standard and therefore be approved.

In most of the primary schools the setting of the examination is done by subject panel. These help the teachers to give an exam which is standardized. When setting examination for mid-term or end term, the teachers follows the syllabus, when setting exam the teachers also follow the topics covered. This is when the teacher and the learner assess themselves on the work covered. After the teacher has given out his/her exam the student result help the teachers to change disorder teaching methods. The teacher can add more teaching and learning resources if the topic is not well understood.

The teacher can also add more time if the topic is not well performed by the half of the class. The exams also help the teacher to be in position to help each individual learner. Those Learners at each ernotices they have a quite problem in a certain topic, the teacher can encourage group work or peer teaching to the Learners. This will help the student to understand and the topic well and be free with their peers to ask where they did not understand. If the teacher finds the problem is quite big, he/she can repeat the topic this time he/she group the learners in small groups and according to their ability (James Ngunjiri, 2014)..

The weaker Learners can be given more time; those who are average can be given work to research on their weak areas. Those who are good can be given work to help the weak Learners.

2.4 Grading of learners in primary schools

Grading in education is the process of applying standardized measurements of varying levels of achievement in a course. Grades can be assigned as letters (generally through F), as a range (for example 1 to 6), as a percentage of a total number of questions answered correctly, or as a number out of a possible total (for example out of 20 or 100) (Kimani,2014)..

In some countries, all grades from all current classes are averaged to create grade point average (GPA) for the marking period. The GPA is calculated by taking the number of grade points a student earned in a given period of time of middle school through high school, GPAs are also calculated for undergraduate and graduate Learners in most universities.

According to Armstrong (2012), The GPA can be used by potential employers or educational institutions to assess and compare applicants. A cumulative grade point average is a calculation of the average of all of a student's total earned points divided by the possible amount of points. This grading system calculates for all of his or her complete education career.

Yale University historian George W. Pierson writes:"According to tradition the first grades issued at Yale (and possibly the first in the country) were given out in the year 1785, when President Ezra Stiles, after examining 58 Seniors, recorded in his diary that there were' Twenty Optimi, sixteen second Optimi, twelve Inferiores (Boni), ten Pejores."

Bob Marlin 2014) argues that the concept of grading Learners' work quantitatively was developed by atutornamed William Farish and first implemented by the University of Cambridge in1792. Hoskin's assertion has been questioned by Christopher Stray, who finds the evidence for Farish as the inventor of the numerical mark to be unpersuasive. Stray's article elucidates the complex relationship between the mode of examination (testing), in this case oral or written,andthevaryingphilosophiesofeducationthesemodesimply,bothtoteacherandstudent. Most nations have individual grading systems unique to their own schools. However, several international standards for grading have arisen recently.

In the General Certificate of Primary Education (GPC) exam taken by primary school pupils in England and Wales, grades generally range from A*(highest) to G(lowest). However, in GpC Science, Additional Science, Mathematics, Statistics, English Literature, English Language, and any Modern or Classical Foreign Language, there are two tiers(higher and foundation). In the higher tier, grades A*to D can be achieved, while in the foundation tier, only grades C to G can be awarded Armstrong (2012).

Generally, a C or above would be considered a pass and a D or below would be considered a fail by most institutions: for Mathematics and English Language and English Literature, and possibly Science, this would require a resit.

If an examined candidate does not score highly enough to get a grade G, then he/she will be 'Unaccredited'. This is often abbreviated to a 'U' as a final result.

According to a study published in 2014, a one-point increase in high-school GPA translated to an 11.85% increase in annual earnings for men and 13.77% for women in the United States Armstrong(2012).

College and post-college Learners often wonder how much weight their GPA carries in future employment. In the various broadly defined professions as a whole, internships and work experience gained during one's time in college are easily the most important factors that employers consider.

In order of importance, the remaining factors are choice of major, volunteering, choice of extracurricular activity, relevance of Homework, grade point average and the reputation of one's college. The relative importance of these factors do vary somewhat between professions, but in all of them, a graduate's GPA is relatively low on the list of factors that employers consider. There is also criticism about using grades as an indicator in employment. Armstrong (2012) claimed that the relationship between grades and job performance is low and becoming lower in recent studies.

In Uganda the grading system varies according to overall performance of candidates in the national exam called Uganda National examination board UNEB (Sabahi, 2015).

For example, in 2016, a mean grade of A corresponded with 76 and upwards percentage points, while in 2018 it changed to 81 and upwards points. However, generally, the grading system is as follows:

Percent Grade Points

79-100%	A	1
65-74%	B+	2
60-64%	B-	3
55-59%	C+	4
50-54%	C	5
45-49%	C-	6
40-44	D+	7
35-39	D	8
30-34	D-	9
0-29%	E	U

Examinees are awarded an overall grade for the subjects examined pupils sit for only 4 subjects, and the overall grade and points are calculated from 4 subjects,

Grades and Qualifications should be scheduled for a 'consistency review', which will be facilitated by an independent reviewer. Head teachers have to administer the review schedule, appoint the reviewers and work with Uganda national examination board (Sabahi, 2015).

This is because some teachers mark and grade Learners with biases or some of them don't understand well what they are doing. In some schools where parents have access to teachers give wrong information on the student performance which hinders the Learners' progress from one level to another and eventually produce different results at the national examinations. Armstrong (2012)

There must be schedules showing the qualifications that are being assured for school grade consistency per term in order to improve the evaluation process and hence the Learners' progress.

It is important for head teacher to contact qualification developers of qualifications already listed to review listing details and discuss evidence requirements for assuring consistency of graduate outcomes.

2.5 Pupil's academic progress in primary schools

Several common policy challenges arise concerning pupils academic progress: aligning educational standards and student assessment; balancing external assessments and teacher-based assessments in the assessment of learning and integrating student formative assessment in the evaluation and assessment framework which is a key for their academic progress.

In many primary schools especially in Uganda Kibuku especially parents influence the management on their children academic progress which sometimes make teachers neglect the evaluation rules and make Learners progress, therefore there must be a combining the improvement and accountability functions of teacher evaluation; accounting for student results in evaluation of teachers; and using teacher evaluation results to shape and convince parents on the reality of their children (MOEST2009)

The Common policy challenges for evaluation in primary school education systems are: meeting information needs at the school level; monitoring key outcomes of the education system; and maximizing the use of system-level information.

These Issues help the school to ascertain its real academic levels and in turn presents information about the process of academic progress to the parents that is out teachers and parent needs Sabahi,2015)..

In all countries, there is widespread recognition that evaluation and assessment frameworks are key to building stronger and fairer school systems. Countries also emphasize the importance of seeing evaluation and assessment not as ends in themselves, but instead as important tools for achieving improved student outcomes.

Although each country context is unique, some common policy challenges are emerging but the following should be put under consideration is student's academic progress is to be respected countrywide:

Ensuring articulations within the evaluation and assessment framework; developing competencies for evaluation and for using feedback; securing links with classroom practice; and overcoming the challenges of implementation

(Linda 2008). Argue that, Aligning educational standards and student assessment; balancing external assessments and teacher-based assessments in the assessment of learning and integrating student formative assessment in the evaluation and assessment framework to help Learners have different materials to use and also teachers.

Accounting for student results in evaluation of teachers; and using teacher evaluation results to shape incentives for teachers to avoid parents influence and also manage teacher's personnel interferences in the student's evaluation process

Providing balanced public reporting on schools and improving data handling skills of school agents to avoid internal and external examination cheating from primary schools

The effectiveness evaluation and assessment that bring positive student academic progress relies to a great extent on ensuring that both those who design and undertake evaluation activities as well as those who use their results possess the proper skills and competencies. This is crucial to provide the necessary legitimacy to those responsible for evaluation and assessment. Since evaluation has strong stakes for the units assessed and since school outcomes heavily depend on individual relationships and cooperation at the school level, successful feedback mechanisms require particular attention to developing competencies and defining responsibilities in the evaluation process. Therefore developing competencies for evaluation and for using feedback is vital in primary schools (Linda2008).

In addition, competencies for using feedback to improve practice are also vital to ensure that teacher based evaluation procedures are effective. Assessment for improvement requires the

inclusion of factors such as teachers in the process of school development and improvement (Linda 2008). As a result, for instance, it is pertinent to include training for teacher based evaluation in initial teacher education alongside the development of research skills.

Similarly, the preparation to become a school leader is expected to include educational leadership with some emphasis on feedback mechanisms. Particular groups such as inspectorates are also in a good position to engage in modeling and disseminating good practice in areas such as school assessment and teacher based evaluation also appraisal (Linda 2008).

Securing links with classroom practice Evaluation and assessment frameworks have no value if they do not lead to the improvement of classroom practice and student learning if academic progress is to take place.

This is why this study is important because it will come out with better ways of teacher based evaluation and also proper pupil academic progress in primary schools of Kibuku District.

2.6 Research Gaps

In the consideration with the influence of teacher based evaluation on pupils academic progress in primary schools in Kibuku District review of literature reveals a major problem that affects examination results for Learners researchers dealt much on Learners examination management for example (L. Baker, 2014 Paul E.1999 Barton, Linda 2008 Darling-Hammond 2012) also examination malpractice and cheating of examinations, but few or none has come out with clear study on the teachers based evaluation process on Learners academic progress in the management of schools, or Primary schools par say, which will make this study unique and of much importance to modern scholars 'and researchers who manage free education programs that recommend automatic progress of learners in the primary school system.

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CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter provides the research methodology that was used to conduct the study. It consists of the research design, location of the study, target population, sampling procedure, data collection instruments, piloting, validity and reliability, data analysis and Ethical considerations.

3.1 Research Methodology

The study used mixed methodology which consists of qualitative & quantitative data (Creswell 2014). This approach to research is used. This integration provides a better understanding of the research problem than either of each alone. Quantitative data included close ended information such as that found to measure attitudes like ratings, scales, behaviours, observation, checklists and performance instruments. The analysis of this type of data consists of statistically analyzing scores collected on instruments like questionnaires or checklists to answer the research questions or to test hypothesis qualitative data consists of open-ended information that the

3.2 Research design

The researcher used survey research design in the study. Design is a method of collecting information by interviewing or administering a questionnaire to sample of individuals. It also collects information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho, 2009). This helped the researcher to look at different data in the field like primary data which contains fails and reports available on Teacher Based Evaluation Practices in primary schools.

3.3 Target population

The target population for the study was 586 population in primary schools; composed of 45 school heads, 38 deputies 367 pupils and 136 teachers. School heads and their deputies were considered key strategies in the school setup and therefore teachers assuring schools performance was upto their target. They also played a key role in supervision of the examination at schools, examination settings and promoting of pupils from one form to another in table 3:1

Table 3.1 The population of the study

	Population	Sample Size	Sampling Techniques
Teachers	763	17	Simple Random
Students	17150	373	Simple Random
Headteachers	60	2	Simple Random
Total	17973	391	

Source: Kibuku district education office 2022

3.5 Sampling procedures and Sample Size

Simple random sampling was adopted in this study. According to Gayet, al (2011) a sample size of 30% of the total population was recommended. Therefore, this study was sample 45 heads purposively 26 deputies, 120 teachers and 187 primary six pupils to participate in the study. The researcher was sample 10% of the total population for piloting hence 8 principals, 06 teachers and 12 pupils. The researcher employed the Chi-square.

3.6. Data Collection Instruments

This section describes data collection procedures. The researcher employed the use of questionnaires and interview schedules to collect data. Questionnaires were well defined and constructed questions to obtain important information from the population under study to address specific objectives (Mugenda, 2003). A questionnaire is more efficient as it requires less time, less expensive and permit data collection from a much larger sample (Orodho, 2003). The interviews procedures of data collecting were open-ended questions is cover a variety of data gathering activities, including a number of social science research methods focus groups are small (5-15 individuals) and composed of representatives numbers of groups whose beliefs, practice of opinions are sought.

3.7 Piloting

The researcher conducted a pilot study in 10% primary schools within Kibuku district. These ten percent school were involved in the actual data collection. Piloting helped to determine the validity and reliability of the researcher instrument and also allows familiarity with the instrumentation. The pilot study also used to identify any items in questionnaires that was ambiguity or unclear to the respondents and changes them effectively.

3.8 Validity of the Study

Selected were used as piloting schools whereby the researcher observed how the supervision of examinations are done and how examinations are set. Therefore, the researcher with guidance from the supervisors estimated the degree of adherence of the responses for each instrument.

3.9 Reliability of the Study

Reliability measures the extent to which an instrument was consistently yield the same result after being administered severally to the same responded Orodho 2008. The research instruments were pre-tested to assess its reliability. The researcher used test-retested reliability to compute the co-efficient. The questionnaires were given to the respondents to fill in and then after one week, the same questionnaires were again administered to the same respondents. Then the score was correlated using qualitative and quantitative. Quantitative data was analyzed using descriptive statistic such as frequency, counts and percentages. The qualitative data was analyzed and presented thematically in line with objectives.

3.10 Data analysis

After all data was collected and cleaned, it was coded and entered in computer. Quantitative data was analyzed using Pearson Correlation Coefficient with the help of SPSS computer software programme. Qualitative data was analyzed using descriptive statistics such as frequency, counts and percentages and presented thematically in line with the objectives and study variables.

3.11 Ethical Considerations

Authority to conduct the researcher was sought from the ministry of Education through the National council for science and Technology. The researcher also assured the key parties involved that the information gathered was treated with utmost confidentiality and was only be used for academic purpose. The anonymity of respondents was secured by not asking for specific demographics of the participants such as names. Informed consent was sought from the participants by first informing or explaining to them the purpose of the study before being requested to participate and it's only those that were willing to participate in the study.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the findings of the study and begins by presenting the response rate, other demographic characteristics and then each of the specific objectives of the study.

4.1 Demographic characteristics

4.1.1 Response rate

Table 4.1 shows the response rate of this study with percentage of the questionnaire returned.

Table 4.1 Response rate

		Frequency	Percent	Valid Percent
Valid	Learners	373	97.9	97.9
	Teachers	6	1.6	1.6
	Headteachers	2	.5	.5
	Total	381	100.0	100.0

Source: primary data (2022)

According to Table 4.13 73 Learners participated and their composition was 97.9% of the entire sample population. This gives 100% response from Learners while only six teachers out of the 17 returned their questionnaires and all the two (100%) of the headteachers responded. Overall the response rate was 97.2%. This is a high rate and their response was considered reliable for the study.

4.1.2 Distribution of respondents by Gender

Table 4.2 presents the distribution of respondents by their gender

Table 4.2 Gender

		Frequency	Percent	Valid Percent
Valid	Male	188	49.3	49.3
	Female	193	50.7	50.7
	Total	381	100.0	100.0

Source: primary data (2022)

Accordingly, Table 4.2 shows that male respondents were 188 (49.3%) while the females were 193 (50.7%). The females were more than the males though the difference was minimal implying a normal distribution of the respondents by gender.

4.1.3 Distribution of respondents by age

Table 4.3: Age

		Frequency	Percent	Valid Percent
Valid	Below 15years	148	38.8	38.8
	16-20years	213	55.9	55.9
	Above 20years	12	3.1	3.1
	Below 30years	2	.5	.5
	30-50years	6	1.6	1.6
	Total	381	100.0	100.0

Source: Primary data (2022)

According to Table 4.3, 148 (38.8%) of the respondents were Learners below 15 years, 213 (55.9%) Learners between 16-20 years and only 12 (3.1%) above 30 years. From the teachers and headteachers, two (0.5%) were below 30 years while six (1.6%) were between 30 to 50 years of age. The findings show that majority of the Learners were of age 16-20 while teachers and headteachers were between 30-50 years. This composition implies that the Learners were mature

youths who were winding up the adolescents stage and were intractable. With the presence of mature adult teachers classroom management was possible.

4.1.3 Distribution of respondents by Educational level

Table 4.4: Education level

		Frequency	Percent	Valid Percent
Valid	P5	123	32.3	32.3
	P6	166	43.6	43.6
	P7	84	22.0	22.0
	Bachelor	6	1.6	1.6
	Master	2	.5	.5
	Total	381	100.0	100.0

Source: primary data(2022)

According to Table 4.4, 123(32.3%) of the respondents were Learners of P5, 166(43.6%) Learners in P6 and 84(22.0%) Learners from P7. By far the majority were from P6 implying they were familiar enough with the teachers and the school environment given their two year study in the school. The response from the majority group was considered authentic therefore for this study. From the teachers, six (1.6) had bachelors and two (0.5%) masters. The teachers were qualified and competent enough to manage their classrooms and provide a conducive professional atmosphere ethical for good performance.

4.2 Teacher Based Evaluation Practices employed in Primary Schools in Kibuku District–Uganda.

The Teacher Based Evaluation Practices employed were examined under classroom control strategies, role model and positive-negative reinforcement strategies. The respondents were asked questions that required them to respond by rating their opinion on a five level scale namely; strongly Agree(SA)=5points, Agree(A)=4points, Uncertain(UC)=3, Disagree(D)=2 and strongly disagree(SD)=1. This coding was used throughout the remaining session in this report for clear presentation of Tables.

4.2.1 Classroom Control strategies

All respondents answered the questions in Table 4.5 that aimed at measuring the classroom control strategies.

Table 4.5: Classroom Control

	SD		D		UC		A		SA		Total	
	N	%	N	%	N	%	N	%	N	%	N	Mean
Teachers												
Ensure that Learners arrive in class in time			22	5.8	19	5.0	84	22.0	256	67.2	381	4.5
Ensure that Learners have copy of school rules and regulation	83	21.8	18	4.7	60	15.7	78	20.5	142	37.3	381	3.5
A restrict on Learners permission before leaving class	6	1.6	6	1.6	7	1.9	26	6.9	330	88.0	375	4.8
Ensure that Learners do all classes activities.	41	10.8	54	14.2	147	38.6	63	16.5	76	19.9	381	3.2
Ensure Learners wear school uniform	12	3.2	67	17.9	50	13.3	95	25.3	151	40.3	375	3.8
Reserve time to counsel Learners	78	20.8	36	9.6	74	19.7	72	19.2	115	30.7	375	3.3
Take class roll call routinely	13	3.5	48	13.0	19	5.1	68	18.4	221	59.9	369	4.2
Control Learners' classroom movements	12	3.1	22	5.8	24	6.3	34	8.9	283	74.3	381	5.1

Source: Primary data(2022)

According to Table 4.5, 256(67.2%), mean=4.5, Sd=0.8 strongly agreed that teachers ensured that Learners arrived in time, 330(88.0%), mean=4.8, Sd=1.5 that teachers are strict on Learners acquired permission before leaving class, 221(59.9%), mean=4.2, Sd=1.2 that routine classroom roll calling was ensured and according to 283(74.3), mean=5.1, Sd=5.2 that teacher controlled student's classroom movement.

It was uncertain whether teachers gave Learners a copy of school rules and regulation (Mean=3.5), ensured that Learners did all class activities, Learners wore school uniform and reserved time to counsel Learners.

The finding show that there was classroom control strategies such as control movements in the classroom, roll calling to ensure attendance, strictness on arrival in class and acquiring permission before leaving the classroom. However weakness was observed in providing copy of school rules and regulations, ensuring class activities were done, worse school uniforms or provided counseling by teachers to their Learners.

4.2.2 Role modeling strategies

Table 4.6: Role Model

	SD		D		UC		A		SA		Total	
	N	%	N	%	N	%	N	%	N	%	N	Mean
Teacher												
dress smartly while in classroom	115	30.2	54	14.2	78	20.5	43	11.3	91	23.9	381	2.8
Are punctual in attending their lessons to Learners	54	14.2	36	9.4	96	25.2	59	15.5	136	35.7	381	3.5
Adequately prepare and deliver their lessons	36	9.4	19	5.0	32	8.4	50	13.1	244	64.0	381	4.2
Respect Learners during lessons by listening to their concerns.	41	10.8	24	6.3	61	16.0	73	19.2	182	47.8	381	3.9
Classroom conducts meetings with Learners periodically.	60	15.7	6	1.6	18	4.7	31	8.1	266	69.8	381	4.1

Source: Primary data (2022)

According to Table 4.6, 244(64.0%), mean=4.2, Sd=1.3 strongly agreed that teachers adequately prepared and delivered their lessons and according to 266(69.8%) conducted meetings with Learners periodically. According to 115(30.2%), mean=2.8, Sd=1.5, the teachers did not dress smartly while in classroom and it was not certain whether teachers were punctual in attending to their lessons (mean=3.5,Sd=1.4) or respected Learners during lessons by listening to their concerns (mean=3.9,Sd=1.4).

From the findings, role modeling strategies were implemented through adequate preparation and delivery of lessons and meeting periodically with Learners. However teachers failed to lead by example in many areas like dressing smartly, attending lessons time and respect of Learners by

listening to their concerns. Therefore this strategy was weakly implemented in the schools by the teachers.

4.2.3 Positive and Negative Reinforcement

Table 4.7. Positive and Negative reinforcement

	SD		D		UC		A		SA		Total	
	N	%	N	%	N	%	N	%	N	%	N	Mean
In this school												
Indiscipline Learners are punished publically	43	11.3	4	1.0	36	9.4	44	11.5	254	66.7	381	4.2
Indiscipline Learners are caned openly	50	13.1			20	5.2	108	28.3	203	53.3	381	4.1
Publically discourage and criticize indiscipline whenever it occurs	61	16.0	72	18.9	74	19.4	66	17.3	108	28.3	381	3.2
Defiant Learners in classroom are punished	87	23.2	67	17.9	48	12.8	73	19.5	94	25.1	375	3.1
Classroom has got a disciplinary team among Learners	48	12.6	28	7.3	74	19.4	49	12.9	182	47.8	381	3.8

Source: Primary data(2017)

According to Table 4.7 254(66.7%), mean=4.2, Sd=1.3 strongly agreed that indiscipline Learners were punished publicly, and 203(53.3%), mean=4.1, Sd=1.3 that indiscipline Learners were caned openly. It was however uncertain whether there was a public discouragement and criticism of indiscipline whenever it occurred (mean=3.2,Sd=1.4), if defiant Learners in classroom were punished (mean=3, 1, Sd=1.6) though a moderate agreement was observed about classroom had a disciplinary team(mean=3.8,Sd=1.4).

As far as positive and negative reinforcement was concerned, negative reinforcement was practiced and positive reinforcement neglected in the school by the teachers. Public punishment and canning of wrongdoers was practiced with little deterring practices such as public denunciation of certain behavior like defiance or by means of public criticism and discouragement.

4.3 Learners' progress in Primary Schools in Kibuku District–Uganda.

National examination, Tests grades and Homework grades were assed to indicate Learners' progress with both qualitative as well as quantitative examination of the aspects performed.

4.3.1 Performance in homework

Table4. 8: Are you satisfied with the homework performance?

		Frequency	Percent	Valid Percent
Valid	yes	360	94.5	94.5
	No	20	5.2	5.2
	14	1	.3	.3
	Total	381	100.0	100.0

Source: Primary data (2022)

According to Table 4.8 360(94.5%) were satisfied with the performance in homework while the remaining 20(5.2%) were not. This response was both from teachers and Learners and clearly shows high level of satisfaction with homework performance. Table 4.9 shows the average scores on homework, test grades and National examination grades for S3 in the three years.

Table 4.9: Scores of Learners in Homework, tests and National exams

Year	Test Grade	National Exams	Homework	Average	Trend
2018	86.727	86.715	69.932	81.1246667	1.500333
2019	85.818	86.252	75.805	82.625	3.007
2020	86.46	86.58	83.856	85.632	-1.252
2021	86.673	86.086	80.381	84.38	-0.94
Average	86.419	86.408	77.493	83.44	

Source: School report (2022)

According to Table 4.9 shows that in2013, average test grade for the six schools was 86.7, homework was 69.9% and at national level it was86.7%. In2013 homework was performed poorly as compared to the other assessments. In 2014 test grade scores declined to 85.8%, homework increased to75.8% and national exams remained at86%. In2015 test grades increased

to 86.5%, homework increased to 84% while national exams remained at 86%. In 2016 national exams did not change, test grades too remained the same while homework declined to 80.4%.

On analyzing the trend, from 2013 to 2014, the general performance increased by 1.5% then declined continuously from 2015 and 2016. The respondents were asked how often they gave homework or received one, the findings is presented in Table4.10

Table 4.10: How often do you give homework?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Everyday	266	69.8	70.2	70.2
	Once a week	65	17.1	17.2	87.3
	Never	48	12.6	12.7	100.0
	Total	379	99.5	100.0	
Missing	System	2	.5		
Total		381	100.0		

Source: Primary data (2022)

According to Table 4.10, 266(69.8%) gave or received homework every day, 65(17.1%) did it once a week and 48 (12.6%) never gave it at all. The majority response therefore shows that homework was given on a daily basis.

4.4 Relationship between Teacher Based Evaluation Practices and Learners' Learners' progress

The relationship between Teacher Based Evaluation Practices and Learners' Learners' progress was established by correlating each of the Teacher Based Evaluation Practices constructs i.e. classroom control, role modeling and positive and negative reinforcement. The correlation output is shown in Table 4.11.

Table 4.11: Correlations between each element of Teacher Based Evaluation Practices and student's Learners' progress

		Classroom		
		Control	Role Model	Performance
Classroom	Pearson Correlation	1	.328**	.308**
Control	Sig.(2-tailed)		.000	.000
	N	373	373	373
Role Model	Pearson Correlation	.328**	1	.430**
	Sig.(2-tailed)	.000		.000
	N	373	373	373
Positive and	Pearson Correlation	.308**	.430**	.423
Negative	Sig.(2-tailed)	.000	.000	.000
Reinforcement	N	373	373	373

**Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data (2022)

According to Table 4.11, the correlation between classroom control and Learners' progress produced Pearson correlation coefficient $r=0.308$ and $p=0.000$, between role model and Learners' progress was 0.430 , $p=0.000$ and between positive-negative reinforcement was $r=0.423$, $p=0.000$. This shows that the relationships were all positive and statistically significant. Each of these elements significantly increases Learners' progress of the Learners when they are improved. This finding is in line with the study of Okumbe (2008) who found that the use of punishment in schools stills discipline and is melted on student who violates the agreed rules and regulations in schools. This allows learning to occur while role modeling gives Learners a good example to imitate with appropriate class control strategies like providing rules, academic improve (Mussa, 2015).

Table 4.12: Correlation between Teacher Based Evaluation Practices and Learners' progress

		Teacher Based Evaluation Practices strategies	Performance
Teacher Based	Pearson Correlation	1	.738**
Evaluation Practices	Sig.(2-tailed)		.000
	N	373	373
Learners' progress	Pearson Correlation	.738**	1
	Sig.(2-tailed)	.000	
	N	373	

**Correlation is significant at the 0.01level(2-tailed).

Source: primary data (2022)

According to Table 4.12 Teacher Based Evaluation Practices was correlated with Learners performance. The correlation coefficient $r=0.738$ was produced with p-value of 0.000 of a two-tailed. The finding shows that the relationship between Teacher Based Evaluation Practices and Learners' progress was strong, positive and statistically significant. For every increase (improvement) in discipline strategies, the Learners' progress also improved significantly.

The study of Okombo(2008) and Mussa (2015) all showed that discipline is a key factor in the performance of Learners academically. Their findings therefore are inline with the current study in which discipline strategies such as role model, reinforcements and classroom control had significant effect on Learners' progress.

CHAPTER FIVE:

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the findings, concludes and gives the recommendations to different stakeholders.

5.1 Summary

5.1.1 Teacher Based Evaluation Practices employed in Primary Schools in Kibuku District–Uganda.

According to mean=4.5 respondents strongly agreed that teachers ensured that Learners arrived in time, mean=4.8 that teachers were strict on Learners acquired permission before leaving class, mean=4.2 that routine classroom roll calling was ensured and mean=5.1 that teacher controlled student' classroom movement. It was uncertain whether teachers gave Learners a copy of school rules and regulation (Mean=3.5), ensured that Learners did all class activities, Learners wore school uniform and reserved time to counsel Learners.

The finding show that there was classroom control strategies such as control movements in the classroom, roll calling to ensure attendance, strictness on arrival in class and acquiring permission before leaving the classroom. However weakness was observed in providing copy of school rules and regulations, ensuring class activities were done, wore school uniforms or provided counseling by teachers to their Learners.

According to mean=4.2 who strongly agreed, teachers adequately prepared and delivered their lessons and to 266(69.8%) conducted meetings with Learners periodically. According to mean =2.8 the teachers did not dress smartly while in classroom and it was not certain whether teachers were punctual in attending to their lessons (mean=3.5) or respected Learners during lessons by listening to their concerns (mean=3.9).

From the findings, role modeling strategies were implemented through adequate preparation and delivery of lessons and meeting periodically with Learners. However teachers failed to lead by example in many areas like dressing smartly, attending lessons in time and respect of Learners

by listening to their concerns. Therefore this strategy was weakly implemented in the schools by the teachers.

According to mean=4.2 who strongly agreed, indiscipline Learners were punished publicly and mean=4.1 indiscipline Learners were caned openly. It was however uncertain whether there was a public discouragement and criticism of indiscipline whenever it occurred (mean=3.2), if defiant Learners in classroom were punished (mean=3.1) though a moderate agreement was observed about classroom had a disciplinary team(mean=3.8).

As far as positive and negative reinforcement was concerned, negative reinforcement was practiced and positive reinforcement neglected in the schoolboy the teachers. Public punishment and canning of wrongdoers was practiced with little deterring practices such as public denunciation of certain behavior like defiance or by means of public criticism and discouragement.

5.1.2 Learners' progress in Primary Schools in Kibuku District–Uganda.

According to 94.5% were satisfied with the performance in homework while the remaining 20(5.2%) were not. This response was both from teachers and Learners and clearly shows high level of satisfaction with homework performance. In2013, average test grade for the six schools was 86.7, homework was 69.9% and at national level it was 86.7%. In2013 homework was performed poorly as compared to the other assessments. In 2014 test grade scores declined to 85.8%, homework increased to 75.8% and national exams remained at86%. In 2015 test grades increased to 86.5%, homework increased to84% while national exams remained at 86%. In2016 national exams did not change, test grades too remained the same while homework declined to 80.4%. On analyzing the trend, from 2013 to2014, the general performance increased by1.5%then declined continuously from 2015 and 2016.

5.1.3 Relationship between Teacher Based Evaluation Practices and Learners'progress

According to the findings, the correlation between classroom control and Learners' progress produced Pearson correlation coefficient $r=0.308$ and $p=0.000$, between role model and Learners' progress was $0.430, p=0.000$ and between positive- negative reinforcement was $r=0.423, p=0.000$. This shows that the relationships were all positive and statistically significant. Each of these elements significantly increases Learners' progress of the Learners when they are

improved. The correlation coefficient $r=0.738$ was produced with p-value of 0.000 of a two-tailed between Teacher Based Evaluation Practices and Learners' Learners' progress.

5.2 Conclusion

The finding show that there was classroom control strategies such as control movements in the classroom, roll calling to ensure attendance, strictness on arrival in class and acquiring permission before leaving the classroom. However weakness was observed in providing copy of school rules and regulations, ensuring class activities were done, worse school uniforms or provided counseling by teachers to their Learners. From the findings, role modeling strategies were implemented through adequate preparation and delivery of lessons and meeting periodically with Learners. However teachers failed to lead by example in many areas like dressing smartly, attending lessons in time and respect of Learners by listening to their concerns. Therefore this strategy was weakly implemented in the schools by the teachers. And as far as positive and negative reinforcement was concerned, negative reinforcement was practiced and positive reinforcement neglected in the school by the teachers. Public punishment and canning of wrong doers was practiced with little deterring practices such as public denunciation of certain behavior like defiance or by means of public criticism and discouragement.

The Learners' progress of the six schools kept declining from 2013 to 2016 consecutively. National exams were fairly stable in performance across the schools however tests and homework were being taken for granted. The relationships were all positive and statistically significant therefore each of these elements significantly increase Learners' progress of the Learners when they are improved.

5.3 Recommendation

It is recommended that more emphasis is placed on helping teachers to become role models to their Learners. The teachers should dress up neatly and by conduct and discipline show Learners by their living. Headteachers should help their teachers in understanding that Teacher Based Evaluation Practices is key for success and therefore set aside budget for trainings as well as facilitations for good practices.

5.4 Suggestions for further study

- i. The impact of Teacher Based Evaluation Practices on the performance of girl child in primary schools in Uganda
- ii. The effect of guidance and counseling on the discipline of Learners in primary schools
- iii. The impacts of incentives on the discipline of Learners

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APPENDICES

APPENDIX1: QUESTIONNAIRE FOR TEACHERs AND LEARNERS

Dear Respondents

This research aim at establishing the Teacher-based evaluation process on pupil's academic progress

SECTIONA

Instructions: Please respond to each item by putting a tick (✓) in the spaces provided or by writing an explanation as required.

I. Demographic Profile

Gender: ☐ Male ☐

Age: below 30years ☐ between 30-50years ☐ above 50years ☐

What is your highest education level?

a) Bachelor Degree ☐

b) Master's Degree ☐

e) (Any other, specify) _____

1.a. Are you satisfied with the homework performance of your Learners?

Yes ☐ No ☐

b. How often do you give homework?

Everyday ☐ Once per month ☐

Once per week ☐

Never ☐

SECTION B

Please use a tick (✓) to indicate your response in the space provided the extent of effectiveness to which you agree or disagree with the statements provided below in regard to the activities you play or get involved in as a PTA member in your school.

Key:

1=Strongly disagree, 2=Disagree, 3=Not sure, 4=Agree, and 5=Strongly Agree

	Statement	5	4	3	2	1
A	Classroom Control					
1.	Teachers ensure that Learners arrive in class time					
2.	Teachers ensure that Learners have copy of school rules and regulation					
3.	Teachers are strict on Learners permission before leaving class					
4.	Teachers ensures that Learners do all classes activities.					
5.	Teachers ensure Learner swear school uniform					
6.	Teachers reserve time to counsel Learners					
7.	Teachers take class roll call routinely					
8.	Teacher control Learners' classroom movements					
B	Role Modeling					
1.	Teachers dress smartly while in classroom					
2.	Teachers are punctual in attending their lessons to Learners					
3.	In this schoolteachers adequately prepare and deliver their lessons					
4.	Teachers respect Learners during lessons by listening to their concerns.					
5.	Classroom Teachers in this school conduct meetings with Learners periodically.					
C	Positive and Negative Reinforcement					
1.	In this school indiscipline Learners are punished publically					
2.	In this school indiscipline Learners are caned openly					
3.	Teachers in this school publically discourage and criticize indiscipline whenever it occurs					
4.	Defiant Learners in classroom are punished					
5.	In our classroom has got disciplinary team among Learners					

QUESTIONNAIRE FOR LEARNERS

SECTION A

Instructions: Please respond to each item by putting a tick (✓) in the spaces provided or by writing an explanation as required.

I. Demographic Profile

1. **Gender:** Male ☐ Female ☐
2. **Age:** below 15years ☐ between 16-20years ☐ 20years ☐
3. What is your education level?
 - a) Senior one ☐
 - b) Senior two ☐
 - c) Senior three ☐

II. QUESTIONS

1.a. Are you satisfied with the correction of homework with your teachers?

Yes ☐ No ☐

b. How often are you given homework?

Everyday ☐ Once per month ☐
Once per week ☐
Never ☐

4. Please use a tick (✓) to indicate your response in the space provided the extent of effectiveness to which you agree or disagree with the statements provided below in regard to the activities you play or get involved in as a PTA member in your school.

Key:

1=Strongly disagree, 2=Disagree, 3=Not sure, 4=Agree, and 5=Strongly Agree

1=Strongly disagree, 2=Disagree, 3=Notsure,4=Agree, and 5=Strongly Agree

	Statement	5	4	3	2	1
A	Classroom Control					
1.	Teachers ensure that Learners arrive in class in time					
2.	Teachers ensure that Learners have copy of school rules and regulation					
3.	Teachers are strict on Learners permission before leaving class					
4.	Teachers ensures that Learners do all classes activities.					
5.	Teachers ensure Learners wear school uniform					
6.	Teachers reserve time to counsel Learners					
7.	Teachers take class roll call routinely					
8.	Teacher control Learners' classroom movements					
B	Role Modeling					
1.	Teachers dress smartly while in classroom					
2.	Teachers are punctual in attending their lessons to Learners					
3.	In this schoolteachers adequately prepare and deliver their lessons					
4.	Teachers respect Learners during lessons by listening to their concerns.					
5.	ClassroomTeachersinthisschoolconductmeetingswithLearnersperiodically.					
C	Positive and Negative Reinforcement					
1.	In this school indiscipline Learners are punished publically					
2.	In this school indiscipline Learners are caned openly					
3.	Teachers in this school publically discourage and criticize indiscipline whenever it occurs					
4.	Defiant Learners in classroom are punished					
5.	In our classroom has got a disciplinary team among Learners					