

**IMPACT OF CONTINUOUS ASSESSMENT ON STUDENTS' ACADEMIC  
PERFORMANCE IN SELECTED PUBLIC SECONDARY SCHOOLS IN  
MBALE MUNICIPALITY**

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## DECLARATION

I **WORALE FRED REG NO: BCE/44874/143/DU**, hereby declare that this dissertation is my original work and it has never been submitted to any institution for academic qualification.


Sign .....  .....


Date..... 23<sup>rd</sup>/08/2017 .....

## APPROVAL

This to certify that this research has been submitted for examination with my approval as university supervisor

Name: MS NAKIRYA MARGARET

Sign: .....  


Date: .....  


## **DEDICATION**

This study is dedicated to my parents Mr. and Mrs. Chemususu Immaculate small, my Brothers and Sisters, the family of Mr. and Mrs. Worale Fred Viola, for their spiritual, moral and financial support towards my struggle in education during the three year period of study at Kampala International University

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## ABSTRACT

This study was about establishing the impact of continuous assessment on students' academic performance in UCE in Mbale municipality. The study objectives included; establishing the effect of homework on students' academic performance in UCE, examining the effect of monthly tests on students' academic performance in UCE and establishing the effect of class exercise on students' academic performance in UCE. The study sampled 180 respondents out of a study population of 123 respondents according to Morgan (1970) formula of determining the sample size of the respondents. The study respondents included; school administrators, teachers students and parents. The study discovered that homework affects students' academic performance in the following ways; home work helps students to identify their weaknesses and strength, helps in monitoring students learning and progress, home work helps teachers to gauge student's mastery of the required knowledge, helps teachers to determine whether students are prepared for tests and examinations and motivating and shaping learning and instructions. As regards the effect of monthly tests on students' academic performance in UCE, it was found out that monthly tests enables complete understanding of concepts, determines the memory and reasoning capacity of students, helps teachers to determine the gaps in students understanding of concepts, encourages students to attend classes and students retain the materials for a long period of time or make them ready for exams. It was found out that class exercise affects students academic performance in the following ways; encourage student to work hard and prepare for examination, class room exercises encourage students to research, class room exercises encourage students to independently, critically and creatively think about what they have studied, minimizes failure amongst students during examinations, and encourages students to form discussion groups for easy understanding of concept. The recommendations teachers in schools need to ensure close monitoring of students performance by ensuring continuous assessment of students through monthly and weekly tests.

There is need to encourage students to make use of discussion groups and intensive consultations of teachers in areas they fill there are not well versed with. This can help to improve on their performance in their examination.

Guidance and Counseling is of paramount importance in the area of academic performance of students, therefore teachers need to take a step to guide students to intensive read their books to improve their performance.

## **ABBREVIATIONS**

DAE-Donors to African Education

AEDA-Association for Education Development in Africa

WGSE-Working Group on School Examinations

EFA-Education for All

CA-Continuous Assessment

UCE-Uganda Certificate of Education

UNEB-Uganda National Examination Board

BOT-Beginning of Term exams

EOT- End of Term exams

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The government of Uganda regards education has a basic right for all Ugandans citizens regardless of their social status, physical form, mental ability, sex, or place of ethnic origin. The government is endeavoring to provide adequate facilities and opportunities for all school going children but the performance has remained below unacceptable levels especially here in mbale district.

For many years student's assessment has been relegated to secondary role in educational process. Many educationists feel it has been ignored, misused and totally misunderstood by administrators, teachers, parents and students yet assessment emerged as one of the major component in the restructured schools in 1990s.

According to Kellaghan and Greany (2003), "during the 1980s and 1990s, among the many countries that engaged in examination reform were Uganda (1983), Kenya (1985), Zimbabwe (1990), and Tanzania (1994)." Following the Policy Paper, "Education in Sub-Saharan Africa", which recommended, "a renewed commitment to academic standards principally through strengthening examination systems" (World Bank 1988: 93), the first plenary meeting of the Donors to African Education (DAE) now called Association for Education Development in Africa (AEDA), reflecting the mood and development in many countries, addressed the need to improve education quality. This led to the establishment of the Working Group on School Examinations (WGSE) in recognition of the important role examinations could play in quality improvement.

In Uganda, the education policy review commission was initiated to review the education system. The commission emphasized the importance of both continuous assessment and final examinations. The Jomtien declaration (1990) in Thailand about Education for all (EFA) required definitions targets for quality improvement and it specified a need to assess students' achievements. This is why the white paper (1992) on

the education for National Integration and development recommended that schools should maintain a cumulative record card on continuous internal assessment including class performance. Since then, teachers have continued to carry out continuous assessment (CA) in secondary schools for “O” level classes as often as possible other than waiting until the end of each term or year (Kellagan, 2003).

Ogunnyi (1984), defines assessment as any procedure or activity that is designed to collect information about the knowledge, attitude, or skills of the learner or group of learners. Assessment is therefore a process through which the quality of an individual’s work or performance is judged. When carried out as an on-going process, assessment is known as Continuous Assessment (CA). CA is a formative evaluation procedure concerned with finding out, in a systematic manner, the over -all gains that a student has made in terms of knowledge, attitudes and skills after a given set of learning experience.

According to Johnson & Pontius (1989), continuous assessment (CA) is not simply continuous testing. Continuous assessment does not solely depend on formal tests. CA is more than giving a test, it involves every decision made by the teacher in class to improve students achievement. CA may take different forms such as formal questions given to students during class, take-home assignments/exercises and recapitulation exercises. Assessment is either internal or external. Internal assessment refers to school-based assessment, which includes class assignments, teacher-made tests, recap exercises, projects, field studies and all these tools form part of the classroom continuous assessment strategies.

A continuous assessment strategy refers to the different tools/procedures used in the classroom to understand the academic achievement levels of learners in terms of their knowledge, attitudes and values. Also a strategy in assessment is a purposefully conceived and determined plan of action. It is a pattern of assessment that seems to attain certain outcomes and to guard against others Center for Public Education. (2007). External assessment refers to tests that are produced by examining bodies away from

school. For example, the Uganda Certificate of Education (UCE) is a public examination offered by the Uganda National Examination Board (UNEB) that forms part of external assessment at “O” Level. UNEB is an examination body in Uganda vested with all the authority of examining and certifying learners at “O” level after they have sat for the final examination at the end of the four years. Students are expected to perform well in both numbers of assessments. In this study, performance is used to denote student’s achievement based on their grades or results attained.

Mbale municipality is located in Eastern Uganda. It is bordered by Bukonde to the east Nakaloke to the North-West, Namamonyi to the North East, and Bungokho to the South. Mbale municipality is divided into three divisions’ namely Northern division, Industrial division and Wanale Division. Mbale municipality has got 20 schools of which 6 are O-level whereas the rest are both O and A-level with an average population of 10,300 students. These schools are carrying out continuous assessment strategies that is to say Beginning Of Term (BOT) exams, Homework’s, monthly tests, plenty of class exercise and End Of Term (EOT) exams being conducted in all secondary schools in Mbale municipality in an effort of preparing students for better performance, however for many years the academic performance at O-level in Mbale municipality is very poor, according to the analysis of New Vision of 1<sup>st</sup> -Feb-2017 pages 61-70 for the top 1000 schools for the previous released O-level results, only four schools in Mbale municipality managed to score an average of above 4% these schools include St. Paul’s college leading with 39.881%, Mbale SS the second with 12.223%, Grace Secondary school with 5.611% and Mt. Masaba HS with 4.684%, the rest of the schools scored below 4% implying that the performance was very poor.

However according to Mary okwakol the UNEB Chairperson as per the Daily monitor Wednesday February 15<sup>th</sup> 2017 page three (3), she said that there is need for the ministry of Education to go beyond the provision of the hardware and look for the reasons, why despite the interventions, performance in mathematics and the sciences continue to be

below the acceptable levels. This leaves the Researcher wondering if the performance in 0 Level is related to continuous assessment.

### **1.2 Statement of the Problem**

According to the education policy review commission (EPRIC, 1989) was initiated to review the education system. The commission emphasized the importance of both continuous assessment and final examinations, Many schools in Mbale municipality have adopted continuous assessment in an effort to improve the academic performance in UCE results; this can be evidenced in the homework's, monthly tests, regular class exercises and end of term (EOT) exams. However, despite the fact that all these schools conduct continuous assessment strategies in an effort of preparing students for better performance, the academic performance in Mbale Municipality has continued to be poor among all the schools. This makes the researcher to carry out the research.

### **1.3 Purpose of the Study**

To establish the impact of continuous assessment on students' academic performance in UCE in Mbale municipality

### **1.4 Objectives of the Study**

The Study is to be guided by the following objectives;

1. To establish the effect of homework on students' academic performance in UCE.
2. To examine the effect of monthly tests on students' academic performance in UCE.
3. To establish the effect of class exercise on students' academic performance in UCE.

### **1.5 Research Questions**

The researcher is to be guided by the following questions during data collection.

1. Does homework affect students' performance in UCE?
2. What is effect of monthly tests on students' performance in UCE?

3. Is there any impact of class exercises on students' performance in UCE?

### **1.6 Significance of the Study**

The findings of this study might contribute to the following:

1. The research would provide relevant knowledge and information to the Inspectorate Department about the performance of students in schools that results from the classroom practice.
2. Teachers would be informed of the alternative continuous assessments that could be used to enhance student's performance.
3. This study may act as a foundation for further research that may benefit researchers.
4. This research would help the researcher to be awarded a bachelor's degree at the completion of the study.

### **1.7 Scope of the Study**

#### **1.7.1 Content Scope**

The study was limited to the impacts of continuous assessment on students' academic performance in UCE in Mbale Municipality, finding out the impacts of the continuous assessment strategies that is to say beginning of term (BOT) exams, Homework's, monthly tests, plenty of class exercise and end of term (EOT) exams being conducted in all secondary schools in Mbale municipality in an effort of preparing students for better performance.

#### **1.7.2 Time Scope**

The study took a period of three years ranging from 2013 to 2016. This was because it is within this period that Mbale municipality has experienced high rates of poor results in students' academic performance in UCE.

### **1.7.3 Geographical Scope**

The study was carried out in three (3) selected secondary schools in Mbale Municipality Mbale District which include Mbale senior secondary school, Nkoma high school and Mbale comprehensive high school. Mbale municipality is located in Eastern Uganda. It is bordered by Bukonde to the east, Nakaloke to the North-West, Namamonyi to the North East, and Bungokho to the South. Mbale Municipality is divided into four divisions' namely Central Division, Northern division, Industrial division and Southern Division.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the related literature of the study. It pointed out what other researchers did that is in line with the study at hand, it is the basis upon which research gaps are identified and research studies designed.

#### **2.1 Homework and Students' Academic Performance**

According to Hoover-Dempsey (2001), parents believe that homework may aid their children's school achievements; some see homework as a good way of finding out more about what their children actually do at school. Students who complete their homework always get motivated and are always eager to have another task of homework. This makes them to become perfect when doing final examinations, they get more time for independent learning and search for more questions outside the class and be able to solve different tasks. In order for homework to be used as an effective learning tool, it should not be used as a punishment; this is true because it is a negative motivation which may discourage learners from doing work and searching for more. Homework is given to students to encourage them read and search for more "an empty utensil makes a lot of noise", a student who has done homework will have a prior knowledge about what is going to come next from the teachers lesson. This is similar to what is done to most of the schools in Mbale Municipality; students are given home work as assignments to test their knowledge on the concepts they study. This has encouraged many to carry out independent exercises to improve their understanding and performance at school.

One of the other important advantages of frequent home work is that it creates extrinsic motivation for the students; since students want to obtain good grades in the course, they try hard and spend a lot of time preparing and in the view that getting good marks in home work exercises motivates students (Dustin, 1971), they are encouraged to read hard. This has a circular effect in that students prepare more for the assignments since the

test itself is a good source of motivation (Zarei, 2008). According to Johnson & Kiviniemi, (2009), the relevant literature on frequent tests for students has witnessed a substantial amount of controversy. Frequent tests help students to retain the material for longer periods of time or make them ready for high-stakes exams. Taking into consideration the kinds of nation-wide and high-stakes tests, students are required to take frequent testing in order to be prepared for much important exams (Johnson & Kiviniemi, 2009). In addition, many studies have shown that frequent testing increases students' classroom attendance (Clump, Bauer, & Alex, 2003, Wilder et al., 2001). Frequent testing is also beneficial because through giving students frequent quizzes, schools can gain valuable information about how they are doing. Moreover, frequent testing can provide the school, teachers, parents, and students with useful feedback on student performance in the class. In Mbale Municipality, students are normally guided by teachers not to take home work as a joke, this is because it enables students to understand and grasp concepts more clearly than never before.

Gilliland (2002) claims that it is better to give less homework, this is true because too much homework creates monotony to students, make them tired and give up. Homework can help students to remember what they have learnt in class, this is very true and it calls for teaching aids to help the student in mastery of concepts. However, Homework forms part of learner's revision and facilitates concentration and retention in which students' are able to recall when doing their final exams. The teachers should measure the amount of homework that students do within a practical or period of time.

In addition to this, homework contributes more to the students' achievements than homework that is assigned but not checked. Therefore, teachers should endeavor to check and mark homework each time they assign in order to encourage the students do more. To justify this view, Cooper, (1989) made a statement that as a way of motivating and extending learning outside the classroom, homework should be given to students and be marked and corrected as soon as possible. It is also important to note that tasks assigned have some important value outside the classroom. If students are applying

school tasks to life, they need to perform or produce a skill in school and they also need to be flexible to create time to accomplish the tasks. This is in line to what is happening in majority of the schools in Mbale Municipality where teachers assign home work to students and do not follow up to review and see how students have fared which in the end affects their academic performance.

Practice and repetition in mathematics is essential in order to build a foundation of basic knowledge and skills. Homework enables students to master a process by practice and to increase comprehension and retention of information. Students learn best when concepts are frequently reviewed and practiced. Although many students learn mathematical concepts in the classroom, mastery of some concepts demands multiple exposures over time. Assigning homework potentially frees in-class time for more structured activities such as explorations, investigations, and cooperative learning opportunities. Practicing skills during in-class time is an inefficient use of learning time. Assigning homework is thus an ideal opportunity for students to practice skills without rigid time constraints. In most of the schools in Mbale Municipality, teachers assign home work to students to keep them busy at home. It is according to the findings that, it is the only form of keeping students on track of Excellency during examinations at school.

Reading, communicating ideas, dictating notes, listening skills, problem solving, planning and prioritizing are life skills that are often reinforced through homework assignments. Homework can also teach students to concentrate, write reports, spend time alone and develop a curiosity to be a continuous learner (Bishop, 2008). There are other purposes of homework not directly related to instruction. One is to help students develop time-management, study, and organizational skills (Black, 1996). Students, especially those with learning differences or challenges, succeed in an environment that is structured. This is absolutely true and it is reflected among the serious students in secondary schools in Mbale Municipality who have taken time management in their studies as a key priority. This has helped to improve their performance.

According to Center for Public Education (2007), encouraging students to keep a daily homework planner to organize work may develop important organizational skills. Students with an established homework routine strengthen and build time-management and study skills. Assignments require students to be cognizant of time restraints and deadlines; building responsibility and accountability into the busy schedules of high school students. Homework can also improve communication between families and the school Center for Public Education (2007). Discussing homework contributes to some of the immediate and frequent dialogues between families and the school Gilliland (2002). Parental involvement with the student and the school is a central relationship and can produce great rewards for all concerned. This is in relation to most secondary schools in Mbale Municipality, majority of the parents show their responsibilities and active roles in ensuring that their children comply with the necessary school tasks to improve their performance.

## **2.2 Class Exercise and Students Academic Performance**

One of the important ways of establishing whether the objectives of the topic or lesson in class have been achieved is by giving students exercise which is the result of reflection of the extent of students' learning. Assignment is a stimulus of learning activity or a student sailing agent towards the learning activity through setting up of objectives (Charid, 1999). The teacher who gives exercise after the lesson makes learners active and practical and students will try their level best to pick the teachers' explanation, such exercises gives students insight and they will try to anticipate what may come in final exams. In most secondary schools in Mbale Municipality, exercises are given to students after giving them numerous examples in class. They are a form of class short tests to confirm whether student have understood the concept. This approach has enabled a number of students to excel in their academics in secondary schools in Mbale District.

Teachers obtain information about educational achievements of their students from many sources, they observe what students do and some of their observations are written

down in form of records (Bremen, 1983). In addition to final examinations, class exercises are necessary and may be sufficient, Continuous assessment does not only mean records of work every time students do exercise or test but also what the students do. Therefore, teachers need to encourage their students to do individual exercises and hand in for marking to prove their perfection. Black (1996), blames the classroom assessment on lack of training teachers receive as far as continuous assessment is concerned, most colleges of education provide course for evaluation but many students ignore and few takes them. So teachers who have skills of evaluating students always give students some exercises and students who dodge class exercise always have poor performance in final examinations. This is similarly happening in secondary schools in Mbale Municipality and in some secondary schools, teachers are very strict on exercises they give to students to ensure that students are on track in their academics.

Students learn to work on assignments, even when they do not want to, and thus adjust to the demand of a specific task. (Johnson, Pontius, 1989). Self-directed learning can be enhanced with class exercises by requiring students to use outside resources like libraries, the internet and various reference materials. Actively engaging in class assignments encourages students to be advocates of their own learning (Chen, 2009). Another non-instructional purpose of assigning class exercises is to encourage students to work with their peers. The planning of cooperative groups or suggesting and encouraging study groups are beneficial. Cooperative efforts result in a mutual benefit for all group members since everyone gains from each others' effort. The benefits of study groups are likewise evident. The material is better understood and retained through multiple learning modalities. Students discuss, explain, and re-examine concepts and/or processes with their peers, thereby reinforcing their own learning. Students can also question and discuss confusing and complex concepts with each other (College Board, 2010). In secondary school in Mbale Municipality, class room exercises are taken to be very important in improving the academic performance of students and they are taken as priority in ensuring proper understanding of concepts among students in schools.

Parental support and involvement will improve student success. According to Van Voorhis (2003), "Research shows that parental involvement in the school results can improve students' achievement." Van Voorhis (2003) noted that assignments that had a component of interacting with other students or with parents were important factors in ensuring the effectiveness of homework. Parental or family help with homework allows them to show an interest in their children's education (Hoover-Dempsey et.al, 2001). A study by Cooper, Lindsay, Nye, and Greathouse, (1998) suggests that family involvement had more behavioral benefits than academic benefits. Homework can thus serve as a window for parents to observe the education of their child. Parents spend quality time with students when helping them with homework and therefore make connections with their child's academic life.

### **2.3 Monthly tests and Students Academic Performance**

According to Zarei (2008), tests can be beneficial in a number of ways. First, they supply motivation for students to attend classes. In a study carried out by wilder (2001), he examined the effect of random tests exercises on student attendance in class. The results indicated that student attendance increased by 10 percent when the tests exercises were in place. Frequent test exercises help students to retain the material for longer period of time or make them ready for high-stakes exams (Johnsom & Kiviniemi, 2009). In addition, many studies have shown that frequent testing increases student's classroom attendance Chump, Bauer, & Alex, (2003). In Mbale Municipality, most of the monthly tests that are given to students are tallied and given a percentage which is equated to the final score in the examination. This implies that student's failure to write monthly tests costs them a lot of marks at the end of the term. This therefore confirms that students have to be serious in their studies to enable them to excel in their examinations.

Winter (1992), pointed out that policy makers mandate achievement tests that through testing we can set and communicate the standard to the surrounding, they tell them what is expected of good performance in class grades, self-satisfaction among others thus

motivating performance. Test results communicate to parents about the achievements and performance of their children. They make students themselves identify the strength and weakness and seek for teachers' assistance and guidelines which help them improve on their performance in final examinations. Teacher made tests are written or oral assessment that are not commercially produced or standardized, test which a subject teacher designs for his or her students either weekly, monthly among others will stimulate the learners interest in revision (Barke, 1994 pg 34). Students who do revision always perform better, teacher made tests allows the students to see their own progress and also allow teachers to make adjustments to their own instructions on daily basis. This is true in that a student who is subjected to periodic tests progress well because they evaluate themselves while trying to grasp some materials given to get ready for the tests which help them to prepare for final exams and hence preparing for UCE examinations. In secondary schools of Mbale Municipality, teacher made tests are also emphasized and done to test student's capacity of understanding and good results at the end of the final UCE results are seen indicating an improvement in the performance of students which is very important to all the stake holders of the schools.

Ogoniyi (1984) stressed that most modern educators believe that student's grade should not be based on one form (BOT exams), today teachers usually keep cumulative record scores earned by students in tests, reports, and practical (lab tests). Therefore, Monthly tests are one of the significant ways of assessing learners' performance. In addition to this, students use test results to determine how successful they have been in meeting certain requirements for satisfactory completion of desired learning outcomes.

Burke (1994 pg. 32-33) identified the modification that can be made to help to ensure success in tests for all students especially those with special need to be given special attention of the teacher by assessing them several alternative tests which help them to do purposely well and be ready for final exams hence better performance. The fundamental aims of assessment is to give the students definite work so as to guide, and stimulate them to perform in such tasks which result into educative experience and therefore may result into better performance in final exams. The results are communicated to stake

holders inform of report cards which show the performance of learners during a particular term. Such results may reflect the future performance of learners in final exams.

Bishop, J. (2008) said that one of the problems is that teachers make tests on their emphasis on low thinking, this may be true, however teacher made tests follow the physiological principle of beginning from simple to complex and therefore their results may reflect the students' performance at national exams (UCE). Almost every stake holder is aware of BOT exams which are the most popular way of assessing students. Continuous assessment can determine learner's performance during the final exams. This is because students who do well in end of term exams always get some range of better performance at national exams (UCE), Learner's get used to exams and eventually perform better. However, such information has not been documented in line with the study area thus an investigation in line with secondary schools in Mbale Municipality Mbale District hence the study.

Center for Public Education (2007), affirms that continuous assessment gives students a sense of encouragement and motivation. Fear of failure by students' drive them into competitive performance, administering end of term exams make students work competitively for the top positions in class which is always indicated on their reports and get inspired to continue to maintain such a good position. This eventually contributes significantly to better performance in national exams, at the end of a four year course; a student does not become hesitant to promise him or herself revision. Continuous assessment also give teachers and learners feedback on the learning the objectives and it help teachers to obtain the strength and weakness of learners. Here class exercise is necessary while end of term exams in a sufficient condition forgetting learners' feedback about the extent of learning during a term period and the results may act as a predicting validity in national examinations. Assessment is made authentic primarily by the teachers themselves. Therefore each child's actual understanding and performance should be assessed.



In conclusion, secondary schools assessment of students learning in the classroom has been an integral component of the teaching-learning process especially at “O” level because there is much effort by the teacher to teach a lot of content to students. However, according to Kellaghan and Greany (2003), that kind of assessment is subjective, informal, immediate, on-going and intuitive as it interacts with learning as it occurs. Although the main argument behind the adoption of continuous assessment is to avoid focusing all efforts, time and energy on just one exam, this is not true in Ugandan ‘O’ level schools. Teachers and students put their focus on final examinations called Uganda Certificate of Education Examinations (UCE). This is because UCE results are an important determinant of future opportunities for higher education and other life chances. However too many tests would make students begin to work solely for passing the tests since most teachers teach for the purpose of their students passing examinations especially public examinations. Students therefore become more examination conscious. An ideal situation is one in which a sufficient number of tests are given to encourage the students to study and pay attention, but not so many that they become excessively examination conscious. It takes experience and skills for the teacher to know when the right balance has been achieved.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presented the methods that were used to enable the researcher to gather data for the study. It comprised of the research design, area of study, population, sample size, sampling techniques, data collection techniques, reliability and validity of the instruments, data quality control, data analysis and presentations.

#### **3.1 Research Design**

A research design is a plan, a structure, a strategy of investigation that seeks to obtain answers to research questions (Garry Garvey, 2004; 26). A cross sectional survey design was used in the study based on both quantitative and qualitative research approaches, because according to Fraenkel and Wallen (1996) cross sectional research describes an existing relationship between variables. It is also encouraged by Amin (2005) for studies that involve collecting data from a large population. This design was appropriate because it involved analysis of respondents across a wide spectrum. The study flowed sequentially, beginning with questionnaires that were backed up by interviews. Quantitative approach was used because of the variables that were measured by numbers and analyzed with statistical procedures (Amin, 2005; Kaahwa, 2008).

#### **3.2 Population of the Study**

The population of the study comprised of 180 respondents who included 03 school administrators, 45 teachers, 100 students, and 32 parents in three 3 selected Secondary schools in Mbale Municipality which included Mbale senior secondary school, Nkoma high school and Mbale comprehensive high school.

#### **3.3 Sample Size of the Study**

A sample is part of the target population that has been procedurally selected as a representative of the whole population of the study (Cronbach 1951). In this case, the

sample size of the study was 123 respondents as categorized in the table below. The size of the sample included 03 school administrators, 30 teachers, 68 students and 32 parents as categories in the table below:

These respondents were selected because they are informed with knowledge about the impact of continuous assessment on the academic performance of students in Mbale Municipality in the selected schools.

**Table 3.1: Sample Size of the Respondents**

No	Categories of Respondents	Population	Sample size	Sampling technique
1.	School administrators	03	03	Purposive sampling
2.	Teachers	45	30	Random sampling
3.	Students	100	68	Random sampling
4.	Parents	32	22	Purposive sampling
	<b>Total.</b>	<b>180</b>	<b>123</b>	

**Source: Adopted from K.V & D.W. Morgan (1970). Determining Sample Size for Research Activities. Educational and Psychological Measurement, 30.608.**

### 3.4 Sampling Techniques

Sampling technique is simply the process of learning about the population on the basis of a sample drawn from it. Under this method, a small group of the universe is taken as the representative of the whole mass and the results are drawn; Kothari (2004). For the case of the teachers and students, the researcher used random sampling, as they are many, for school administrators and parents; purposive sampling was applied because they are few and knowledgeable about the research problem.

### **3.6 Data Collection Methods and Instruments**

Three instruments were used to collect data for the study. Two instruments (questionnaire and interview guide) were used to collect primary data while the other (documentary review) was used to collect secondary data.

#### **3.6.1 Questionnaires**

A questionnaire is a set of carefully designed, written down, and tested questions, which are asked of individual respondents to gather information in research. The questionnaire was used to collect data because the population is literate and large and the time for collecting data was limited. Open and closed- ended questions were designed because they were easy to answer, save time and keep the respondents focused on the subject. Questionnaires were used because they collect numerical data and are the main method of data collection (Sarantakos, 1997). Also questionnaires collect large amount of data within a short time and they are easier to administer and analyze.

#### **3.6.2 Interview**

According to Louis and Keith (2000), an interview is an exchange of views between two or more people on a topic of mutual interest. Interview schedules were equally used to collect primary qualitative data from the respondents like school administrators and community leaders. The interviews were used since they are easily adaptable and effective because they encourage probing for deeper information on part of the researcher whenever need arises.

### **3.7 Data Analysis**

The study used both qualitative and quantitative approaches to data analysis. The study specifically is to use thematic analysis for qualitative data and descriptive analysis for quantitative data. In the survey design, data collected through questionnaires was basically in form of frequency counts. Hence the data for each research question were calculated into percentages for analysis and interpretation and use of tables and charts were utilized because, according to Mugenda (2003) and Sarantakos (1998), they helped

to summarize large quantities of data while making the report reader friendly. Thematic analysis was used to analyse qualitative data collected through the use of interview guide by quoting the views of the respondents.

### **3.7 Reliability and Validity of Instruments**

Reliability and validity are important aspects for data control. In order to enhance reliability and validity, clear and concise words were used and questions were written in clear and simple language.

#### **3.7.1 Reliability**

Data reliability was censured by proper categorization of the respondents and applying or assigning rightful tools or instruments that fit a particular group of people. To test the reliability of the instruments, the researcher carried out a pilot test on the instruments employed by testing the results. This was done two times and their results were compared, whenever the relationship is close, the instrument was assumed reliable.

#### **3.7.2 Validity**

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. To test the validity of the instruments, the researcher designed questionnaires and discussed them with the supervisor and colleagues. Content validity of the instruments was censured by including all the key concepts relevant to the research topic. A pilot study or pretesting was done on 10 respondents to identify any short comings in regard to the tools. Questions were pretested to find out whether they are ambiguous or not and also to establish whether they generate the same response from all the respondents.

### **3.7 Study Procedure**

After the approval of the research proposal and the research instruments, the researcher obtained an introductory letter from the faculty of education introducing him to the

relevant authorities in the geographical area which the research was scheduled to take place. He then proceeded to make contacts and book appointments with those to be interviewed. These mainly included the school administrators, teachers, students and parents.

Data collected through questionnaires, an interview schedule and documentary analysis was edited, coded, classified and tabulated. However, methods of data analysis included the use of frequencies, percentages (100%) and degrees (360°). These were simplified by use of computer packages particularly data base and excel. Information cross examined with the use of questions was put in the questionnaire and interview guide for the purposes of the responses given. Tables were developed to present the findings with both qualitative and quantitative information after the different themes have been developed according to the responses and they were tabulated against identified variables.

### **3.9 Ethical Consideration**

The researcher respected the dignity of the respondents and treated the information given by them with uttermost confidentiality and for the research purpose only. The researcher was keen not to ask provocative questions to the respondents especially questions concerning private life and even those which degrade some body's dignity.

False and misleading information was critically subjected to validity test to check on the error rate in the research.

## CHAPTER FOUR

### DATA PRESENTATION ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

This chapter included the presentation, analysis and discussion of the study findings regarding the impact of continuous assessment on students' academic performance in UCE in Mbale Municipality. It contained the demographic characteristics of the respondents and more information on continuous assessment and students' academic performance. The findings were presented according to specific objectives and research questions. The research put into consideration the following demographic characteristics of the respondents and these were considered relevant during data collection:-

#### 4.1 Demographic Characteristics of the Respondents

**Table 4.1 Distribution of Respondents by Gender**

Response	Frequency	Percentage
Male	86	70
Female	37	30
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**

The result from the field on gender indicated that 70% of the respondents were male and 30% were female. According to the findings, the study findings indicated that there were more male respondents than the females basically because they were easily accessible during data collection. However the study interviewed some female respondents who were around at that particular time. This helped in identifying respondent's perception regarding the study under investigation. In addition, it was discovered that males respondents intensively assess student in the subjects they teach as compared to the females.

**Table 4.2 Distribution of Respondents by Marital Status**

Response	Frequency	Percentage
Married	25	20
Not married	98	80
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**

Study findings in table 4.2: shows that 20% of the respondents were married, 80% were not married. The study presentation shows that majority of the respondents here were not married, this implied that the study was student centered. Study findings also put it that although the study involved teachers who were married, more were students therefore students affirmed the highest response rate since they were not married.

**Table 4.3 Distribution of Respondents by Age Bracket**

Age	Frequency	Percentage (%)
15-20 years	49	40
21-25 years	31	25
26-30 years	15	12
31-35 years	06	05
36-40 years	04	03
41 +	18	15
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**

The study indicated that 40% of the respondents were 15-20 years, 25% were 21 – 25 years, 12% were 26-30 years, 05% were 31 – 35 years, 03% were 36 – 40 years, 15% were 41+. The studies found out that, majority of the respondents were 15 – 20 years. This shows that most of these respondents here were students; according to the findings, the researcher was interested in their say as to whether teachers endeavor to assess student and indeed they said teacher have made efforts to assess student in tests, months



and weekly examination. The findings were highly regarded because they gave meaning to data validity and reliability.

**Table 4.4 Distribution of Respondents by Education Level**

Response	Frequency	Percentage
Bachelor's degree	31	35
Diploma	68	55
Certificate	25	20
Not educated	00	00
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**

According to the findings, 35% of the respondents had bachelor's degree, 55% had diploma, 20% had certificates, 00% had not been educated. The study found out that majority of these respondents had Diploma. It was found out that more of these were teachers, the study findings indicated that the education level of a secondary teacher matters a lot to the success of a student. Therefore this according to the findings provides a level of dependence by schools heads on teachers because they are sure of good academic among students in schools.

#### **4.2 To establish the effect of Homework on Students' Academic Performance in UCE.**

**Table 4.5: Home work helps students to identify their weaknesses and strength.**

Response	Frequency	Percentage
Strongly agree	43	35
Agree	37	30
Not sure	00	00
Disagree	31	25
Strongly disagree	12	10
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**

The study revealed that 65% of the respondents agreed, 35% disagreed. The study finding show that majority of the respondents agreed with that statement that home work helps students to identify their weaknesses and strength. According to the findings, they said that home work keeps students active and focused in books, much of their time while at home is calculated to not only identifying their weaknesses in different areas of what they study but also giving a hand in household activities. This implies that students are kept busy while at home to improve their performance. This is in relation to the findings of Hoover-Dempsey (2001), who contended that parents believe that homework may aid their children's school achievements; according to Hoover-Dempsey (2001), some see homework as a good way of finding out more about what their children actually do at school. Students who complete their homework always get motivated and are always eager to have another task of homework. This makes them to become perfect when doing final examinations

**Table 4.6: Helps in Monitoring Students learning and Progress**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	68	55
Agree	55	45
Not sure	00	00
Disagree	00	00
Strongly disagree	00	00
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**

The study finding shows that all the respondents agreed with that statement that home work helps in monitoring students learning and Progress. According to the interviews while in the field, they said that it helps students to keep on track of what they study in class. They added that teachers are sure of what they teach to students, through assessments, they are able to determine the level of understanding of students. This according to the findings has helped to improve the academic performance of students in UCE examinations. According to Johnson & Kiviniemi (2009), he said that relevant

literature on frequent tests for students has witnessed a substantial amount of controversy. Frequent tests help students to retain the material for longer periods of time or make them ready for high-stakes exams. Taking into consideration the kinds of nation-wide and high-stakes tests, students are required to take frequent testing in order to be prepared for much important exams (Johnson & Kiviniemi, 2009). In addition, many studies have shown that frequent testing increases students' classroom attendance (Clump, Bauer, & Alex, 2003, Wilder et al., 2001). Frequent testing is also beneficial because through giving students frequent quizzes, schools can gain valuable information about how they are doing. Moreover, frequent testing can provide the school, teachers, parents, and students with useful feedback on student performance in the class.

**Table 4.7: Home work helps teachers to Gauge Student's Mastery of the Required Knowledge**

Response	Frequency	Percentage
Strongly agree	55	45
Agree	25	20
Not sure	00	00
Disagree	18	15
Strongly disagree	25	20
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**

The study revealed that 65% of the respondents agreed, 35% disagreed. The study finding show that majority of the respondents agreed with that statement that home work helps teachers to gauge student's mastery of the required knowledge. Study findings indicated that there are both slow learning students and fast learning students, assessments through tests and monthly exams helps students to know their stand in as far as their understanding of concepts is concerned. In addition, it encourages students to work hard and in the end excel in their education. This is in relation to Gilliland (2002), who said that homework can help students to remember what they have learnt in class, this is very true and it calls for teaching aids to help the student in mastery of concepts. However, Homework forms part of learner's revision and facilitates concentration and retention in

which students' are able to recall when doing their final exams. The teachers should measure the amount of homework that students do within a practical or period of time.

**Table 4.8: Helps teachers to determine whether students are prepared for tests and examinations**

Response	Frequency	Percentage
Strongly agree	74	60
Agree	25	20
Not sure	00	00
Disagree	18	15
Strongly disagree	06	05
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**

80% of the respondents agreed, 20% disagreed. Data shows that majority of the respondents agreed. The study finding show that majority of the respondent agreed with the statement that home work helps teachers to determine whether students are prepared for tests and examinations. Study findings indicated that students are able to know their areas of weaknesses once they are given home work packages for example weekly and monthly tests. According to the findings, it gives teachers assurance of student understanding of what they teach while in class hence students gain the confidence of writing their examination with the hope of passing. Cooper, (1989) in his view contended that as a way of motivating and extending learning outside the classroom, homework should be given to students and be marked and corrected as soon as possible. It is also important to note that tasks assigned have some important value outside the classroom.

**Table 4.9: Motivating and shaping learning and instructions**

Response	Frequency	Percentage
Strongly agree	37	30
Agree	68	55
Not sure	04	03
Disagree	18	15
Strongly disagree	09	07
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**

The study finding shows that 80% of the respondents agreed, 03 were not sure, 22% agreed with the statement that Motivating and shaping learning and instructions. The study findings indicated that students are put to task of applying class room knowledge to home work exercises their given. This is done to keep them focused as way of improving their academic performance and the standards of schools they enroll in. According to Bishop (2008), Reading, communicating ideas, dictating notes, listening skills, problem solving, planning and prioritizing are life skills that are often reinforced through homework assignments. Homework can also teach students to concentrate, write reports, spend time alone and develop a curiosity to be a continuous learner (Bishop, 2008). There are other purposes of homework not directly related to instruction. One is to help students develop time-management, study, and organizational skills

### 4.3 To Examine the Effect of Monthly Tests on Students Academic Performance in UCE

4.4 Table 4.12: Monthly tests enables complete understanding of concepts

Response	Frequency	Percentage
Strongly agree	49	40
Agree	42	34
Not sure	00	00
Disagree	18	15
Strongly disagree	12	10
<b>Total</b>	<b>123</b>	<b>100</b>

Source: Primary Data, (2017)

Study findings show that 74% of the respondents agreed, 16% disagreed with the statement that monthly tests enables complete understanding of concepts. The study findings indicated that monthly tests are given to students every end of the month, as a form of assessment, monthly tests are exercised in schools to prepare students for their final examinations, study findings indicated that serious students who attend classes and write these examinations do not find any difficulties when it comes to final assessment. This has enhanced their performance at school. According to Zarei (2008), tests can be beneficial in a number of ways. First, they supply motivation for students to attend classes. In a study carried out by wilder (2001), he examined the effect of random tests exercises on student attendance in class. The results indicated that student attendance increased by 10 percent when the tests exercises were in place. Frequent test exercises help students to retain the material for longer period of time or make them ready for high-stakes exams (Johnsom & Kiviniemi 2009).

**Table 4.13: Determines the memory and reasoning capacity of students**

Response	Frequency	Percentage
Strongly agree	62	50
Agree	25	20
Not sure	00	00
Disagree	25	20
Strongly disagree	12	10
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**

The findings in the table above are clearly shows that 70% respondents agreed, 30% agreed with the statement that determines the memory and reasoning capacity of students. According to the findings, they said that monthly tests make students to improve their thinking capacity, their reasoning and their understanding. In regard to the interviews with teachers, they said that students are tasked to think before they answer the given tests. According to the findings, whatever they are asked, they were taught during lesson therefore a student's memory is very important as it easy him / her to answer questions appropriately. Winter (1992), pointed out that policy makers mandate achievement tests that through testing we can set and communicate the standard to the surrounding, they tell them what is expected of good performance in class grades, self-satisfaction among others thus motivating performance. Test results communicate to parents about the achievements and performance of their children. They make students themselves identify the strength and weakness and seek for teachers' assistance and guidelines which help them improve on their performance in final examinations. Teacher made tests are written or oral assessment that are not commercially produced or standardized, test which a subject teacher designs for his or her students either weekly, monthly among others will stimulate the learners interest in revision.

**Table 4.14: Helps teachers to determine the gaps in students understanding of concepts.**

Response	Frequency	Percentage
Strongly agree	65	53
Agree	18	15
Not sure	00	00
Disagree	14	11
Strongly disagree	31	20
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**

The findings in the table above indicate that 69% respondents agreed, 31% disagreed with the statement. The study shows that majority of the respondents agreed to the statement. They said that as teachers, they are able to identify student's weaknesses in the subjects they teach and through these monthly tests, it become easy for teacher to assess students in their learning process. In addition, students are also in position to know areas that need intensive efforts and in so doing, their academic performance improves. Burke (1994 pg. 32-33) identified the modification that can be made to help to ensure success in tests for all students especially those with special need to be given special attention of the teacher by assessing them several alternative tests which help them to purpose well and be ready for final exams hence better performance.

**Table 4.15: Encourages student to attend classes**

Response	Frequency	Percentage
Strongly agree	74	60
Agree	37	30
Not sure	00	00
Disagree	12	10
Strongly disagree	00	00
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**



Field study findings revealed that 90% of the respondents agreed, 10% disagreed. The study indicated that majority of the respondents agreed with the statement that monthly tests encourage students to attend classes. According to the findings, students are encouraged to attend classes because time comes when they have been examined. This implies that their attendance in class is of paramount importance to their understanding which in the end helps them to excel in their examinations.

**Table 4.15: Students retain the materials for a long period of time or make them ready for exams.**

Response	Frequency	Percentage
Strongly agree	55	45
Agree	12	10
Not sure	00	00
Disagree	39	32
Strongly disagree	16	13
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**

Field study findings revealed that 55% of the respondents agreed, 45% disagreed. The study indicated that majority of the respondents agreed with the statement that students retain the materials for a long period of time or make them ready for exams. According to the findings, continuous assessment of students through monthly tests keeps students informed on what they study in class and in the end, they are able to utilize the knowledge to answer their final examinations.

#### 4.4 To find out the effect of Instructional Materials in the teaching of ire in Secondary Schools.

**Table 4.16: Encourage students to work hard and prepare for examination**

Response	Frequency	Percentage
Strongly agree	49	40
Agree	31	25
Not sure	00	00
Disagree	37	30
Strongly disagree	06	05
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**

Study findings indicated that 65% of the respondents agreed, 35% disagreed with the statement that encourage students to work hard and prepare for examination. It was found out that majority of the respondents agreed with the statement. According to the findings class room exercises are given to students to determine whether they have understood ideas as taught by their teachers, these exercises are normally given to students at the end of the lesson in class. Students are tasked to make consultations to ensure they have properly understood the concept, this implies that students have to work hard to excel. Center for Public Education (2007), affirms that continuous assessment gives students a sense of encouragement and motivation. Fear of failure by students' drive them into competitive performance, administering end of term exams make students womrk competitively for the top positions in class which is always indicated on their reports and get inspired to continue to maintain such a good position. This eventually contributes significantly to better performance in national exams, at the end four year course; a student does not become hesitant to promise him or herself revision.

**Table 4.17: Class Room Exercises encourage Students to Research**

Response	Frequency	Percentage
Strongly agree	62	50
Agree	24	20
Not sure	00	00
Disagree	31	25
Strongly disagree	06	05
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**

Study findings indicated that 60% of the respondents agreed, 30% disagreed out of the entire response rate. The study discovered that majority agreed to the statement that class room exercises encourage students to research, they said that once they are given exercises in class, there are tasked to make further research and in so doing, the exercises their given by their teachers makes them to read ahead and also focus on books and with a self drive of continuing to make continuous consultations from their teachers and researching in libraries. This has keenly helped to improve their academic performance.

**Table 4.18: Class room exercises encourage students to independently, critically and creatively think about what they have studied**

Response	Frequency	Percentage
Strongly agree	49	40
Agree	55	45
Not sure	00	00
Disagree	12	10
Strongly disagree	06	05
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**

Field findings indicated that 85% of the respondents agreed, 15% disagreed out of the entire response rate. It was found out that majority of the respondents agreed to the

statement that class room exercises encourage students to independently, critically and creatively think about what they have studied. The study found out that class room exercises mostly focus at brain storming students, keeping them on track of what they study, it is important because students are able to think and are in position to apply the knowledge in class during class room exercises.

**Table 4.19: Minimizes failure amongst students during examinations**

Response	Frequency	Percentage
Strongly agree	104	85
Agree	12	10
Not sure	00	00
Disagree	06	05
Strongly disagree	00	00
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**

Results from the fields indicated that 95 respondents agreed, 05% disagreed out of the entire response rate. It was found majority of the respondents agreed. Backing up the above findings with interviews conducted, it was found out from the respondents that students endeavor to read hard so that they can excel in class, because they are assessed by teachers through monthly and weekly tests, the failure rates of students are minimal which has improved the academic performance of students in UCE examination in Mbale Municipality. Center for Public Education (2007), said that continuous assessment also give teachers and learners feedback on the learning the objectives and it help teachers to obtain the strength and weakness of learners. Here class exercise is necessary while end of term exams in a sufficient condition forgetting learners' feedback about the extent of learning during a term period and the results may act as a predicting validity in national examinations. Assessment is made authentic primarily by the teachers themselves. Therefore each child's actual understanding and performance should be assessed.

**Table 4.20: Encourages students to form discussion groups for easy understanding of concept**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	68	55
Agree	41	34
Not sure	00	00
Disagree	14	11
Strongly disagree	00	00
<b>Total</b>	<b>123</b>	<b>100</b>

**Source: Primary Data, (2017)**

According to the findings from the field, it is indicated in the table above that 89% of the respondents agreed, 11% disagreed out of the entire response rate. Responses to this statement indicated that majority of the respondents agreed to the statement that class room exercises encourages students to form discussion groups for easy understanding of concept. In regard to their argument, they said that it is a form of revision which enables students to understand concepts in a more systematic way, they added that students can decide to combine in a group of three to give people, and each of these students will have one particular subject that he / she does best like wise to the other students in other subjects, this students becomes the mentor on the behalf of the other student to discuss concepts in a more clarified manner. This approach has helped to improve the academic performance of students in UCE results in Mbale Municipality and the standard in delivery of content to students.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATION**

#### **5.0 Introduction**

This chapter presents summary of findings, conclusions and recommendations suggested areas of further research. The conclusions were however drawn in alignment with the objectives and research questions under study.

#### **5.1 Summary of the Findings**

The study was guided by three research questions which included: establishing the effect of Homework on Students' Academic Performance in UCE. The study noted from the findings that homework affects students' academic performance in the following ways; home work helps students to identify their weaknesses and strength, helps in monitoring students learning and progress, home work helps teachers to gauge student's mastery of the required knowledge, helps teachers to determine whether students are prepared for tests and examinations and motivating and shaping learning and instructions.

The second research question dealt with examining the effect of monthly tests on student's academic performance in UCE. According to the findings, monthly tests enables complete understanding of concepts, determines the memory and reasoning capacity of students, helps teachers to determine the gaps in students understanding of concepts, encourages students to attend classes and students retain the materials for a long period of time or make them ready for exams.

The third research question dealt with the establishing the effect of class exercise on students academic performance in UCE: According to the findings, class exercise affects students academic performance in the following ways; encourage student to work hard and prepare for examination, class room exercises encourage students to research, class room exercises encourage students to independently, critically and creatively think about

what they have studied, minimizes failure amongst students during examinations, and encourages students to form discussion groups for easy understanding of concept.

## **5.2 Conclusions**

It can be concluded that home work helps students to identify their weaknesses and strength, helps in monitoring students learning and progress, home work helps teachers to gauge student's mastery of the required knowledge, helps teachers to determine whether students are prepared for tests and examinations and motivating and shaping learning and instructions.

It can be concluded that monthly tests enables complete understanding of concepts, determines the memory and reasoning capacity of students, helps teachers to determine the gaps in students understanding of concepts, encourages students to attend classes and students retain the materials for a long period of time or make them ready for exams.

After discussion and presentation of data, it can be concluded that class exercise affects students academic performance in the following ways; encourage student to work hard and prepare for examination, class room exercises encourage students to research, class room exercises encourage students to independently, critically and creatively think about what they have studied, minimizes failure amongst students during examinations, and encourages students to form discussion groups for easy understanding of concept.

## **5.3 Recommendations of the Study**

Teachers in schools need to ensure close monitoring of students performance by ensuring continuous assessment of students through monthly and weekly tests.

There is need to encourage students to make use of discussion groups and intensive consultations of teachers in areas they fill there are not well versed with. This can help to improve on their performance in their examination.

Guidance and Counseling is of paramount importance in the area of academic performance of students, therefore teachers need to take a step to guide students to intensive read their books to improve their performance.



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## **APPENDIX I: QUESTIONNAIRE FOR RESPONDENTS I,**

**WORALE FRED REG NO: BCE/44874/143/DU** is conducting a research study on **THE IMPACT OF CONTINUOUS ASSESSMENT ON STUDENTS ACADEMIC PERFORMANCE IN UGANDA CERTIFICATE OF EDUCATION (UCE) EXAMINATIONS. A CASE STUDY OF SELECTED SECONDARY SCHOOLS IN MBALE MUNICIPALITY.** You have been randomly selected among the respondents to furnish me with information based on your perceptions and experiences concerning. The information provided will be treated confidentially and shall only be used for academic purposes. Please fill in diligently, freely and honestly.

Thank you in advance.

### **SECTION A: BACKGROUND INFORMATION (tick as appropriate)**

1. Gender: Male ☐ Female ☐
2. Age group: 18-25 years ☐ 26-30 Years ☐ 31-35 Years ☐ 36- 40 Years ☐  
41- 45 Years ☐ 46+ Years ☐
3. Highest level of education: Post graduate ☐ Graduate ☐ Diploma ☐  
Certificate ☐ None ☐
4. Marital Status  
Married ☐ Single ☐ separated / divorced ☐

**SECTION B: To establish the effect of homework on students' academic performance in UCE.** Indicate the extent to which you agree with the following concerning the effect of homework on students' academic performance in UCE. *Please use the key below to answer the following questions by circling: (1) for strongly agree (2) for agree, (3) for not sure (4) for disagree (5) for strongly disagree*

<b>To establish the effect of homework on students' academic performance in UCE.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Home work helps students to identify their weaknesses and strength					
2. Helps in monitoring students learning and progress					
3. Home work helps teachers to gauge students mastery of the required knowledge					
4. Helps teachers to determine whether students are prepared for tests and examinations					
5. Motivating and shaping learning and instructions					

**SECTION C: To examine the effect of monthly tests on students academic performance in UCE.** Indicate the extent to which you agree with the following concerning the effect of monthly tests on students academic performance in UCE. ***Please use the key below to answer the following questions by circling: (1) for strongly agree (2) for agree, (3) for not sure (4) for disagree (5) for strongly disagree***

Likert scales	1	2	3	4	5
<b>Perceptions : To examine the effect of monthly tests on students academic performance in UCE</b>					
1. Monthly tests enables complete understanding of concepts					
2. Determines the memory and reasoning capacity of students					
3. Helps teachers to determine the gaps in students understanding of concepts					
4. Encourages students to attend classes					
5. Students retain the materials for a long period of time or make them ready for exams.					

**SECTION D: To establish the effect of class exercise on students academic performance in UCE.** Indicate the extent to which you agree with the following concerning the possible the effect of class exercise on students academic performance in UCE. *Please use the key below to answer the following questions by circling: (1) for strongly agree (2) for agree, (3) for not sure (4) for disagree (5) for strongly disagree*

To establish the effect of class exercise on students academic performance in UCE	1	2	3	4	5
Perceptions					
1. Encourage student to work hard and prepare for examination					
2. Class room exercises encourage students to research					
3. Class room exercises encourage students to independently, critically and creatively think about what they have studied					
4. Minimizes failure amongst students during examinations					
5. Encourages students to form discussion groups for easy understanding of concept					

## INTERVIEW GUIDE FOR KEY INFORMANTS

### SECTION A: BACKGROUND INFORMATION (tick as appropriate)

1. Gender: Male ☐ Female ☐
2. Age group: 18-25 years ☐ 26-30 Years ☐ 31-35 Years ☐ 36- 40 Years ☐  
41- 45 Years ☐ 46+ Years ☐
3. Highest level of education: Post graduate ☐ Graduate ☐ Diploma ☐  
Certificate ☐ None ☐
4. Marital Status  
Married ☐ Single ☐ separated / divorced ☐

### STRUCTURED QUESTIONS

1. Does homework affect students' performance in UCE?

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2. What is effect of monthly tests on students' performance in UCE?

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3. Is there any impact of class exercises on students' performance in UCE?

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