

**FACTORS AFFECTING THE IMPLEMENTATION
OF CONTINUOUS ASSESMENT IN
PRIMARY SCHOOLS IN
KOLE DISTRICT.
THE CASE STUDY OF ALITO SUB COUNTY**

BY

ODONGO RICHARD

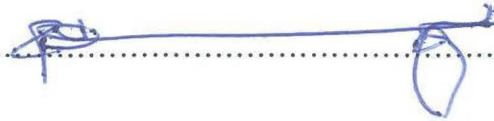
BED/20517/71/DU-LR

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF
DISTANCE LEARNING AS A PARTIAL FULFILMENT FOR THE
AWARD OF A BACHELOR DEGREE IN EDCUATION (PRIMARY)
OF KAMPALA INTERNATIONAL UNIVERSITY**

2010.

DECLARATION.

I Odongo Richard declare that this research is my original work and that it has never been submitted to any other institution for any award of degree.

Signed: 

Mr. Odongo Richard

Date: 

APPROVAL

This research by Odongo Richard under the topic “Factors affecting the implementation of continuous assessment in primary schools in Kole District.
The case study of Alito Sub County.

Signed:

Mr.

Supervisor:

Date:

DEDICATION

The research work is dedicated to Konyci Ocen (Mrs), who is my mother and currently a widow. I further dedicate my work to my beloved wives Mrs. Mary Odongo and Mrs. Lillian Odongo for holding their patience during the course, my children Ocen Daniel, Amuku Isaac, Okello Elly, Ojok Peter, Eden Loy, Opio Ben, and Atim Daphine who couldn't help suffering while I was pursuing the course.

ACKNOWLEDGEMENTS.

I acknowledge the efforts made by the administration of Kampala International University for the timely opening of KIU –Lira Branch for open distance learning. Grace is given to the director of the branch for coordinating my admission.

More gratitudes and indebtedness go to my course supervisor Mr. Bwonyo Bosco who instructed, directed and advised me on what to do during the study. More so he corrected, encouraged and gave valuable guidance towards the completion of this research undertaking.

Thanks go to Mr. Odongo Mike my current director KIU Lira Branch who also endeavored to bring things together as far as this research is concerned. without whom I would not have completed successfully.

I can never forget colleagues in the profession who accepted to contribute as respondents and gave valuable information which led to the completion of this research booklet.

I would not wish to forget the typist Mr. Wacha John who typed the work within the limitation of time I couldn't imagine.

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LISTS OF GRAPHS AND TABLES.

Table 1 shows Cumulative scores of 300 pupils in the three selected schools in Alito Sub County.

Graph 1 shows Cumulative scores of 300 pupils in the three selected schools in Alito Sub County.

Table 2 shows factors affecting continuous assessment in selected primary schools.

Graph 2 shows challenges affecting continuous assessment in primary schools in selected primary schools.

Table 3 shows strategies adopted by government in enforcing continuous assessment.

Figure three is a pie chart showing government intervention in continuous assessment in primary schools in the selected schools in Alito Sub County.

ABSTRACT.

The study was made to obtain findings on the implementation of continuous assessment in Kole district.

The case study of Alito Sub County.

The objectives of the study were:-

Challenges teachers are facing in the implementation of continuous assessment in a primary school in Alito Sub County.

Factors hindering the implementation of continuous assessment in a primary school classroom.

Intervention for improving continuous assessment in a primary school classroom.

In chapter two related literature. The study was based on the three objectives mentioned above.

Chapter four dealt with presentation of data and analysis of results.

In Chapter five, the researcher dealt with discussions of findings which led to conclusions and recommendation.

When used it would help stakeholders in education department to improve on continuous assessment

CHAPTER ONE.

1.0 Introduction

1.1 Background of the study

Assessment is an integral part of education and learning process, an education system is considered incomplete without evaluation. Good instruction in the teaching learning process requires a constant stream of information about pupils' progress and about possible reasons for failure.

In Uganda primary schools curriculum, volume one 2000, a question arises on how one can improve learners attention and learning. The answer is set goals for them or helps them to set goals for themselves.

Adjust your teaching to learning styles and capabilities,

Challenge them to achieve.

Provide them with feedback on their progress.

Integrate new knowledge with familiar experiences.

Model the behavior you want in your learners

Transfer and put into practice what has been learned

Reward achievements to pupils.

A reliable assessment system is a necessity in order to yield useful information upon which education decision can be made.

It is an established truth that final examination (summative assessment) is an unfair way of evaluating pupils' performance because of various reasons;

Teachers lack skills in setting examination. For instance in 2009, some class teachers of P.5, P.6 set their final examination testing on only knowledge questions. Other pupils did well while others did not perform well.

A good setting would demand knowledge questions, application questions, analysis questions, synthesis questions among others. In Lwala P/S also, some candidates who were doing well in class work were unable to get through with the final examination. This phenomena is common and it discourages them from continuing and eventually drop out of school.

Summative evaluation therefore tests a limited scope of the syllabus and only caters for ideal pupils who are assessed in ideal situations

In 1989, the education review commission proposed continuous assessment to be implemented at both primary and post primary levels.

The education commission (1989) observed that the current education system is examination oriented.

It also observed that teachers and pupils do not give due attention to non examinable subjects.

The commission believed that both continuous assessment and final examination are important in evaluating learners.

This proposal was later adopted in the government white paper on education; admission to schools would soon be based on the results of both final examination and continuous assessment.

To date, many schools have started implementing continuous assessment as it is considered by education planners and administrators as a more effective way of evaluating learners as compared to end of term or end of year examination.

However, implementation seems to have met with a number of short comings as teachers have continuously raised complaints about its administration.

This study therefore seeks to establish the extent to which continuous assessment is being implemented with a focus on the challenges teachers are facing.

1.2 Statement of the Problem

The problem investigated is to find out the poor implementation of continuous assessment in primary schools in Alito Sub County.

1.3 Purpose of the Study.

The purpose of the study is to find out factors affecting the implementation of continuous assessment in a primary school classroom.

1.4 Objectives of the study

Challenges teachers are facing in the development of continuous assessment in primary schools in Alito Sub County.

Intervention for improving continuous assessment administration in schools.

1.5 Scope of the study.

The study shall focus at establishing factors hindering effective implementation of continuous assessment in primary schools with a view of obtaining practical intervention for enhancing effective administration of continuous assessment.

1.6 Limitation of the study

The researcher expects to meet with the following problems in the course of the study:-

- Inadequate time due to other commitments
- Poor response from respondents.
- Lack of finance to enable him carry out the study exhaustively.
- Poor transport means since the schools are sparsely located.

1.7 Significance of the study.

- The study outcome is expected to cause awareness to teachers on the values of continuous assessment in a primary school classroom.
- In the same way it is expected to identify problems affecting continuous assessment and suggest solutions to the problem.

- The researcher predicts that after the study, continuous assessment will bring a positive impact on pupils' performance, since teachers and pupils will be advised to have positive attitudes towards it.
- The researcher's findings will enable the researcher to advise stakeholders to re-enforce continuous assessment with monitoring, inspection, evaluation and close supervision.

1.7 Research Question

- What is the importance of continuous assessment to the teachers and pupils in a classroom.
- What challenges are facing teachers in the administration of continuous assessment to the classroom.
- What are the likely interventions to address these challenges.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction.

A number of authors have discussed continuous assessment, Heaton, W (1994:6) defined continuous assessment as, a procedure which enables one to assess a learner over a period of weeks or months those aspects of a learner's performance which cannot normally be assessed satisfactorily by means of examination.

On the other hand, Farrant (1990:14) added that continuous assessment depends on carefully kept records of the child's work throughout his course.

Continuous assessment as an evaluation, forms an integral part of education system. Teachers use the performance of the learners to evaluate not only the progress of pupils but also the effectiveness of their teaching.

Broad foot (1995:329) supports the above observation when he says. They provide information on pupils' strengths and weaknesses

Sprault (1988:112) also sums up the role of continuous assessment in teaching languages as an achievement test aims at finding out how much each student and the class as a whole have learnt to provide a feedback on students' progress on both teachers and students to show how effectively the teachers have taught and diagnosed those areas that have not been taught.

2.2 Factors that interfere with continuous assessment in primary school classroom.

Bachman (1990:25) , defines validity as the extent to which the interference or decisions we make on the basis of test scores are meaningful , appropriate and useful.

On the other hand, Ashworth (1982:17), defines reliability as, the ability of a test to give similar results for the same group of students if given at different times or if marked by one or more occasions.

Ashworth (1982:18) adds, we can never therefore expect a test to be one hundred percent reliable. We have to decide what type of items we should use so that reliability is achieved.

Ashworth (1982:31) further adds, the test preparation is therefore often slipshod, unreliable and poor in most aspects.

2.3 Challenges that the teachers face in administration of continuous assessment.

Assessment in the thematic curriculum focuses mainly on what a learner can do and not what a learner knows or remember. Assessment is carried out step by step at the end of each theme.

In Uganda Primary school curriculum volume one states, effective teaching involves a challenging experience, which questions disputes, raises doubts or suggests a reasonable risk. A challenge requires the full use of a learner's ability and energies to perform a task.

2.4 Improvement of continuous assessment in a primary class room.

National curriculum development centre volume 1 2000 ix states that continuous assessment in much learning. And that we learn and remember

10% of what we hear

15% of what we see

20% of what we see and hear

40% of what we discuss with other people

80% of what we experience directly or through practical activities

The curriculum further advocates that assessment is a process of finding out how much a learner has achieved during and after the teaching learning process.

The national curriculum for Uganda, assessment guideline for primary 1 2008 further argues continuous assessment focuses more on what a learner can do and not on what a learner knows or remember.

Assessment is carried out step by step at the end of each theme.

CHAPTER THREE

3.0 METHODOLOGY

3.1 INTRODUCTION

This chapter represents mainly the methodology of the study. The study was mainly focused on factors affecting the implementation of a continuous assessment in a primary school classroom.

3.2 STUDY DESIGN

The study shall employ case study design to give the researcher optimum opportunity to holistically investigate into the factor that hinders the implementation of continuous assessment in primary schools.

This design is hoped to enable the researcher apply interpretatively and descriptive analysis of the variables under investigations.

3.3 SAMPLING STRATEGY

The researcher carried out purposive sampling with a focus on schools that are low in continuous assessment implementation.

Participants were therefore selected using simple random sampling.

3.4 INSTRUMENTS

The following instruments were used to collect data by the researchers.

- a) Questionnaires were administered to teachers, administrators, heads of departments and some pupils.
- b) Interview schedules: This was administered to head teachers of selected schools.
- c) The researcher was given record of pupils work on continuous assessment where he made efforts to make analysis.
- d) The researcher made efforts to meet 50 pupils in each of the selected schools and found out that their responses showed little interests.

In all, the researcher used interviews, opinions, observations and questionnaires in order to collect data.

3.5 INVESTIGATION PROCEDURE.

The researcher was given a directive to present proposals and conduct studies by the director of KIU, Lira Branch.

The researcher also prepared written questionnaires intended to grab information from the respondents.

The researcher's interview to respondents' i.e. teachers showed partial attention to government intervention in continuous assessment.

3.6 DATA ANALYSIS.

The researcher read and interpreted answers provided by respondent from both the questionnaires and interviews. This was done in relation to the existing literatures about the topic.

The data were analyzed as the results were displayed using frequency distribution table of responses and percentage calculations. Results were displayed in the tables and graphs
2007:81

In REPLICA, a hand book for managers, it is advocated that things are changing very fast.....

Resistance to a change is a dead end street expects some resistance, it is natural to change
David Lodge, also observed that, to prevent from being stranded on the mud flats of absolute ideology, one must become a champion of change.

CHAPTER FOUR.

4.0 DATA PRESENTATION ANALYSIS AND INTERPRETATION.

4.1 In this chapter, the researcher has presented what has been found out in the field about continuous assessment and its impact on pupil's performance.

The data was collected by use of open ended and close ended questionnaires

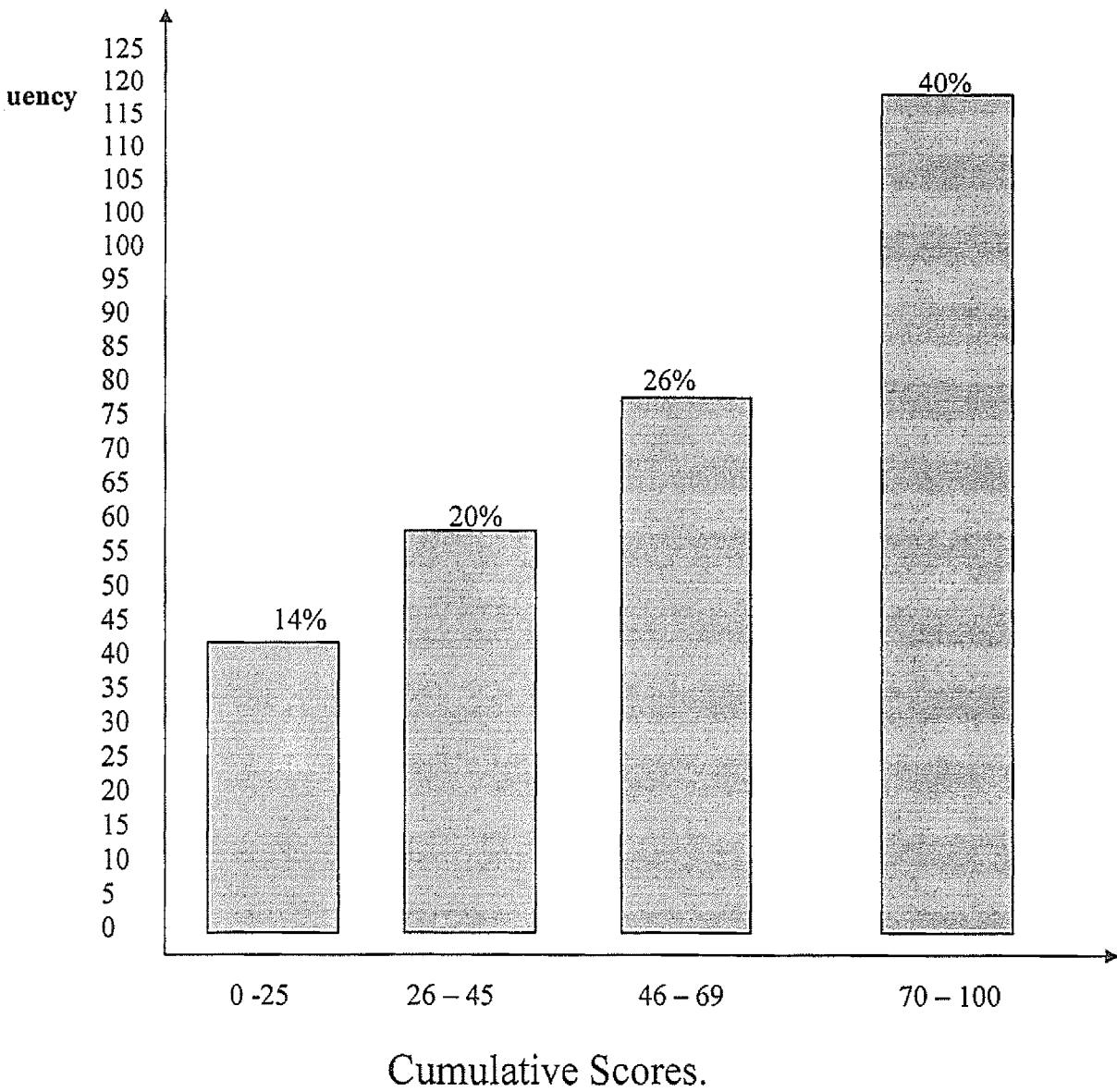
4.2 CONTINUOUS ASSESSMENT.

How it is administered in a Primary Schools classroom. In respect to the statement of the problem, the researcher wanted to find out how poorly continuous assessment is implemented in schools. In a series of tests, the average cumulative scores were combined for final grading.

4.3 Table 1 shows cumulative scores of pupils in the three selected schools containing 300 primary four pupils.

SCORES	FREQUENCY	PERCENTAGE
0-25	40	14
26-45	60	20
46-69	80	26
70-100	120	40
TOTAL	300	100

GRAPH 1 SHOWING CUMMULATIVE SCORES OF 300 PUPILS IN PRIMARY FOUR OF THE SELECTED SCHOOLS.



Ashworth (1982:18) adds, we can never therefore expect a test to be one hundred percent reliable. We have to decide what type of items we should use so that reliability is achieved.

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Assessment is carried out step by step at the end of each theme.

4.4 MAJOR AND MINOR

Challenges Facing Continuous Assessment in Primary Schools. The case study of Schools in Alito Sub County.

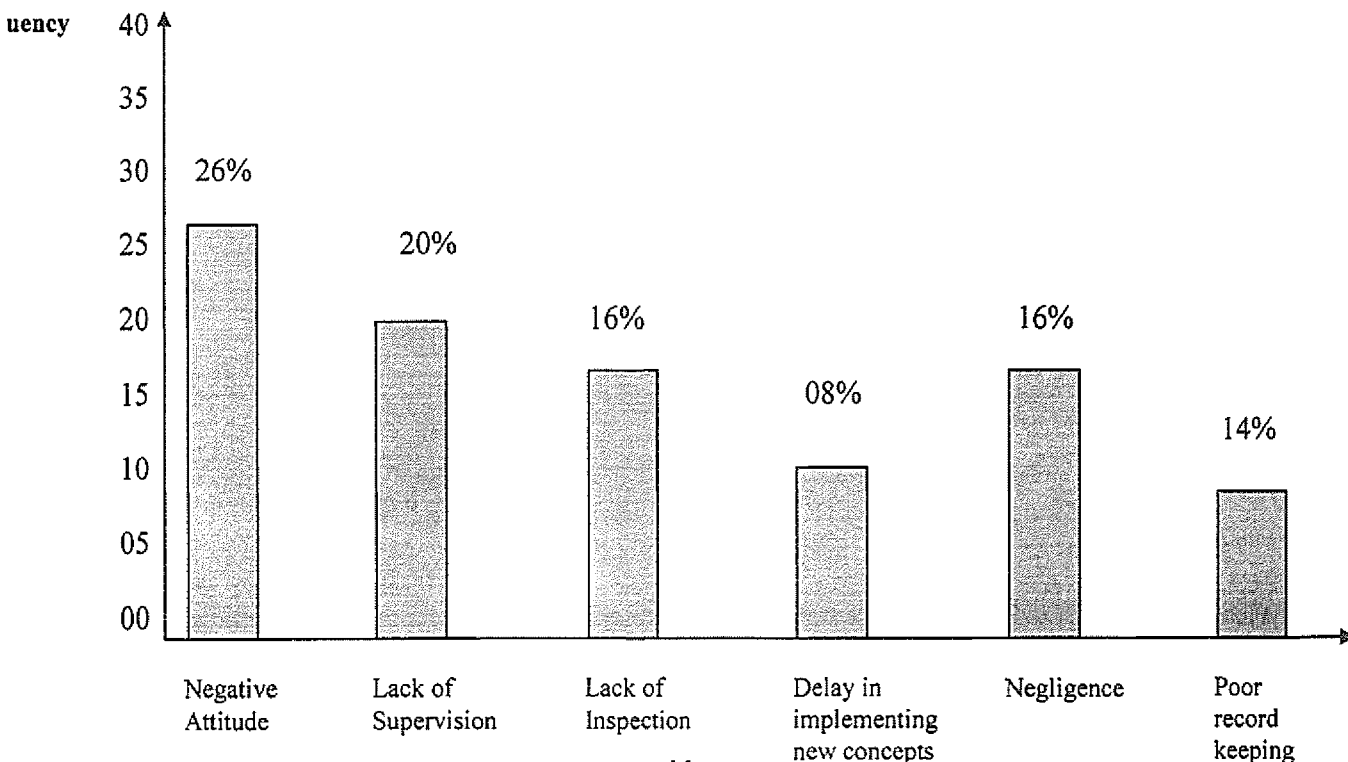
In reference to the research questions, the researcher found out a number of factors that have hindered the progress of continuous assessment in a primary school classroom.

Table 2 shows challenges affecting continuous assessment in a primary school classroom.

Challenges	Frequency	Percentage
Negative Attitude	13	26
Lack of Supervision	10	20
Lack of Inspection	08	16
Delay in Implementing new concepts	04	08
Negligence	08	16
Poor record keeping	07	14
Total	50	100

GRAPH 2 SHOWING CHALLENGES IN IMPLEMENTING CONTINUOUS ASSESSMENT IN PRIMARY SCHOOLS IN ALITO SUB COUNTY.

A case study of 3 schools of 50 primary five pupils.



ANALYSIS OF THE SECOND RESEARCH QUESTION

What challenges are facing teachers in the administration of continuous assessment?

The researcher in this question has the following findings as challenges:-

- There has been difficulty to adopt to change to enforce schools to initiate thematic curriculum.
- Compiling records from time to time has been a big problem to most of the teachers. In most of the schools, progress Charts were not available.
- Teachers were used to the old culture of dependency on examination or summative assessment drawn termily / annually.
- There is also rare supervision by immediate supervisors giving loopholes for teachers to relax.
- Continuous assessment tests are not being included in primary examinations at national level leading to negligence of teachers.
- Inadequate text book meant to guide teachers in continuous assessment.

ANALYSIS OF THE THIRD RESEARCH QUESTION

What are the likely interventions to address the challenges?

- The education review commission of 1989 introduced continuous assessment for primary and secondary schools to benefit from.
- The CCTs usually are given opportunity to educate teachers concerned on the ways to handle continuous assessment in primary schools.
- A number of relevant textbooks have been given to schools by government to solve the problem.
- Government white paper has also advocated on continuous assessment.

The researcher therefore advices stakeholders in education to take continuous assessment seriously.

The researcher further advises immediate supervisors to do effective supervision, inspection, guidance, counseling and monitoring to address the challenges.

5.3 CONCLUSION.

The results of the study showed that test given by teachers have value on the future of the pupil. Therefore, the validity and reliability of continuous testing should not be underrated

The researcher noted that continuous assessment is a means of providing a feedback on a student's progress.

This enables the teacher to concentrate on areas which were not taught.

Tests provide information on a learner's strengths and weaknesses.

The researcher found out that marks got in continuous assessment were usually high. A good number of pupils scored between 70-100% in the 3 selected schools.

However, the researcher also found out that the over riding factor affecting the implementation of continuous assessment was negative attitudes. Other factors came later.

The researcher therefore advised stakeholders to advise and sensitize teachers to morally change their attitudes towards the cause.

5.4 RECOMMENDATIONS.

From the study, the researcher made the following recommendations;

- That government white paper be distributed to all primary schools for the educators to study and interpret.
- Workshops and seminars be delivered in coordinating centres regularly to ensure implementation of continuous assessment.
- Enough relevant textbooks be provided to boost the implementation of the programme.

Follow up on the administration roles of stakeholders like teachers, Head teachers, PTAs, SMCs, DEOs, DLGs in order to foster effective programme of continuous assessment.

The researcher further advised that thematic curriculum and transition class P.4 curriculum be enforced with great emphasis.

The researcher made recommendation that continuous assessment results be recognized by national examinations Board like UNEB.

5.5 REFERENCES

Farrant (1948) Principles and practices of education

National Curriculum Development centre volume 1, 2000

Airasian, P (1991) performance assessment.

Carlson, SB (1988) Creative classroom testing

Genesee, F (1996) Classroom based evaluation in second language education.

Cambridge University Press.

Approach to assessment in the thematic curriculum published jointly by national curriculum development centre and Uganda National Examination Board.

APPENDICES

Appendix I opinionnaires to teachers of lower primary in the 3 selected schools in Alito sub county.

What are the factors hindering continuous assessment in a primary school classroom.

On this question your contribution will be treated with confidentiality.

Tick the right response.

Code A Acankado Primary School

B. Barwoo Primary School

C. Alito Primary School

Code District Sub County

Parish Name of respondent

1- There has been difficulty to adopt to change to continuous assessment

a- Agree b- Strongly agree c- Disagree d- Strongly disagree

2- Compiling records of progress has been very difficult to teachers.

a- Agree b- Strongly agree c- Disagree d- Strongly disagree

3- Teachers are dependent on the old cultures of summative evaluation

a- Agree b- Strongly agree c- Disagree d- Strongly disagree

4- Supervisors are usually rare on the question of continuous assessment

a- Agree b- Strongly agree c- Disagree d- Strongly disagree

5- Continuous tests are not being included in the national examinations.

a- Agree b- Strongly agree c- Disagree d- Strongly disagree

Appendix II Questionnaires to Head teachers of the selected schools.

What are the likely interventions to address the challenges?

Instruction: Tick the correct one.

1. The Education review commission of 1989 introduced continuous assessment in primary schools.

a- True b- False.

2- The CCTs usually educate teachers on new trends like continuous assessment.

a- True b- False.

3- A number of textbooks have been supplied by government to solve the problem of continuous assessment.

a- True b- False.

4- Government white paper also advocated on continuous assessment

a- True b- False.

5- There are regular supervisions by stakeholders on continuous assessment.

a- True b- False.

APPENDIX III questionnaires for head of department, lower primary

What are the importances of continuous assessment in your school?

1- There is room for feedback to the learners by the teachers.

a- YES b- NO c- NOT SURE

2- There is good record keeping of progress of the pupils

a- YES b- NO c- NOT SURE

3- Continuous assessment motivates pupils to attend classes regularly

a- YES b- NO c- NOT SURE

4- The activity of the child is more important than the knowledge in continuous assessment

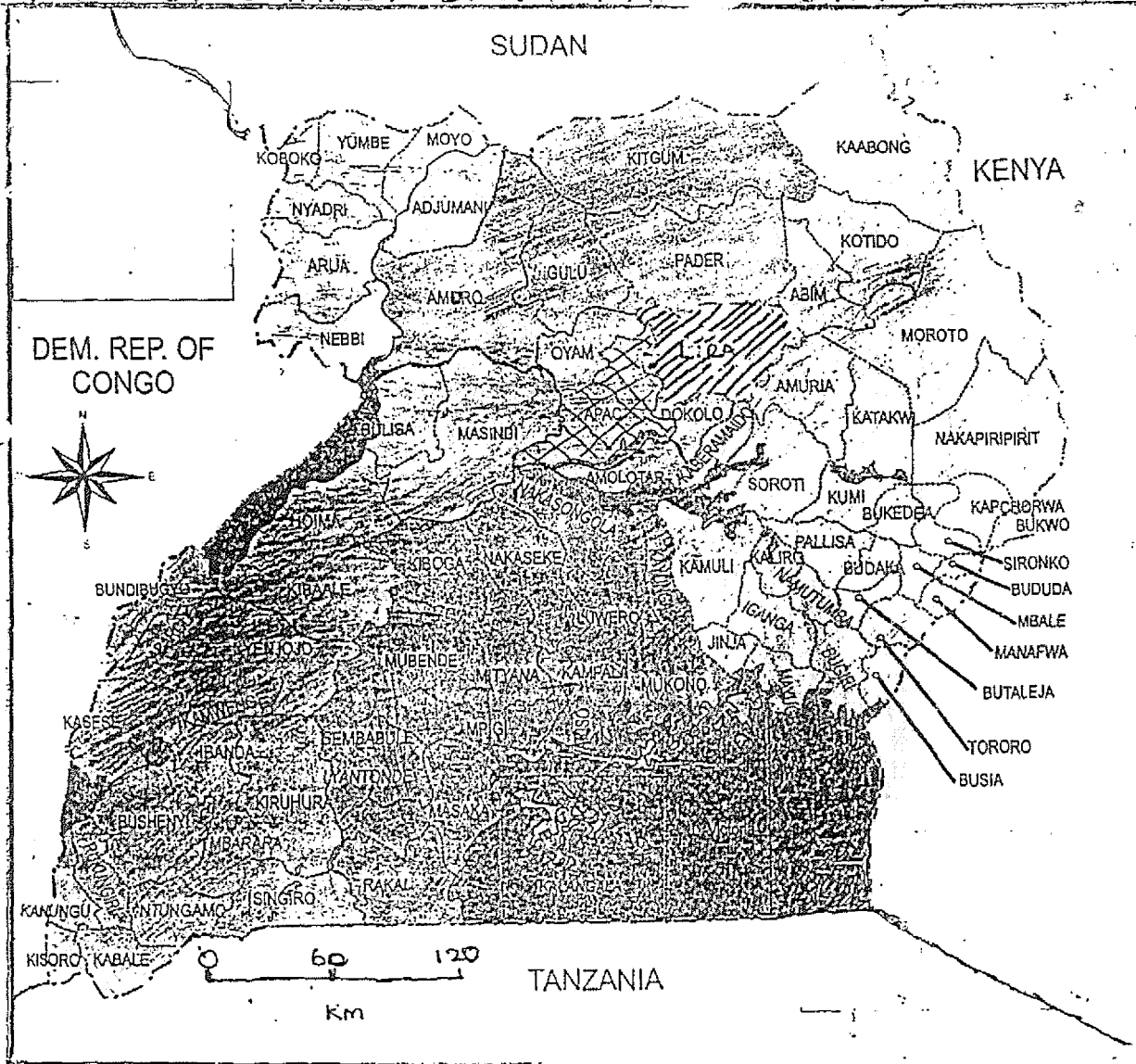
a- YES b- NO c- NOT SURE

5- Continuous assessment caters for slow learners.

a- YES b- NO c- NOT SURE

Appendix IV SKETCH MAP OF APAC DISTRICT SHOWING ALITO SUB COUNTY.

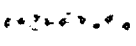
MAP OF UGANDA SHOWING APAC DISTRICT



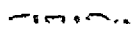
KEY



APAC DISTRICT



District Boundaries



Country Boundary

Appendix VI: INTRODUCTORY LETTER FOR THE RESEARCH.



Kampala International University
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e-mail: efagbamiye@yahoo.com Tel: 0753142725

Office of the Director

12/10/2011

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR ~~MS/MRS/MR.~~ OBONGO RICHTARIS
REG. # BED/20517/7/1/DULD

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

FACTORS AFFECTING THE IMPLEMENTATION OF
CONTINUOUS ASSESSMENT IN PRIMARY SCHOOLS
IN KOLE DISTRICT. THE CASE OF
ALITO SUB-COUNTY.

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

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MULHEZIN OBIYE
HEAD IN-SERVICE