

Continuous Assessment and Pupil Academic Performance at Primary Leaving Examinations in Government Aided Schools in Mukono District, Uganda

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Abstract: *The study examined the relationship between continuous assessment and pupil academic performance. The study sought to achieve objectives; the continuous assessment strategies used by teachers, establish whether there is a relationship between continuous assessment and pupil academic performance and the relationship between teacher knowledge of continuous assessment and pupil academic performance. The study used a cross-section correlation research design. Both qualitative and quantitative approaches were applied and the study used a sample of 125 respondents. Data was collected using structured and semi-structured questionnaires, interview method and documentary analysis. The study findings revealed that continuous assessment is still wanting in theory and practical subjects. Therefore, all stakeholders have to join hands and fight for the common cause of the better service delivery. The study concluded that continuous assessment still has a positive implication on the pupil academic performance and improvement. Continuous Assessment gives credit to class work and it helps the teacher to determine the level of readiness of pupils. The study recommended the involvement of the parents in the teaching and learning process. The government would try to facilitate the government primary aided schools with more classrooms and teachers to handle the big numbers enrolled in schools.*

Keywords; Continuous assessment; Pupil academic performance ; Primary Leaving Examinations ; Government aided Schools ; Mukono District ; Uganda.

1.1 Introduction

This study sought to investigate the relationship between continuous assessments and pupil academic performance at PLE in government aided schools in Mukono district, Uganda. Continuous assessment in this study was conceived as the independent variable (IV) while pupil academic performance was the dependent variable (DV).

Education is a right and an essential for societal development. The United Nations General Assembly (1948) adopted the Universal Declaration of human rights whose article 26 is a right to education. The right guarantees each child free, universal primary and basic education and free secondary among other provisions (Ojugwa, 2009).

In the early colonial days, development of formal education in Uganda mainly depended on the Initiative of Christian missionaries. The Education Policy Review Commission (EPRC) Report of 1989 observed that there was uneven progress in education as it was for only a small elite group especially royals and the masses remained illiterate. However in 1925, government took control over education through its Directorate of education, This by 1970's and 1980's saw the establishment of many primary schools across the country though many were ill planned and ill equipped thus pupils academic performance largely remained poor.

After the launching of the Millennium Development Goals (MDG'S), Uganda was one of the first countries to pave way for Universal Primary Education (UPE) in 2003 followed by Kenya, Malawi and Tanzania respectively, (Guardian.co.uk, 2008). But the massive number of children attracted by UPE and qualifying for secondary opens yet another challenge to those countries to ensure appropriate teaching and learning environment as well as teacher- learner ratio.

The education system in Uganda has a structure of 7-4-2-3 that is to say seven years of primary education, six years of lower secondary education (divided into four years of lower secondary and two years of upper secondary) and three to five years of post-secondary education with a major examination at the end of the section (Aguti 2000).

Following the World Bank working paper No. 128 (2008: xvi) assessment system and education curricula suffer from "severe over load" and outdated subject organization. "Teachers teach for examination success" thus train students to produce facts and definitions leading to rote-learning. Thus the achievement in the higher cognitive domain is considered problematic.

Similarly assessment of learning grew in prominence in American education in the 1980's following a publication of "A Nation at Risk". This paved way for education reforms with emphasis on school accountability as measured by standardized assessment. On the African continent, reform efforts have been undertaken in 1980's and 1990's Uganda (1983), Kenya (1985), Zimbabwe (1990) and Tanzania (1994) engaged in examination reforms to "renew commitment to academic standards principally through strengthening education systems". (World Bank 1988:93). This will improve on pupil academic performance in schools.

In Uganda, the Education Policy Review Commission (EPRC) (1987) was initiated to improve the education system on assessment and examination. The commission recommended the introduction of continuous assessment in primary and post-primary institutions. The government in its White Paper (1992) approved and through Uganda National Examination Board (UNEB) started implementing national assessment in 1996 and named it National Assessment of Progress in Education, (NAPE). NAPE started at primary education level in primary three (P.3) and six (P.6). It provides information on what pupils know, understand and can do in order to determine the way forward in education system.

This study was guided by Skinner's (1950) Operant Conditioning theory and Continuous Assessment Accountability model as cited by Ipaye (1982) to put the variable of primary interest in the study of continuous assessment and pupil academic performance into clear view. The Operant Conditioning by Skinner (1950) based upon the idea that learning is a function of change in overt behaviors. Changes in behavior is a result of individuals response to events (stimulus) that occur in the environment and their response produce a sequence such as defining a word. Skinner concluded that when a particular stimulus- response pattern is reinforced (rewarded), the individual is conditioned to respond. This assumes that pupils obtain good grades when subject matter is taught followed by many continuous assessment exercises.

Nikto, (1995), affirms that Continuous Assessment is designed to take into consideration both the formative assessment aspects of the class-based assessment and the summative aspect derived from the end of term test and final examinations which is a proxy for pupils' acquisition of functional skills and knowledge as well as the achievement of better grades at PLE in government aided schools.

The education system of Uganda is "examination ridden" and this has persisted since 1960's up to date. The teaching learning process is focused on the end of year assessment for certification. This is sometimes referred to as "teaching done to the test". Kellaghan and Greany, (2003) assert that this kind of assessment is subjective, informal, immediate, on-going and intuitive since it influences instruction and narrow the testing strategy.

For instance, teachers teaching at primary level are required to assess pupils regularly using different assessment strategies so that to minimize on the attempt by pupils to memorize the subject content during the final examinations since this approach encourages pupils to cram the information instead of acquiring the problem solving skills. Similarly this has encouraged examination malpractices. Therefore the award of certificate and other gifts to the best performing students should be based on Continuous assessment of pupil achievements as this will eliminate examination leakages and malpractices especially to coached learners in schools, (Akpore, 1981).

Thus the proposed study sought to examine various class-based assessment practices and their effect on pupil academic performance at PLE.

2.0 Literature Review

2.1 Conceptual Review

Ojerinde (2004) stressed the need to integrate the behavior of school-based scores sent to examination bodies into the result of schools and also stipulates the use of school- based scores as a component of certification. This means that pupils are evaluated from one stage to another through test or assignments and at the end of the year; these tests are used to determine the academic performance of pupils at PLE. Since there are many people who have never succeeded in written examinations but can perform excellently when given the opportunity to work with materials relating to their field or area of interest. This calls need for UNEB to set a percentage to cover the continuous assessment done at school level basically at primary level. Similarly Adeyeye and Ilugbus, (2000) agrees with Ojerinde (2004) when they stressed the need to include continuous assessment as part of an overall result of each pupil at the National level.

In primary schools, assessment is an inseparable part of teaching-learning process since it monitors pupil academic performance and observe their progress towards the set objectives in the spirit of continuous improvement. Therefore the teachers teach a lot of content to learners. However to Kellaghan and Greany (2003), critic this kind of assessment as subjective, informal, immediate, ongoing and intuitive as it interacts with learning at it occurs. Although the main objective of continuous assessment is to focus on the overall

performance not just on exams, this is not true in Ugandan schools. Teachers and pupils put their emphasis on final examinations called PLE since it determines future opportunities for higher education and other life chances. Since teachers' assessment of pupils learning in the classroom plays a vital role, it calls for our serious attention.

2:2 Empirical review

2.2.1 Continuous Assessment Strategies and Pupil Academic Performance

Lewin 2001 recorded that, over the years, various attempts have been made in many countries to improve the quality of examinations through the continuous assessment provisions. For example in Zambia the 1997 education reform recommended the introduction of continuous assessment as an integral part of the examination results. The latest Zambian education policy (2005) named "Educating our future" advocates the use of school based continuous assessment in order to monitor pupils' progress in the whole education cycle from lower classes to higher classes. Similarly in Tanzania the national examination council for Tanzania (NECTA) in the late 1970's established continuous assessment programs to monitor pupils' progress and academic performance.

Like Zambia and Tanzania, continuous assessment is being practiced in many government aided primary schools in Uganda in Mukono Municipality. It is not logical for teachers to carry out day to day testing of learners. In many schools, it's done weekly, monthly, mid-term, end of term and yearly basis. This is supported by Etienne (2007:2) in Mauritius, noted that only for purely organizational reasons; some teachers might be able to do continuous assessment during the beginning of first term just as it is done in Uganda's primary schools. Besides testing, assignments, exercises, projects are among the other continuous assessment strategies used at primary level in government aided schools in Mukono Municipality.

However despite the central role of continuous assessment in enhancing the teaching-learning process, there is doubt whether teachers continuously assess their pupils at primary level in Mukono Municipality and how it is conducted to influence performance. Harmon (1989-1990) argued that tests are not just trivial, they are toxic, and he criticized their purpose on accountability and placement.

2.2.2 Teacher Knowledge of Continuous Assessment and Pupil Academic performance

Ekonye (2007) specifically mentioned that teachers do not possess the required competences for implementation of CA. These include skills of test construction, measurement of the learner's affective attribute such as attitude, motives, interests, values among others. That is why teachers focus their greatest attention on measuring cognitive attainment rather than affective and psychomotor behavior as supported by Kanno (2005). Therefore the dodging of assessment by teachers and pupils and continuous testing syndrome which has replaced continuous assessment seem to be most disturbing and influence the pupil academic performance negatively.

Similarly Ipaye (2007) also opined that most teachers do not have right qualification and training in educational assessment in primary and post-primary schools, a situation that greeted the effective use of continuous assessment in our schools. In agreement Mkpka (2003) posited that there is still a preponderance of cognitive testing in the schools and this is due to the fact that teachers lack the techniques or instrument construction and use especially in the non-cognitive areas of human behavior. This further intervenes with performance in the final grades at PLE in the government aided schools in Mukono District.

3.0 Methodology

3.1 Research Design

A research design is the "glue" that brings together all the elements in a research project (Kombo and Tramp, 2009). Therefore, a cross-section correlation design was adopted to enhance the gathering of information from large numbers of people and considering few of them (Black and Chapman 1976 as cited by Ahuja 2005). Both quantitative and qualitative approaches were used in the analysis of data since it is fuller and more comprehensive to look at something from multiple points of view and at the same time improves accuracy (Neuman, 2011).

3.2 The Study Population

A population is a complete set of individuals, cases, or objects with some common observable characteristics (Mugenda and Mugenda, 2003). The Population from which data was collected and to whom results were generalized include 12 government aided schools. These were randomly selected out of the 35 public schools in Mukono district (Inspector of schools Report, 2012). The

target population is 150 teachers from the selected primary schools, Directors of Studies (DOS), Head Teachers one from each school, and District inspector of schools (DIS)

3.3 Sample

A sample is a smaller set of cases a researcher selects from a larger pool and generalizes it to the entire population (Neuman, 2011). The results of a well- designed carefully executed probability sample produced results that are equally, if not more accurate than trying to reach every single person in the whole population. Sample size was determined by a table adopted from Krejcie and Morgan (1970) as cited by Amin (2005), showing the target population, sample size and sampling techniques used for the study.

3.4 Sampling Techniques and Procedures

For this study the researcher used probability methods like simple random sampling since this method has the least bias and offers the most general information given the up- to date list of the population Sekaran (2003). This was used for collecting quantitative data especially with questionnaires. After pre-testing the research instrument, they were distributed to 108 teachers. On the other hand, non- probability sampling techniques like purposive sampling was used for collecting qualitative data on interview guides. This method helped the researcher to decide on whom to include in the sample Yoko and Onen (2005). It is exploratory, cheaper, easier, quicker to carry out since the researcher sample the respondents that have the information he or she requires (Amin, 2005). These were given to 12 Directors of studies, 12 Head teachers and 1 District inspector of schools.

3.5 Data Collection Methods:

This study collected qualitative and quantitative data using structured and semi-structured questionnaires, interviews, and documentary analysis.

3.6 Data collection instruments:

This study used questionnaires, interviews, and documentary review check list as instrument to collect data.

3.7: Validity of Data Collection Instruments

Validity suggests truthfulness. It refers to how well an idea “fits” with actual reality Neuman, (2011). As such tools were measured by content validity index (CVI) (Amin, 2005).

CVI= $\frac{\text{Number of items declared valid}}{\text{Total number of items}}$

This was applied to all instruments and average was computed. Amin also contends that an instrument which has an average index of 0.7 or above is as a valid instrument. The research instrument was passed to professionals, experts and other research authorities to ascertain the validity of the instrument.

3.8: Reliability of Data Collection Instruments

This refers to the degree of consistency between two measures of the same thing or repeatability of results under slightly different conditions (Denga, 2003).

The instrument was subjected to statistical analysis to determine the reliability, test re-test reliability was employed before the actual data collection with at least ten respondents and reliability results were computed and the scores evaluated. The correlation coefficient obtained is the coefficient of reliability.” if the coefficient is high, the instrument is said to yield data that have high test-retest reliability. This is emphasized by Bell, (1997), for purposes of refining the questionnaires so that the final respondents do not encounter difficulties in answering them.

3.9: Data Analysis

The quantitative data from questionnaires were stored, sorted, and coded in the data editor of Microsoft excel program. Descriptive statistical methods like frequency tables were used to describe the findings. The data was summarized in the charts and graphs to enable easy interpretation (Mugenda and Mugenda, 1999). Correlation methods like Spearman’s Rank Order Correlation Coefficient (SROCC) were used to analyze primary data and to estimate the degree of relationship between a single predictor variable and a single criterion variable.

The qualitative data was analyzed using content analysis, through which the responses of the interviews are categorized into themes, constructs or patterns that are developed after data collection. The results from the checklists and the documentary analysis shall be integrated with results from the quantitative analysis in order to support the hypotheses tested.

4.0 Results and Discussion of the Findings

4.1 Socio- Demographic Profile of the respondents.

This section describes the background of the respondents. The respondents include heads and teachers, directors of the studies, and district inspector of schools. The findings describe the background of respondents, according to, gender, age, qualification and teaching experience. **Response rate**

This study sought to gather information from a sample population of 133 respondents and out of this the researcher managed to gather information from 125 respondents.

Table 4.1.1: All Respondents Response Rate

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Collected responses	125	94.0	94.0	94.0
Missed responses	8	6.0	6.0	100.0
Total	133	100.0	100.0	

Source: Primary data

This study was to find information from the teachers, head teachers, director of studies and the inspectors of primary schools in Mukono district and the researcher administered the responses from the respondents and majority of the respondents participated in this study by providing their responses constituting 94% and 6% of the respondents were not filled by the time the researcher collected the questionnaires. However with the general representation of 94% of the general respondents indicate that the study had been effectively represented by the respondents.

4.2:1 How Continuous Assessment influences pupil academic performance.

Table 4.3.1 CA builds the whole mind of a pupil

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	2	1.6	1.6	1.6
disagree	7	5.6	5.6	7.2
undecided	17	13.6	13.6	20.8
agree	29	23.2	23.2	44.0
strongly agree	70	56.0	56.0	100.0
Total	125	100.0	100.0	

Source: Primary data

Continuous assessment is carried out in schools so as to build the whole mind of a pupil as teacher evaluates the rate at which the content taught is understood. When the pupils are able to answer the questions administered to them, their academic performance improves hence development in their mind. The findings from respondents indicates that 56% of the respondents strongly agreed, 23.2% of the respondents agreed and 13.6 of the respondents were undecided as 13.6% of the respondents disagreed and 1.6% of the respondents strongly disagreed. Therefore CA builds the whole mind of a pupil as they prepare for exams.

With the interviews with the teachers that participated in this study, “they explained that CA improved the teaching-learning process, helped to identify weak students and that pupils easily mastered the subject content. A large number of teachers also strongly agreed that, the more CA strategies used and exposed to pupils, the more confident and ready the pupils

became for the final exam”.

This means that assessment through tests that are produced by examining bodies away from school, for example, the Primary Leaving Examinations Board (P.L.E) is a public examination offered by the Uganda National Examination Board (UNEB) that forms part of external assessment at Primary Level. Pupils are expected to perform well in both sets of assessments. In this study, performance is used to denote pupils achievement based on their grades or results attained.

4.2.2 Teacher Knowledge of Continuous Assessment.

Please give your opinion on the implementation of CA by teachers. (Tick the option that is most appropriate).

Table 4.4.3 Assess pupils three times term

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	5	4.0	4.0	4.0
disagree	69	55.2	55.2	59.2
undecided	10	8.0	8.0	67.2
Agree	24	19.2	19.2	86.4
strongly agree	17	13.6	13.6	100.0
Total	125	100.0	100.0	

Source: Primary data 2014

According to the school calendar in Uganda the pupil studies for three months a term at most and at the end of each month a pupil is expected to sit for examinations as part of the assessment strategy. The findings indicate that 32.8% of the respondents agreed, 8% of the respondents were undecided, 59.2% of the respondents disagreed that pupils are assessed three times in a term. The findings indicate that pupils are not assessed three times a term and since continuous assessment enables a pupil to perform better, the findings indicate that pupil academic performance is affected leading to poor pupil academic performance in the government aided primary school in Mukono district. This contradicts with Kellagan, (2003) who calls for quality improvement and the need to access pupil's achievement. Similarly the GWP, (1992) calls for schools to maintain a cumulative record card on continuous internal assessment including class performance therefore there should be both formative and summative evaluation encompassing all the objectives spelled out in the curriculum and appropriate and effective procedures such as written and or practical examination should be derived to test the various abilities and skills of pupils.

Table 4.2: The relationship between CA and pupil academic performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	4	3.2	3.2	3.2
disagree	20	16.0	16.0	19.2
undecided	17	13.6	13.6	32.8
agree	6	4.8	4.8	37.6
strongly agree	78	62.4	62.4	100.0
Total	125	100.0	100.0	

Source: Primary data 2014

Since head teachers and DOS believe that qualified and experienced teachers have an impact on the pupils' performance in the prior findings. The researcher therefore assessed the relationship between continuous assessment and pupil academic performance and the findings in Table 4, shows that majority of the respondents constituting to 67.2% strongly agreed, and 19.2% of the respondents disagreed as well as 13.6% of the respondents were undecided that there is relationship between CA and Pupil academic performance.

4.3 Discussion of the findings

4.3.1. Continuous Assessment Strategies at Primary Level.

After making inquiries with teachers, head teachers DOS, inspector of schools in Mukono district about the relationship between continuous assessment and pupil academic performance, it was established that continuous assessment was usually done at the end of term, 63.2% of the respondents conducted half term assessment, 37.6% of the respondents did their assessment on a monthly basis

and only 21.6% of the respondents conducted their continuous assessment on a daily basis cumulatively. The findings were in relation with CA as 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 (Ogunnyi, 1984). However, according to Aggarwal (1999), CA was 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 student's achievement. CA may take different forms such as formal questions given to students during class, take-home assignments/exercises and recapitulation exercises

4.3.2 Teacher knowledge of continuous assessment

From the findings 59.2% of the respondents disagreed that pupils are assessed three times in a term. These findings were contradicting with Kellagan, (2003) who calls for quality improvement and the need to assess pupil's achievement. Similarly the GWP, (1992) calls for schools to maintain a cumulative record card on continuous internal assessment including class performance therefore there should be both formative and summative evaluation encompassing all the objectives spelled out in the curriculum. Appropriate and effective procedures such as written and or practical examination should be derived to test the various abilities and skills of pupils . However, findings indicated that 72% of the respondents strongly agreed that always teacher- made tests in evaluating pupils were used, 14.4% of the respondents agreed, 3.2% of the respondents were undecided where as 10.4% of the respondents disagreed. The findings were in line with the continuous assessment grading system requires the assessment of the change in behavior, in terms of cognitive, affective and the psychomotor domains, (Sartain, North, Strange and Chapman, 1967). The findings meant that pupils were evaluated from one stage to the other through tests or assignments. At the other end of the term or year, these tests were used to determine the academic performance or achievements of the pupils.

5.0 Conclusions and Recommendations

5.1 Conclusions

Basing on the major findings, it was established that the teachers evaluate their pupils in Mukono district and they use different ways like oral tests, written tests projects and recap exercises among other things following the NAPE standards. This is because assessment serves as a monitoring and evaluation tool in curriculum implementation. If properly used, assessment, whether external or institutional- based can serve as a tool for enhancing the quality of teaching and learning.

As a supportive assessment strategy, CA provides many opportunities of enhancing learner achievement. In a case where examinations are high stakes, the practice of determining learner achievement using one- shot examination is reduced and with it, the stress, anxiety, and fear associated with examinations diminish. Learners earn credit each day and accumulate these over the learning period (month, term, and year) and once these are taken into account in the final grading, then a holistic picture of learning is established.

Learners' difficulties are identified early enough, so opportunities for remedial action can be planned and implemented. And CA gives credit to class work and it helps the teacher to determine the level of readiness of learners. CA was also useful in measuring learning outcomes and practical skills that cannot be assessed at the end of a course through pen and paper. It enabled assessment of both process and product, a thing that cannot be achieved by using one end of study period examination. It was because of these felt benefits that UNEB is focusing on systemizing and formalizing CA as a supportive assessment strategy

However continuous assessment grading system required the assessment of the change in behavior, in terms of cognitive, affective and the psychomotor domains, (Sartain, North, Strange and Chapman, 1967). This means that pupils are evaluated from one stage to the other through tests or assignments. At the other end of the term or year, these tests are used to determine the academic performance or achievements of the pupils.

The findings indicated that according to spearman's rho of correlation coefficient .537 was above spearman's rho critical value were Correlation was to be significant at the 0.01 level (2-tailed). Therefore the findings indicated that there is a positive significant relationship between continuous assessment and pupil academic performance according to spearman's rho of analysis.

5.2 Recommendations

Teachers should assess pupils regularly using different assessment strategies so that to minimize on the attempt by pupils to memorize the subject content at PLE since this approach encourages pupils to cram the information instead of acquiring the problem solving skills. Therefore the award of certificate should be based on CA of pupil academic achievements as this will eliminate examination leakages and malpractices.

Continuous assessment should be carried out systematically to evaluate pupil academic performance without psychological strains and stresses of one-shot examination. Therefore pupils at primary level should be relieved from anxiety, confusion and errors since by the time they sit for PLE when they are ready without any fear.

Teachers need to integrate the behavior of school-based scores sent to examination bodies into the result of schools and also stipulates the use of school-based scores as a component of certification. This means that pupils are evaluated from one stage to another through test or assignments and at the end of the year; these tests are used to determine the academic performance of pupils at PLE. Since there are many people who have never succeeded in written examinations but can perform excellently when given the opportunity to work with materials relating to their field or area of interest. This calls need for UNEB to set a percentage to cover the continuous assessment done at school level basically at primary level.

Teachers in Mukono district should evaluate their pupils and they should use different ways like oral tests, written tests projects and recap exercises especially following the NAPE standards because assessment therefore serves as a monitoring and evaluation tool in curriculum implementation. If properly used, assessment, whether external or institutional based can serve as a tool for enhancing the quality of teaching and learning. One of the daunting tasks facing educational assessment in Uganda today is how best assessment can be done in order to capture the full potential and ability of the learner. The study was therefore aimed at determining the relationship between CA to the pupil academic performance at primary level in government aided schools in Mukono district.

Teachers should positively perceive a supportive assessment strategy because CA provides many opportunities of enhancing learner achievement. In a case where examinations are high stakes, the practice of determining learner achievement using one-shot examination is reduced and with it, the stress, anxiety, and fear associated with examinations diminish. Learners earn credit each day and accumulate these over the learning period (month, term, and year) and once these are taken into account in the final grading, then a holistic picture of learning is established. The

Learners' difficulties are identified early enough, so opportunities for remedial action can be planned and implemented. And CA gives credit to class work and it helps the teacher to determine the level of readiness of learners.

To measure the learning outcome CA has to be catered for practically to assess the pupils' practical skills at the end of a course through pen and paper. To enable assessment of both process and product that cannot be achieved by using one end of term period examination.

To effectively assess the pupils learning at school-based and national level, continuous assessment grading system is required. Such that pupils can be evaluated from one stage to the other through tests or assignments and exams at PLE and at the end of the term or year, these tests are used to determine the academic performance or achievements of the pupils.

Education systems need to become more inclusive, effective and efficient. This can be achieved through empowerment; Empowering is the act of devolving authority and granting legal instruments to organisations and agents to take responsibility for aspects of development and management giving them the power to decide and act. Empowering is about increasing the efficiency, enhancing the effectiveness and ensuring the sustainability of development by passing responsibility to those people, communities and enterprises to whom efficiency, effectiveness and sustainability matter.

A major strategic thrust should increase the involvement of stakeholders (parents and pupils) in decision-making and oversight of school management; enhancing transparency, accountability development.

One way for citizens, government and service providers to agree on standards of education is by jointly creating a citizen's charter. These charters may include a code of conduct and a list of rights and obligations for service users (parents and students), school staff (teachers and other employees at the school), and the government (from the national to the school level).

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