

**ASSESSMENT OF LEARNING AND STUDENT ACADEMIC PERFORMANCE AT  
ISLAMIC UNIVERSITY IN UGANDA: THE CASE OF KAMPALA CAMPUS**

**BY**

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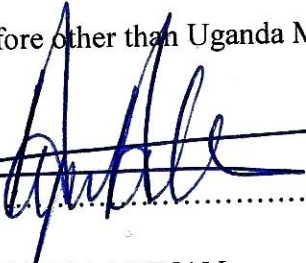
**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE IN  
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ADMINISTRATION OF UGANDA MANAGEMENT INSTITUTE**

**JANUARY 2016**

**DECLARATION**

I, Ayume Yassin Adinan, declare that this dissertation is my original work and it has not been published or submitted for any other degree award to any other university or institution of higher learning before other than Uganda Management Institute

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**APPROVAL**

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## **DEDICATION**

This dissertation is dedicated to my dear wife Acoler Jamila, and children, i.e. McCarthy Imran and Marshal Hanifah respectively for the support, encouragement and endurances throughout my MHEMA program. May my achievements inspire you to a life of continued self-renewal of our family?

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## **ACRONYMS AND ABBREVIATIONS**

<b>AFL:</b>	ASSESSMENT FOR LEARNING
<b>CA:</b>	CONTINUOUS ASSESSMENT
<b>CGPA:</b>	CUMULATIVE GRADE POINT AVERAGE
<b>CVI:</b>	CONTENT VALIDITY INDEX
<b>GPA:</b>	GRADE POINT AVERAGE
<b>IUIU:</b>	ISLAMIC UNIVERSITY IN UGANDA
<b>IUIU-KC:</b>	ISLAMIC UNIVERSITY IN UGANDA -KAMPALA CAMPUS
<b>MOEST:</b>	MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
<b>NAPE:</b>	NATIONAL ASSESSMENT OF PROGRESS IN EDUCATION
<b>PD:</b>	PROFESSIONAL DEVELOPMENT
<b>SAD’S:</b>	SELF ADMINISTERED QUESTIONAIRE
<b>SPSS:</b>	STATISTICAL PACKAGE FOR SOCIAL SCIENCES
<b>FA:</b>	FORMATIVE ASSESSMENT
<b>SA:</b>	SUMMATIVE ASSESSMENT
<b>NICHE:</b>	NETHERLANDS INSTITUTE COUNCIL OF HIGHER EDUCATION
<b>MHEMA:</b>	MASTER IN HIGHER EDUCATION MANAGEMENT AND ADMINISTRATION

## **ABSTRACT**

The study set out to examine the relationship between assessment of learning and student academic performance at Islamic University in Uganda-Kampala campus. This study investigated the relationship between formative assessment and student academic performance, the relationship between summative assessment and student academic performance, and the relationship between academic staff motivation and student academic performance.

The study reviewed related literature by other scholars in assessment of learning and student academic performance in order to have deep understanding of the assessment of learning and student academic performance at Islamic University in Uganda-Kampala campus through analyzing the elements of formative assessment such as course works, teachers' observation, group/class discussions and test assignments. It also analyzed summative forms of assessments which are determined by the end semester or quarter exams and academic staff motivation vis a vis student academic performance.

The study employed single case study design in order to examine the extent to which assessment of learning influences student academic performance, a self administered questionnaire was administered to a sample of 52 lecturers and 234 students. Interviews were also carried out with 02 top administrators. Using Pearson's correlation coefficient, results revealed that there is a significant positive relationship between formative assessment and student academic performance, there is a significant positive relationship between summative assessment and student academic performance. It revealed that there is a significant positive relationship between academic staff motivation and student academic performance.

In line with the findings and the conclusions emerging from the study, the following recommendations are made to the top management and the academic staff: ensure that teachers should incorporate formative assessment into their daily lesson plans by including time for students to practice skills, adjustment of instruction since students learn differently, and also demonstrate mastery differently, application of both summative and formative forms of assessment, teacher motivation and school reform efforts also to be addressed through the issue of staff development, induction and support of new teachers and teachers evaluation.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

The study was about assessment of learning and student academic performance at Islamic University in Uganda. This chapter presents the background of the study (historical, theoretical, conceptual, and the contextual perspectives). It also presents the statement of the problem, purpose, objectives, research hypotheses, and operational definitions of the study.

### 1.1 Background to the Study

It is well known that assessment is one of the most important factors affecting students' approaches to learning (Crooks and Mahalski, 1985; Ramsden, 1992; Scouller and Prosser, 1994; Thomas and Bain, 1984). Although many researchers emphasize this relationship (Thomas and Bain, 1984; Newble and Jaeger, 1983; Al Kadri et al; 2009, Biggs, 1993; Biggs, 1999), it continues to be poorly understood particularly with regard to the following aspects: the persistent incongruence between curricular and assessment objectives; the purpose of assessment methods (formative/summative); and the effect of personal influences, such as students' expectations for specific courses, academic discipline, prior education, age and gender, and cultural influences (Cooksey, Freebody & Smith (2007). Crooks (1998) warned against the possible incongruence between academic objectives as intended by the curriculum and the objectives defined through the assessment process. In this respect, assessment of student achievement is changing as today's students face a world that demands new knowledge, skills and behaviors that have not yet been defined (Segers, Dochy, & Cascallar 2003). Some researchers claimed that formative assessment is more effective than summative assessment in producing deep learning strategies, (Al Kadri et al, 2009; Rushton, 2005) while others disagreed (Torrance and Pryor, 1998; Hattie, 1978).It was against these backgrounds that the proposed study sought examination of the relationship between assessment of learning and student academic performance at Islamic University in Uganda using a case of Kampala Campus (IUIU-KC).

#### 1.1.1 Historical Background

The first attempts to scientifically measure the social impact of education occurred in England during The Enlightenment. In the late 17<sup>th</sup> and 18<sup>th</sup> centuries, scholars studied the order of nature through scientific methods. In the 1920s, schools began grouping students by ability by using

results from standardized intelligence tests (Hargis, 2003). Standardized achievement tests began at approximately the same time; however, they increased in popularity much faster.

The first third of the twentieth century marked the beginning of the use of standardized, objective testing to measure learning in higher education. The Carnegie Foundation led the movement; in 1916, William Learned tested students “in the experimental school at the University of Missouri in arithmetic, spelling, penmanship, reading, and English composition using recognized tests, procedures, and scales, and a statistical treatment that though comparatively crude was indicative” (Savage 1953, 284). E. L. Thorndike’s study of engineering students followed. Thorndike tested students at the Massachusetts Institute of Technology, the University of Cincinnati, and Columbia University on “all or parts of several objective tests in mathematics, English and physics” (Savage 1953, 285). These tests focused on content knowledge, largely tapping facts and concepts (declarative knowledge) and mathematical routines (procedural knowledge). The early tests were “objective”; students responded by selecting an answer where one answer was correct. Compared to the widely used essay examination, these tests gained reliability in scoring and content coverage per unit of time.

In 1990, the National Education Goals established the nation’s first objectives for collegiate learning. More specifically, they called for the development of valid and reliable assessments to track progress in critical thinking, communication, and problem-solving (National Education Goals Panel 1991). This action mirrored simultaneous and growing state interest in collegiate assessment, as a majority of the states had adopted assessment mandates for public colleges and universities by the mid- 1990s. The Goals also signaled the beginning of a significant, though short-lived, period of aggressiveness by the U.S. Department of Education in the realm of postsecondary accountability, marked by such initiatives as the Student Right-to-Know Act and the State Postsecondary Review Entities (SPREs).

A research carried out by the Kenya National Examinations Council (2000) on using feedback from public examinations and teacher assessment to improve classroom teaching also revealed that high enrolment and scarcity of facilities in many public schools made it difficult to effectively carry out continuous assessment. They went on to say that even where teachers use tests, many of the tests they develop are found wanting in originality of style, clarity of language and abilities to be tested. Some teachers do not bother to develop their own tests; instead they



simply lift questions from past examinations or from commercial publications. Rather than help improve learning processes, these practices seem to encourage rote learning, which both the teacher and the pupils believe would improve performance in public examinations (Hill, 2000).

A research carried out by the Nigeria Educational Research and Development Council (2006) on continuous assessment practices of primary and junior secondary schools in Nigeria, revealed that teachers hardly used a variety of instruments such as the tests, class work, home work, projects, observations, questionnaires, anecdotal reports, checklists, rating scales inventory and practicals.

The Zimbabwean education system is highly competitive, academic and examination driven. A summary of inspection reports all over the country indicated that generally the amount of written work administered by teachers in their classes was inadequate (Ministry of Education, Sport, Arts and Culture Circular, 2006). Assessment reports in the Midlands region are silent about the quality of assessment, but place premium on the quantity and the layout of learners work as evidenced by the Director's circular of 2006.

However, the education sector in Uganda suffered many crises following decades of political turmoil and instability during the 1970s and 1980s, MOE Policy Report (1989) currently known as ministry of education and sports (MOE&S). MOE (1989) noted several other weaknesses of Uganda's education system at the time: among which was teaching and learning processes geared to passing examinations. In 1987, the MOE (1989) headed by Professor Ssentenza Kajubi was sanctioned to review education sector policies. This commission was to recommend strategies that would review the role of examinations and methods of assessment, and evaluate the role of the private sector in education. The commission's report was released in 1989, and following this report, the Government of Uganda issued the Government White Paper (1992) which laid the foundation for education reform. It calls for addressing inadequacies in the assessment system which include reasoning, and problem solving skills; the absence of attempts to test practical skills or social attitudes; and the lack of continuous classroom assessment. In Uganda, NAPE (1996) was established to determine the educational standards, as reflected by the achievement levels of pupils/students and hence monitor the changes in standards over time.

Looking at the above historical background of Uganda it was clear that there are some weaknesses in our assessment of learning, Islamic University in Uganda using a case of Kampala

Campus (IUIU-KC) being one of the private universities in training learners of higher education, there is need to revisit how assessment of learning influences student academic performance.

### **1.1.2 Theoretical Background**

The theory that guided the study was Spearman Psychometric Theory of Measurement (1904). As in field of educational measurement, additional problems continued to present themselves, and among the important and useful concepts that have been developed are validity and reliability. Psychometric theory was developed to ensure the quality of assessment information when the measure provides information about an attribute of an object, event, or person. Validity describes the extent to which evidence and theory support the interpretation of test scores entailed by proposed uses of tests (AERA, APA, & NCME, 1999). The validity of a formative assessment was determined in part by the validity of the model of learning on which the teacher's feedback is based (Black, 1998). Teachers' feedback varies in valence (positive or negative, focusing on strengths or shortcomings) and purpose (evaluative or descriptive), and therefore feedback varies in formative usefulness to the student (Tunstall & Gipps, 1996). Reliability describes the stability of measures over factors that should be irrelevant to the measure (time, forms, raters, etc.). The reliability goal is stable ranking of students on a score scale for norm-referenced scoring or stable categorization of students along an achievement continuum for criterion-referenced scoring. Shepard (2001) wrote that classroom assessments do not need to be "as reliable" as large-scale assessments because errors in judgment on one day might be corrected with the addition of more information on the next. It was on this basis that the researcher investigated the relationship between, assessment of learning and student academic performance at Islamic University in Uganda-Kampala Campus.

### **1.1.3 Conceptual Background**

The Students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development (Ali et.al, 2009). Formative assessments are ongoing assessments, observations, discussions, course works and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007). Summative assessments are designed to determine student academic development after a set unit of material, Stiggins, (2002) and does not provide rich feedback capable of improving learning

outcomes for the students being assessed (Scriven, 1991). Over the years, academic performance at different levels of education has been measured in terms of examination performance (Kyoshaba 2009). This practice was reinforced by the belief of academia and employers that high school grades are the best predictors of university performance and that university performance is the best indicator for job performance (Kuncel, Crede & Thomas, 2005; Smits, Mellenger, & Vorst, 2002). The research conducted so far shows the relevance which the role of evaluation may assume in the improvement of teaching and learning experiences (Figari & Achouche, 2001; Shepard, 2000, 2001; Stiggins, 2004). As Pacheco (1996) pointed out, even though summative evaluation is a terminal stage of a process and even if this type of evaluation is an administrative and functional requirement of the system, formative evaluation is, however, the one which should be privileged so that a guided intervention to improve education quality is possible. This study was an effort to contribute to the debate on assessment of learning and student academic performance at Islamic University in Uganda in particular Kampala Campus

#### **1.1.4 Contextual Background**

There is growing acknowledgement that assessment in the mainstream educational system requires change in order to better meet the needs of the 21<sup>st</sup> century learner. Today, many schools are moving away from the traditional model of norms-referenced grading standards to a system of authentic assessment, where learning objectives are standardized and active student involvement plays an important role in the assessment process (Wiggins, 1998) and many are implementing the criteria-based assessment model, where assessment is based upon pre-established learning objectives and student achievement is determined by the success in meeting program objectives.

Instead of ranking student achievement, the criteria-based assessment model offers qualitative descriptors indicating the level of achievement of the student in meeting its objectives for learning. The criteria based assessment model requires greater student involvement, with the intention of developing student processes in critical thinking, meta-cognition, and reflection.

Educative assessment views assessment as an integral part of the educational process, where students receive continual feedback, are given the tools to accurately self-assess their work, and the objectives and standards for learning are spelled out and are clearly articulated to all members of the learning community; students, teachers, and parents (Wiggins, 1998). Moreover,

educative assessment requires active student engagement in the assessment process, which is the foundation for the development of meta-cognition, reflection, and critical thinking.

Furthermore, greater student access and teacher articulation of learning objectives has been shown to generate greater success in learning (Sadler, 2005). When students know what is expected of them, what the goals for learning are, and what the purpose of assessment is, they have a greater opportunity to prepare by identifying their strengths and areas for improvement in the learning process (Bargainnier, 2003; Wiggins, 1998).

It was on this basis that the researcher investigated the relationship between, assessment of learning and student academic performance at Islamic University in Uganda-Kampala Campus.

## **1.2 Statement of the Problem**

Hoyle (1986 in Kyoshaba, 2009) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this, is the idea of enhancing good academic performance. Assessment of students' learning is at the centre of universities' core business of enhancing good academic performance, and yet, in spite of this, it is a serious and often tragic enterprise because educational objectives, teaching methods and assessment processes are not 'aligned' to the educational process at its most basic level which promotes 'surface learning' problem at universities. For the period 2011-2014, student performance at Islamic University in Uganda - Kampala Campus had dropped by 60% in terms of assessment results of course works, test and end of Semester/Quarter exams, according to records of the Assistant Academic Registrar (2014) compared to other previous years. IUIU-KC with a vision to be a Centre of excellence in the production and dissemination of knowledge (web site; [www.iuiu](http://www.iuiu)) is thus keen on improving student academic performance and has offered the use of formative assessment as a continuous way of assessing these students by giving course works, group discussions, tests and using teachers/lecturers observations and on top of these, it offers end of Semester/Quarter exams (Academic Registrar 2011-2014) to improve student academic performance. Amidst all the efforts put by the Campus, little has changed in as far as student academic performance is concerned. This could probably be as result of bad practice and ignorance of significant issues in the area of assessment than in any other aspect of higher education and this is likely to affect the university's reputation, which may result in loss of its graduates and potential students if student academic performance is not improved. It is against

this background that the researcher sought investigations in assessment of learning in order to help Islamic University in Uganda to improve student academic performance so as to achieve its vision.

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

The study examined the relationship between the assessment of learning and student academic performance at Islamic University in Uganda with Kampala Campus as a case study.

### **1.4 Objectives of Study**

The specific objectives of the study were;

1. To establish the relationship between formative assessment and student academic performance at IUIU with a special focus on Kampala campus.
2. To establish the relationship between summative assessment and student academic performance at IUIU with a special focus on Kampala campus.
3. To establish the relationship between academic staff motivation and student academic performance at IUIU with a special focus on Kampala campus.

### **1.5 Research Questions**

The study attempted at addressing the following questions:

1. What is the relationship between formative assessment and student academic performance at IUIU with a special focus on Kampala campus?
2. What is the relationship between summative assessment and student academic performance at IUIU with a special focus on Kampala campus?
3. What is the relationship between academic staff motivation and student academic performance at IUIU with a special focus on Kampala campus?

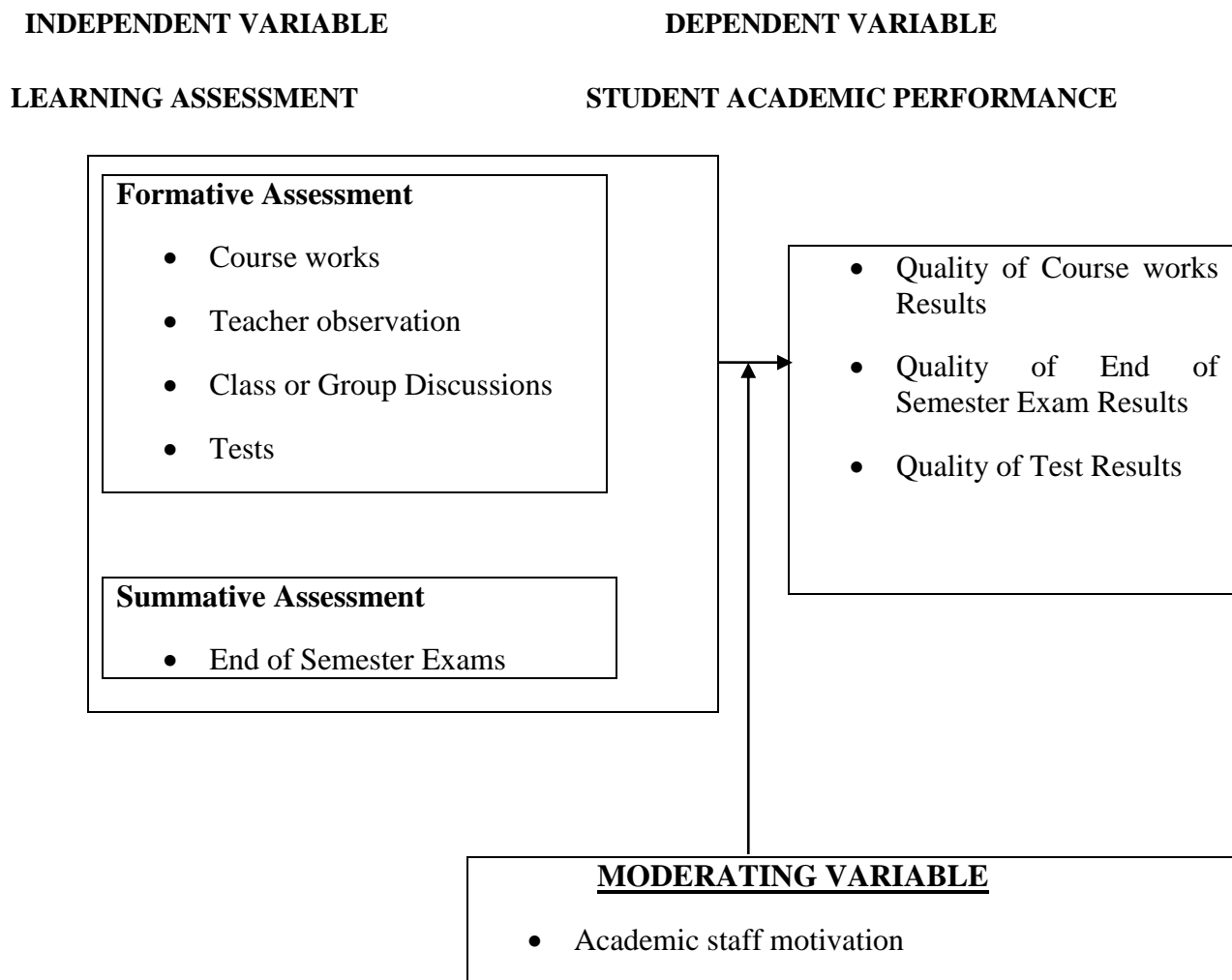
### **1.6 Hypotheses of the Study**

1. There is a significant positive relationship between formative assessment and student academic performance.
2. There is a significant positive relationship between summative assessment and student academic performance.
3. There is a significant positive relationship between academic staff motivation and student academic performance.

## 1.7 CONCEPTUAL FRAMEWORK

The conceptual framework below explored the relationship between the assessment of learning and student academic performance at Islamic University in Uganda with Kampala Campus as case study. The independent variable mainly focused on the major two forms of assessment that is to say formative assessment and summative assessment. The dependent variable focused on student academic performance as the learning outcomes as measured by course works results, end of semester/quarter exam results and test results. The moderating variable focused on academic staff motivation.

**Figure 1**



*Adopted from: Spearman Psychometric Theory of Measurement (1904), and modified by the Researcher.*

## **1.8 Significance of Study**

The study would be significant in the following ways:

It would provide an investigation to researchers in determining how the assessment of learning improves student academic performance at Islamic University in Uganda .The case of Kampala Campus

The study would also help other scholars to fill the gaps in the assessment of learning and student academic performance at Islamic University in Uganda .The case of Kampala Campus

This research study would help in providing some relevant insights on measurable aspects of major assessment challenges which affect students' academic achievements in courses and such knowledge would help academics in designing strategies that can improve learners' academic achievements.

This research study would help the researcher to attain Master's Degree in Higher Education Management and Administration of Uganda Management Institute.

## **1.9 Justification of the Study**

Universities are established with the aim of imparting knowledge and skills to learners and behind all this is the idea of enhancing good academic performance. However, for the period 2011-2014, student performance at Islamic University in Uganda-KC had been dropping in terms of coursework results, test results and end of Semester/Quarter exam results according to records of the Assistant Academic Registrar compared to other previous years (2014) Although many studies have been carried out on how assessment can improve student academic performance, hardly much has changed in relation to student academic performance.

This study was carried out in response to the current renewed outcry from the public that higher education institutions are emphasizing grades which encourages teachers to set learning tasks that promote de-contextualization, rote learning and that narrows the intended curriculum to basic skills with low cognitive demands (Ang & Huan, 2006).

## **1.10 Scope of the Study**

### **i. Geographical scope**

The study was carried out at Islamic University in Uganda-KC which is located on Kibuli Hill in Makindye division, approximately 3.5 kilometers (2.2 miles) southeast of the central business district in Kampala, the capital and largest city in Uganda which is located in East Africa.

## **ii. Content scope**

The study examined the relationship between assessments of learning (formative and summative assessment) as independent variable majorly focusing on elements of course works, written tests, class discussions, and final exams, and student academic performance as measured dependent variable factors of course work results, end of semester/quarter exams results and test results. It also examined academic staff motivation as moderating variables in influencing assessment of learning and student academic performance at IUIU- KC

## **iii. Time scope**

The study examined student academic performance for the period 2011- 2014. This was the period when students performance had dropped in terms of grades/results, according to records of Assistant Academic Registrar at Islamic University in Uganda -Kampala Campus compared to the period of 2007-2010 (assistant academic registrar record, 2014).

### **1.11 Operational Definitions of Key Terms and Concepts**

**Assessment of Learning:** Refers to the two forms of assessments of formative and summative nature designed to confirm what students know, demonstrate whether or not they have met the goals of their individualized programs and course works, or to certify proficiency and make decisions about their future programs at IUIU -Kampala Campus.

**Formative Assessment:** Refers to continuous forms of assessment of students through class discussions, tests and teachers' observations to check their academic progress at IUIU-Kampala Campus

**Summative assessment:** Refers to an assessment carried out at the end of semester or quarter, inform of end of semester or quarter exams to determine student performance at IUIU-Kampala Campus

**Student academic performance:** This is how students have performed academically and it is measured in terms of course work results, test results and end of semester/quarter exams results at IUIU-Kampala Campus



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter presents the theoretical and conceptual frameworks and the views of other scholars presented in line with the objectives of the study. The purpose of this review was basically to help the researcher in understanding how the subject of assessment of learning and student academic performance had been approached before by other scholars. It was first, presented theoretically, followed by the review of literature objective by objective. Then the summary of the literature was also presented.

#### 2.1 Theoretical Review

Assessment is formally defined as a measure of performance (Gagne *et. al*, 2005). The theory that guided the study is Psychometric Theory of Measurement which was proposed by Spearman (1904). Psychometric Theory was developed to ensure the quality of assessment information when the measure provides information about an attribute of an object, event, or person. The validity of a formative assessment is determined in part by the validity of the model of learning on which the teacher's feedback is based (Black, 1998). Teachers' feedback varies in valence (positive or negative, focusing on strengths or shortcomings) and purpose (evaluative or descriptive), and therefore feedback varies in formative usefulness to the student (Tunstall & Gipps, 1996).

These validity questions about post assessment use of information depend in part on some validity questions that are more relevant to planning the assessment. Content validity evidence is already noted to be of particular importance for classroom assessments (Airasian, 2001; Nitko, 2001). Evaluating the content of a classroom assessment includes evaluating not only the match to instructional objectives, but also to classroom instruction. It may also include a consideration of what happened during that instruction. For example, a teacher may put on a test a problem of the sort that students found particularly troubling, so they can demonstrate that they can do it. Or the teacher may avoid such a problem so as not to trip up students unnecessarily.

Garcia (1994) wrote that the equity challenge for classroom assessment is different from that for large-scale performance-based assessment. The major difference is that the sensibilities,

understanding and interpreting of cultural meanings, and knowing what topics and situations to ask about and what modes of response would be idiomatic shift from the teacher (for classroom assessment) to the test developers (for large-scale assessment). This is not a trivial difference in the validity requirements.

The above explanations provided some reasons for the investigation of the relevance of psychometric tests, together with matric results, as part of learning assessment criteria in determining student academic performance at Islamic University in Uganda-Kampala Campus using the two forms of assessment that is to say formative and summative.

### **2.2.0 Formative Assessment and Student Academic Performance**

Formative assessment occurs when teachers feed information back to learners in ways that enable the learner to learn better, or when learners can engage in similar self reflective processes (National Center For Open Testing [NCFOT], 2007). Formative tests are not graded and are used as an on-going diagnostic tool, hence the teacher employs the results of formative assessment solely to modify and adjust practices, to reflect the needs and progress of learners (Swearing, 2002).

Formative assessment can be conceived as assessment for learning and not of learning (Black & Wiliam, 1998; Pellegrino, Chudowsky, & Glaser, 2001). Assessment becomes formative in nature, informing teaching and learning, only when the teacher uses the information to adapt instruction, and/ or the students use the information to influence their learning (Black, 1998). The distinctive feature of formative assessment is that the information is used to modify the learning program in order to make it more effective.

Formative assessment is used by the instructor as information regarding how well the learning is being done. The teacher uses the information to correct students' learning problems. The value of formative assessment is pointed out by Black and Wiliam (1998) in their paper entitled "Inside the Black Box: Raising Standards through Classroom Assessment". They gave evident that point to the fact that high quality formative assessment has a positive impact on students' learning. In addition, formative assessment is particularly effective for students who are low achievers and thus tend to narrow the gap between low and high achievers. Most instructors intuitively used questioning as a method of formative assessment but in large lecture classes, not every student can be questioned because of time constraints. However, formative assessment is useful in

virtually all learning activities such as preparing oral and written reports, fieldwork and as projects and case studies progress.

Sadler, (1989) and Shepard, (2003) made similar observations to support Black and Wiliam's (1998) findings. They point out that formative assessment has the potential to directly improve learning because it takes place while instruction is in progress and can serve as a basis for providing timely feedback to increase student learning. Boston (2002) also made similar observations. He points out that when teachers know how students are progressing and where they are having troubles, they can use this information to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches, or offering more opportunities for practice. These activities can lead to improved students' learning.

Sadler (1989) conceptualized formative assessment as being concerned with how judgment about the quality of learner's response can be used to shape and improve the competence; continuous assessment cannot function formatively when it is cumulative, that is each attempt or piece of work submitted is scored and the scores are added together at the end of the course .This practice tends to produce in learners a mindset that if a piece of work does not contribute toward the total 'it is not worth doing (Sadler 1989).

Black and William (1998) seminal piece is frequently cited as evidence that formative assessment does improve student achievement. Student academic performance at university level is determined by students' performance in course work results, test results and end of semester/quarter results. Black and Wiliam (1998) defined formative assessment as all those activities undertaken by teachers, or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged and these activities include teachers observations, group discussions, course works and tests that inform teacher instruction and provide students feedback on a daily basis.

According to Bell and Cowie, (2001), formative assessment involves gathering, interpreting, and acting on information about students' learning so that it may be improved. Black & William, 1998; Shavelson, Black, Wiliam and Coffey, 2003) all expressed similar views. According to them, information gained through formative assessment should be used to modify teaching and learning activities to reduce the gap between desired student performance and observed student

performance. Students involvement is also essential, as students need to recognize, evaluate, and react to their own and or others assessment of their learning (Bell and Cowie, 2001; National Research Council, 1999).

Harlen (2008) illustrated the key aspects of formative assessment as follows; Evidence is gathered about ongoing learning activities that can be used to make decisions about further learning, the evidence is judged in terms of progress toward the detailed lesson goals. These goals may vary for different individual pupils or for groups and so comparison between pupils are not sensible or justified, Pupils are aware of their lesson goals and can help in deciding their next steps toward the goals., the process is cyclical and ongoing; information gathered is used as an integral part of teaching and learning, no judgment of grade or level is involved, only the judgment of how to help a learner take the next steps in learning. Information gathered frequently by the teacher will be able to feed back to correct any mistake judgment.

Classroom assessment can be seen as a continuum determined by the premeditation of the classroom routine, the formality of means used to make explicit what students know and can do and, the nature of the action taken by the teacher. The continuum then goes from formal formative assessment on one end to informal formative assessment on the other (Bell and Cowie, 2001; Shavelson, Black, Wiliam, and Coffey, 2003). Each extreme can be characterized in a different manner. Formal formative assessment usually starts with students doing/ carrying out and activity designed or selected in advance by the teacher so that information may be more precisely collected.

Conversely, informal formative assessment is more improvisational and can take place in any student- teacher interaction at whole class, small group, or one-on-one levels. It can arise out of any instructional / learning activity at hand, and it is embedded in and strongly linked to learning and teaching activities (Bell and Cowie, 2001). Information gathered in informal formative assessment on many occasions is unrecorded. It can also be non-verbal based on teachers' observation of students during the course of an activity.

However, formative assessment is seldom used (Brookhart, 1999), a fact that led the NCFOT (1999) to conclude that, "Most teachers do not know well how to engage such assessment". Wiliam & Black (1996) depicted the formative assessment scenario in many countries as generally one of weak practice. According to Black (1998), the main weaknesses are: classroom

evaluation practices generally encourage superficial and rote learning, concentrating on recall of isolated details, usually items of knowledge which pupils soon forget, teachers do not generally review the assessment questions that they use and do not discuss them critically with peers, so there is little reflection on what is being assessed, the grading function is over emphasised and the learning function underemphasized., there is a tendency to use a normative rather than a criterion approach, which emphasizes competition between pupils rather than personal improvement of each.

In line with above, formative assessment could provide clear learning targets especially with adult learners ,however, different learners may have different objectives of targets which make it difficult for the teacher to have unified target for the learners and below are the clear explanations of how the elements of formative assessment influences student academic performance.

### **2.2.1 Course work and student academic performance**

Homework which is known as course work at university is the main intersection between home and school. It is a widespread belief among school leaders, teachers and parents that homework (course work) is a valuable educational tool. Homework (course work) has been a subject of controversy to education researchers for the past 75 Years (Cooper & Valentine, 2001). Understanding the nature of homework (course work) and its influences on school achievement can be attributed to isolating the effects of numerous and complex variables affecting homework (course work) assignments and their completion (Cooper & Valentine, 2001).

During the past decade, according to Gill and Schlossman (1996), leading educational spokespersons have celebrated homework as essential to raise educational standards, foster high academic achievement, upgrade the quality of the labor force, and link family and school in a common teaching mission.

Perspectives varied, however, according to the School Library Journal (2005), students are receiving higher grades with less outside preparation; while the Washington Post (2006) reported that the increase in the amount of student homework has increased arguments against it. Alfie Kohn, a critic of homework, recently wrote, "There was no consistent linear or curvilinear relation between the amount of time spent on homework and the child's level of academic achievement" (2006).

Other researchers claimed that homework helps students develop responsibility and life skills and the ability to manage tasks and that it provides experiential learning, increased motivation, and opportunities to learn to cope with difficulties and distractions, and academic benefits (Corno and Xu 2004; Coutts 2004; Xu and Corno 1998).

While many researchers took either a positive or a negative stance on homework, Cooper (2001) took a more balanced approach, stating, "Research on the effects of homework suggests that it is beneficial as long as teachers use their knowledge of developmental levels to guide policies and expectations". Cooper goes on to explain that homework has both positive and negative effects on various aspects of students' lives.

The benefits of homework (course work) are differentially related to school achievement according to grade level (Muhlenbruck, Cooper, Nye, & Lindsey, 2000). Such benefits are necessary under conditions of good monitoring, parental involvement, ease in doing assignments, and completion of assignments (Callahan, Rademacher, & Hildreth, 1998). It is commonly recognized that homework (course work) can have negative effects (Cooper et al., 2006). It is well documented in the literature that better educated parents spend more time helping their children with homework (course work) than less educated parents (Guryan et al., 2008; Rønning, 2011). If homework is a substitute for in-school learning, it is particularly likely that the home environment influences the return to homework (course work), to the extent that the home environment is important for whether the homework is completed and perceived or not, children of better educated parents may benefit more from homework than children of less educated parents.

Therefore, coursework has been used as a tool to improve student academic performance as cited by most scholars' in the above literature and at IUIU-KC, it constitutes 15% of results for undergraduate and 20% for graduate programs respectively according to records of Assistant Academic Registrar. It was on this basis that the study revealed that, there is a significant positive relationship between formative assessment and student academic performance at IUIU-KC.

### **2.2.2 Teacher's observations and student academic performance**

Teacher observation is regarded as an essential procedure in the teacher training process. Wallace (1998) states that, while there was a time when the knowledge base for the teaching profession was provided by university professors, nowadays the experience of teachers and pupils in the classroom are just as important in the teaching/ learning process.

Most researchers and practitioners generally agreed that the most effective use of classroom observation is for professional development (Montgomery 2002). In accordance with this, classroom observation is regarded as a key component of teacher professional development, as any quest for improving language teachers' training and language teaching quality must revolve around the teaching and learning processes taking place in the classroom.

Although formal observation and feedback are integral to improving teaching performance and practice (Jonson, 2008), many professionals expressed their anxiety and worry when it came to classroom observation, as observers in many parts of the world tend to exercise top-down authority (Li, 2009). The need to build a climate of trust has been widely acknowledged (Aubusson et al, 2007), especially at a time when educational administrations and university research teams have planned to implement classroom observations as part of their projects, as is the case in the CLIL (Content and Language Integrated Learning) experiences recently implemented not only in Spain (Lasagabaster and Ruiz de Zarobe, 2010).

Therefore, teacher's observations had been used as a tool to improve student academic performance by lecturers as cited by most scholars' in the above literature. It was on this basis that the study revealed that, there is a significant positive relationship between formative assessment and student academic performance at IUIU-KC.

### **2.2.3 Group Discussions and student academic performance**

Students learn best by thinking, evaluating, integrating and internalizing insights gained from their various experiences (Andresen et al., 2000). Henderson (2002) suggested that semi-structured reflective group discussions enhanced students' enjoyment and perceived learning. Student perceptions, variations in student reflective orientation and learning approaches, the need to modify traditionally "technical rationality"-oriented and content-laden curricula to accommodate and align with reflective learning, the most appropriate reflective practice/s to incorporate, the time needed for developing and improving critical reflective skills as well as the time and space needed for in-depth critical reflection and the subsequent application and transformation, the challenges of assessing reflections, the implications of ethics and impact in terms of learner and patient outcomes, are frequently overlooked or "under considered" (Tsang, 2009).

Therefore, group discussions had been used as a tool to improve student academic performance by lecturers as cited by most scholars' in the above literature. It was on this basis that the study revealed that, there is a significant positive relationship between formative assessment and student academic performance at IUIU-KC.

#### **2.2.4 Test assignments and student academic performance**

Testing in school is usually done for purposes of assessment, to assign students grades (from tests in classrooms) or rank them in terms of abilities (in standardized tests).

Teachers often drastically overestimate what they believe their students to know (Kelly, 1999) and testing provides one way to improve a teacher's estimation of their students' knowledge. The problem of "the curse of knowledge" permeates education. That is, instructors (especially those just beginning) can fail to realize the state of knowledge of their students and pitch their presentations at too high a level.

With less frequent testing, study behavior occurred only before the tests (Michael, 1991). In addition, in their survey of student behaviors described previously, Kornell and Bjork (2007) found that 59% of students, when choosing what to study, chose topics that were due soon or already overdue. More frequent testing across the semester would encourage students to study more and would space their studying over several weeks.

Testing permits students to have better calibration of their knowledge. If students only study material repeatedly, they may think that their familiarity with the material means that they know it and can retrieve it when needed. However, such familiarity can be misleading. These points have direct implications for educational settings—the better students are at differentiating what they do know and what they do not know well, the better they will be at acquiring new and more difficult material and studying efficiently (Thomas & McDaniel, 2007; Kornell & Son, 2009). Therefore, instead of simply restudying, teachers can administer quizzes and students can self-test to determine what material they know well and what material they do not know well.

One potential limiting factor of implementing testing in a classroom setting is choosing which material to test. Fortunately, research on testing suggests that retrieval practice does not simply enhance retention of the individual items retrieved during the initial test, Chan, McDermott, and



Roediger (2006). In contrast, other researchers have found that retrieving some information may actually lead to forgetting of other information; a finding termed retrieval-induced forgetting (e.g., Anderson, Bjork, & Bjork, 1994).

Therefore, test assignments has been used as a tool to improve student academic performance as cited by most scholars' in the above literature and at IUIU-KC, it constitutes 15% of results for undergraduate and 20% for graduate programs respectively according to records of Assistant Academic Registrar. It was on this basis that the study revealed that, there is a significant positive relationship between formative assessment and student academic performance at IUIU-KC.

### **2.3 Summative Assessment and Student Academic Performance**

Student academic performance at university level is determined by students' performance in course work results, test results and end of semester/quarter results. The purpose of summative assessment is to determine the student's overall achievement in a specific area of learning at the end of semester/quarter exams, a purpose that distinguishes it from all other forms of assessment. This argument is supported by (Harlen, 2005).

Black *et. al*, (2003) defined summative assessment as involving, "Tests that are frequent, isolated from learning ,carried out on special occasions with formal rituals and often conducted by methods over which individual teachers have little or no control". Summative assessments are given periodically at a particular point in time to determine what learners know, and what they do not know. For example; district benchmark or interim assessments, end of unit or chapter tests, schools that are used for accountability for schools and learners (Angelo and Cross, 1993).

Harlen (2008) illustrated the key elements of summative assessment as follows; the process takes place at a particular time; it is not on going and cyclical, the evidence is interpreted according to terms of publicly available criteria, the judgment is reported in terms of levels which need to be underpinned by some quality assurance procedure, pupils have a limited role in the process.

Summative Assessments are given periodically to determine at a particular point in time what students know and do not know. Many people associated summative assessments with standardized tests such as state assessments, but they are also used as important parts of district and classroom programs. In America, Summative assessment at the district/classroom level is an

accountability measure that is generally used as part of the grading process (Garrison and Ehringhaus, 2007).

Parkes & Giron, (2006).argued that test items that closely align with course objectives and actual classroom instruction increase both content validity and increase reliability, so assessors can make good decisions about the kind of consistency that is critical for the specific assessment purpose. However many scholars are in disagreement with, (Gittman & Koster, 1999; Sharpley & Edgar, 1986), teacher judgments can be clouded by an inability to distinguish between student achievement and student traits like perceived ability, motivation, and engagement that relate to achievement. Poor judgments can be further exacerbated when teachers assess students with diverse backgrounds and characteristics (Darling-Hammond, 1995; Martínez & Mastergeorge, 2002).

Teachers regularly use a variety of assessment techniques despite inadequate preservice preparation or in-service professional development about how to effectively design, interpret, and use them (Goslin, 1967). Many teachers habitually include no achievement factors like behavior and attitude, degree of effort, or perceived motivation for the topic or assignment in their summative assessments. And they calculate grades without weighing the various assessments by importance (Griswold, 1993; Hills, 1991). When they create and use performance assessments, teachers commonly fail to define success criteria for the various levels of the performance or plan appropriate scoring schemes and procedures prior to instruction. Moreover, their tendency to record their judgments after a student's performance rather than assessing each performance as it takes place consistently weakens accurate conclusions about how each student performed (Goldberg & Roswell, 2000).

Summative assessments should use well designed tests which are valid, reliable and fit for the purpose to enable an accurate assessment of learner attainment (Butt, 2010). Butt went further to say that unfortunately summative assessment has developed into high stakes process through the use and abuse of public examinations. The high status of examination has become significant influence in policy and practice in the following aspects: the more important such results have become, the more likely they are to distort the process or try to monitor teaching through proxy of exam grade, the important test results become the more teachers teach to test, examination technique is taught as is question spotting. These do not necessarily improve performance, when examination results are major of future life and education choices, students, employers, parents,

educational institutions ,and society treat these as an ultimate “end point “ of education rather than a (flawed) indication of achievement .

Crooks (1988) looked at the impact of summative assessment on students, including self-efficacy, intrinsic motivation and attribution of success or failure. He found evidence of the importance of motivational aspect in relation to classroom assessment; that the use of extrinsic motivation is problematic and that intrinsic motivation and self-regulated learning is important to continued learning both within and without school. He reviewed the potentially positive role of classroom assessment, for example, in helping students to focus their learning, but also concluded that test anxiety has a debilitating effect on achievement and that this could be reduced by avoiding comparisons between students and the use of letter grades.

Gordon and Reese (1997) reported evidence that teachers can train students to pass any kind of test, even those intending to assess higher thinking skills, frustrating those who consider that teaching to well designed tests can influence teaching in positive directions (Yeh, 2001).

Kellaghan *et al.* (1996) expressed doubts that the aims of the education reform which emphasises higher level thinking and problem-solving skills are compatible with the programmes of high stakes testing. They traced the mechanism for orienting students towards performance goals to the way in which students are prepared for high stakes tests. The research they reviewed also undermined the claim that better tests will lead to better teaching and learning.

Kelleghan & Gleaney (2003) also observed further worrying issues about high stakes and reported that;□teachers align teaching with examinations in their instruction and yet only a subset or sample of an entire achievement domain is assessed in an examination, teachers will strive to increase the overlap between instructional and test content leading to a narrowing of the curriculum and to a situation in which examination becomes the manifest of the domain.

In another related issue (LeMahieu & Leinhardt, 1985), argued that high stakes tend to affect teaching strategies, learning strategies, learner involvement in learning and their attitudes to learning. Teachers will tend to drill and may expect learners to engage in learning strategies that are superficial or short term such as memorising, rehearsing and rote learning. It has been found that when high stakes are attached to performance, learners tend to be less successful in

acquiring higher order and transferable skills; learning tasks are perceived as not inherently interesting and, if a reward is removed, learners are less likely to engage in a task .A further problem that is associated with high stakes examinations is considerable effort and time will be put into drill dominated test preparation by teachers and learners (e.g. in sitting mock examinations).This focus on test preparation skills may also serve to make learners direct their efforts towards mastering strategies to help them over the examination hurdle, rather than towards developing mastery of subject matter and knowing lasting competencies.

In the same vein, Herrera *et. al* (2007) stated that standardized tests, Limit and negatively affect the quality of content area instruction, prompt teacher to narrow curriculum taught in the classrooms, encourage teaching to the test, divert classroom instruction to an emphasis on low level content and basic skills, increase the redundancy of instruction.

Yeh (2005) in Fisher (2007) also raised the following concern about standardized testing;

- narrowing the curriculum by excluding subject matter not tested. For example, with a significant focus on reading and mathematics, the concern that social studies, music, and art are being neglected because they are not commonly tested, excluding topics not tested or not likely to appear on the test even within tested subjects, reducing learning to memorization of easily recalled facts, devoting too much classroom time to test preparation rather than learning.

In addition to discrepancies in designing and using their own assessments, teachers' actions during standardized testing routinely compromise the effectiveness of test results for accurately gauging student achievement and informing steps to improve it. Teachers often teach test items, provide clues and hints, extend time frames, and even change students' answers (Hall & Kleine, 1992; Nolen, Haladyna, & Haas, 1992).

Stiggins (2002) warned that teachers should not fall prey to pitting one kind of assessment against the other. Both formative and summative assessments are important and should be used. It becomes mandatory for teachers to have a clear concept of the terms. Furthermore educational polices need to support the use of both summative and formative assessment if they are to be utilized.

Summative assessment would not give information that is necessary for assisting and guiding pupils during the learning process. Teachers need to strike a balance between formative and

summative assessments in order to make a variety of decisions. Schools should reconcile both formative and summative assessment with a strong focus on providing feedback to the learner and teacher (UNESCO, 2005).

Looking at the above arguments, there is some relationship attached to summative assessment in improving student academic performance. However, there seemed to be some gaps in knowledge in so far as assessment understanding is concerned among the teachers. Teachers should be introduced to the concepts underlying assessment and should learn about their use and interpretation (Kelleghan & Gleaney, 2004). Islamic University in Uganda-Kampala Campus, being one of the centers of learning, also assesses its students at the end of the term or semester, to determine their progress to the next levels in terms of grades. So, based on investigations carried, the results revealed that there was significant positive relationship between summative assessment and student academic performance at IUIU with a special focus on Kampala campus.

#### **2.4. Academic staff motivation and Student Academic Performance**

Motivation is the inner drive that pushes individuals to act or perform. Specific theories may propose varying set of factors influencing motivation (Harder, 2008) but many scholars agree that motivation is the psychological process that causes the arousal, direction, intensity and persistence of behavior (Locke and Latham, 2004; Pinder, 1998). In addition, Cooper and Schindler, (2003) argued that university lecturers often miss their lessons, and fail to mark students' continuous assessment (CA) assignments, tests and practical works perhaps due to excess workload or lack of motivation. Hence, it is considered pertinent to evaluate academic staff level of teaching motivation because IUIU - Kampala Campus being private university and in developing country with financial constraints, there is likelihood that it may be under paying or delaying to pay staff salary which de-motivates hence affecting student academic performance and its on this basis that the researcher intends to examine how academic staff motivation affects student academic performance at IUIU - Kampala Campus.

Looking at the arguments of the scholars, there is clear indication that motivation of academic staff can improve student academic performance during assessment. It was on this basis that the study results revealed that there is significant positive relationship between motivation of academic staff and student academic performance at IUIU with a special focus on Kampala campus

## **2.5 Summary of the Literature Review**

In summary, the literature review has shown that formative assessments are activities undertaken by teachers, or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged and in its purest form involves no final mark on the paper and no summative grade in the grade book and coupled with the findings which revealed significant positive relationship between formative assessment and student academic performance, the academic staff must pay attention on the implementation of these elements of formative assessment in order to improve student academic performance

Meanwhile summative assessment is to determine the student's overall achievement in a specific area of learning at a particular time and should be well designed valid, reliable, and fit for purpose to enable an accurate assessment of student attainment since investigations carried, revealed that there was significant positive relationship between summative assessment and student academic performance at IUIU with a special focus on Kampala campus.

Motivation being the inner drive that pushes individuals to act or perform and study results revealed that there is significant positive relationship between motivation of academic staff and student academic performance at IUIU with a special focus on Kampala campus it is pertinent to motivation academic staff so that they are able to implement assessment procedures the way they are to be done

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology that was used in the proposed study. It gives a description of the study area and the methods which were used to collect data from the field. It also gives a summary of the research design, sample population and size, data collection instruments, data type, data processing and presentation and measurement of variables and ethical issues

#### **3.1 Research Design**

As assessment being one of the major activities in promoting learning, it was important to develop information that was accurate and interpretable on assessment of learning. Single case study design was adopted. The intention was to focus on one phenomenon, which the researcher selected to understand in-depth regardless of the number of sites, participants and documents for the study as suggested by (McMillan & Schumacher, 1993). A case study was adopted because it uses a variety of data gathering methods that would lead to the understanding of the case and answers to the research questions as suggested by (Kraus, 2005). It was for these reasons that the case study was considered the most appropriate because the researcher was able to have deeper understanding in assessment of learning at IUIU-KC.

#### **3.2 Study Population**

The selected population in the study was 693, of these; there were 02 top campus administrators, 57 lecturers and 634 final year students. All these categories were involved because they are key stakeholders in the learning process at IUIU-KC .for example. The top campus administrators were selected in the study because they are the administrators of the institution and they have much knowledge in management of academic affaires. The lecturers were selected in the study because they are the facilitators of learning and they know much about assessment of learning and student academic performance. Meanwhile the students are selected because they are the direct end users in terms of assessment of learning.

#### **3.3 Sample Size and Selection**

A sample is a portion of the population whose results can be generalized to the entire population as suggested by (Amin, 2005).Of the target population of 57 lecturers, 02 top campus

administrative staff, and 634 final year students, as stated by Krejcie and Morgan (1970s). Table of Sample Size Determination, suggested minimum sample sizes of 52, 02, and 234 respectively as shown below;

**Table 3.1 Presents Population, sample and sampling techniques**

<b>Category</b>	<b>Target population</b>	<b>Sample size</b>	<b>Sampling Techniques</b>
Campus Top Administrators (Assistant Academic registrar and Director)	02	02	Purposive Sampling
Lecturers	57	52	Stratified Random Sampling
Final year Students	634	234	Stratified Random Sampling
<b>Total</b>	<b>693</b>	<b>288</b>	

*Source: Records from academic registrars' office, IUIU-Kampala campus (2014)*

### **3.4 Sampling Techniques and Procedure**

Sampling is important in research because it is often neither possible nor desirable to collect data from the entire population (Best & Kahn, 1993). Two sampling strategies were adopted, that is to say purposive sampling and stratified random sampling. Purposive sampling was adopted in this study because it allows researcher get individuals that can best supply relevant information needed to answer the research questions raised as suggested by (Creswell 2008). Meanwhile stratified random sampling was also adopted because it uses knowledge of the population to increase the representatives of a sample of a given size or to get an equivalent amount of information for a small sample according to Margaret (1995).

### **3.5 Data Collection Methods**

This study used both primary and secondary data collection methods as described below:

#### **3.5.1 Primary data**

Primary data was collected from the field through self-administered questionnaires and interviews. These approaches were adopted because they enabled the researcher to cover a large population quickly and at affordable cost as noted by (Saunders et al, 2003). Structured



interviews were also applied to top administrators because they were few, and able to give in-depth information which could be left out in SAQs. It was applied because; the interviewer could alter the interview situation at any time in order to obtain the fullest possible responses from the individuals, as noted by Aggor and Badu-Nyako (2003).

### **3.5.2 Secondary data**

Secondary data was gathered through content analysis of documents. This was done through analysis of documents from published journals, reports, and other existing materials from office of assistant academic registrar IUIU- KC. Secondary data was used because it enabled the researcher establish authentic data regarding the research variables

### **3.5.3 Documentary review**

The documentary review method was used to obtain additional and vital information which could not have been accessed through SAQs and interview. Schram (2003) identified advantages of using document review. Firstly documents can be accessed at a time convenient to the researcher at a minimum cost. Secondly documents tend to contain data that are thoughtful because adequate time and care is given to compile them. In spite of this the researcher was contented with the limitations associated with document analysis. Triangulation of data collection techniques enabled the researcher to verify the data collected from documents.

## **3.6 Data Collection Instruments**

A number of tools were been used during collection of both primary and secondary data and the major tools used were:

### **3.6 1 A Self administered questionnaire**

A self administered questionnaire was the major instrument used in data collection. Questionnaires were administered to 286 participants (lecturers and students). The questionnaires comprised of both closed ended questions formulated by the researcher to allow respondents freely express their opinions. (See Appendices 2 and 3). The study used this instrument because it helps cover a large number of respondents in a relatively short time, it is easy to guarantee the respondents' confidentiality and can generate reliable data as respondents could answer questions in their own mood without being affected by the researcher's presence (Mbage, 1990).

### **3.6.2 Interview guide**

An interview guide was designed and administered to key informants (top administrators of Islamic University in Uganda-Kampala campus) to capture qualitative information. Structured interviews were applied to administrators since they were few, and were able to give in-depth information which could be left in SAQs. This was purposely designed to get more information about the assessment of learning and student academic performance at Islamic University in Uganda–KC. (See Appendix 1).

### **3.6.3 Documentary review**

A documentary review was applied all for students’ assignments, tests and results, and reported journals which were deemed necessary on forms of assessment and student academic performance which helped in collaborating and analysis of data from the field. (See Chapter 2 and 4, and Appendix 4).

## **3.7. Validity and Reliability of Data Collection Instruments**

### **3.7.1 Validity of the Instruments**

Validity of instrument means that the instruments are serving the purpose for which they are intended (Keeves, 1988; Sarantokos, 1997). After constructing the questionnaire, the researcher contacted the supervisors who evaluated the relevance; wording and clarity of questions in the instrument and the validity of the instruments were constructed by using expert judgment method as suggested by Gay (1996). The researcher also maintained content validity of the SAQs by ensuring that questions in them conformed to the study’s research objectives and conceptual framework.

The questionnaires were also field tested with a sample of at least 10 lecturers and 20 students from IUIU-KC and these were not included in the final study. In addition, the validity was measured by using the content validity index using the formula provided by Amin (2005) as here below:

$$CVI = \frac{\text{Total number of items rated as valid}}{\text{Total number of items on the instrument}}$$

The researcher issued questionnaires to 10 lecturers and 20 students from IUIU, Kampala campus to examine the relationship between the assessment of learning and student academic

performance. Their ratings were as follows; Lecturers had an average of 32 relevant questions out of 44 questions and students had an average of 30 out of 38 questions in the questionnaires presented to them respectively. Total number of valid items is  $32+30 = 62$  and the total number of all items from both questionnaires is  $(44+38=82)$ .

Therefore, validity of the research instruments was determined as below;

CVI was the Content Validity Index.

$n(A_j)$  was the number of items agreed on by judges(lectures and students) as suitable

$n(T_j)$  was the total number of items that were being judged.

$n(A_j) = 62, n(T_j) = 82$

$$Cvi = \frac{n(A_j)}{n(T_j)}$$

$$\text{Therefore CVI} = \frac{62}{82} = 0.756$$

The computed CVI of the instrument was 0.76. This was considered valid because the minimum CVI recommended in the survey studies is 0.7 (Amin, 2005).

### 3.7.2 Reliability of the Instruments

Mugenda and Mugenda (2003) defined reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. Reliability of the instruments was obtained by using the test- retest reliability. Reliability of the two sets of SAQs on all variables (formative assessment and student academic performance, summative assessment and student academic performance and academic staff motivation and student academic performance) was tested using the Cronbach Alpha Moment Co-efficient provided by SPSS (Amin, 2005; Bakkabulindi, 2008) as shown in Table 3.2 below.

**Table 3.2 Reliability table**

Category of instruments	Variables	Alpha Values
Staff	Formative assessment for learning	0.88
	Summative assessment for learning	0.87

	Academic staff motivation	0.61
Students	Formative assessment for learning	0.70
	Summative assessment for learning	0.83
	Student academic performance	0.72
	<b>Average</b>	<b>0.76</b>

The table above (3.2) reveals that all the variables have Alpha Values above 0.6 mark recommended by (Sekaran, 2001). Therefore all the variables in the instrument are deemed reliable.

### 3.8 Procedure of Data Collection

After establishing the validity and reliability of the instruments, an introductory letter was obtained from School of Management Science UMI which introduced the researcher to administrators of IUIU-KC. The researcher approached the top management of the institution that permitted him to carry out research therein. To save time and reduce on transport costs, the researcher used the services of lecturers and office attendants as research assistants to distribute SAQs to lecturers and students. 234 questionnaires were distributed to final year students and 52 questionnaires were distributed to lecturers. The filled SAQs were collected from the research assistants after two week. Interviews were conducted by the researcher with 02 Campus Top Administrators at IUIU-KC. With permission from heads of the institutions, the researcher looked at the assessment instruments like provisional results, past examination papers and test or course work papers and which he analyzed.

### 3.9 Data Analysis Plan

#### Analysis of Quantitative Data

The data collected on assessment of learning, through the administration of structured questionnaires, were coded and entered into a database. Quantitative data analyses were carried out using a software application called Statistical Package for Social Scientists (SPSS). Cross tabulations, Pearson's correlation coefficient, regression, and ANOVA tests and analyses were carried out on the data to examine the relationships between assessment of learning and student academic performance.

### **Analysis of Qualitative Data**

Qualitative data was organized according to themes identified from research questions and analyzed using content analysis. Data from interviews were organized and presented in form of report.

### **3.10 Measurements of Variables**

According to Mugenda and Mugenda (2003), measurement of variables gives research information regarding the extent of individual difference on a given variable. The effect of learning assessment and student academic performance at IUIU-KC was based on the questionnaire and then measured using five point- Likert scale of Strongly Agree, Agree, Not sure, Disagree and Strongly. Nominal and ordinal measurements were used to measure variables. In nominal measurements, numbers were also assigned to each category only to identify similar objects with a category that are different. While ordinal measurements were used to determine the ranking of the variables. From the provided factors as options the research was able to identify which factors were selected most by respondents in the self Administered questionnaires

### **3.11 Ethical Considerations**

Jack and Norman (2003) indicated that in planning a study, researchers have the responsibility to evaluate carefully and ethically any concern of ethical nature. For the sake of this study, to ensure proactive participation of the selected respondents, the researcher assured respondents that the study was strictly academic and that utmost confidentiality of their information would be observed (see Appendix 1, 2, 3). In order to maintain privacy; names were not used in connection with the responses, instead, code numbers and code names were assigned to each, for easy analysis of data and participation in this study was entirely voluntary for all respondents and the information collected was entirely used for the purpose for which it was collected.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF RESULTS

#### 4.0 Introduction

This study was about analysis, presentation and then interpretation of the study findings based on primary data obtained from questionnaires and interviews. The first section presents the background information about the respondents which is followed by a presentation of the study findings in relation to the specific objectives.

#### 4.1 Response rate

The response rate was high, because student respondents who returned the questionnaires were 234 out of 234; Lecturers who returned the questionnaires were 54 out of the expected 54 making the response rate of 100%. Other respondents who responded positively during the process were the Director and Assistant Academic Registrar IUIU-KC. The response rate was 100% due to ethical considerations during data gathering process.

#### 4.2 Background information about the respondents used in the study

On the background of the respondents, a number of variables were investigated. To establish the background characteristics of the respondents, the researcher asked the respondents to indicate bio-data and the results obtained were as follows:-

##### 4.2.1 Respondents by gender

The study examined and described the Sex details of respondents (staff and students) in this study and this was an important element because sex issues affect assessment of learning and student academic performance in higher institutions of learning and details of their respective Sex is presented in Table 4.1 below

**Table 4.1 shows the distribution of respondents by gender:**

Category of respondents	Sex of the respondents	Frequency	Percent
Staff	Female	22	40.7
	Male	32	59.3

	<b>Total</b>	<b>54</b>	<b>100.0</b>
Students	Female	108	46.2
	Male	126	53.8
	<b>Total</b>	<b>234</b>	<b>100.0</b>

**Source: Primary data**

Table 4.1 above reveals that 32 (59.3%) of the staff respondents were males and 22 (40.7%) were female who participated in this study. This could indicate that there are still low levels of employment of females in institutions of higher learning in Uganda especially IUIU -KC.

Similarly, from the same table 126(53.8%) of the students were males and 108(46.2 %) were females. This could also mean that more male students attended university than females. However, findings represent views about the assessment of learning and student academic performance in institutions of higher learning from both sex groups. This was necessary for the study to get a balanced picture of the respondents' views. This means that that the male respondents were more cooperative than their female counterparts when data was being gathered.

**4.2.2 Description of age groups of respondents**

The study obtained details about the age groups of the respondents for purposes of understanding their age and possibly the experience they possess in their respective positions. Details of the findings are shown in Table 4.2 below.

**Table 4.2 shows Age group of respondents**

<b>Category of respondents</b>	<b>Age group</b>	<b>Frequency</b>	<b>Percent</b>
Staff	21-30 years	14	25.9
	31-40 years	35	64.8
	41-50 years	4	7.4
	Above 51 years	1	1.9
	<b>Total</b>	<b>54</b>	<b>100.0</b>
Students	19-22 years	56	23.9
	23-26 years	124	53.0
	27-30 years	2	.9

	Above 30 years	52	22.2
	<b>Total</b>	<b>234</b>	<b>100.0</b>

**Source: Primary data**

From the Table 4.2 above it is clearly evident that the majority of the staff respondents are in the age bracket of between 31-40, followed by 21-30, 41-50 and above 51 in the orders of 64.8%, 25.9%, 7.4% and 1.9% respectively. This implies that, the majority of the staff employed at IUIU- KC are not fresher’s who are young and direct from university with limited experience in assessment of learning and means that the researcher dealt with mature people who have experience and this gave him the opportunity to get reliable views on assessment of learning.

More so, from the same table, majority of the students’ respondents are in the age bracket of between 23-26, followed by 19-22, above 30 and lastly 27-30 in the orders of 53.0%, 23.9%, 22.2% and 0.9% respectively. This reflects that majority of the students admitted at IUIU-KC are youthful and energetic and have the brain for critical thinking when it comes to assessment of learning. It can therefore be concluded both categories were old enough to give mature information that was reliable for the study.

**4.2.3 Terms of employment of the respondents**

The study obtained details about the terms of employment of the respondents for purposes of understanding their occupations. Details of the findings are shown in Table 4.3 below.

**Table 4.3 shows terms of employment of the respondents**

<b>Terms of employment</b>	<b>Frequency</b>	<b>Percent</b>
Permanent	10	18.5
Contract	14	25.9
Part timing	30	55.6
Total	54	100.0

**Source: Primary data**

It can be recognized from the Table 4.3 above that majority of the staff (55.6%) were part timing, followed by 25.9% who were on contract and finally 18.5% who were permanently employed at IUIU-KC. This infers that the institution recruits personnel who have enough working



experience as permanent workers to perform its duties thus spurring students' academic performance.

#### 4.2.4 Description of the Positions of respondents in the Institution

The study sought and obtained details about the positions held by the respondents in the Institution for purposes of understanding their role in the variables of study. Details of the respondents and their positions are shown in Table 4.4 below;

**Table 4.4 shows the Designation/position of the respondent**

<b>Designation/position</b>	<b>Frequency</b>	<b>Percent</b>
Lecturer	33	61.1
Assistant Lecturer	15	27.8
Teaching assistant	6	11.1
<b>Total</b>	<b>54</b>	<b>100.0</b>

*Source: Primary data*

The analysis results in Table 4.4 shows that majority of respondents in this study are lecturers, followed by assistant lecturers and teaching assistant staff. These represent 61.1%, 27.8% and 11.1% respectively. From the above description, it can be revealed that the majority of the respondents in this study are those directly responsible for or directly involved in the assessment of learning and student academic performance. Therefore, their responses are deemed to reflect what actually takes place in the institution.

#### 4.2.5 Education characteristics of respondents

Details about the education levels of respondents were obtained and the results are revealed in Table 4.5 below;

**Table 4.5 shows the highest education qualification of respondents**

<b>Highest education qualification</b>	<b>Staff</b>		<b>Student</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
PhD	4	7.4	0	0
Master's Degree	44	81.5	29	12.4
Postgraduate Diploma	3	5.6	196	83.8
Bachelor's Degree	3	5.6	9	3.8
<b>Total</b>	<b>54</b>	<b>100.0</b>	<b>234</b>	<b>100.0</b>

**Source: Primary data**

In Table 4.5 above, it can be revealed that majority of respondents who are also the employees showed that they hold Master’s degree, followed, by PhD, Bachelors, and Postgraduate Diplomas in the orders of 81.5%, 7.4%, 5.6% and 5.6% respectively. It can therefore be established that IUIU-KC employs personnel who are qualified, skilled and competent as per National Council and Higher Education guidelines thus enhancing the students’ academic performance.

**4.2.6 Working experience of staff**

The study investigated the length of period in years served by the respondents in the institution and the findings are presented in Table 4.6 below.

**Table 4.6 shows working experience of the respondents**

<b>Working experience</b>	<b>Frequency</b>	<b>Percent</b>
0-5 years	21	38.9
6-10 years	30	55.6
11-15 years	2	3.7
16-20 years	1	1.9
<b>Total</b>	<b>54</b>	<b>100.0</b>

**Source: Primary data**

In Table 4.6 above, it can be revealed that majority of respondents have worked in the Institution for the period 6-10 years, followed by 0-5 years, then 11-15 years, and lastly, over 16-20 years. These represent 55.6%, 38.9%, 3.7%, and 1.9% respectively. This could also show that majority of the respondents have worked in the Institution for less than 11 years, as per the illustration. This meant that IUIU-KC possess experienced personnel who have enough working practice to perform its duties concerning assessment of learning thus enhancing student academic performance.

**4.2.7 Whether the staff ever assessed students in learning**

The study investigated whether the staff ever assessed students in learning and the findings are presented in Table 4.7 below.

**Table 4.7 shows whether staff ever assessed students in learning**

<b>Whether staff ever assessed students in learning</b>	<b>Frequency</b>	<b>Percent</b>
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Yes	52	96.3
No	1	1.9
<b>Total</b>	<b>53</b>	<b>98.1</b>

*Source: Primary data*

According to study findings in Table 4.7 above, majority of the respondents (96.3%) accepted that they have ever assessed students in learning while a few (1.9%) rejected this statement. However (1.9%) of the staff were not in position to respond to this question hence making it to be (53). This implies that almost all staff of Islamic University in Uganda had ever participated in assessment of students learning.

#### **4.2.8 The forms of assessment ever applied by the staff**

The study sought to investigate the staff of the forms of assessments they have ever applied at IUIU-KC as shown in Table 4.8 below.

**Table 4.8 shows the forms of assessment ever applied by staff**

<b>The forms of assessment ever applied.</b>	<b>Frequency</b>	<b>Percent</b>
Formative assessment	9	16.7
Summative assessment	11	20.4
Both	34	63.0
<b>Total</b>	<b>54</b>	<b>100.0</b>

*Source: Primary data*

Results from Table 4.8 above reveal that majority of the respondents 63% indicated that both formative and summative forms of assessment were applied by staff. On the other hand, 20.4% of the respondents had applied only summative assessment and the least, 16.7% had used only formative assessment. This denotes that both forms of assessment were highly applied by the staff in assessment of learning and improving student academic performance at IUIU-KC.

#### **4.2.9 Year of study of students**

The study explored the year of study of students who participated in the study and the results are presented in Table 4.9 below;

**Table 4.9 shows the year of study of students**

<b>Year of study</b>	<b>Frequency</b>	<b>Percent</b>
First year	8	3.4
Second year	7	3.0
Third year	160	68.4
Fourth year	37	15.8
<b>Total</b>	<b>212</b>	<b>90.6</b>

*Source: Primary data*

Findings from Table 4.9 indicate that out of 212 students, majority were third year students, followed by fourth year, first year and lastly second year. This was presented by 68.4%, 15.8%, 3.4% and 3.0% respectively. Consequently (9.4%) of the students did not give their response about this matter. This clearly implies that assessment was mostly done to finalist students in Islamic University in Uganda, Kampala Campus.

#### **4.2.10 Whether the student's learning has ever been assessed**

The study sought to investigate whether students have ever experienced assessment of learning at IUIU-KC as shown in Table 4.10 below

**Table 4.10 shows whether the student's learning has ever been assessed**

<b>Has your learning been assessed?</b>	<b>Frequency</b>	<b>Percent</b>
Yes	213	91.0
No	9	3.8
<b>Total</b>	<b>222</b>	<b>94.9</b>

*Source: Primary data*

Table 4.10 above shows that out of 222 students, majority (91.0%) agreed that they had ever been assessed on learning while a few (3.8%) disagreed on the matter. Consequently (5.1%) of the students were not in position to answer this question. This implies that majority of the students that participated in the study had been assessed in their learning to establish the facts about their academic performance.

#### 4.2.11 Forms of assessment experienced by students

The study sought to investigate the forms of assessment students have ever experienced at IUIU-KC as shown in Table 4.11 below

**Table 4.11 indicates the forms of assessment ever experienced by students**

<b>The forms of assessment</b>	<b>Frequency</b>	<b>Percent</b>
Formative assessment	67	28.6
Summative assessment	4	1.7
Both	163	69.7
<b>Total</b>	<b>234</b>	<b>100.0</b>

*Source: Primary data*

Findings from Table 4.11 above indicate that majority of the respondents experienced both formative and summative forms of assessment, followed by formative assessment alone and finally summative assessment. This is represented by 69.7%, 28.6% and 1.7% respectively. This implies that both forms of assessment are collectively applied at the institution for assessment of learning which means that both forms are of great importance in prompting student academic performance.

#### 4.3 Formative Assessment and Student Academic Performance

In this section are details of the experience in application of formative assessment under different key statements obtained from the respondents. The statements have been ranked in terms of their means and standard deviations so as to deduce meaning out of the results. Therefore, the details of the table are discussed under sub headings of the corresponding statements analyzed.

##### 4.3.1 Analysis of the students' perceptions on formative assessment and academic performance

The means and standard deviations were performed on the study variables to examine the perceptions of students as shown in Table 4.12 below.

**Table 4.12 Descriptive students Statistics concerning formative assessment for learning at IUIU-KC**

<b>Formative assessment for learning</b>	<b>Mean</b>	<b>Std. Deviation</b>
Coursework is a valuable activity which helps you to practice, and research, as student. In doing so, you learn the unit material	4.28	.948
Teachers do give course works, group discussions, tests and monitor class work	4.00	1.170
<b>COURSEWORKS</b>		
Coursework is an inexpensive method which improves your academic preparation as a learner without increasing staff or modifying curriculum	3.96	.671
Coursework helps you as students to recognize that learning can occur at home as well as at school	4.00	.802
Coursework can help you as students to develop good study habits and your cognitive capacities to grow	3.86	.893
Coursework makes you to have independent learning and to have responsible character traits	3.89	1.081
<b>TEACHER'S OBSERVATIONS</b>		
Teachers observation offers opportunity for me as learner to share learning expectations with the lecturer/teacher in advance	4.15	1.106
Through teachers observation, am able to have encouragement of self-monitoring and self-assessment	3.88	1.026
It is through Teachers observation that you can be guided and seek clarifications on the desired learning outcomes of learning	3.82	.944
Teachers observation is always focused on the desired learning outcomes	3.72	.939
It is through teacher's observation that the learner's weaknesses and strength of performance are identified and recorded	4.02	.792
It is through teachers observation that the learner is given feedback there and then	4.18	.846
<b>GROUP WORK</b>		
It is through group work that we able to learn among ourselves as learners (Peer learning) through sharing of experiences which improves overall performance	4.20	1.156
Group work helps us as learners to generate specific skills sought by	4.03	1.102

employers since we have different skills which improves our performance		
It is through Group work that workload reduces by sharing ideas and this reduces the teachers work load when assessing, grading and providing feedback to us as students	4.08	1.166
<b>TEST ASSIGNMENTS</b>		
It is through test assignments, that we are able to identify our strengths and weaknesses as students' which improves our performances	4.22	.845
Tests enable us to Monitor learning and progress in terms of performance	4.12	.801
It is through test that we able relate what the teacher teaches and what is likely to be assessed and this makes us to perform better in final exams	4.22	.797
Tests Can motivate and shape learning process through reading the materials	4.00	.908
Tests Can help us to gauge what we have mastered and what we have not mastered during the learning process and this improves our learning	4.07	.891

**Source: Primary data**

From the information revealed by Table 4.12, students believed that coursework is a valuable activity which helps a student to practice, and research. In doing so, students learn the unit material. This is revealed by a mean value of 4.28. However, a significant standard deviation value of 0.948 under the same test revealed varying responses from the respondents interviewed which means that responses did not deviate much from the agreed point.

From Table 4.12, it can be revealed that the teachers do give course works, group discussions, tests and monitor class work. This is shown by a mean value of 4.00 although the standard deviation of 1.170 under the same test revealed great varying responses from the respondents which imply that answers to the questions differed greatly.

The results of the survey as reflected in Table 4.12 suggest that students agree that coursework is an inexpensive method which improves your academic preparation as a learner without increasing staff or modifying curriculum. This is revealed by a mean value of 4.29. However, a significant standard deviation of 0.671 suggests that respondents varied in their responses to the test statement implying that many were in support of the issue.

From Table 4.12, it can be revealed that coursework helps students to recognize that learning can occur at home as well as at school. This is shown by a mean value of 4.00 although the standard deviation of 0.802 under the same test revealed varying responses from the respondents which implies that most students agreed on this matter.

According to the Table 4.12, students agreed that coursework can help them to develop good study habits and their cognitive capacities to grow. This is indicated by a mean value of 3.86 and a standard deviation of 0.893 suggests that respondents varied in their responses to the test statement thus there was satisfactory agreement on this matter.

According to the Table 4.12, students agreed that coursework makes them have independent learning and to have responsible character traits. This is indicated by a mean value of 3.89 and a standard deviation of 1.081 suggests that respondents greatly varied in their responses to the test statement meaning that other students suggested other options.

Results from the survey in Table 4.12, students agreed that teachers' observation offers opportunity for me as learner to share learning expectations with the lecturer/teacher in advance. This is shown by a mean value of 4.15 and a standard deviation of 1.106 suggests that respondents greatly varied in their responses to the test statement which implies that other students had other opinions different from one stated.

Findings from Table 4.12 indicate that students agreed that through teachers' observations, students have encouragement of self-monitoring and self-assessment. This is presented by a mean value of 3.88 and a standard deviation of 1.026 suggests that respondents greatly varied in their responses to the test statement implying that other students had different perceptions.

Results from Table 4.12 revealed that through teachers observation students are guided and seek clarifications on the desired outcomes of learning. This is shown by a mean value of 3.82 and a standard deviation of 0.944 suggests that respondents greatly varied in their responses to the test statement meaning that views from other students did not deviate much from the stated one.

According to the outcomes in Table 4.12, it is revealed that teacher's observation is always focused on the desired learning outcomes. This is displayed by a mean value of 3.72 and a standard deviation of 0.939 suggests that respondents varied in their responses to the test statement meaning that views from other students did not deviate much from the stated one.



The results in Table 4.12 also indicated that through teacher's observation the learner's weaknesses and strength of performance are identified and recorded. This was shown by a mean value of 4.02 and a standard deviation of 0.792 suggests that respondents varied in their responses to the test statement signifying that opinions from other students did not deviate much from the stated one.

The findings from Table 4.12 also revealed that through teachers' observation, the learner is given feedback there and then. This is presented by a mean value of 4.18 and a standard deviation of 0.846 suggests that respondents varied in their responses to the test statement meaning that assessments from other students did not differ much from the stated one.

Results from Table 4.12, presented that through group work students able to learn among ourselves as learners (Peer learning) through sharing of experiences which improves overall performance. This is shown by a mean value of 4.20 and a standard deviation of 1.156 suggests that respondents varied greatly in their responses to the test statement denoting that interpretations from other students did not stray much from the stated one.

According to survey results in Table 4.12, Group work helps learners to generate specific skills sought by employers since they have different skills which improve our performance. This is noted by a mean value of 4.03 and a standard deviation of 1.102 suggests that respondents varied greatly in their responses to the test statement meaning that views from other students did not deviate much from the stated one.

According to study findings in Table 4.12, it is through Group work that teachers reduce workload and this reduces the teachers' workload when assessing, grading and providing feedback to students. This is indicated by a mean value of 4.08 and a standard deviation of 1.166 suggests that respondents varied greatly in their responses to the test statement connoting that views from other students deviated much from the stated one.

Table 4.12 above indicated that, it is through test assignments that students are able to identify their strengths and weaknesses which improve on their performance. This is shown by a mean value of 4.22 and a standard deviation of 0.845 which suggests that respondents varied in their responses to the test statement meaning that views from other students did not deviate much from the stated one.

Results from Table 4.12 indicate that students agreed that tests enable students to monitor learning and progress in terms of performance. This is revealed by a mean value of 4.12 and a standard deviation of 0.801 suggests that respondents varied in their responses to the test statement meaning that views from other students did not stray much from the stated one.

Outcomes from Table 4.12 show that students agreed that through test that they are able to relate what the teacher teaches and what is likely to be assessed and this makes students to perform better in final exams. This is exhibited by a mean value of 4.22 and a standard deviation of 0.797 which suggests that respondents varied in their responses to the test statement meaning that views from other students did not swerve much from the stated option.

Findings from Table 4.12, show that students agreed that tests can motivate and shape learning process through reading the materials. This is reflected by a mean value of 4.00 and a standard deviation of 0.908 suggests that respondents varied in their responses to the test statement implicating that views from other students deviated less from the stated opinion.

Results from Table 4.12 indicated that tests can help students to gauge have they have mastered and what they have not mastered during the learning process and this improves their learning. This is reflected by a mean value of 4.07 and a standard deviation of 0.891 which suggests that respondents varied in their responses to the test statement meaning that views from other students did not deviate much from the stated one.

#### **4.3.2 Analysis of the staffs' perceptions on formative assessment and student academic performance**

The means and standard deviations were performed on the study variables to examine the perceptions of staff as presented in Table 4.13 below;

**Table 4.13 shows descriptive staff statistics concerning formative assessment of learning**

<b>FORMATIVE ASSESSMENT OF LEARNING</b>	<b>Mean</b>	<b>Std. Deviation</b>
Formative assessment is the procedure employed by teachers during the learning process in order to modify teaching and learning activities to improve student academic performance	4.25	.764
Teachers employ coursework, observations, group discussions and tests as	4.38	.911

tools of formative assessment to improve student academic performance		
<b>COURSE WORK</b>		
Coursework is a valuable resource for teaching, allowing students to research, and in doing so, learn the unit material	4.29	.729
Coursework can help students recognize that learning can occur away from the classroom as well as at campus	4.29	.776
Coursework can help students develop good study habits so they are ready to grow as their cognitive capacities mature	3.96	.925
Coursework can foster independent learning and responsible character traits	4.29	.913
<b>TEACHERS' OBSERVATIONS</b>		
Teachers' observations offers opportunity to share learning expectations with students in advance	4.13	.817
Through teachers' observations, teachers give encouragement to students in terms of self-monitoring and self-assessment	4.25	.868
Through teachers' observations, teacher offers clarification on the desired learning outcomes to guide learning	4.08	.837
Through teachers' observations, teacher focuses on the desired learning outcomes to guide teaching	4.02	.905
Teachers' observations, eases the recording of student performance characteristics	3.54	1.275
Teachers' observations, is a structural means of providing feedback to students and in doing so, performance is improved	4.20	1.107
<b>GROUP WORK</b>		
Group work encourages peer learning which intern improves the overall performance of student learning through sharing of experiences	4.29	.848
Group work can help students develop specific generic skills sought by employers	3.98	1.068
Group work may reduce the workload involved in assessing, grading and providing feedback to students	4.00	1.066
<b>TEST ASSIGNMENTS</b>		
Test assignments help in identifying students' strengths and weaknesses	4.38	.796
Test assignments help to monitor student learning and progress	5.98	10.039

Test assignments helps the teacher to plan and conduct ongoing informal and formal classroom assessment	4.24	.744
Test assignments allow educators to monitor teaching effectiveness and student learning	4.12	.900
Test assignments can motivate and shape learning and instruction	4.00	.849
Test assignments can help teachers gauge student mastery of required skills	3.96	.928

**Source: Primary data**

Results from Table 4.13 above, indicated that staff agreed that formative assessment is the procedure employed by teachers during the learning process in order to modify teaching and learning activities to improve student academic performance. This is reflected by a mean value of 4.25 and a standard deviation of 0.764 which suggests that respondents varied in their responses to the test statement meaning that views from other students did not swerve much from the stated agreed on.

Outcomes from Table 4.13 revealed that teachers employ coursework, observations, group discussions and tests as tools of formative assessment to improve student academic performance. This is shown by a mean value of 4.38 and a standard deviation of 0.911 suggests that respondents varied in their responses to the test statement meaning that views from other students did not deviate much from the stated statement.

According to the findings in Table 4.13 Coursework is a valuable resource for teaching, allowing students to research, this is revealed by mean value of 4.29 and a standard deviation of 0.729 suggests that respondents varied in their responses to the test statement meaning that views from other students did not differ much from the agreed options.

Results from Table 4.13 indicated that Coursework can help students recognize that learning can occur away from the classroom as well as at campus. This is represented by 4.29 and a standard deviation of 0.776 suggests that respondents varied in their responses to the test statement meaning that views from other students did not stray much from the agreed one.

Outcomes from Table 4.13 showed that Coursework can help students develop good study habits so they are ready to grow as their cognitive capacities mature. This is revealed by a mean value of 3.96 and a standard deviation of 0.925 suggests that respondents varied in their responses to

the test statement meaning that interpretations from other students did not swerve much from the accepted one.

Study findings from Table 4.13 revealed that teachers' observations offers opportunity to share learning expectations with students in advance. This is reflected by a mean value of 4.13 and a standard deviation of 0.817 suggests that respondents varied in their responses to the test statement meaning that views from other students did not deviate much from the agreed one.

Table 4.13 presents that through teachers' observations; teachers give encouragement to students in terms of self-monitoring and self-assessment. This is presented by a mean value of 4.25 and standard deviation of 0.868 suggests that respondents varied in their responses to the test statement meaning that views from other students did not swerve much from the agreed statement.

From table 4.13 results indicate that through teachers' observations, teacher offers clarification on the desired learning outcomes to guide learning. This was reflected by a mean value of 4.08 and a standard deviation of 0.837 suggests that respondents varied in their responses to the test statement meaning that views from other students did not deviate much from the stated one.

According to Table 4.13 it is revealed that through teachers' observations, teacher focuses on the desired learning outcomes to guide teaching. This is presented by a means value of 4.02 and a standard deviation of 0.905 suggests that respondents varied in their responses to the test statement meaning that views from other students deviated less from the agreed statement.

Outcomes from Table 4.13 above, showed that students are quite not sure on whether teachers' observations, eases the recording of student performance characteristics. This is exhibited by a means value of 3.54 and a standard deviation of 1.275 which suggested that respondents varied greatly in their responses to the test statement implicating that other students statements did not deviate much from the stated one.

Similarly in the Table 4.13 outcomes showed that teachers' observations, is a structural means of providing feedback to students and in doing so, performance is improved. This is reflected by a mean value of 4.20 and a standard deviation of 1.107 suggests that respondents varied strongly in

their responses to the test statement meaning that views from other students did not deviate much from the stated opinion.

Also from Table 4.13 above results indicated that group work encourages peer learning which intern improves the overall performance of student learning through sharing of experiences. This is verified by a mean value of 4.29 and a standard deviation of 0.848 suggests that respondents varied strongly in their responses to the test statement meaning that views from other students did not deviate much from the stated one.

Results in Table 4.13 indicate that group work can help students develop specific generic skills sought by employers. This is illustrated by a mean value of 3.98 and a standard deviation of 1.068 suggests that respondents varied strongly in their responses to the test statement meaning that views from other students strayed much from the stated option.

Outcomes from Table 4.13 show that group work may reduce the workload involved in assessing, grading and providing feedback to students. This was agreed with for most respondents as shown by a mean value of 4.00 and a standard deviation of 1.066 suggests that respondents varied strongly in their responses to the test statement meaning that views from other students deviated much from the stated one.

Results from Table 4.13 show that students agree that test assignments help in identifying students' strengths and weaknesses. This is clearly showed by a mean value of 4.38 and standard deviation of 0.796 suggests that respondents varied strongly in their responses to the test statement.

Outcomes from Table 4.13 reveal that students strongly agree test assignments to monitor student learning and progress. This is expressed by a mean value of 5.98 and a standard deviation of 10.039 suggests that respondents varied intensely in their responses to the test statement meaning that other students greatly deviate from the stated opinion.

Regarding Table 4.13 above results show that test assignments helps the teacher to plan and conduct ongoing informal and formal classroom assessment. This is reflected by a mean value of 4.24 and a standard deviation of 0.744 suggests that respondents varied in their responses to the test statement meaning that views from other students did not deviate much from the stated one.

Table 4.13 reveals that test assignments allow educators to monitor teaching effectiveness and student learning. This is presented by a mean value of 4.12 and a standard deviation of 0.900 suggests that respondents varied in their responses to the test statement denoting that views from other students deviated less much the agreed one.

Further the Table 4.13 indicated that test assignments can motivate and shape learning and instruction. This is clearly observed by a mean valued of 4.00 and a standard deviation of 0.849 suggests that respondents varied in their responses to the test statement meaning that views from other students did not deviate much from the stated one.

Conclusively, outcomes form Table 4.13 indicate that test assignments can help teachers gauge student mastery of required skills. This is clearly presented by a mean value of 3.96 and a standard deviation of 0.928 suggests that respondents varied strongly in their responses to the test statement meaning that views from other students did not differ much from the stated statement.

As noted during the interview session with the top administrators at IUIU-KC, it was revealed that both forms of assessment are applied by the academic staff that is to say formative and summative. During the discussion, it was revealed that formative forms of assessment are continuous for the purpose of checking the progress of students in learning and the include elements like coursework's, teachers observations group/class work and test assignments which are aimed to check the progress of students during the course of the study.

In review of the documents from the office of academic registrar, documents revealed to the researcher that formative forms were applied to students by academic staff to students. For examples, coursework/ take home is marked out of 15% where 5% as group work and 7% as individual work, and test assignments out of 15% totaling to 30% of the final marks for undergraduate while for graduate, coursework/ take home is marked out of 20% where 7% as group work and 13% as individual work, test assignments out of 20 totaling to 40% of the final marks and this could be the reason why the majority of staff have agreed with the statements on formative assessment and its elements that formative assessment is the procedure employed by teachers during the learning process in order to modify teaching and learning activities to improve student academic performance. This is reflected by a mean value of 4.25 and a standard deviation of 0.764

### 4.3.3 Correlation analysis between relationship between formative assessment and student academic performance at IUIU-KC.

To test if there is a relationship between formative assessment and student academic performance at IUIU-KC, a correlation analysis was conducted using Pearson's correlation coefficient and significance at the 99 and 95 confidence limits (two tailed level) and the findings are presented in Table 4.14 below.

**Table 4.14 Correlation matrix between formative assessment and student academic performance**

		Formative assessment	Student academic performance
Formative assessment	Pearson Correlation	1	.527**
	Sig. (2-tailed)		.000
	N	234	234
Student academic performance	Pearson Correlation	.527**	1
	Sig. (2-tailed)	.000	
	N	234	234

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

*Source: Primary data*

According to Table 4.14 above, it shows the Pearson's correlation coefficient  $r = 0.527^{**}$  between relationship between formative assessment and student academic performance, suggesting that the two variables had a positive significant relationship. The  $r = 0.527^{**}$  implies a moderate positive correlation between the variables which is significant at  $(p = 0.000) < 0.01$ . Therefore, the study information from students established that there is a significant relationship between formative assessment and student academic performance thus positively influencing learning and student academic performance in Islamic University in Uganda Kampala Campus.

### 4.4 Summative Assessment of learning and Student Academic Performance.

Under this objective details of summative assessment of learning under different key statements were obtained from the respondents. The statements have been analyzed, ranked in terms of their



means and standard deviations so as to deduce meaning out of the results. Therefore, the details of the table are discussed under sub headings of the corresponding statements analyzed.

#### **4.4.1 Analysis of the staffs’ perceptions on summative assessment and student academic performance**

The means and standard deviations were performed on the study variables to examine the perceptions of staffs as presented in Table 4.15 below;

**Table 4.15 shows staffs’ perceptions on summative assessment and student academic performance**

<b>Summative assessment of learning</b>	<b>Mean</b>	<b>Std. Deviation</b>
Summative assessment is to determine the student’s overall achievement in a specific area of learning at a particular time	4.48	.804
Summative assessment is exemplified by end of semester/quarter exams.	4.48	.995
End of semester/quarter exams show the skills students have gained through the class.	3.69	.781
The final exam is an opportunity for the students to apply what they knew and learned throughout the semester/year	3.51	1.007
End of semester/quarter exams gives students an opportunity to study the material again. The more they review the key terms the more likely they will remember it forever.	3.15	.998
Giving exams also provides a final review of the most important material covered in a class; students who don not prepare still meet the material again simply by taking the test.	3.35	1.046
End of semester/quarter exams is an opportunity to boost students grade by demonstrating knowledge and skill at a level that has not been previously demonstrated by completion of assignments	3.85	.937

**Source: Primary data**

Table 4.15 indicates that majority of the staff agree that summative assessment is to determine the student’s overall achievement in a specific area of learning at a particular time. This is evidently illustrated by the mean value of 4.48 and a standard deviation of 0.804 suggests that respondents varied in their responses to the test statement meaning that views from other students did not swerve much from the stated option.

From Table 4.15 results indicate majority of the staff agree that summative assessment is exemplified by end of semester/quarter exams. This is clearly indicated by a mean value of 4.48 and standard deviation of 0.995 suggests that respondents varied in their answers to the test statement meaning that views from other students did not deviate much from the stated one.

Outcomes from Table 4.15 illustrated that majority of the staff agreed that end of semester/quarter exams show the skills students have gained through the class. This is evidently showed by mean values of 3.69 and a standard deviation of 0.781 suggests that respondents varied in their responses to the test statement implying that views from other students did not differ much from the stated opinion.

Results from Table 4.15 show that majority of the staff were not sure that the final exam is an opportunity for the students to apply what they knew and learned throughout the semester/year. This is represented by a mean value of 3.51 and a standard deviation of 1.007 suggests that respondents varied vastly in their responses to the test statement meaning that views from other students strayed much from the agreed option.

According to Table 4.15 most of the staff disagree that end of semester/quarter exams give students an opportunity to study the material again. This is evidently shown by a mean value of 3.15 and a standard deviation of 0.998 suggests that respondents varied in their responses to the test statement meaning that views from other students did not deviate much from the stated one.

Outcomes from Table 4.15 indicate that most of staff were not sure that giving exams also provides a final review of the most important material covered in a class; students who don not prepare still meet the material again simply by taking the test. This is clearly indicated by a mean value of 3.35 and a standard deviation of 1.046 suggests that respondents varied vastly in their responses to the test statement meaning that views from other students deviated much from the stated option.

Findings from Table 4.15 indicate that most of the staff agree with end of semester/quarter exams is an opportunity to boost students grade by demonstrating knowledge and skill at a level that has not been previously demonstrated by completion of assignments. This is illustrated by a mean value of 3.85 and a standard deviation of 0.937 suggests that respondents varied in their

responses to the test statement meaning that views from other students differed less from the specified statement.

#### 4.4.2 Correlation analysis between summative assessment and student academic performance at IUIU, Kampala campus.

To obtain the relationship between summative assessment and student academic performance at IUIU, Kampala campus a correlation analysis was conducted using Pearson's correlation coefficient and significance at the 99 and 95 confidence limits (two tailed level) and the findings are obtainable in Table 4.16 below.

**Table 4.16 shows a relationship between summative assessment and student academic performance**

		Summative assessment	Student academic performance
Summative assessment	Pearson Correlation	1	.776**
	Sig. (2-tailed)		.000
	N	234	234
Student academic performance	Pearson Correlation	.776**	1
	Sig. (2-tailed)	.000	
	N	234	234

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

*Source: Primary data*

Outcomes from Table 4.16 above, the Correlation value  $r$  between level of summative assessment and student academic performance at IUIU, Kampala campus is 0.776. The correlation value is positive and high which means that the better the level of summative assessments forms applied, the better the learning of students.

The significant  $p$ -value (0.000) for this correlation is less than 0.01 which is evidence for accepting that there is a significant relationship between summative assessment and student academic performance at IUIU, Kampala campus.

#### 4.5 Staff Motivation and Student Academic Performance.

Regarding this objective facts about staff motivation and student academic performance were attained from the staff respondents. The statements have been analyzed, ranked in terms of their means and standard deviations so as to deduce meaning out of the results. Therefore, the details of the table are discussed under sub headings of the corresponding statements analyzed.

##### 4.5.1 Analysis of the staffs' perceptions on their motivation and student academic performance

The means and standard deviations were performed on the study variables to examine the perceptions of staffs as presented in Table 4.17 below;

**Table 4.17 shows staffs' perceptions on their motivation and student academic performance**

<b>Academic staff motivation</b>	<b>Mean</b>	<b>Std. Deviation</b>
Lack of staff motivation pauses a challenge in assessment of learning which affects learning	4.44	.978
Lecturers in most cases are poorly facilitated in the assessment process	3.56	1.127
Lack of motivation makes lecturers not mark assignments tasks or assess learners continuously in class	2.90	1.763
Other lecturers can easily be bribed by the students which affects performance	3.73	.952

*Source: Primary data*

According to Table 4.17 above, it indicates that lack of staff motivation pause a challenge in assessment of learning which affects learning. This is clearly reflected by a mean value of 4.44 and a standard deviation of 0.978 suggests that respondents' views varied to the test statement meaning that views from other students did not deviate much from the stated one.

Results in Table 4.17 show that Lecturers in most cases are poorly facilitated in the assessment process. This is illustrated by a mean value of 3.56 and a standard deviation of 1.127 suggests that respondents varied intensely in their responses to the test statement meaning that other students' interpretations swerved much from the stated option.

According to the study findings in Table 4.17, Lack of motivation makes lecturers not mark assignments tasks or assess learners continuously in class. However this is clearly illustrated by a mean valued of 2.90 and a standard deviation of 1.763 suggests that respondents varied strongly in their responses to the test statement meaning that views from other students deviated greatly from the stated option.

Finally study outcomes in Table 4.17 showed that other lecturers can easily be bribed by the students which affect performance. This is evidently represented by a mean value of 3.73 and a standard deviation of 0.952 suggests that respondents varied in their responses to the test statement meaning that views from other students did not deviate much from the stated one.

**4.5.2 Correlation analysis between academic staff motivation and student academic performance at IUIU, Kampala campus.**

To attain the relationship between academic staff motivation and student academic performance at IUIU, Kampala campus a correlation analysis was conducted using Pearson’s correlation coefficient and significance at the 99 and 95 confidence limits (two tailed level) and the findings are obtainable in Table 4.18 below.

**Table 4.18 shows correlation between academic staff motivation and student academic performance**

		Academic staff motivation	Student academic performance
Academic staff motivation	Pearson Correlation	1	.650**
	Sig. (2-tailed)		.003
	N	54	54
Student academic performance	Pearson Correlation	.650**	1
	Sig. (2-tailed)	.003	
	N	54	54

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

**Source: Primary data**

According to the Table 4.18 above, the Correlation value r between academic staff motivation cost control and student academic performance is 0.650. The correlation value is positive and

high which means that the staff motivation then, the better student academic performance at IUIU, Kampala campus.

The significant value (0.003) for this correlation is less than 0.05 and this gave evidence for accepting that there is a significant relationship between academic staff motivation and student academic performance of IUIU, Kampala Campus.

To complement the findings obtained above, an interview was carried with key informants on assessment of learning and student academic performance at IUIU-KC and there was documentary review of the available documents on student performance results.

*When key informants were asked whether they do apply formative assessment to improve student academic performance, key informants X and Y responded by saying,*

*At IUIU-KC we do apply formative assessment as progressive way of checking student performance or progress and this is done through continuous assessment of students by teachers' through employing tools like teachers' observations, giving group works coursework's group class discussions and tests assignments and it is marked out of 30% and 40% for under graduate and graduate levels respectively. For coursework/ take home is marked out of 15% where 5% as group work and 7% as individual work, and test assignments out of 15% totaling to 30% of the final marks for undergraduate while for graduate, coursework/ take home is marked out of 20% where 7% as group work and 13% as individual work, test assignments out of 20 totaling to 40% of the final marks and this could be the reason why the majority of students (69.7%) indicated that they have ever experiences both forms of assessment that is to say formative and summative forms of assessment were applied by the staff.*

When key informants were asked about how these tools of assessment would improve student academic performance, key informants X and Y responded by saying,

*These tools of formative assessment (teachers' observations, giving group works coursework's group class discussions and tests assignments), help in improving student academic performance through the feedback generated from them which helps both the academic staff and students. The*

*feedback from students helps teachers to identify the missing gaps in the learning while feedback by teachers' helps students to identify the knowledge and skills they are lacking.*

The above findings show that IUIU-KC does apply formative assessment to improve student academic performance; hence there is significant positive relationship between formative assessment and student academic performance.

When key informants were interviewed whether they do apply summative assessment at IUIU-KC in improving student academic performance, key informants **X** and **Y** responded thus,

*We do apply it and it normally comes at the end of semester or quarter in terms of high take exams and it is marked out of 70% and 60% of the final marks for under graduate and graduate level respectively. It improves student academic performance through feedback generated by teachers from their marked scripts but it helps mostly the planners in the planning of future courses since it comes at the end.*

When key informants were asked about the allegations that some lecturers favor some students when awarding marks especially those who are rich and females students, key informants **X** and **Y** responded thus

*They both disagree by saying that such cases are not there at IUIU-KC because they put stringent measures in place both internal and external when it comes to assessment of learning*

This could be the reason why the majority of respondents (63%) indicated that both formative and summative forms of assessment were applied by the staff.

The above findings show that IUIU-KC does apply summative assessment to improve student academic performance and hence there significant positive relationship between summative assessment and student academic performance.

When key informants were interviewed about whether academic staff motivation is among the moderating factors that influence assessment of learning and what measures have been put in place in order to motivate academic staff during assessment of learning. key informants **X** and **Y** responded thus,

*Yes, academic staff motivation is among the moderating factors that influence assessment of learning and IUIU-KC being private institution which does not have enough resources to cater fully the needs. However the management always tries to allocate the available resources in time either in terms of buying assessment resources or given out as terminal benefits to the academic staff in order to motivate them so as to create conducive learning environment in order to promote or improve student academic performance at IUIU-KC.*

The above findings show that IUIU-KC considers academic staff motivation among the moderating factors that influence assessment of learning, hence there significant positive relationship between academic staff motivation and student academic performance.

To complement the findings obtained above, there was documentary review of the available documents on assessment results and the results revealed to the researcher that both forms were applied by academic staff to students. For examples, coursework/ take home is marked out of 15% where 5% as group work and 7% as individual work, and test assignments out of 15% totaling to 30% of the final marks for undergraduate while for graduate, coursework/ take home is marked out of 20% where 7% as group work and 13% as individual work, test assignments out of 20 totaling to 40% of the final marks and this could be the reason why the majority of students (69.7%) indicated that they have ever experiences both forms of assessment that is to say formative and summative forms of assessment were applied by the staff.



## CHAPTER FIVE

### SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter discusses the findings in chapter four in relation to the objectives of the study and review of the related literature. The discussion of the results is done under three sections, which correspond to the research objectives of the study. The research was guided by the following questions namely. What is the relationship between formative assessment and student academic performance at IUIU with a special focus on Kampala campus? What is the relationship between summative assessment and student academic performance at IUIU with a special focus on Kampala campus? What is the relationship between Academic staff motivation and student academic performance at IUIU with a special focus on Kampala campus? The discussion leads into varying conclusions and recommendations.

#### 5.1 Summary of findings

This subsection summarized the objectives of the study as follows:

##### 5.1.1 Formative assessment and student academic performance.

Hypothesis was derived from the first objective of the study that there is significant relationship between formative assessment and student academic performance. The study results indicated that the relationship between formative assessment and student academic performance at IUIU with a special focus on Kampala campus is significant. This was revealed by the Pearson's correlation tests which indicated a positive significant relation. Pearson's correlation coefficient  $r = 0.527^{**}$  between relationship between formative assessment and student academic performance, suggesting that the two variables had a positive significant relationship. The  $r = 0.527^{**}$  and significance  $p = 0.000$  suggest that there was a moderate positive and significant relationship between formative assessment and student academic performance at IUIU-KC.

##### 5.1.2 Summative assessment and student academic performance.

A hypothesis was derived from the second objective of the study there is significant relation between summative assessment and student academic performance. The study results indicated that there is positive relationship between the Pearson's correlation tests between summative assessment and student academic performance which is at 0.776. The correlation value is

positive and high which means that the better the level of summative assessments forms applied, the better the learning of students at IUIU-KC.

### **5.1.3 Academic staff motivation and student academic performance.**

Third hypothesis was derived from the third objective of the study that there is significant relationship between academic staff motivation and student academic performance. The results indicated that there is positive relationship between academic staff motivation and student academic performance at IUIU-KC and the Correlation value  $r$  between academic staff motivation and student academic performance is 0.650. The correlation value is positive and high which means that if the academic staff are motivated, then better student academic performance at IUIU-KC.

## **5.2 Discussions**

In this subsection, the researcher presents a discussion of the study findings in relation to the objectives of the study on learning assessment and student academic performance

### **5.2.1 Research Objective One: The relationship between formative assessment and student academic performance at IUIU with a special focus on Kampala campus**

#### **5.2.2 Coursework and student academic performance**

Coursework is a valuable activity which helps a student to practice, and research. In doing so, students learn the unit material; homework can help students recognize that learning can occur away from the classroom as well as at campus and that homework can help students develop good study habits so they are ready to grow as their cognitive capacities mature. The results of the current study on homework were also analyzed along the views of other scholars in field of formative assessment of learning and student academic performance and revealed related situations.

For example, according to Gill and Schlossman (1996), leading educational spokespersons have celebrated homework as essential to raise educational standards, foster high academic achievement, upgrade the quality of the labor force, and link family and school in a common teaching mission

The findings of the current study also agreed with view of other researchers who claimed that homework helps students develop responsibility and life skills and the ability to manage tasks and that it provides experiential learning, increased motivation, opportunities to learn to cope with difficulties and distractions, and academic benefits (Corno and Xu 2004; Coutts 2004; Xu and Corno 1998).

The results of the current study however, agreed with Cooper (2001) who had either a positive or a negative stance on homework, and who took a more balanced approach, stating, "Research on the effects of homework suggests that it is beneficial as long as teachers use their knowledge of developmental levels to guide policies and expectations" Cooper goes on to explain that homework has both positive and negative effects on various aspects of students' lives.

The results of the current are underpinned by Spearman Psychometric Theory of Measurement (1904) which was indentified for this study on course work. The course work is considered to be valid when it is essential to raise educational standards, foster high academic achievement, and upgrade the quality of the labor force, and link family and school in a common teaching mission as noted by Gill and Schlossman (1996).

### **5.2.3 Teacher's observations and student academic performance**

Results indicated that teacher's observation offers opportunity for students as learner to share learning expectations with the lecturer/teacher in advance, helps students have encouragement of self-monitoring and self-assessment. According to the outcomes in the analysis, the results revealed that teacher's observation is always focused on the desired learning outcomes, through teacher's observation the learner's weaknesses and strength of performance are identified and recorded and that through teachers' observation, the learner is given feedback there and then.

The results of the current study on teachers' observation were also analyzed along the views of other scholars in field of formative assessment of learning and student academic performance and revealed related situations

For example, results of the current study on teachers' observation were agreed with Wallace (1998) states that, while there was a time when the knowledge base for the teaching profession was provided by university professors, nowadays the experiences of teachers and pupils in the classroom are just as important in the teaching/ learning process.

The findings of the current study also agreed with views of other scholars since the conception of teachers' observation by Kurt Lewin in 1946, and its subsequent development by (Kemmis and McTaggart 1988, 2000; Elliott 1991; Burns 1999, 2005; Mills 2003), action research has played an important part in giving the teacher a central role in understanding and, through critical appraisal, improving their approach to teaching.

The results of the study however agreed with most researchers and practitioners who generally agreed that the most effective use of classroom observation is for professional development (Montgomery 2002). In accordance with this, classroom observation is regarded as a key component of teacher professional development, as any quest for improving language teachers' training and language teaching quality must revolve around the teaching and learning processes taking place in the classroom.

The results of the current study are underpinned by Spearman Psychometric Theory of Measurement (1904) which was identified for this study of teacher's observations and student academic performance. The teacher's observations becomes valid when it is important in giving the teacher a central role in understanding and, through critical appraisal, improving their approach to teaching and student academic performance as noted by Kurt Lewin in 1946, and its subsequent development by (Kemmis and McTaggart 1988, 2000; Elliott 1991; Burns 1999, 2005; Mills 2003).

#### **5.2.4 Group Discussions and student academic performance**

The results from the current study also presented that through group work students able to learn among ourselves as learners through sharing of experiences which improves overall performance; it helps learners to generate specific skills sought by employers since they have different skills which improve their performance. Through Group work that teachers reduce workload and this reduces the teachers' workload when assessing, grading and providing feedback to students.

The results of the current study on group work were also analyzed along the views of other scholars in field of formative assessment of learning and student academic performance and results revealed related situations

Andresen et al., (2000) noted that students learn best by thinking, evaluating, integrating and internalizing insights gained from their various experiences. Group reflective discussion is not a novel pedagogy per se. Elements of group reflective discussion are embedded into various teaching and learning approaches including peer coaching, cooperative learning, community of practice, peer learning and collaborative learning, etc. (Wenger et al., 2002; Godinho,2008).This tend improve student academic performance in higher education institutions

The findings of the current study also agreed with Henderson (2002) who suggested that semi-structured reflective group discussions enhanced students' enjoyment and perceived learning. Student perceptions, variations in student reflective orientation and learning approaches, the need to modify traditionally "technical rationality"-oriented and content-laden curricula to accommodate and align with reflective learning, the most appropriate reflective practice/s to incorporate, the time needed for developing and improving critical reflective skills as well as the time and space needed for in-depth critical reflection and the subsequent application and transformation, the challenges of assessing reflections, the implications of ethics and impact in terms of learner and patient outcomes, are frequently overlooked or "under considered" (Tsang, 2009).

The results of the current study on group discussions are underpinned by Spearman Psychometric Theory of Measurement (1904) which was identified for this study. The validity of group discussions is determined in part by evaluating, integrating and internalizing insights gained from their various experiences. Group reflective discussion is not a novel pedagogy per se. Elements of group reflective discussion are embedded into various teaching and learning approaches including peer coaching, cooperative learning, community of practice, peer learning and collaborative learning, etc. (Wenger et al., 2002; Godinho,2008).This tend improve student academic performance in higher education institutions. Evaluating the content of a classroom assessment includes evaluating not only the match to instructional objectives, but also to classroom instruction. It may also include a consideration of what happened during that instruction. For example, a teacher may put on a test a problem of the sort that students found particularly troubling, so they can demonstrate that they can do it. Or the teacher may avoid such a problem so as not to trip up students unnecessarily

### **5.2.5 Test assignments and student academic performance**

The results from the current study indicated that, it is through test assignments that students are able to identify their strengths and weaknesses which improve on their performance. Through tests learners are able to monitor their learning and progress in terms of performance, that through test that students are able to relate what the teacher teaches and what is likely to be assessed and this makes students to perform better in final exams, tests can motivate and shape learning process through reading the materials and through tests students can gauge they have mastered and what they have not mastered during the learning process and this improves our learning.

The results of the current study on test assignment were also analyzed along the views of other scholars in field of formative assessment of learning and student academic performance and revealed related situations, William James (1890) argued that tests can serve other purposes in educational settings that greatly improve performance. One key benefit is the active retrieval that occurs during tests, Teachers often drastically overestimate what they believe their students to know (Kelly, 1999) and testing provides one way to improve a teacher's estimation of their students' knowledge

The findings of the current study also agreed with views of other scholars on the indirect benefit of testing, that tests create a release from proactive interference. Proactive interference occurs when sets of materials are learned in succession; the previous material learned influences the retention of new materials in a negative manner. Thus, proactive interference refers to the poorer retention of material learned later, caused by prior learning (Underwood, 1957; Crowder, 1976). However, research has shown that when tests are inserted between study episodes, they cause a release from proactive interference and enable new learning to be more successful.

The findings of the current study also agreed with views of other scholars on the benefit of testing. It leads to improvement of met cognitive accuracy relative to restudying as noted by Roediger & Karpicke, 2006a; Shaughnessy & Zechmeister, (1992). Testing permits students to have better calibration of their knowledge.

The results of the current study on test assignments are underpinned by Spearman Psychometric Theory of Measurement (1904) which was identified for this study. The validity of Test assignments as noted by William James (1890) can serve other purposes in educational settings that greatly improve performance. One key benefit is the active retrieval that occurs during tests,

Teachers often drastically overestimate what they believe their students to know (Kelly, 1999) and testing provides one way to improve a teacher's estimation of their students' knowledge

### **5.3 Research Objective Two: The relationship between Summative Assessment and Student Academic Performance at IUIU with a special focus on Kampala campus**

The second research hypothesis was generated from the second research objective. It aimed at ascertaining the relationship between summative assessment and student academic performance. The study results indicated that the relationship between summative assessment and student academic performance at IUIU with a special focus on Kampala campus is significant.

The hypothesis was verified with a Pearson Product Moment Correlation Coefficient and significance that there is positive and high relationship between summative assessment and student academic performance which was based on analysis of the views of students and academic staff from the questionnaires that summative assessment determines the student's overall achievement in a specific area of learning at a particular time.

The results also indicated that summative assessment is exemplified by end of semester/quarter exams which show the skills students have gained through the class, and results also shows that the end of semester/quarter exams is an opportunity to boost students grade by demonstrating knowledge and skill at a level that has not been previously demonstrated by completion of assignments.

The results of the current study on summative assessment were also analyzed along the views of other scholars in field of summative assessment of learning and student academic performance and revealed related situations

The findings of the current study also agreed with the view that summative assessment is to determine the student's overall achievement in a specific area of learning at the end of semester/quarter exams, a purpose that distinguishes it from all other forms of assessment. This argument is supported by (Harlen 2005). Airasian, Engemann, and Gallagher, (2007), who claimed that summative assessments usually come at the end of a classroom process, unit, or course.

The results of the current study agreed with Butt (2010) writing that good summative testing is important to our educational system; our intention should be to use well designed tests which are valid, reliable, and fit for purpose to enable an accurate assessment of student attainment and in

line with this, Stiggins (2007) has pointed out that, assessments have been used to identify differences in students and then rank those students accordingly. However, Stiggins (2007) argued that, the current role of assessment elicits negative responses in students who are struggling academically.

The findings of the current study also agreed with Parkes & Giron, (2006), who argued that test items that closely align with course objectives and actual classroom instruction increase both content validity and increase reliability, so assessors can make good decisions about the kind of consistency that is critical for the specific assessment purpose.

However, in line with the above, teacher judgments can be clouded by an inability to distinguish between student achievement and student traits like perceived ability, motivation, and engagement that relate to achievement. Poor judgments can be further exacerbated when teachers assess students with diverse backgrounds and characteristics

In relation to Spearman Psychometric Theory of Measurement (1904) which was used to underpinned this study on summative assessment, the reliability and validity of summative assessment, as noted by Butt (2010) can be achieved when they are well designed, valid, reliable, and fit for purpose to enable an accurate assessment of student attainment and in line with this, Stiggins (2007) has pointed out that, assessments have been used to identify differences in students and then rank those students accordingly. However, Stiggins (2007) argued that, the current role of assessment elicits negative responses in students who are struggling academically.

These validity questions about post assessment use of information depend in part on some validity questions that are more relevant to planning the assessment. Content validity evidence is already noted to be of particular importance for classroom assessments (Airasian, 2001; Nitko, 2001). Evaluating the content of a classroom assessment includes evaluating not only the match to instructional objectives, but also to classroom instruction. It may also include a consideration of what happened during that instruction. For example, a teacher may put on a test a problem of the sort that students found particularly troubling, so they can demonstrate that they can do it. Or the teacher may avoid such a problem so as not to trip up students unnecessarily



#### **5.4 Research Objective Three: The relationship between Academic staff motivation and Student Academic Performance at IUIU with a special focus on Kampala campus**

Regarding this objective facts about academic staff motivation and student academic performance were attained from the respondents. The study results indicated that there is significant relationship between academic staff motivation and student academic performance at IUIU, Kampala campus

This was revealed by the Pearson's correlation tests which indicated a positive significant relation. The study also confirmed that the hypothesis that, there is a significant relationship between academic staff motivation and student academic performance thus staff motivation significantly influenced learning in Islamic University in Uganda Kampala Campus. These were basically based on the views of students and academic staffs from primary source of data;

Under academic staff motivation, the results indicated that lack of academic staff motivation pauses a challenge in assessment of learning which affects learning, lecturers in most cases are poorly facilitated in the assessment process. The results also showed that lack of motivation makes lecturers not mark assignments tasks or assess learners continuously in class and that, other lecturers can easily be bribed by the students which affect performance.

The results of the current study on academic staff motivation were also analyzed along the views of other scholars in field of assessment of learning and student academic performance and the results revealed related situations

The results of the current study agreed with the view that motivation is the inner drive that pushes individuals to act or perform. Specific theories may propose varying set of factors influencing motivation (Harder, 2008) but many scholars agree that motivation is the psychological process that causes the arousal, direction, intensity and persistence of behavior (Locke and Latham, 2004; Pinder, 1998).

The findings of the current study also agreed with Cooper and Schindler, (2003) who argued that university lecturers often miss their lessons, and fail to mark students' continuous assessment (CA) assignments, tests and practical works perhaps due to excess workload or lack of motivation.

Spearman Psychometric Theory of Measurement (1904) which underpinned this study was relevant in relation to academic staff motivation and student academic performance. Cooper and Schindler; (2003) also observed that university lecturers often miss their lessons, and fail to mark students' continuous assessment (CA) assignments, tests and practical works perhaps due to excess workload or lack of motivation and yet it has been agreed that motivation is the psychological process that causes the arousal, direction, intensity and persistence of behavior (Locke and Latham, 2004; Pinder, 1998).there fore ,in order to address the question of reliability and validity, the academic staff needs to be motivated when it comes to assessment of learning in order to improve learning

## **5.5 Conclusions**

From the findings of the study, a number of conclusions are drawn.

1. Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame. Although formative assessment strategies appear in a variety of formats, there are some distinct ways to distinguish them from summative assessments.
2. Summative Assessments are given periodically to determine at a particular point in time what students know and do not know. Many associate summative assessments only with standardized tests such as state assessments, but they are also used at and are an important part of classroom programs. Summative assessment at classroom level is an accountability measure that is generally used as part of the grading process. Although the information that is gleaned from this type of assessment is important, it can only help in evaluating certain aspects of the learning process. Because they are spread out and occur *after* instruction every few weeks, months, or once a year, summative assessments are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs.
3. It was concluded from the third objective that there is a significant relationship between academic staff motivation and student academic performance at IUIU-KC. This was revealed

by the Pearson's correlation tests which indicated a positive significant relation of 0.650 between academic staff motivation cost control and student academic performance is at UIIU-KC. This means that academic staff motivation poses a challenge in assessment of learning which affects learning, since lecturers in most cases are poorly facilitated in the assessment process, this makes them not to mark assignments tasks or assess learners continuously in class and that, other lecturers can easily be bribed by the students which affect performance.

## **5.6 Recommendations**

In line with the findings and the conclusions which have emerged from the study, the following recommendations are made as shown in the following subheadings below:

### **Formative assessment**

#### *Communicating Purposes and Learning Targets to the learners*

Students cannot reach a specific learning goal unless they can identify the goal and understand what they need to do to achieve it (Black & Wiliam, 1998). It cannot be assumed that every student has this capability; many students “have become accustomed to receiving classroom teaching as an arbitrary sequence of exercises with no overarching rationale.” Teachers need to have a clear picture of the learning targets, objectives, or goals they are teaching, and they must communicate this information to their students in language that the students understand. Teachers have to be sure their students fully realize why they are participating in an activity and what they are supposed to be learning.

#### *Improving Questioning Skills by Teachers*

Anyone who has completed a teacher preparation program has heard of the term “wait time”. Despite almost universal endorsement of wait time, Black and Wiliam (1998) asserted that questioning by teachers continues to be “often unproductive” because “teachers do not wait long enough to allow pupils to think out their answers.” Typically, teachers ask questions that can be answered quickly if not by students, then by the teachers themselves. These tend to be knowledge questions that cater to the lowest level of thinking (Black, Harrison, Lee, Marshall, & Wiliam, 2004).

### *Employing Self-Assessment and Peer Assessment*

Although students are generally honest in assessing themselves and their work, the most difficult task teachers' face when developing students' self-assessment skills is getting them to think of learning as working to accomplish a given set of goals (Black, Harrison, Lee, Marshall, & Wiliam, 2004). Black and Wiliam (1998) referred to self-assessment as "an essential component of formative assessment," explaining that "when anyone is trying to learn, feedback about the effort has three elements: recognition of the desired goal, evidence about present position, and some understanding of a way to close the gap between the two." For students who have grasped the concept of how these three elements operate in their learning, peer assessment provides an added dimension to formative assessment in the classroom as students are evaluated in their own vernacular by someone other than a teacher (Sadler, 1998).

### *Adjustment of Instruction by Teachers*

Just as students learn differently, they also demonstrate mastery differently. Formative assessment provides students various opportunities to show whether or not they have mastered the material beyond their performance on a standardized or written test based on their abilities. The immediate feedback these methods provide or allow the teacher to adjust instruction to meet the needs of individual students. Knowing this, the teacher can adjust his lesson plans to include hands-on activities, allowing this student many opportunities to solve the problems with the manipulatives before asking the student to perform. As students practice the concept with manipulatives, the teacher gets a more authentic measurement of each student's mastery of the skill. In this sense, formative assessment can provide teachers with a deeper understanding of and connection with each student as noted by Wolf (n.d.).

### **Summative assessment**

#### *Hand out / giving the syllabus for each term at the beginning of the term*

Most often, teachers give the syllabus at the end of a term, after the completion of the teaching and just before the SA. Giving the syllabus at the beginning of the term helps students to orient and warm into syllabus and track it as the topics are studied over the term. This can be strengthened by the teacher pointing out the topic in the syllabus as it is studied. Such tracking of the syllabus helps in reducing stress as they see and experience chunks being done in a paced way over a period of time. It gives them an important sense of control over their studies.

### *Linking the new topic with the preceding one; recapitulating the preceding one*

Research and daily classroom experiences clearly show that learning is best when there is ongoing reinforcement and revision. Thus as each topic or chapter is being studied, the teacher must try and link it with the preceding topic and at the end of each topic/chapter do a loop back or recapitulate the preceding one. This helps to sharpen retention and understanding and serves to show students how learning is cumulative; specifically enable them to understand that the short sections on which FA tasks are based together form the base for the SA paper.

### *Showing sample of Summative Assessment Papers to Students through the Term*

It is said we are comfortable with the familiar. Showing sample summative assessment papers to students helps them become comfortable with the paper requirements and format and so better attuned to attempting them in the SA. Showing here does not mean merely holding up the paper and pointing to the sets of sheets to a class but giving each student a copy of each sample SA paper (and at least 3-4 per term) and going through every part of it with them-explaining the design, the type of questions, the marks for each, the word limit (many questions across subjects have different word limits), the general instructions in the paper (number of questions to attempt, the choice given).

## **Academic staff motivation**

### *Professional Development*

The interrelation of teacher motivation and school reform efforts has also to be addressed through the issue of staff development. Traditionally, staff development has meant encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study at the graduate level; providing funding for conferences and workshops; and developing other training opportunities, including in-service programs. Lieberman (1995) argues for a "radical rethinking" of professional development that encourages teachers' growth.

### *Induction and Support of New Teachers*

New teachers enter the profession for intrinsic rewards, but the negative effect of extrinsic conditions may overwhelm them. They face new and difficult challenges: classroom management and discipline, adjustment to the physical demands of teaching, managing instructional tasks, and sacrificing leisure time. Without proper support and aid, a new teacher's

problems can grow worse. For them to adjust, mentor/buddy teachers break the isolation, show the new teacher the ropes and help them reflect on a day's experience and redirect efforts for next day. In addition, these experienced teachers can transmit instructional, planning, and/or management skills the novices lack skills that can help new teachers grow professionally as they adjust to the realities of teaching. (Frase 1992). In addition, the mentor teachers themselves gain the satisfaction of sharing their knowledge and experience and helping their new colleagues grow professionally.

### *Teacher Evaluation*

Recognition and feedback have been cited as important motivators for teachers, so it would seem that evaluation is an obvious vehicle for using these incentives to direct the teachers on the path towards professional growth and improvement (Frase 1992).

Peterson (1995) calls for a new direction in teacher evaluation that will bring better results more allied to the goals of comprehensive professional development and the goals of education reform:

- Emphasize the function of teacher evaluation to seek out, document, and acknowledge the good teaching that already exists.
- Place the teacher at the center of the evaluation activity. Ask the teacher to consider his or her duties, responsibilities, contributions and outcomes, and direct the evaluation from that point.
- Use multiple and variable sources, such as student and parent surveys, peer review of materials, logs of professional activity, and student test-score data.
- Use the results of a teacher evaluation to encourage personal professional dossiers, publicize aggregated results, and support teacher promotion systems.

### **5.7 Limitations of the Study**

The accomplishment of this study was not an easy task. The following were limitations that were encountered during the research process:

The study was confined to Islamic University in Uganda-KC hence the findings could not be generalized to the entire Islamic Universities in Uganda and other institutions of higher learning.

Secondly, perceptions are quite difficult to quantify and qualify as suggested by Oppenheim (1992) that attitudes are part of a wider spectrum of values, beliefs and feelings; hence this could lead to measuring of the wrong perceptions.

Data collection process collided with the University policy of 100% tuition fee payment before registration and yet the researcher had already given out the questionnaires .This delayed the data collection process because they were already given the questionnaires and didn't return them. How this was minimized by printing more questionnaires and issued to other students who were available at the campus

The study was based on voluntary cooperation. As such, the lack of it would have weakened the study.

Given the fact that there is little or no research that has been done in this field, there was lack of adequate literature to support the findings. However, the researcher depended a lot on data (primary data) to overcome this problem.

There was delay due to limited time and resources. The top administrators who were to be interviewed were too busy to arrange schedule for an interview. However, this was solved through the ethical consideration of being non-coercing and patient to them till they had to make arrangement for an interview to take place. Secondly the researcher's resources were limited to facilitate the research process. However this was minimized through friends helps.

The element of confidentiality of students results could not allow the Assistant Academic Registrar to give the researcher the hardy copy of assessment results (coursework, tests and end of semester or quarter results).However, the researcher was shown the soft copies from the computer and analyzed them and this prompted the researcher to backup his information with primary data to overcome this problem

## **5.8 Contributions of the study**

The study has contributed to three areas of assessment of learning and student academic performance that is formative and summative and academic staff motivation:-

It has contributed to the field of assessment by emphasizing that there is a positive significant relation between formative and student academic performance. Thus formative assessment significantly influence learning through continuous checking of students progress and giving of feedbacks to both teachers/lecturers and students through the application of the elements or forms of formative assessment which included homework's, teacher's observation, group work and test assignments at Islamic University in Uganda Kampala Campus.

Another area of contribution is the investigation of the relationship between summative assessment and student academic performance. It has been investigated that there is a positive relationship between summative assessment and student academic performance at Islamic University in Uganda-KC. Thus summative assessment significantly influences learning through its end of semester/quarter exams which show the skills students have gained through the class, and end of semester/quarter exams is an opportunity to boost students grade by demonstrating knowledge and skill at a level that has not been previously demonstrated by completion of assignments and test items or end of exams that are closely aligned with course objectives and actual classroom instruction increase both content validity and increase reliability, so assessors can make good decisions about the kind of consistency that is critical for the specific assessment purpose.

It has contributed to the field of assessment of learning, by investigating the relationship between academic staff motivation and student academic performance and it has emphasized that there is a positive significant relation between academic staff motivation and student academic performance.

This means that academic staff motivation poses a challenge in assessment of learning which affects learning, since lecturers in most cases are poorly facilitated in the assessment process, this makes them not to mark assignments tasks or assess learners continuously in class and that, other lecturers can easily be bribed by the students which affect performance. Hence the managements of higher education need to motivate the academic staff in order to improve student academic performance

## **5.9 Areas recommended for future research**

This study employed a case study and its focus is on, “major two forms that is to say formative and summative assessment of learning and student academic performance with special focus on IUIU-KC” which limits the ability to generalize the conclusions to the entire population. A case



study design is a strategy for holding together multi-case and multi-paradigm research effort. Such an effort would most likely collect qualitative and quantitative data that would most likely involve a research team instead of a single researcher as the case was in this study (Jik, 1979). Furthermore mixed parallel methods produce the most convincing body of evidence by corroborating and extending the primary qualitative data on assessment of learning in the higher institutions of learning. The combination of data sources can be highly synergistic as noted by Eisenhardt (1989).

Further research could also adopt a multi-case design where numerous sources of information can be replicated. Replicating the cases through pattern matching allows the researcher to cross check themes and constructs across cases.

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## **APPENDICES**

### **APPENDIX 1**

#### **INTERVIEW GUIDE**

##### ***Introduction:***

I am Ayume Yassin, Adinan a student of Uganda Management Institute, pursuing masters' degree in higher education management and administration trying to carry research in Assessment of learning and student academic performance. This is a research leading for the award of a Master's Degree in Higher Education Management and Administration of Uganda Management Institute. I pledge to consider all the information I gather from you confidential.

##### ***DEMOGRAPHIC INFORMATION OF THE ADMINISTRATOR***

1. What is the highest level of your Educational background?
  - a) PhD. b) Masters degree. c) Bachelors degree. d) Diploma.
2. What position/status do you hold at this institution?
  - a) Director b) Assistant academic Registrar c) Campus secretary
3. How long have you worked at this institution?
  - a) 0- 4yrs b) 5-9 yrs c) 10- 14 yrs

##### **SECTION A: FORMATIVE ASSESSMENT OF LEARNING**

1. When you hear the word formative assessment, what comes to your mind?
2. How does Formative Assessment Differ from Other forms of assessment?
3. Which tools of formative assessment are employed by your lecturers to improve student academic performance
4. How does coursework help in improving student academic performance?
5. Do your lecturers make class observations as tool of formative assessment to improving student academic performance? If so, how do they help to improve student academic performance?
6. Do you believe that group or class work is relevant in improving student academic performance? If yes, how does it help to improving student academic performance?

7. Can tests be used as tool of formative assessment? If yes, how can they help to improve student academic performance?

## **SECTION B: SUMMATIVE ASSESSMENT OF LEARNING**

1. How would you define summative assessment?
2. What are examples of summative assessment at IUIU- KC?
3. How is summative Assessment used in grading?
4. Why is summative assessment important in your institutions
5. How do students feel when they receive below pass mark of summative assessment results?
6. Do you think that these negative results to summative assessment can encourage the student to seek out learning experiences that are easy, avoid new concepts or critical thought, and stay away from challenges
7. Do you think that summative assessment may not be the best to assess student academic performance? If yes, why do you think so?
8. There are allegations that some lecturers favor some students when awarding marks especially those who are rich and female students. if so how do you minimize such cases in order to improve student academic performance

## **SECTION D: ACADEMIC STAFF MOTIVATION**

1 Do you believe that academic staff motivation is among the moderating factors that influence assessment of learning in your institution? If yes, how does it influence assessment of learning in your institution?

2 .What measures have your institution tried to put in place in order to motivate academic staff during assessment of learning?

*Thank you so much for your positive cooperation towards this research*

## **APPENDIX 2**

### **QUESTIONNAIRE FOR ACADEMIC STAFF**

#### **ASSESSMENT OF LEARNING AND STUDENT ACADEMIC PERFORMANCE IN ISLAMIC UNIVER IN UGANDA: THE CASE OF KAMPALA CAMPUS**

Dear respondents,

I am Ayume Yassin, Adinan a student of Uganda Management Institute, pursuing Masters' Degree in Higher Education Management and Administration trying to carry research in Assessment of Learning and student academic performance. This is a research leading for the award of a Master's Degree in Higher Education Management and Administration of Uganda Management Institute. As stakeholder of higher education, I kindly request you to spend about 10-15 minutes of your time and fill out this questionnaire instrument and I pledge to consider all the information I gather from you confidential.

Kindly, provide your opinion on each of the issues as per the instruction.

Thanks and hoping for your co-operation

**SECTION A: BIO DATA**

Please do provide the following information by ticking appropriate category

1. Sex:

Female	Male

2. Age group

Below 20 years	
21-30 years	
31-40 years	
41-50 years	
Above 51 years	

3. Terms of employment

Permanent	Contract	Part timing

4. Status/Position/Designation

Lecturer	Assistant Lecturer	Teaching assistant

5. Highest Education Qualification

PhD	Master Degree	Postgraduate Diploma	Bachelors Degree	Diploma	Certificate

6. Working experience in years

0-5years	6-10 years	11-15 years	16-20 years	Above 20 years

7 a) Have you ever assessed

Yes	No

learning?

b) If yes, tick the forms of assessment you have ever applied

Formative Assessment	Summative Assessment	Both

1. Formative assessment is the procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student academic performance	5	4	3	2	1
2. Teachers employ coursework, observations, group discussions and tests as tools of formative assessment to improve student academic performance	5	4	3	2	1
<b>COURSEWORK</b>					
3. Coursework is a valuable resource for teaching, allowing students to research, and in doing so, learn the unit material	5	4	3	2	1
4. Coursework can help students recognize that learning can occur away from the classroom as well as at campus	5	4	3	2	1
5. Coursework can help students develop good study habits so they are ready to grow as their cognitive capacities mature	5	4	3	2	1
6. Coursework can foster independent learning and responsible character traits	5	4	3	2	1
<b>TEACHER'S OBSERVATIONS</b>					
7. Teachers' observations offers opportunity to share learning expectations with students in advance .	5	4	3	2	1
8. Through teachers' observations, teachers give encouragement to students in terms of self-monitoring and self-assessment	5	4	3	2	1
9. Through teachers' observations, teacher offers clarification on the desired learning outcomes to guide learning .	5	4	3	2	1
10. Through teachers' observations, teacher focuses on the desired learning outcomes to guide teaching .	5	4	3	2	1
11. Teachers' observations, eases the recording of student performance characteristics .	5	4	3	2	1
12. Teachers' observations, is a structural means of providing feedback to students and in doing so, performance is improved	5	4	3	2	1
<b>GROUP WORK</b>					
13. Group work encourages peer learning which intern improves the overall performance of student learning through sharing of experiences	5	4	3	2	1
14. Group work can help students develop specific generic skills sought by employers	5	4	3	2	1
15. Group work may reduce the workload involved in assessing, grading and providing feedback to students	5	4	3	2	1
<b>TEST ASSIGNMENTS</b>					
16. Test assignments help in identifying students' strengths and weaknesses	5	4	3	2	1
17. Test assignments to monitor student learning and progress	5	4	3	2	1
18. Test assignments helps the teacher to plan and conduct ongoing informal and formal classroom assessment	5	4	3	2	1
19. Test assignments allow educators to monitor teaching effectiveness and student learning	5	4	3	2	1
20. Test assignments can motivate and shape learning and instruction	5	4	3	2	1
21. Test assignments can help teachers gauge student mastery of required skills	5	4	3	2	1

## SECTION B: FORMATIVE ASSESSMENT OF LEARNING

How accurately does each of the following statements describe your experience in application of formative assessment? Please use the following five–point Likert-scale to indicate your agreement with statements given below **by ticking appropriate number next to each statement**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	4	3	2	1

## SECTION C: SUMMATIVE ASSESSMENT OF LEARNING

How accurately does each of the following statements describe your experience in application of summative form of assessment? Please use the following five–point Likert-scales to indicate your agreement with statements given below **by ticking appropriate number next to each statement**

<b>Strongly agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	4	3	2	1

1. Summative assessment is to determine the student’s overall achievement in a specific area of learning at a particular time	5	4	3	2	1
2. Summative assessment is exemplified by end of semester/quarter exams.	5	4	3	2	1
3. End of semester/quarter exams show the skills students have gained through the class.	5	4	3	2	1
4. The final exam is an opportunity for the students to apply what they knew and learned throughout the semester/year	5	4	3	2	1
5. End of semester/quarter exams gives students an opportunity to study the material again. The more they review the key terms the more likely they will remember it forever.	5	4	3	2	1
6. Giving exams also provides a final review of the most important material covered in a class; students who do not prepare still meet the material again simply by taking the test.	5	4	3	2	1
7. End of semester/quarter exams is an opportunity to boost students grade by demonstrating knowledge and skill at a level that has not been previously demonstrated by completion of assignments	5	4	3	2	1



## SECTION D: ACADEMIC STAFF MOTIVATION

How accurately does each of the following statements describe your experience in **assessment of learning**? Please use the following five–point Likert-scale to indicate your agreement with statements given below **by ticking appropriate number next to each statement**

<b>Strongly agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	4	3	2	1

<b>ACADEMIC STAFF MOTIVATION</b>					
1. Lack of staff motivation pauses a challenge in assessment of learning which affects learning	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
2. Lecturers in most cases are poorly facilitated in the assessment process	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
3. Lack of motivation makes lecturers not mark assignments tasks or assess learners continuously in class	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
4. Other lecturers can easily be bribed by the students which affects performance	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

*Thank you so much for your positive cooperation towards this research*

## **APPENDIX 3**

### **QUESTIONNAIRE FOR STUDENTS**

#### **ASSESSMENT OF LEARNING AND STUDENT ACADEMIC PERFORMANCE IN ISLAMIC UNIVER IN UGANDA: THE CASE OF KAMPALA CAMPUS**

Dear respondents,

I am Ayume Yassin, Adinan a student of Uganda Management Institute, pursuing Masters' Degree in Higher Education Management and Administration trying to carry research in Assessment of Learning and student academic performance. This is a research leading for the award of a Master's Degree in Higher Education Management and Administration of Uganda Management Institute. As stakeholder of higher education, I kindly request you to spend about 10-15 minutes of your time and fill out this questionnaire instrument. Kindly, provide your opinion on each of the issues as per the instruction.

Thanks and hoping for your co-operation

**SECTION A: BIO DATA**

Please do provide the following information by ticking appropriate category

1. Sex:

Female	Male

2. Age group

19-22 years	
23-26 years	
27-30 years	
Above 30 years	

3. Education Program

PhD	Master Degree	Postgraduate Diploma	Bachelor's Degree	Diploma	Certificate

4. Years of study

1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> and Above years

5 a) Has your learning ever being assessed?

Yes	No

b) If yes, tick the forms of assessment you have ever experienced

Formative Assessment(during classroom e.g. discussions, course works)	Summative Assessment(final exams)	Both

## SECTION B: FORMATIVE ASSESSMENT OF LEARNING

How accurately does each of the following statements describe your experience in formative assessment? Please use the following five–point Likert-scale to indicate your agreement with statements given below **by ticking appropriate number next to each statement**

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
5	4	3	2	1

<b>COURSEWORK'S</b>					
1. Coursework is a valuable activity which helps you to practice, and research, as student. In doing so, you learn the unit material	5	4	3	2	1
2. Teachers do give course works, group discussions, tests and monitor class work	5	4	3	2	1
3. Coursework is an inexpensive method which improves your academic preparation as a learner without increasing staff or modifying curriculum	5	4	3	2	1
4. Coursework helps you as students to recognize that learning can occur at home as well as at school	5	4	3	2	1
5. Coursework can help you as students to develop good study habits and your cognitive capacities to grow.	5	4	3	2	1
6. Coursework makes you to have independent learning and to have responsible character traits	5	4	3	2	1
<b>TEACHER'S OBSERVATIONS</b>					
7. Teachers observation offers opportunity for me as learner to share learning expectations with the lecturer/teacher in advance .	5	4	3	2	1
8. Through teachers observation, am able to have encouragement of self-monitoring and self-assessment	5	4	3	2	1
9. It is through Teachers observation that you can be guided and seek clarifications on the desired learning outcomes of learning .	5	4	3	2	1
10. Teachers observation is always focused on the desired learning outcomes	5	4	3	2	1
11. It is through teacher's observation that the learner's weaknesses and strength of performance are identified and recorded.	5	4	3	2	1
12. It is through teachers observation that the learner is given feedback there and then	5	4	3	2	1
<b>GROUP WORK</b>					
13. It is through group work that we able to learn among our selves as learners (Peer learning) through sharing of experiences which improves overall performance	5	4	3	2	1
14. Group work helps us as learners to generate specific skills sought by employers since we have different skills which improves our performance	5	4	3	2	1

15. It is through Group work that workload reduces by sharing ideas and this reduces the teachers work load when assessing, grading and providing feedback to us as students	5	4	3	2	1
<b>TEST ASSIGNMENTS</b>					
16. It is through test assignments, that we able to Identify our strengths and weaknesses as students' which improves our performances	5	4	3	2	1
17. Tests enable us to Monitor learning and progress in terms of performance	5	4	3	2	1
18. It is through test that we able relate what the teacher teaches and what is likely to be assessed and this makes us to perform better in final exams	5	4	3	2	1
19. Tests Can motivate and shape learning process through reading the materials	5	4	3	2	1
20. Tests Can help us to gauge what we have mastered and what we have not mastered during the learning process and this improves our learning	5	4	3	2	1

### SECTION C: SUMMATIVE ASSESSMENT OF LEARNING

How accurately does each of the following statements describe your experience in summative form of assessment? Please use the following five–point Likert-scale to indicate your agreement with statements given below **by ticking appropriate number next to each statement**

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
5	4	3	2	1

1. End of semester/quarter exams normally determine the my overall achievement as learner	5	4	3	2	1
2. Final exams show what we have acquired in terms of knowledge and skills during the course or class.	5	4	3	2	1
3. End of semester/quarter exams enables us as learners to know our strength and weakness especially when results are out	5	4	3	2	1
4. The final exams offer us opportunity to know what knowledge and skills to apply when at workplace	5	4	3	2	1
5. End of semester/quarter exams makes us as learners to read or study the learning material again and again and this will make us to remember it forever, and improves our performance	5	4	3	2	1
6. End of semester/quarter exams determine our progress in particular unit or level and one who fails has to retake the paper. This will still make us to read harder in order to pass it	5	4	3	2	1
7. End of semester/quarter exams is an opportunity to boost one's grade by	5	4	3	2	1

demonstrating knowledge and skill at a level that has not been previously demonstrated by completion of assignments					
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**SECTION D: ACADEMIC STAFF MOTIVATION**

How accurately does each of the following statements describe your experience in **assessment of learning**? Please use the following five–point Likert-scale to indicate your agreement with statements given below **by ticking appropriate number next to each statement**

<b>Strongly agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	4	3	2	1

<b>ACADEMIC STAFF MOTIVATION</b>					
1. Lack of staff motivation pauses a challenge in assessment of learning which affects learning	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
2. Lecturers in most cases are poorly facilitated in the assessment process	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
3. Lack of motivation makes lecturers not mark assignments tasks or assess learners continuously in class	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
4. Other lecturers can easily be bribed by the students which affects performance	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

*Thank you so much for your positive cooperation towards this research*

## APPENDIX 4

### DOCUMENTARY REVIEW CHECKLIST

		Notes
2011-2014		
01	End of semester/quarter results	No hard copy given for review because of confidentiality but soft copies reveal unreliable marks and this was backed by information from interviews
02	Coursework (homework) results	No hard copy, but results revealed that that take homes/course works are given that is to say group and individual assignments which total to 15% for under graduate and 20% for graduate level and the individual assignment carries more marks of 10% and the group work assignment is marked out of 5%.This was backed by ideas shared during interview process and the results showed students perform better in home works than tests but no consistency
03	Test results	No hard copy but the results showed that they are marked out of 15% and 20% for both undergraduate and graduate levels respectively. This was backed by ideas shared during interview process with top administrators and the results showed tests results were not consistent
04	Nominal register for personnel	No hard copy accessed but, the results showed that there are many academic staff on part time but had the qualifications master's degree. This was backed by the information during the interview session with the top administrators that they academic staff who have master degrees and above
05	Admission register	Not accessed



# UGANDA MANAGEMENT INSTITUTE

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Our Ref: G/35

22 September 2015

## TO WHOM IT MAY CONCERN

### MASTERS IN MANAGEMENT STUDIES DEGREE RESEARCH

Mr. Ayume Yassin Adinan is a student of the Masters in Higher Education Management of Uganda Management Institute 2<sup>nd</sup> Intake 2013/2014, Reg. Number 13/MHEMA/02/012.

The purpose of this letter is to formally request you to allow this participant to access any information in your custody/organization, which is relevant to his research.

His research Topic is: "Assessment of Learning and Student Academic Performance at Islamic University in Uganda: The case of Kampala Campus."

Yours Sincerely,

Dr. Maria V. Kaguhangire-Barifaijo  
AG. HEAD, EDUCATIONAL LEADERSHIP & MANAGEMENT