
LEARNING ASSESSMENT AND STUDENTS' ACADEMIC PERFORMANCE IN KISORO

DISTRICT: A CASE STUDY OF KABINDI SECONDARY SCHOOL

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ABSTRACT

Discovering out whether there was a connection between evaluations of learning and students' academic achievement at Kabindi Secondary School, Kisoro District, was the main goal of this study. Other goals included determining the level of evaluation performed by students at Kabindi Secondary School in the Kisoro District, determining the level of academic achievement among students there, and determining the connection between assessment of learning and educational achievement among students at Kabindi Secondary School in the Kisoro District.

To obtain a sample size of eighty participants from Kabindi SS using Solvin's method, the study used a simple random probability sampling technique and a qualitative, case study, and quantitative investigation design. At Kabindi Secondary School, Kisoro District, where twenty participants were parents, forty-two participants were students, and sixteen participants were teachers, including the head teacher and a district education officer, surveys and guides for interviews were used to gather information from participants about the relationship between learning assessment and the academic achievement of pupils. Microsoft Excel was used to analyze the data, and graphs, distributions of frequencies tables, and pie charts were used to illustrate the results. The study's data were analyzed using SPSS software.

The study discovered a strong positive correlation between evaluation of learning and the academic achievement of pupils at UCE at Kabindi SS in the Kisoro district ($p=0.865$), indicating that the type of learning examination used by the teacher has an

important beneficial effect on the achievement of students as calculated above using the spearman's rank correlation coefficient (Wikipedia, 2020).

Key words: learning assessment and students' academic performance

Background of the study

The educational achievement of the students is crucial in creating the greatest possible graduates who will serve as outstanding leaders and laborers for the nation, contributing to its economic and social growth (Ali et al., 2009). According to Fisher and Frey (2007), formative examinations are continual evaluations, observations, conversations, course work, and reviews that help teachers plan lessons and give students feedback on a regular basis. Summative evaluations are meant to assess students' academic growth following a predetermined unit of content, according to Stiggins (2002), however they do not offer detailed feedback that could help those who are being evaluated improve the results of their learning. Exam results have been used to gauge pupil achievement over time at various educational levels (Kyoshiba, 2009).

High student enrollment and a lack of facilities in many public schools made it challenging to effectively conduct ongoing evaluations, according to research done by the Kenya National Examinations Council in 2000 on using feedback from public assessments and teacher evaluation to improve classroom instruction. They continued by stating that even in cases where teachers employ tests, many of the assessments they create are lacking in terms of originality of style, clarity of language, and testable abilities. Some teachers simply copy questions from previous tests or from for-profit magazines rather than taking the time to create their own tests. These approaches appear to favor rote memorization rather than methods of learning, which the teacher and the students feel will boost their abilities in public.

Statement of the problem

Hoyle (1986 in Kyoshaba, 2009) contended that schools are created with the intention of educating individuals who attend them and that strong academic achievement is the driving force behind all of this. Because goals for learning, teaching strategies, and evaluation procedures are not "aligned" to how students learn at its most fundamental level, secondary schools' "surface learning" problem is promoted. Evaluation of pupil progress is at the center of schools' primary mission of strengthening good academic achievement. According to the records of the Assistant Director of Studies (2014), pupil achievement at Kabindi Secondary School, Kisoro District, had decreased by 60% in terms of evaluation results of tests and end-of-term exams contrasted to other previous years. Despite all of the school administration's efforts, little has transpired in terms of the academic achievements of the students. This may be due to unethical behavior and a lack of knowledge about important assessment-related issues, which could have a negative impact on the credibility of Kabindi Secondary School and result in the loss of prospective pupils if academic achievement is not improved. In light of this, the investigator looked for studies in learning assessment to aid Kabindi Secondary School in enhancing student educational achievement and achieving its objective.

Objectives of the Study

Specific objectives of the study

1. To find out the level assessing learners at Kabindi Secondary school, Kisoro District.

2. To establish the level of students' academic performance at Kabindi Secondary school, Kisoro District.
3. To find out the relationship between learning assessment and students' academic performance at Kabindi Secondary school, Kisoro District.

Research Questions

1. What is the level of assessing learners at Kabindi Secondary school, Kisoro District?
2. What is the level of level of students' academic performance at Kabindi Secondary school, Kisoro District?
3. What is the relationship between learning assessment and students' academic performance at Kabindi Secondary school, Kisoro District?

Methodology

Research design

Quantitative techniques were also applied to numeric data, such as influence of learning assessment on students, performance, correlation between learning assessment and students' academic performance at Kabindi SS while qualitative techniques will be deployed for non- numeric data, such as respondents' views or opinions, preferences, attitudes and feelings.

Study population

Twenty parents, 42 kids, 16 teachers, the head teacher of Kabindi SS, and a district education officer from the Kisoro district made up the study's study population. These were compared with Slovenes' formula for calculating sample size in order to achieve a sample population of eighty participants from a target population of 100 study-relevant elements. Because they serve as instructional enhancers and are well-versed in evaluations of learning and student academic achievement, the Head Teacher and DEO of the Kisoro District were chosen for the study.

The researcher also conducted a pre-survey, this aimed at getting a pre-survey report before the actual data collection stage was reached, and the pre survey report enabled the researcher to get prior information before starting collecting data from the selected respondents, prior information like the rules and regulations which govern the study are was got under this pre survey report.

Sampling procedures

Sampling procedure refers to choosing part of a population to use to test hypotheses about the entire population (Jowin, 2003). The procedures included simple random sampling and purposive sampling and will be used to select respondents in the study.

Sample size

A sample is a small subset of the total population (George & Mallery, 2003). The study sample comprised of 80 respondents out of 100 of the total population where 20 respondents were parents, 42 respondents were students, 16 respondents were teachers, Head teacher of Kabindi Secondary School and District Education officer of Kisoro district.

Sampling techniques

The researcher employed both probability and non-probability sampling techniques to enable her collect a more reliable data from the field as explained below.

Simple random sampling

Simple random sampling is a technique for choosing a sample that equally distributes the likelihood of each potential combination being chosen and the likelihood of each item in the total population being included in the sample (Kothari, 2014).

In this instance, each person was chosen at random, and each person in the population had an equal chance of being chosen (Ben-Shlomo Y., et al., 2013). This method was employed by the investigator, who assigned a number to each member of the group being studied before selecting which members to include using a table of random numbers. The investigator utilized this method to sample parents, pupils, and educators in the study area from an overall population of 100.

Purposive sampling

The head teacher of Kabindi Secondary School and the Kisoro District Education Officer were included in the sample through the use of a purposeful sampling approach. This method is founded on the study's goal and the features of a population. This method was employed by the researcher because it is extremely helpful in circumstances when you must quickly achieve a specified sample and where sampling for symmetry is not the major issue.

Only those people who are pertinent to the research design are chosen through purposeful sampling, which is less expensive, more easily available, and more

comfortable. In addition, there is no way to guarantee that the sample is actually representative of the general population, thus the investigator's ability to evaluate the components of the sample is given additional weight.

Data collection methods and instruments

By using interviews and self-administered questionnaires, primary data were gathered from the field. According to (Saunders et al., 2003), these methods were chosen because they allowed the investigator to quickly and affordably cover a wide population. Top managers were also subjected to structured interviews because they were few and able to provide in-depth information that SAQs might be unable to capture. It was used because, as highlighted by Aggor and Badu-Nyako (2003), the questioner could change the interview scenario at any time in order to get the fullest responses from the subjects.

Data analysis

Through the distribution of structured questionnaires, information on learning evaluation was gathered. This information was coded and stored into a database. The statistical package for social scientists (SPSS) software program was used to analyze quantitative data. To investigate the connections between assessments of learning and the academic performance of students, cross tabulations, Pearson's correlation coefficient, regression, and ANOVA tests and analyses were applied to the data. Themes derived from the study questions were used to arrange the qualitative data, which was then subjected to content analysis. Information from interviewees was compiled and presented in the report.

RESULTS

Response rate

Questionnaire return rate

All the 74 questionnaires were given out, 50 were returned, thus representing 68% response. The study was considered good because according to Peil (1995), questionnaire return rate above 50% is considered good for a study.

Personal information of respondents

Information regarding to the personal background of the respondents included their age, gender, marital status, occupation, and education level.

Age of the respondents

Information regarding the age of the respondents was added to questionnaires during the piloting process. The following information regarding the ages of the respondents was analyzed using SPSS Software and presented in form of grouped data as shown in the table 1

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AGE OF RESPONDENTS					
Frequency		Percent		Valid Percent	Cumulative Percent
Valid	0-10	4	8.0	8.0	8.0
	10-20	4	8.0	8.0	16.0
	20-30	3	6.0	6.0	22.0
	30-40	13	26.0	26.0	48.0
	40-50	16	32.0	32.0	80.0
	50+	10	20.0	20.0	100.0
	Total	50	100.0	100.0	

Therefore, based on the mean (4.2600), it was determined that 32.0% of participants who took part in the study had been from a mature group, i.e., they were between the ages of 40 and 50. This was because individuals in that age range are still considered to be young adults with plenty of energy to complete tasks and effectively supervise students in schools. This led to the conclusion that the researched adult brains were responsible for the correctness and dependability of the information that was gathered. Additionally, the investigator learned from Table 1 that 8.0% of the participants were aged between 0 and 10 years, 8.0% of participants in Kisoro Municipality were between

10 and 20 years old, 26.0% of participants were between 30 and 40 years old, 6.0% were between 20 and 30 years old, and 20.0% were 50 years and older. The standard deviation was 1.48200, and the range was 5.00.

Gender of Respondents

The study investigated the gender of the respondents and the findings were as shown in the table 2.

Table 2: Gender of respondents

Frequency		Percent	Valid Percent	Cumulative Percent
Valid	Male	2448.0	48.0	48.0
	Female	2652.0	52.0	100.0
	Total	50100.0	100.0	

From table 2, it was found out that, majority of the respondents were females with 52.0% compared to males with 48.0%.

Occupation of the respondents

Information regarding the occupation of the respondents in Kisoro district was collected and presented in table 3

Table 3: Occupation of respondents

OCCUPATION OF RESPONDENTS

	Frequency	Percent	Valid Percent	Cumulative Percent
FARMER	26	52.0	52.0	52.0
CIVIL SERVANT	11	22.0	22.0	74.0
TEACHER	6	12.0	12.0	86.0
TRADER	7	14.0	14.0	100.0
Total	50	100.0	100.0	

The bigger percentage of the respondents lied in farming (52.0%), 22.0% were Civil Servants,14.0% were Traders and followed by Teachers (12.0%).

Marital status

Information regarding the marital status of the respondents in Kisoro Municipality was collected and presented in table 4

Table 4: Marital status of respondents

		MARITAL STATUS		
Frequency		Percent	Valid Percent	Cumulative Percent
Valid	Single	1020.0	20.0	20.0
	Married	2958.0	58.0	78.0
	Divorced	1122.0	22.0	100.0
	Total	50100.0	100.0	

From table 4, it was found out that, majority of the respondents were married with 58.0%, 20.0% of the respondents were singles and only 22.0% had divorced.

Educational level of the respondents

Information regarding the academic background of respondents at Kabindi SS in Kisoro District was obtained and tabulated as shown in table 5

Table 5: Educational background of the respondents

EDUCATION LEVEL OF RESPONDENTS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary and below	21	42.0	42.0	42.0
	O level	9	18.0	18.0	60.0
	A level	5	10.0	10.0	70.0
	Certificate	12	24.0	24.0	94.0
	None	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

From table 5, it was found out in an analysis of interviews and questionnaire that majority of the respondents had only completed their primary level of education (42.0%) and never continued with their further studies, 18.0% had completed O level of education, 10.0% had completed their A' Level of education, 24.0% had finished their certificate level of education and 6.0% had not attended any level of education in their lives. From the statistics, it's indicating that the education of Kisoro Municipality, Kisoro District is lacking and needing.

The level of assessing students at Kabindi Secondary School in Kisoro District

This Section describes the independent variable (Learning assessment). The independent variable was addressed in Section B of the questionnaire for respondents.

Table 6: The level of assessing students

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
LEVEL OF ASSESSMENT Valid N	50	3.00	1.00	4.00	1.4333	.81025

Source: SPSS Output page

The mean (1.4333) concerning the level of assessing students at Kabindi SS was 1.4333. The mean is very low indicating that low level of assessing students at Kabindi SS by the teachers and this is attributed to the lack of learning resources like text books, few classrooms, shortage of stationaries like reams to print papers, poor methods of assessments and low motivation of teachers and students towards tests.

The level of students' academic performance Kabindi Secondary School in Kisoro District

This Section describes the independent variable (Students' academic performance). The independent variable was addressed in Section C of the questionnaire for respondents.

Table 7: The level of assessing students

Descriptive Statistics

LEVEL OF STUDENTS' ACADEMIC PERFORMANCE Valid N	N	Range	Minimum	Maximum	Mean	Std. Deviation
	50	3.00	1.00	4.00	2.4000	.81025

Source: SPSS Output page

In terms of academic achievement, Kabindi SS pupils' mean grade point average was 2.4000. The mean at Kabindi SS is extremely low, indicating that the academic achievement of pupils is low. This is due to a lack of teachers to teach students, a lack of laboratory supplies and library books, a lack of classrooms despite a high enrollment of pupils, and a low student protection of the curriculum.

Students' test scores and midterm and final term grades at the secondary school level serve as indicators of their academic achievement.

The relationship between learning assessment and students' academic performance at UCE of Kabindi Secondary School in Kisoro district.

		learning assessment	students' academic performance
learning assessment	Pearson Correlation	1	.865**
	Sig. (2-tailed)		.000
	N	50	50
students' academic performance	Pearson Correlation	.865**	1
	Sig. (2-tailed)	.000	
	N	50	50
**. Correlation is significant at the 0.05 level (2-tailed).			

There is a significant association between these two variables, as shown by the Pearson correlation coefficient of 0.865**. The strong linear association between evaluation of learning and students' academic achievement is indicated by the correlation coefficient of 0.865**. As the correlation coefficient approaches 1, it denotes a strong positive association and suggests that pupil academic achievement tends to improve as testing scores rise.

The statistical significance of this link is further supported by the p-value of 0.000 (significant at the 0.05 level). This demonstrates that the observed association is unlikely to be the result of chance and offers proof that the relationship between evaluations of learning and students' academic success is real.

Conclusion of the findings

The investigator comes to the conclusion that learning assessment has a good association with the academic achievement of pupils and that the Ministry of Education must make sure that there is a functional collaboration between parents and teachers as a key component of a child's academic and social success. In order to have the time and skills to invite parental involvement and the knowledge to give parents clear ideas

for a rich connection to their children, teachers should have enough training and compensation. Having loving and affectionate parent-child relationships helps to achieve this.

Recommendations of the study

A functional collaboration between parents and instructors is one of the key components of a child's academic and social success, according to the investigator, who advises the Ministry of Education and Sports to assure its existence. In order to improve the effectiveness of work in schools, the ministry should also hire fresh, qualified teachers within its schools. To encourage teachers, their pay should be raised and paid on time.

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