CONTINUOUS ASSESSMENT USED IN SOCIAL STUDIES, CLASSES SIX AND SEVEN, BY PUBLIC PRIMARY TEACHERS IN BARAGWI ZONE, KIRINYAGA COUNTY

BY

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MAY, 2014
DECLARATION

This is my original work and has not been presented for any other degree programme in any other University.

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DEDICATION

First and foremost this work is dedicated to the almighty God for His grace which inspired me through the study. Finally the work is dedicated to my children Peter, Augustine and Shimilon for their prayer and moral support.
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In preparing this project, I am greatly indebted to Prof. Grace Bunyi and Prof. J.G Okech as my supervisors, who found time to assess my work and provide necessary guidance. Kenyatta University’s department of Educational management, policy and curriculum studies, for nurturing my vision in this project and in many cases putting their valuable time and other resources at my disposal.

Special thanks go to Jane Wawira who typed, printed and bound this work. Lastly, I would like to record my sincere appreciation to my dear husband and sons whose support made this work possible.
ABSTRACT

Social study is one of the subjects taught in primary schools. It is also examinable in the summative evaluation. The social studies curriculum has undergone changes since it’s in caption in the primary school in 1985 when its title was geography, history and civics; a combined course. These changes have occurred due to lack of appropriate strategies of Continuous Assessment (CA) in Social Studies. CA is an important professional function for every teacher in the implementation of primary school curriculum as it motivates the learners and enhances understanding and retention of knowledge. This study was carried out to explore various CA used in Social Studies, in classes six and seven in Baragwi Zone, Kirinyaga East District, Kirinyaga County. The objectives of the study were; to investigate different types of continuous assessment used by Social Studies teachers of classes six and seven; to determine how often CA is recorded after administration; to find out how important is CA towards learning Social Studies. The population of the study included 18 public primary schools in the Zone. From this target population, the researcher used simple random sampling to select 10 schools. Out of the sampled schools, 10 Headteachers of those schools took part. Also the participants of the study were 20 teachers who were purposively selected from the sampled schools. The researcher also used simple random sampling to select 100 pupils of classes six and seven from the sampled schools. The sample population was 130 respondents. The research instrument included; interview guide for the headteachers, questionnaires for pupils and questionnaire for the teachers. The study used qualitative descriptive survey design since the researcher sought to report things as they were. The instruments were piloted in two public schools in the same Zone which were not included in the final study sample. Reliability of the instruments was determined by the use of Pearson’s product moments formula. The collected data were entered in a computer SPSS programme, analyzed and presented using descriptive statistics such as frequency and percentages. The analysis was presented using statistical tables, frequencies and percentages. The findings of the study revealed that: although numerous Continuous Assessment Strategies (i.e. the written tests, oral questions, take-home assignments, check lists, observation, interviews and projects) were being used, written tests were the most frequently used by teachers in teaching Social Studies in Classes six and seven at Baragwi public primary schools. Findings of the study also showed a positive relationship between some of the Continuous Assessment strategies used and students’ performance. Many teachers utilized various Continuous Assessment strategies to enhance pupils’ performance in the subject. The researcher concluded that Continuous Assessment strategies in Social Studies positively contribute to the performance of students. It was recommended that teachers should not only utilize various strategies of Continuous Assessment but should also give a review of each pupil’s progress at the end of an instructional term. Also, regulations and policies should be put in place so that all schools can benefit from the practice and a uniform policy should be emphasized. Also training for teachers should be encouraged especially in the use of Continuous Assessment strategies.
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<td>Continuous assessment</td>
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<tr>
<td>H/Teachers</td>
<td>Head Teachers</td>
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<tr>
<td>IQ</td>
<td>Intelligence quotient</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<tr>
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<td>National Assessment of Progress in Education</td>
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CHAPTER ONE
INTRODUCTION

1.1 Background of the study

Education has been seen to play an integral part in the building of the Kenyan nation. Through education, primary school children acquire basic skills, attitudes and values for growth in life. According to the Kenya Education Commission Report of 1964 by Professor Ominde, education was expected to foster a sense of nationhood and promote national unity (Republic of Kenya, 1964). Primary education has been recognized as a basic education, which should be provided to all Kenyans. It is in the primary school where children acquire basic skills, attitudes and values of life. This forms the basic for future education training and employment. The Presidential Working Party on Education and Manpower training for the next decade and beyond recommended one of the objectives of primary education as that of developing positive attitudes and values towards society and developing a measure of logical through and critical judgment (Republic of Kenya, 1976).

Education brings about progress since a well informed and enlightened population will participate, meaningfully in development. Individually, people will need literacy skills in order to make informed choices for better life hence education for sustainability. Otieno, (2002) defines education for sustainability as a lifelong learning process that leads to an informed and involved citizenry having the creative problem solving skills, scientific and social literacy and commitment to engage in responsible individual and co-operative actions. Thus the education system should seek to prepare the learner to achieve skills knowledge, attitude and values which would enable him/ her fit in the society (Shiundu and Omulando, 1992).
Social study is one of the subjects taught in primary schools. It is also examinable in the summative evaluation. The social studies curriculum has undergone changes since it’s in caption in the primary school in 1985 when its title was geography, history and civics; a combined course. Subsequently, as quoted by Shiundu and Omulando (1992), evaluations of this curriculum included; the 1990 formative evaluation reports and the 1995 summative report and the 1999 National capital needs Assessment survey report which concluded that the curriculum among others, did not address emerging issues like conflict and conflict resolution, HIV/AIDS and drug abuse. When the 2002 primary studies syllabus was introduced, emerging issues like conflict and conflict resolution were included in it.

Continuous assessment, which according to Shiundu and Omulando 1992 is a component of formative evaluation and should form part of daily professional function of the teacher in regard to the implementation of the curriculum. Examination has been undertaken worldwide. They have been used to assess students attitudes, achievements, inform decisions about curriculum and instruction and make predictions about how a student may be in future (Nichols and Berliner, 2007).

In Kenyan context, Continuous Assessment has been regarded highly. Shiundu and Omulando (1992) postulates that Continuous Assessment (CA) should be used in both formal and informal instruction. Teachers are supposed to use various methods and techniques of evaluation on a regular basis in the course of teaching to assess or determine whether the set objectives have been achieved or not. Continuous assessment (CA) was given high preference in the Presidential Working Party on the second University of 1981 Commission led by Mackey, which recommend change to the 8-4-4 system of education (Dawn, 2000). It also emphasized on continuous
assessment (CA) as an integral part of evaluation where pupils abilities and achievements were to be determined by continuous assessment (CA) as well as final examination (Shiundu and Omulando, 1992). However, the objective of 8-4-4 for continuous assessment to be an integral part of summative evaluation in both primary (KCPE) and secondary education (KCSE) was not realized. This was largely due to lack of a standardized format of continuous assessment tests which are largely left to individual teachers and schools to formulate and administer according to (Shiundu and Omulando, 1992).

At the turn of the millennium, many countries and governments worldwide committed themselves to the development of Sub-Saharan Africa, Kenya inclusive, with specific emphasis on poverty reduction. This commitment was outlined in the millennium development goals (MDGs) namely eradication of poverty, hunger, provision of free and compulsory primary education, promotion of gender, equality and empowerment of women, reduction of child mortality, improvement of health services, fighting HIV/AIDS, Malaria and other diseases, management of the environment and development of regional trade (UN, 2008).

In line with this, the government of Kenya has developed a long term development strategy of transforming Kenya into a middle level income country by the year 2030 termed as Vision 2030. The Vision recognized Science, Technology and Innovation STI as the foundation for economic progress (Karani, 2007). This can be achieved through education of its population. The vision of the education sector for 2030 is to have globally competitive quality education, training and research for sustainable development. Continuous assessment (CA) which is part of formative evaluation helps in determining the work or performance (Farrant and Lioudmila, 1997).
Continuous assessment should therefore form the daily function of the teacher during instruction Shiundu and Omulando (1992). Frequently assessment or progress tests foster quality education (Mwanzia & Miano, 2007), as it pay attention to the national goals of education in terms of what is taught and learned and the levels at which the knowledge learner are assessed.

Kenya is also a signatory of World conference on education for all (EFA) in Jomtien, Thailand in March, 1990 which stated that the focus of basic education should be on actual learning acquisition and outcome. This world conference emphasized on the assessment and particularly the assessment of pupils learning achievement which according to Kellaghan and Greaney (2001) has become the object of a great deal of attention an activity all over the world in industrialized countries alike.

In addition, the Dakar framework of Action (2000) stressed the importance of having a clear definition and accurate assessment of learning outcomes through assessment tools like testing and examinations. The aim of education is to produce an all round individual who is productive to himself and his society.

Continuous assessment is thus an important exercise for quality education. Ogunnyi, (1984) highlights that continuous assessment is a formative evaluation procedure concerned with finding out, in a systematic manner, the over-all gains that a student has made in terms of knowledge, attitudes, skills, experience. While Aggarwal (1999) point out that Continuous Assessment (CA) to more than giving a test. It involves every decision made by the teacher in class to improve students achievement and may take different forms like formal questions given to pupils during class taken home assignment exercises recapitulation tests projects, field study.
In some schools in Kenya, Continuous Assessment (CA) are done at high rate as this is assumed that doing Continuous Assessment is a waste of time meant for normal teaching. Despite all these continuous assessment are important parts in the school curriculum since they enable policy makers to know the state of curriculum and take corrective action (Bishop, 1988). This led to the researcher to investigate the types of continuous assessment used in Social Studies by teachers in classes six and seven Baragwi Zone Kirinyaga East District, Kirinyaga County.

1.2 Statement of the problem

Despite the rationale for the introduction of continuous assessment such as oral questions, written tests take-home assignment, projects, interviews, observation; checklists in the education sector, there are increasing concern regarding their availability, construction, administration, moderation and utility by social studies teachers in classes six and seven in public primary schools. The resultant feature has been in consistent performance of pupils in social studies examinations in the stated classes in the Baragwi Zone. This undermines the future of many pupils in schools that persistently perform poorly. What therefore remains, disturbing is whether teachers in classes six and seven really conduct continuous assessment to their pupils when teaching social studies and whether the said teachers discuss those continuous assessment with pupils in order to enhance quality learning. The focus of this research was therefore to investigate types of Continuous Assessment used by Social Studies teachers in classes six and seven of Baragwi Zone, Kirinyaga East District, Kirinyaga County, Kenya.
1.3 Research Objectives

The following research objectives were used to guide the study:-

(i) To find out the types of Continuous Assessment which are used in Social Studies by teachers in classes six and seven in Baragwi Zone, Kirinyaga East District.

(ii) To determine the number of times Social Studies teachers in classes six and seven provide Continuous Assessment to pupils in Baragwi Zone, Kirinyaga East District, Kirinyaga County.

(iii) To find out how Continuous Assessments are used to plan Social Studies by teachers in classes six and seven in Baragwi Zone, Kirinyaga East District, Kirinyaga County.

(iv) To investigate the importance of Continuous Assessment to pupils, teachers and parents in learning Social Studies in the stated classes.

1.4 Research Questions

The following research questions were used to achieve the above stated objectives:-

(i) Which types of Continuous Assessment are used in Social Studies by teachers in classes six and seven in Baragwi Zone, Kirinyaga East District?

(ii) How frequent do Social Studies teachers in classes six and seven provide Continuous Assessment to pupils in Baragwi Zone, Kirinyaga East District, Kirinyaga County?

(iii) How are Continuous Assessment used to plan Social Studies by teachers in classes six and seven in Baragwi Zone, Kirinyaga East District?

(iv) How important are Continuous Assessment to pupils, teachers and parents in improving learning in Social Studies in the stated classes?
1.5  **Purpose of the study**

The purpose of this study was to evaluate continuous assessment used in social studies based on types, teaching frequency, ways of recording and usefulness in classes six and seven, by teachers in public primary teachers in Baragwi Zone, Kirinyaga County.

1.6  **Significance of the Study**

The findings of this study contributed in the following ways:-

1. The research results would inform the teacher trainers of the numerous continuous assessments being utilized in social studies in primary schools of Baragwi Zone, that those strategies should be emphasized during the course of teacher training.
2. The research would provide relevant knowledge and information to the quality assurance and standard officer of the importance of continuous assessment.
3. Teachers would be informed of the alternative continuous assessment that could be used to enhance quality of learning through continuous evaluation.
4. The research would act as a foundation for further research that will benefit researchers.

1.7  **Assumption of the Study**

The study assumed that:-

1. All respondents were cooperative and honest in providing the information required.
2. All teachers from sampled schools were using Continuous Assessment in the course of their teaching.
3. Pupils had been assessed on a regular basis.
1.8 Limitation of the Study

The study had the following number of limitations.

1. How response from respondents could not be generalized due to sensitivity of continuous assessment issue.

2. The study was confined only to various types of continuous assessment used in social studies classes six and seven due to shortage of time money and other logistical factors.

1.9 Delimitations of the Study

This study was carried out only in public primary schools in Baragwi Zone, Kirinyaga East District, Kirinyaga County hence lack of variety of data for more conclusive results. Private schools were not studied since it was not possible to include private schools due to financial, time and other logistical consideration.

1.10 Theoretical Framework

According to Kombo (2006), a theoretical framework is a collection of interrelated ideas to clarify specific phenomena. This study adopted the theory of classical conditioning which was developed by Ivan Pavlov (1927-1936). Pavlov performed an experiment on dogs learnt to salivate in response to a bell. Many trials had been given in each attempt when the bell was sounded and food was simultaneous presented. It was the feelings of the researcher that pupils in primary school will understand and grasp knowledge and finally get better classes whenever the teacher teaches and pupils are exposed to many trials of continuous assessment activities.
According to Pavlov Conditioned Responses (CR) is the response that will be developed during training or teaching and Conditioned Stimulus (CS) is the stimulus which will include training and teaching activities influenced to evoke conditioned response (CR) or good classes in the final examination. Unconditioned Response (UR) is the same response as the Conditioned Response (CR) but existed prior to training normally given whenever a certain stimulus, the unconditioned stimulus (CS) is presented. In this study the conditioned responses (CR) is the attainment of good classes, which will be evoked by the conditional stimulus (CS), which is the continuous assessment and the unconditional stimulus is the teaching. To Pavlov, pairing food and the sound of the bell made the dog salivate and in this study pairing teaching and continuous assessment activities could make the learners performance better in terms of good classes in the final exams.

The theory of Pavlov that suggested conditional stimulus and responses is an important aspect of this study in helping us to understand the relationship between continuous assessment strategies being used in primary schools while teaching social studies like assignments, teacher made tests, recapitulation exercises, projects, field study and take home assignments as the stimuli and academic performance of pupils.
1.11 Conceptual Framework

**Types of CA**
- Oral questions
- Take home assignment
- Recap exercises
- Teacher made tests
- Essay
- Group activity

**Role of CA**
- Motivate learners
- Assess level of achievement
- Holistic development of learners
- Modify teaching methods
- Provide remedial teaching
- Identify weak learners
- Very learning aids

**Extraneous variables**
- Teacher experience
- Teacher qualification
- Teaching/learning resources
- School environment
- Social economic factors

**Source:** Researcher’s own.

**Figure 1.1 Conceptual Framework of the Study**

The conceptual frame work clearly indicates different types of continuous assessment used in social study by teachers in primary schools and how helpful continuous assessment in providing effective teaching and learning of pupils. Other intervening factors that could influence the relationship between continuous assessment strategies being used and student holistic development of the learner is indicated.
1.12 Operational definitions of terms

Assessment: Refers to the learner’s attainment of knowledge, skills values attitudes during or after exposure to a learning experience.

Continuous assessment: Refers to the way of recording a pupil’s progress regularly after administering various continuous assessment strategies.

Continuous assessment tools: Refers to the oral questions, written exercises projects, direct observation, class work teacher made tests, homework assignment.

Evaluation: Refers to the use of information collected from assessment to judge a pupil’s overall progress and our own teaching.

Recapitulation: Refers to summarize, to ensure a clean accurate grasp of the material taught.

Conditioned response: Refers to response that will be developed during training.

Conditioned stimulus: Refers to the stimulus which will include training and teaching activities intended to evoke the conditioned responses or good classes.

Unconditioned response: Refers to the same response as the CR but existed prior to training normally given whenever a certain stimulus, the unconditioned stimulus is presented.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of relevant literature of this study in attempts to do this literature reviewed under the following sub-headings.

1. Concept of continuous assessment.
2. Types of continuous assessment used in social studies.
3. How continuous assessment is often provided to pupils.
4. How continuous assessment is recorded and kept.
5. Beneficiaries of continuous assessment records.
6. Relevance of continuous assessment.

2.2 Concept of Continuous Assessment

Farrant (1984) describes continuous assessment as an assessment approach which depicts the full range of sources and methods teachers use to gather, interpret and synthesize information about learners; information that is used to help teachers understand their learners, plan and monitor instruction and establish a viable classroom culture. It depends on carefully kept assessment of the child’s work throughout his course building up gradually into a profile of his performance. He further noted that considerable thought should go into what is assessed and into the method of assessment so that all the child’s skills in the subject are recognized and not simply the intellectual and literacy ones which examinations normally measure.

Shiundu and Omulando (1992) observe that continuous assessment is part of the daily professional function of the teacher in regard to the implementation of the curriculum. CA is a component of formative evaluation. He further stress that teachers are
supposed to use various techniques and instruments of evaluation on a regular basis in the course of teaching as this will give the teacher continuous impression on his/her pupil’s ability.

In agreement is Ogunnyi (1984) who points out that continuous assessment is a formative evaluation procedure concerned with finding out in a systematic manner, the over-all gains that a pupil has made in terms of knowledge, attitudes, skills after a given set of learning experience. Aggarwal (1999) observed that continuous assessment does not solely depend on formal tests, but rather, continuous assessment is more than giving a test. He points out that it involves every decision made by the teacher in class to improve student’s achievements.

Greaney (2001) defined assessment as any procedure or activity that is designed to collect information about the knowledge, skills, and attitudes, of the learner or group of learners. He further claim that assessment is a process through which quality of an individual’s work on performance is judged and when carried out as an on-going process, this is known as continuous assessment (CA). Wikipedia, the free encyclopedia define Continuous Assessment as the educational policy in which students are examined continuously over most of the duration of their education, the results of which are taken into account after leaving school. It is often proposed or used as an alteration to a final examination system.

Lyn and Margaret (2003) posits that assessment in the classroom is formative. This is because teachers are trying to build on what pupils, know, sort out misconceptions. It should be therefore continuous because the teacher will be making decisions in the light of pupils responses at the end of the lesson on day or you will be assessing
pupil's performance your own teaching and also plan for future actions. They further postulates that CA which are part of formative evaluation are a vital cycle of effective teaching for they are used to inform your next planning and teaching as well as recording individual progress. Webb and Bracers (1990) argued that assessment must be an interaction between the teacher and students, with the teacher continually seeking to understand, what a student can do and how a student is able to do it. Yoloye (1991) also pointed out that Continuous Assessment is only a part of the field of educational evaluation. He further argues that continuous assessment is a method of evaluation the progress and achievement of students in educational institutions. This means that Continuous Assessment could be used to predict future student's performance in the final examinations and the possible success at the work place or on a particular job.

According to Obanya (1985), assessment involves the systematic collection of data on all aspects of an educational endeavour. This means that data collected about students academic achievement is used on a continuous basis in a systematic way, to take meaningful decisions on what should happen. Graume and Naidoo (2004) have also indicated that, in a global economy, assessment of students achievement is changing mainly because in an ever-changing knowledge based society, students would not only be required to learn and only be required to learn and understand the basics but also to think critically, to analyze, and to make inference for making decisions. It is therefore critical that teachers could utilize Continuous Assessment strategies that are able to measure the changing student's abilities and attitudes, and this is why this study was undertaken to find out the different Continuous Assessment strategies teachers use in teaching Social Studies in primary schools in Baragwi Zone, Kirinyaga County.
2.3 Types of continuous Assessment used in social studies

Continuous Assessment may take many forms. Sister Mary and sister Regina (1981) provide several forms of continuous assessment namely questions and answer, pupil’s reports, discussion, and making summary of lesson’s main points, making a map, diagram, drawing and model construction. They highlight the use of recapitulation exercises which are particularly important in G.H.C which is today the social studies in primary schools. They insist that if maps, constructed, they display the significant elements visually and emphasized their mutual relationships. Social Studies module (2008) postulates that evaluation is where we use the information collected from assessment to judge pupil’s overall progress and our own teaching and provide numerous methods of collecting data like oral questions, written exercises, homework assignment, projections, direct observation, class work and teacher made tests. It further asserts that pupil’s should be tested in various skills which range from appreciation skills, thinking skills leadership skills, communication skills, tolerance, self expression.

Aggarwal (1999) insists that continuous assessment involves every decision made by the teacher in class to improve pupil’s achievement. He suggests that it may take different forms such as formal questions given to students during class taken home assignments, exercises and recapitulation exercises. Similarly, Farrant (1984) posits that examinations is the most common form of testing used in education to assess learners academic achievement. He further asserts that when the examiner who has no direct knowledge of the candidate and whose assessment is therefore both impartial and independent, they are then described as external (e.g. K.C.P.E). Farrant (1984) highlight types of tests as:-
1. Achievement tests- where each test seeks to measure the child’s ability in a specific skill and relate it to the tables of norms for children of different ages.

2. Aptitude tests- in which the specific abilities considered importance for a particular role or tasks are carefully measured so as to build up a profile of the individual in terms of these abilities.

3. Diagnostic tests in which it seeks to identify critical weaknesses in basic educational skills so that appropriate remedial action can be taken.

4. Intelligence tests in which assessment is made of various mental skills considered relevant to intelligence in order to find the I.Q of the child.

5. Personality tests- in which the aim is to identify the dominant, traits of the child so as to classify his personality and provides the kinds of learning pattern test suited to him/her.

Shiundu and Omulando (1992) also highlight other testing tools as essays short answer questions objective test items which may include supply items, multiple choice and true/false items. Gordon and Rae (1998) suggested various ways in which a teacher can assess pupils learning. These may include; paper and pencils or written tests, oral tests performance tests, informal questioning and observation of class work. Quist (2000) concurs the same, when he states that there are a variety of ways in which schools can measure the progress and achievements of their pupils through tests and examination. Onuka (2006) also emphasizes the importance of using a variety of continuous assessment instruments to effectively measure students' traits and their results to be used to assist the students to improve themselves.
Teachers handling social studies should therefore use a variety of continuous assessment on a daily basis in order to improve pupils learning, and measure their achievements.

2.4 How often is continuous assessment provided to learners?

According to Greaney (2001) Continuous Assessment should be an ongoing process. It should therefore be continuous. Farrant (1984) concur the same when he stated that assessment of pupils should be continuous and that when carried out by teachers on the basis of impression gained as they observe their pupils kinds of tests given periodically, this is often referred to as continuous assessment. Shiundu and Omulando (1992) claims that most schools in Kenya; teachers organize Continuous Assessment weekly, monthly, mid-term and at the end of term. These tests are internal and are therefore formative. Naidoo and Jemieson (2004) also noted that up to high school level, the assessment is done through terminal, half yearly and annual examinations at the schools. Carnoy (1999) contends that, when Continuous Assessment tools are applied over a period of time, they give an indication whether improvement is taking place or not. Furthermore, Ogunnyi, (1984) noted that continuous assessment (CA) is cumulative in that any decision made at any time about any student takes cognizance of the previous decision made about him.

Continuous assessment is being practiced in many primary schools. Like in Tanzania, Nigeria and Uganda, Entienne (2007) observes that it is not uncommon for teachers to carry out day to day testing of learners. He further asserts that regular testing takes place on weekly, fortnightly, monthly, mid-termly, termly and yearly basis. Ezeudu (2005) quotes that in Nigeria, continuous assessment was used in social studies and out of the 30 social studies teachers interviewed 28 percent of them used oral tests,
100 percent used written tests, 97 percent used assignment and 100 percent also used examinations as their mode of assessment. Yoloye (1991) also pointed out that Continuous Assessment is a method of evaluating the progress and achievement of students in educational institutions. This means that Continuous Assessment could be used to predict future students’ performance in the final examination and the possible success at the work place or on a particular job.

Indeed, in primary schools, assessment of students learning in the classroom has been an integral compound of the teaching-learning proceeds because there is much effort by the teacher to teach a lot of content to students. However, to Kellaghan and Greaney (2003), that kind of assessment is subjective, informal, and immediate, ongoing and initiative as it interacts wish learning as it occurs. The focus of Continuous Assessment which according to Shiundu and Omulando (1992) should be done on a regular basis in the source of teaching is to avoid focusing all efforts, time, energy on just one exam, this is not true in Kenyan primary schools, teachers and students put their focus on final examination called Kenya certificate of primary education (KCPE). Continuous assessment should provide cumulative judgment for the teacher about pupil’s performance both past and current class work to enable him to maintain a continuous impression of both the pupil’s abilities and their weaknesses.

2.5 Ways of recording Continuous Assessment

Continuous Assessment is teacher based. Farrant (1984) states that when they are set by the candidates own teachers, they are described as internal and when they are set by an examiner who has no direct knowledge of the candidates and whose assessment is therefore both impartial and independent, they are described as external (e.g. KCPE). This means that every teacher should have a record of how he/she assess the
pupils on a regular basis. The commonly used record is an exercise book referred to as progress record, wall chart where names of pupils and their performance is portrayed, report books which are normally given to pupils at the end of the term for their parents to view their pupils performance.

The aim of using Continuous Assessment according to Shiundu and Omulando (1992) is to enable the teacher to establish performance at each stage and that is why they are called regular progress tests or continuous assessment tests.

Below is a sample of a social study progress record for standard seven.

| Table 2.1 Social Studies sample progress record STD 7 Term 1 2012 |
|---------------------------------|--------|--------|--------|--------|
|                                 | Test 1 | Test 2 | Test 3 | End of term |
| Out of                          | 60     | 60     | 60     | 60      |
| 1 Alice Njoki                   | 27     | 30     | 35     | 38      |
| 2 James Gacoki                  | 30     | 32     | 33     | 39      |
| 3 Dinah Wanjiku                 | 24     | 26     | 32     | 32      |
| 4 George Njagi                  | 26     | 27     | 34     | 37      |
| 5 Olive Wanjiku                 | 34     | 29     | 35     | 39      |
| 6 James Bundi                   | 32     | 39     | 40     | 42      |
| 7 Marsin Maina                  | 30     | 29     | 30     | 33      |
| 8 Rose Wanjiku                  | 26     | 30     | 31     | 34      |
| 9 John Murimi                   | 24     | 28     | 32     | 34      |
| 10 Jane Wanjiru                 | 30     | 32     | 27     | 37      |
The progress record should help the teacher to maintain a continuous impression of both the pupil's abilities and their weaknesses and provide the necessary feedback or remedial teaching to the learners. The 8-4-4 system of education in Kenya gave great recognition to the contribution of continuous assessment in deciding on level, of achievement at the summative evaluation in KCPE (Shiundu and Omulando, 1992). This is where pupil's work in various practical subjects like science, home science, agriculture, music and art and craft was first to be assessed by regular teachers and marks recorded and secondly by the schools inspectors and awarded a mark. This mark was to be considered later in assigning the final classes to the work of the pupils in the final examination. Continuous Assessment is therefore a vital tool in curriculum implementation and should be adopted by every teacher of classes six and seven. This necessitates the researcher to find out what Continuous Assessment are used in social studies classes six and seven in Baragwi Zone, Kirinyaga East district, Kirinyaga County.

2.6 Beneficiaries of Continuous Assessment

Continuous assessment is of paramount importance to teachers, pupils, parents, quality assurance and standard officers, Ministry of Education, teacher education, TACS, and the whole country at large. According to Ministry of Education social studies mode (2008) continuous assessment helps the teacher to know whether the methods and teaching and learning resources used are appropriate or effective in the teaching or not similarly, sister Mary and sister Regina (1981) indicate the importance of continuous assessment in form of recapitulation exercises as it ensures a clear accurate grasp of the material taught and aid understanding and also test whether comprehensive and understanding are adequate. They further emphasis that recap
exercises enable the learners to correct errors and fill in gaps in previous learning. In addition Shiundu and Omulando (1992) points out that the aim of continuous assessment is to enable the teacher to establish performance at each stage. They also posit that Continuous Assessment should form the daily professional function of the teacher in regard to the implementation of curriculum (Ibid). Urevebu (1985) as quoted by Shiundu and Omulando (1992) identifies the advantages of Continuous Assessment as follows:

1. It acts as an accounting devise, taking consideration of work carried out over a period of time and under everyday conditions. Thus pupils being assessed are able to show both what they have done and how they did it.

2. It makes a significant contribution to the testing of skills, especially in practical work which cannot be satisfactorily demonstrated in the timed conditions under which most formal testing is carried out.

3. It helps and is appropriate in the assessment of attitude, especially with regard to changes in attitudes.

In addition, Continuous Assessment provides a basis for corrective, remedial action to those areas the teacher may isolate as weak, spots in pupils learning and also serves as a moderating function in regard to the teachers pace of teaching as well as his choice of areas of emphasis in subsequent units of the course (Ibid). Furthermore, it guides whether there should be a possible shift in methodology and also helps the teacher chart out reliable performance ‘Zones’ in his class as a basis for future remedial work, based on established individual and group abilities in his class.
Shiundu and Omulando postulates that the involvement of the inspectorate today quality assurance and standard officers in continuous assessment as well as giving an official stamp of approval to the efforts of the teacher. Greaney (2001) refers continuous assessment as a formative evaluation procedure concerned with finding out, in a systematic manner, the over-all gains that a student has made in terms of knowledge, skills, attitudes and values after a given set of learning. Farrant (1984) also highlights the value of Continuous Assessment as:-

(i) It provides informative that will tell exactly how much of something there is in terms of acquisition of knowledge, skills, attitudes and values.
(ii) Helps to expose problems or weaknesses of the learners.
(iii) Reveal differences of quality of learning
(iv) Helps in assisting selection and placement of learners
(v) Helps in maintaining standards
(vi) Finally test claims that people make about achievement or performance of pupils and teachers

In addition, Continuous Assessment is carried out to:-

(i) Test how much is known about something by learners
(ii) Expose weaknesses in learning
(iii) Monitor teaching
(iv) Motivate learners and teachers
(v) Measure specific abilities e.g. intelligence quintet or reading age
(vi) Help in discriminating between children of different ability
(vii) Help to classify children
(viii) Predict the suitability of individual children for particular courses or careers
(ix) Finally, help select children for secondary or further education.
Lewin (2001) recorded that, over the years, various attempts have been made in many countries to improve the quality of examinations through the continuous assessment provisions. For example, in Tanzania, the National Examination Council for Tanzania (NECTA) in the late 1970’s established continuous assessment programs to monitor students’ academic progress in the whole education cycle from lower classes to higher classes. Farrant, (1997) postulates that Continuous Assessment is being used increasingly as a strategy to prepare students for terminal examinations. For instance, the results obtained from continuous assessment can be used to identify the students’ weak areas. In addition, continuous assessment results can also inform decision-making in terms of determining as to whether students should be promoted from one class to another. Grauma and Naidoo, (2004) also posits that school-based assessment should test the total growth of the pupils in the non-scholastic areas and therefore, it should be built into the teaching and learning process.

In Nepad, Continuous Assessment (CA) is used in the promotion process or as an indicator of school quality (Carnoy, 1999). Continuous Assessment is also used to provide teachers with feedback about students’ performance and achievement. In Kenya, excellence in the national examination has also become the top priority of teachers and school administration. Therefore, teachers have had to rely on Continuous Assessment in order to monitor their student’s academic progress and performance. This is what Webb and Brains (1990) argued that assessment must be an interaction between the teachers and the students, with teachers continually seeking to understand what a student can do and how a student is able to do it and using this information to guide instruction.
However, despite the central role of continuous assessment in enhancing the teaching-learning process, we did not know a great deal about how teachers continuously assess their pupil in social studies classes six and seven of Baragwi Zone, Kirinyaga East District, Kirinyaga County. This necessitated the researcher to embark on this study on continuous assessment used by teachers in social studies classes six and seven in Baragwi Zone, Kirinyaga East District, Kirinyaga.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter focuses on research methods and procedure used in the study. In particular, it gives information about the research design, study location, the study population, sample size, sampling procedure, research instruments, data collection and data analysis procedure.

3.2 Research Design
A research design is a plan, structure and strategy of investigating which seek to obtain answers to various research questions (Kerlinger, 1973). It is, as Kothari (2004) put it, the advancing planning of methods to be adopted for collecting the relevant data and the techniques to be used in their analysis. This study adopted descriptive survey design. Lockash (1984) notes that, descriptive studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions for the facts discovered. In agreement, are Mugenda and Mugenda (1999) who say that descriptive research helps the researcher to determine and report the way things are and also attempts to describe possible behaviors or characteristics. Kombo (2006) concurs when he posits that a descriptive design deals with describing the state of affairs as it exist.

The descriptive survey design was the most appropriate for this study because the researcher investigated on continuous assessment types used in social studies by teachers in primary school classes six and seven, Baragwi Zone, Kirinyaga East District, Kirinyaga County, Kenya without manipulating any variables.
Borg and Gal (1989) note that descriptive survey is intended to produce statistical information about the population that interest policy makers without manipulating any variable. It is useful in investigating a variety of educational problems Gay (1992) and continuous assessment is one such a problem.

3.3 Variables

3.3.1 Independent variables
Continuous assessment variables were the independent variables for this study. The study sought to establish the availability of various continuous assessment used by teachers in social studies in classes six and seven Baragwi Zone, Kirinyaga East District, Kirinyaga County.

3.3.2 Dependent variables
The dependent variables of this study were: motivation levels of learners and achievement levels; development of learners; teaching methods; and position to identify students’ indifferences. The study sought to establish the different types of continuous assessment used in social studies and their effect on learning.

3.3.3 Extraneous variables
The factors that affected the use of CA in SS include teacher training, school environment and availability of teaching/learning materials.

3.4 Study Locale
The study was conducted in Baragwi Zone Kirinyaga East District, Kirinyaga County. Baragwi Zone was selected because no similar study had been conducted in the area. The researcher was also familiar with the area and could easily access and establish a
good feasibility before the research. This made it more economical for the study to be conducted by researcher.

### 3.5 Target Population

The target population for this study comprised of eighteen (18) public primary schools in Baragwi Zone, Kirinyaga East District, Kirinyaga County, eighteen headteachers of these schools, 270 teachers in the Zone, 650 pupils of classes 6 and 7 from these schools and also pupils of classes six and seven of the same.

### 3.6 Sample and sampling procedures

In this study, the researcher used simple random sampling to select 10 out of 18 public primary schools in the Zone. This was because there was limited time and the selected schools would be used to generalize the findings of the study. The 10 headteachers of the sampled schools were also included in the study. The researcher sampled 2 social studies teachers from each of the 10 schools; one from classes six and the other one from classes seven. In addition, the researcher used simple random to sample 100 pupils for the study. The researcher sampled 5 pupils from classes 6 and 5 pupils from classes 7 to give a sample of 100 pupils for the study.

The total sample of the study was therefore 20 primary school teachers, 100 pupils from classes six and seven and 10 headteachers, making a total of 130 respondents. The reason for this sample was due to the limited resources and time constraints that the researcher experienced. A small manageable sample however offered the researcher with the information needed and at the same time enabled her to complete this project in a timely manner.
3.7 Research Instruments.

In this study, interview schedule and questionnaire were used.

3.7.1 The Questionnaire

This is a very fast way of obtaining data. With questionnaires, there is greater uniformity hence greater compatibility in the responses. Orodho (2009) opines that a questionnaire allows measurement for or against a particular viewpoint and that a questionnaire has the ability to collect a large amount of information in a reasonably short time. A well designed questionnaire makes the researcher’s work easier and improves the quality of data obtained, (Sudman and Bradburn, 1982).

For the study, the researcher used both the unstructured open-ended and structured close ended questions. In developing the questionnaires, structured questions with a list of possible alternatives were used since they were easy to compute and analyze. Open-ended questions enrich structured questions thus adding quality to the data collected. Orodho (2009) adds that, they also permit greater response, giving a respondent an opportunity to give an insight into their feelings, background hidden and deeper motivations, interests and decisions.

Besides, the level of literacy of the anticipated respondents was high, making it appropriate for the target population. The questionnaires sought the teachers’ and pupils’ views on the types of CA used by public primary school teachers in Baragwi Zone, and the frequency at which they were used. The questionnaires also sought the teacher’s views on the ways in which different CA methods were recorded.
3.7.2 The interview schedule.

This is a set of questions an interviewer asks when interviewing respondents, (Orodho, 2009:56). Here, the researcher seeks answers to a set of pre-conceived questions through personal interviews.

They usually yield high response rates. Thomas (2009) points out that a great deal is provided by this personal contact, because the interviewees respond to the interviewer in bodily presence, unlike the way they would react to the questionnaire. One is able to watch and listen for nuances of their behavior and is also able to hear and understand what the interviewees are saying. The interviewer also has the freedom to follow up points if necessary. This was administered on the head teachers of the sampled schools so as to get data on the usefulness and how Continuous Assessments are used to plan Social Studies by teachers in classes six and seven in Baragwi Zone, Kirinyaga East District, Kirinyaga County.

3.8 Pilot Study

The researcher conducted a pilot study in which the instruments of the study were pre-tested before the main study. In pre-testing, two public primary schools in a different Zone, whose circumstances were similar to Baragwi were selected. The researcher administered the instruments on 48 class six pupils; six teachers, and two deputy head teachers. This was done to help the researcher test and adjust the instruments based on validity and their reliability.
3.8.1 Validity
The researcher sought experts' opinion as to the relevance of the content used in the questionnaire and interview schedules. For the instruments to be valid, they were written to cover all areas of study and had questions from all the objectives of the study. The experts then examined them individually and provided feedback to the researcher. Their recommendation was incorporated in the final questionnaires and interview guides.

3.8.2 Reliability
The pilot study was used to estimate the reliability of research instruments. Orodho (2009) observes that it concerns the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials. It is the degree to which an instrument measures the same way under the same conditions with the same subjects. According to Thomas (2009), it is the extent to which a research instrument such as a test was to give the same results on different occasions.

In order to ensure reliability of the instruments in the study, through test-retest method, identical subjects were selected for the study from two schools in a different Zone similar to Baragwi. The instruments were administered to the subjects and the questions were scored manually. While keeping all the initial conditions constant, both questionnaires and interview schedule were again administered to the same group of respondents after two weeks. The responses were analyzed manually and the final results were compared to the previous results in order to show to what extent the responses were consistent. Using Spearman rank order correlations to compute the
correlation coefficient, the results from questionnaires that were previously administered were found to have a positive correlation coefficient \((r)\) of 0.7542 with the results from the questionnaires that were finally administered. When the same computation was done on the interview schedules, a correlation coefficient \((r)\) of 0.7483 was obtained. Thus the instruments were reliable since a correlation coefficient \((r)\) of about 0.75 is considered high enough to judge the reliability of the instrument (Orodho, 2009:183).

3.9 Data collection procedure

Two instruments, namely; questionnaires and interview schedules, were used in to collect data. The researcher visited the schools to establish a rapport and sought permission from the head teachers to collect data from their respective schools. On the second visit, the researcher personally administered questionnaires to both the teachers and students.

Two sets of questionnaires were used. One set of questionnaires was administered to teachers and the second one was administered to pupils. The 100 questionnaires that had been distributed to pupils were all returned. Similarly the 20 questionnaires distributed to teachers were all returned. This made it possible to collect adequate information and opinions from the respondents within a short period of time. Since all the questionnaires could not be completely filled by the respondents on the same day, an arrangement was made on when to collect them on the third visit.

Face to face interviews were done to the Head teachers in 10 participating secondary schools. The interviews were used because of their advantages over questionnaires especially to allow the researchers to probe for particular responses, clarifications and
confirmations of information from the respondents. The information from the interview schedule helped to supplement data that was collected using questionnaires, which enhanced the possibilities for triangulation.

3.10 Data analysis and presentation

All the information from the questionnaires was entered into a computer by the use of Statistical Package for Social Sciences (SPSS). The SPSS program was used to generate descriptive statistic such as frequency tables. The interpretation of the descriptive statistics made it possible to make appropriate inferences in terms of determining the CA methods used by public primary school teachers in Baragwi Zone. The frequency counts and simple percentage were used to provide answers to the research questions. Qualitative data analysis was done by describing the distribution of single variables like; teaching experience and qualification, teaching/learning resources, school environment and social economic factors affecting the use of CA in SS by primary teachers. The researcher then made conclusions and gave recommendations for future action and research.

3.11 Ethical considerations

Permission was sought from the relevant authorities like National Council for Science and Technology, County Director of Education, District Education Officer and the headteacher, after which the researcher visited the schools to establish a rapport and explain the purpose of the study. She then made appointments for the administration of the research instruments and data collection. All participants were informed that their responses were for academic purpose with utmost confidentiality and would never be used against them.
CHAPTER FOUR
DATA PRESENTATIONS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents data collected, results and discussion of the study findings on Continuous Assessment used in Social Studies, classes six and seven, by public primary teachers in Baragwi Zone, Kirinyaga County. The findings of the study were guided by research questions as indicated in chapter one as shown:

(i) Which types of Continuous Assessment are used in Social Studies by teachers in classes six and seven in Baragwi Zone, Kirinyaga East District?

(ii) How often do Social Studies teachers in classes six and seven provide Continuous Assessment to pupils in Baragwi Zone, Kirinyaga East District, Kirinyaga County?

(iii) How are Continuous Assessment recorded in Social Studies by teachers in classes six and seven in Baragwi Zone, Kirinyaga East District?

(iv) How important are Continuous Assessment to pupils, teachers and parents in improving learning in Social Studies in the stated classes?

The data was analyzed based on research questions with the aid of Statistical Package for Social Sciences (SPSS). The data was presented and discussed under related subheadings using descriptive statistics such as percentages, frequencies and tables.

4.2 Demographic information

The results of the study indicated that majority 54 (54%) of the pupils were male, while 46 (46%) were female; this shows that male pupils dominated the pupils'
sample population because boys were outnumbering girls in classroom enrollment. Probably girl-child education was not emphasized in the area. Among the pupils who were interviewed, majority were in Class 6. Only, 41(41%) respondents belonged to class 7, this represented 41% of the respondents. The researcher also found that training of teachers was inadequate and enough trained teachers were not deployed in the public primary schools. Also, majority of teachers had teaching experience of 6-9 years; an indication that many teachers were relatively new in their workstations. This implies that most teachers were inexperienced and less likely to carry out effective assessment of pupils.

4.3 Findings and Interpretations by Research Questions

4.3.1 Types of CA used in Social Studies by teachers in classes six and seven.

The study sought to establish the types of CA that were used in social studies by teachers in classes six and seven. The respondents were asked to identify the types of CA used by teachers in teaching SS their schools. The table below shows the types of CA used in SS by teachers in classes six and seven as reported by the pupils.

<table>
<thead>
<tr>
<th>Types of CA as reported by pupils</th>
<th>Freq</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral questions</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Written tests</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Take-home assignments</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>Projects</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Interviews</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Observation</td>
<td>95</td>
<td>90</td>
</tr>
<tr>
<td>Checklist</td>
<td>85</td>
<td>85</td>
</tr>
</tbody>
</table>

n=100
Table 4.1 shows the data on types of CA used in teaching SS in schools as reported by the pupils; 100 (100%) pupils reported Oral questions and Written tests as the most commonly used forms of CA in teaching SS. Techniques of Take home assignments and observation were reported by 95 (95%), Checklist by 85 (85%), and Interviews by 45 (45%). However, only 10 (10%) reported the use of projects. The results revealed that a variety of CA strategies were being used. These include: Oral questions; written tests; take home assignments; projects; interviews; observation; and checklist.

Investigation on types of CA was also done on SS teachers in Baragwi Zone.

The table below shows the types of CA used as reported by the teachers.

<table>
<thead>
<tr>
<th>Table 4.2 Types of CA as reported by teachers</th>
<th>freq</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral questions</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Written tests</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Take home assignments</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>Projects</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Interviews</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>Observation</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>Checklist</td>
<td>7</td>
<td>35</td>
</tr>
</tbody>
</table>

The data in table 4.6 indicate that the use of Oral questions and written tests was reported by all teachers. On the other hand, take home assignments technique was reported by 18 (90%); Observation by 8 (50%); Interviews by 10 (40%); Checklist by 7 (35%); and projects by only 6 (30%).
The table below shows types of CA as reported by head teachers

<table>
<thead>
<tr>
<th></th>
<th>freq</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral questions</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Written tests</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Take home assignments</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Projects</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Interviews</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Observation</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>Checklist</td>
<td>4</td>
<td>40</td>
</tr>
</tbody>
</table>

n = 10

Similarly of the headteachers who were interviewed, all the respondents 10(100%) reported oral questions and written tests as the commonly used types of CA; Observation technique was reported by 9(90%); take home assignments by 6(60%); Interviews by 5(50%); Checklist by 4(40%); and projects by only 2(20%). The results show that project was the less utilized strategy by the teachers.

From the head/teachers interview schedules, it was found that CA through projects was not frequently used. The following was an explanation from one of the head/teachers.

"....Continuous Assessment through projects is sometimes cumbersome and time consuming because enormous amounts of time is wasted since the projects majorly cover only a specific content, making it not reliable. Thus such techniques as written tests, take home assignments; oral questions; interviews; observation; and checklist are used in such cases. Where classes are larger, it makes it difficult to implement CA in SS due to difficulties in following the projects.”
The above findings suggest that teaching and learning Social Studies in primary schools in Baragwi Zone is still not effective since all types of CA are not utilized.

4.3.2 Frequency of conducting CA in Social Studies to pupils

The study sought to establish the frequency with which CA is conducted by Social Studies teachers in classes six and seven. The respondents were asked to indicate the regularity of using CA in teaching SS in primary schools.

The table below shows the frequency with which CA was conducted by SS teachers using different CA strategies as reported by pupils.

Table 4.4 Frequency of conducting CA using different CA strategies as reported by pupils

<table>
<thead>
<tr>
<th>CA Strategy</th>
<th>Very often</th>
<th>Often</th>
<th>Not often</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Oral questions</td>
<td>96</td>
<td>96</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Written tests</td>
<td>100</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assignments</td>
<td>90</td>
<td>90</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Projects</td>
<td>0</td>
<td>0</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Interviews</td>
<td>10</td>
<td>10</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td>Observation</td>
<td>70</td>
<td>70</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Checklist</td>
<td>10</td>
<td>10</td>
<td>82</td>
<td>82</td>
</tr>
</tbody>
</table>

n=100

Table 4.4 shows the frequency of conducting CA in teaching SS in schools as reported by the pupils. From the results of the study, it was found that written tests were the most frequently used CA strategy. For instance, majority of the pupils reported that written tests, oral questions and assignments were the most frequently used techniques. These results were represented by response rates of 100 (100%), 96
and 90 (90%) respectively. Also, assignments, checklist, observation and interviews were found to be used, though not often. However, projects were rarely used as reported by majority only 25 (25%) of the respondents.

Similarly, investigation on frequency of conducting CA was done on SS teachers in Baragwi Zone. The table below shows the frequency of conducting CA using different CA strategies as reported by teachers.

**Table 4.5 Frequency of conducting CA using different CA strategies as reported by teachers**

<table>
<thead>
<tr>
<th></th>
<th>Very often</th>
<th>Often</th>
<th>Not often</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Oral questions</td>
<td>10</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Written tests</td>
<td>10</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assignments</td>
<td>8</td>
<td>80</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Projects</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Interviews</td>
<td>2</td>
<td>20</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Observation</td>
<td>2</td>
<td>20</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Checklist</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>60</td>
</tr>
</tbody>
</table>

The findings indicated that majority of teachers conducted CA using Oral questions and written tests very often. This was represented by a frequency level of 100 (100%) from both respondents. However, the projects were never used. The results indicated that, the projects and checklist were rarely used and most teachers had never used project to assess pupils in SS. The table below shows the frequency of CA in teaching SS as reported by headteachers.
Table 4.6 Frequency of CA in teaching SS as reported by Headteachers

<table>
<thead>
<tr>
<th></th>
<th>Daily</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Half-termly</th>
<th>Termly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Oral questions</td>
<td>10</td>
<td>100</td>
<td>9</td>
<td>90</td>
<td>7</td>
</tr>
<tr>
<td>Written tests</td>
<td>3</td>
<td>30</td>
<td>7</td>
<td>70</td>
<td>8</td>
</tr>
<tr>
<td>Assignment</td>
<td>2</td>
<td>20</td>
<td>8</td>
<td>80</td>
<td>1</td>
</tr>
<tr>
<td>Projects</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interviews</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Observation</td>
<td>8</td>
<td>80</td>
<td>5</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Checklist</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

n=10

The data in table 4.6 above reveal that the use of oral question in CA was reported to be daily by the majority 10 (100%) of the respondents; weekly performance was reported by 9 (90%), termly by 8 (80%), monthly by 7 (70%) and half-termly by 3 (30%). Majority 10 (100%) of the respondents reported that written tests techniques were conducted on half-termly and termly basis; monthly performance was reported by 8 (80%), weekly by 7 (70%), and daily by only 3 (30%) of the respondents. Assignments were mostly conducted weekly as reported by majority 8 (80%); half-termly, termly and daily basis by 2 (20%); and monthly by 10% of the respondents. Projects were only conducted on half-termly and termly basis; as reported by 2 (20%) and 3 (30%) respectively. Interviews were majorly conducted half-termly as reported by majority 6 (60%); and termly by 5 (50%) of the respondents. Majority 8 (80%) of the respondents reported that observation technique was used on daily basis; 8 (80%) reported termly; weekly by 5 (50%); and monthly by 4 (40%). Checklist technique was conducted on weekly as reported by 1 (10%) of the respondents. The results revealed that Projects, checklists and interviews were rarely used according to
H/teachers. This is in agreement with the responses given by the teachers and pupils. The findings indicated that written tests, oral questions, assignments and observation were the most frequently used at Baragwi Zone public primary schools. This implies that majority of primary schools majorly used written tests to assess pupils in the final exams.

4.3.3 Forms in which results of CA in Social Studies were recorded

This research sought to establish the approaches used to capture CA information. Therefore, the respondents were asked to give methods used to record SS CA results. The table below shows the forms in which results of SS CA were recorded.

<table>
<thead>
<tr>
<th>CA type</th>
<th>Report card</th>
<th>Progress schedule</th>
<th>Cumulative record card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral questions</td>
<td>0</td>
<td>58</td>
<td>42</td>
</tr>
<tr>
<td>Written tests</td>
<td>80</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Assignments</td>
<td>0</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>Projects</td>
<td>3</td>
<td>10</td>
<td>87</td>
</tr>
<tr>
<td>Interviews</td>
<td>0</td>
<td>32</td>
<td>68</td>
</tr>
<tr>
<td>Observation</td>
<td>0</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Checklist</td>
<td>43</td>
<td>0</td>
<td>57</td>
</tr>
</tbody>
</table>

n=100

As shown from the results in table 4.7 above, majority 58 (58%) of the respondents reported that oral question in CA was recorded by progress schedule while none reported the use of report cards. Written tests were recorded by report cards as reported by the majority 80 (80%) of the respondents. However, only 5 (5%) of the respondents reported the use of cumulative record card. Majority 70 (70%) indicated
that assignments were recorded by the use Progress schedule while the use of cumulative record card was reported by 30 (30%). Projects were recorded by the use of cumulative record cards as reported by 87 (57%) while only 3 (3%) reported the use of report cards. Interviews were recorded using cumulative record card as indicated by a response rate of 68 (68%) and progress schedule by 32 (32%). Observations were recorded by the use of progress schedule only as reported by the majority 100 (100%). Finally checklists were majorly recorded by the use of cumulative record card as reported by the majority (57%) of the respondents; and the use of report cards as reported by only 43%; none reported the use of Progress schedule in recording checklist.

A similar investigation was done on SS teachers in Baragwi Zone. The table below shows the Methods of recording SS CA results as reported by teachers.

Table 4.8 Methods of recording SS CA results as reported by headteachers.

<table>
<thead>
<tr>
<th>Item</th>
<th>Report card</th>
<th>Progress schedule</th>
<th>Cumulative record card</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Oral questions</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Written tests</td>
<td>20</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Assignment</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Projects</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Interviews</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Observation</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Checklist</td>
<td>14</td>
<td>70</td>
<td>0</td>
</tr>
</tbody>
</table>

n=10
As shown from the results in table 4.8, majority 12 (60%) of the respondents reported that oral question in CA was recorded by giving marks while the use of cumulative record card was reported by 8 (40%). Written tests were only recorded by the use of report forms as reported by the majority 10 (100%) of the respondents. Majority 11 (55%) reported that assignments were recorded by the use progress schedule while the use of report cards was never employed. Projects were recorded by the use of cumulative record cards as reported by 16 (80%). Interviews were recorded using only cumulative record card as reported by 10 (100%). Observations were recorded by the use of progress schedule only as indicated by the majority 10 (100%). Finally checklists were majorly recorded by the use of report cards as indicated by the majority 14 (70%) of the respondents; however no Progress schedule was used.

The results revealed that few teachers utilized the use of report cards. This was due to high cost of report forms and tedious work in the process of recording the CA. Assignments, Projects and Interviews were majorly recorded by the use of progress schedule and cumulative record cards. These findings coincided with the findings of Ezeudu (2005) who noted that CA in Nigeria Senior Secondary School were majorly through the use of progress schedules especially in Geography projects and marks were awarded on written tests and assignments. According to Ezeudu, S.A. (2005), progress record helps the teacher to maintain a continuous impression of both the learners’ abilities and their weaknesses and provide the necessary feedback or remedial teaching to the learners.
4.3.4 Importance of CA in improving learning in Social Studies in the stated classes

The study sought to investigate how CA is important towards learning SS in public primary schools. The respondents were asked to respond to the given key contributions of CA to pupils' effective learning based on their judgments.

The table below shows the importance of CA towards pupil’s effective learning in SS as reported by pupils

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA- enables me to revise from time to time.</td>
<td>45</td>
<td>45</td>
<td>34</td>
<td>34</td>
<td>100</td>
</tr>
<tr>
<td>The more I attempt CA the more confidence and ready I become for the final exam.</td>
<td>20</td>
<td>20</td>
<td>35</td>
<td>35</td>
<td>100</td>
</tr>
<tr>
<td>When the teacher gives me quick feedback I devise ways of improving.</td>
<td>75</td>
<td>75</td>
<td>12</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>CA improves any understanding and retention.</td>
<td>0</td>
<td>0</td>
<td>46</td>
<td>46</td>
<td>100</td>
</tr>
<tr>
<td>I learn answering techniques and questions approach mostly through CA and get ready for the final exam.</td>
<td>78</td>
<td>78</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>CA arouses the desire to pay attention and concentrate in class.</td>
<td>2</td>
<td>2</td>
<td>56</td>
<td>56</td>
<td>100</td>
</tr>
<tr>
<td>CA helps me to interact with the teachers mainly when doing correctively.</td>
<td>3</td>
<td>3</td>
<td>45</td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

Zero (0) means no response

**KEY** SA-Strongly Agreed   A-Agree   D-Disagreed   SD-Strongly Disagreed
Table 4.9 above indicates that all 100 (100%) pupils responded to the various multiple choice options in this question. In assessing the importance of CA towards pupils’ learning, the option of CA as enabling pupils to revise from time to time was strongly agreed with by majority 45 (45%) of the respondents; 4 (4%) agreed and 21 (21%) disagreed. Considering the next importance of giving confidence and well preparation for final examinations; majority 45(45%) strongly disagreed with the option; 35 (35%) agreed; and only 20 (20%) strongly agreed. On usefulness of quick feedback and devising ways of learning; majority 75 (75%) strongly agreed with the option; 13 (13%) disagreed; and 12% agreed. CA contribution on understanding and retention and improvement among learners; majority 51 (51%) disagreed with the item; 46 (46%) agreed; and only 3 (3%) of the respondents disagreed. Provision of answering techniques and questions approach among pupils through CA was strongly agreed with by the majority 78 (78%) of the respondents; 12 (12%) disagreed; while only 10 (10%) agreed. CA as arousing the desire to pay attention and concentrate in class among pupils was agreed with by the majority 56 (56%); 42 (42%) disagreed; and only 2 (2%) strongly disagreed. CA as an interaction creator among teachers and pupils was agreed with by the majority 45 (45%); 30 (30%) disagreed; 22 (22%) strongly disagreed; while only 3 (3%) strongly agreed. A large number of pupils strongly agreed that, the more CA strategies used and exposed to pupils, the more confident and ready the pupils became for the final exam as far as tips of answering questions were concerned.

Most of the pupils strongly agreed that CA strategies helped them to revise from time to time. They contended that written tests were the best strategy in revealing their weakest points. According to Yoloye (1991), scores from CA help the teacher to identify the pupils’ difficulties and help them thereby to master those things they are
yet to master. Through the frequent use of CA, teachers were informed of how pupils were progressing and the teachers would give more time to the weaker pupils to assist them improve.

The table below shows the importance of CA towards pupil’s effective learning in SS as reported by teachers.

Table 4.10: How important is CA to pupils’ effective learning in SS as reported by teachers

<table>
<thead>
<tr>
<th>Item</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA-build the whole mind of pupils as they prepare for final exam.</td>
<td>9</td>
<td>45</td>
<td>7</td>
<td>35</td>
<td>100</td>
</tr>
<tr>
<td>CA-improves teaching and learning process leading to improved performance</td>
<td>4</td>
<td>20</td>
<td>9</td>
<td>45</td>
<td>100</td>
</tr>
<tr>
<td>CA-helps to identify the weak pupils remedial work can be given.</td>
<td>15</td>
<td>75</td>
<td>2</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>The pupils learn to revise from time to time which increases retention and memorization</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>45</td>
<td>100</td>
</tr>
<tr>
<td>CA enables the pupils to master the content as given by teachers.</td>
<td>16</td>
<td>80</td>
<td>3</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>CA arouses pupils’ desire for attention and concentration while in class.</td>
<td>1</td>
<td>5</td>
<td>11</td>
<td>55</td>
<td>100</td>
</tr>
<tr>
<td>The gap between the teacher and pupils is closed as the teacher gets to know the pupil do well in studies.</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>45</td>
<td>100</td>
</tr>
<tr>
<td>Pupils who perform well in CA also perform better in final examination.</td>
<td>14</td>
<td>70</td>
<td>16</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Zero (0) means no response. (n=20).

KEY SA-Strongly Agreed A-Agree D-Disagreed SD-Strongly Disagreed
The results from table 4.10 above reveal that, CA as building the whole mind of learners as they prepare for final exam; was strongly agreed with by majority 9 (45%) of the respondents; agreed by 7 (35%) and disagreed by 4 (20%). Considering the next importance of CA as improving performance; majority 9 (45%) agreed with the option; 7 (35%) disagreed; and only 4 (20%) strongly agreed. On usefulness of identifying the learners ability levels; majority 15 (75%) strongly agreed with the option; 3 (15%) disagreed; and 10% agreed. CA contribution on memorization and retention improvement among learners; majority 10 (50%) disagreed with the item; 9 (45%) agreed; and only 1 (5%) of the respondents disagreed. Mastering the content as given by teachers through CA was strongly agreed with by the majority 16 (80%) of the respondents; 3 (15%) agreed; while only 2 (10%) disagreed. CA as arousing the desire to pay attention and concentrate in class was agreed with by the majority 11 (55%); 8 (40%) disagreed; and only 1 (5%) strongly disagreed. CA as increasing teachers/pupils relationship was agreed with by the majority 9 (45%); 6 (30%) disagreed; 4 (20%) strongly disagreed; while only 1 (5%) strongly agreed. CA as final examination performance predictor was strongly agreed with by the majority 14 (70%), however, 6 (30%) of the respondents disagreed with the options.

The above results show that majority of the teachers were aware of the benefits of CA in learning SS in their schools, even though some usefulness were not realized as some respondents disagreed and strongly disagreed with them. Perhaps, this was because CA was not established in such a way that it builds all the foundations that were beneficial towards teaching/learning SS in majority of public primary schools in Baragwi Zone.
The findings obtained through the use of questionnaires with teachers revealed a lot of important insights. The most salient insights and discussions are presented below. Teachers strongly agreed that CA enables the pupils to master the content as given by teachers. The argument was that through frequent use of CA, teachers realized the best ways of delivering their subject content so that pupils could easily learn and understand it. Teachers also argued that CA helped them to determine the pupils' performance in final examinations and assess their own performance and effectiveness of their teaching. This is supported by the findings of Onuka (2005) about CA that, if consistently applied in the schools system, it would result into an enhanced performance of pupils and of course of the teachers, as both of these groups would strive to perform better. This is because the teacher would discover his own areas of weakness and strive to ameliorate them and this would lead to improvement of the teaching and learning processes.

This is in line with what Black et al. (2000) noted that, all collection of formative evidence must be guided by a strategy for ensuring action. Similar findings have been revealed by other studies, for instance, the National Assessment of Progress in Education (2003) in Uganda found out that monthly testing had the greatest positive effect on pupils' achievement. This NAPE study also revealed that pupils should internalize what they have learnt (National Assessment progress in Education, 2003). Greaney (2003) noted that its role is to determine pupils' current level of knowledge, skills or understanding, to diagnose problems they may be encountering and to make decisions about the next instruction steps to take.
According to this study, the findings implied that CA in SS provided a framework in which classroom objectives were set and pupils' progress chartered and expressed. It yielded a basis for planning the next topic or sub-topic in response to pupil needs. When questions were asked, whether take-home assignments, oral questions, observation, projects and written tests facilitated development of high order thinking, the research found out that 78% of pupils strongly agreed that they learnt answering techniques and question approaches through CA.

From the Headteachers interview schedule, question technical words like explain, identify, describe, state, compare and contrast, to what extent, were used in continuous assessment strategies, they got familiar with their interpretation. They argued that they learnt how to approach a question with such terms, how to organize their answers which helped them to perform better when they sat for an exam. Majority of Headteachers commented that, these CAs encouraged teachers to always to use terms that were also commonly used by the examiners in the final examinations. To them, this gave enough practice to pupils as they got exposed to such questions that enabled them to give a good presentation during the final exam.

When interviewed, the Headteachers argued that, oral presentation and group work helped pupils to develop communication and interpersonal skills and they allowed in achieving course expectation. Some added that, through oral presentation learners involved themselves in self-work, personal research and innovation so that they could meet the required standards in the class. This improved their retention capacity and ability making CA to have an impact on their performance. While commenting about observation, Canvendish, S., Galton, M., Hargreaves, L., and Harlen, W., (1990)
noted that some teachers found it surprisingly useful if they suspended their active teaching interventional for a time making clear to a class what they were doing and why to concentrate only on looking and listening. The researcher suggests use of checklists whenever observation is done. Checklists can be used to record the presence or absence of knowledge, particular skills, learning process, or attitudes. They may be used to record such information in relation to written assignments, presentations, classroom performances, and test-taking behaviors. Also, 6 (30%) of Headteachers added that the use of take-home assignments as a strategy of CA to pupils helped them consult more texts in the library or elsewhere to supplement on what the teachers gave them. The pupils could also learn to answer questions using their own words, ideas while improving their reasoning. In some cases, it was difficult to make objective and reliable judgment of an essay from a take-home assignment where pupils often present different ideas expressed in different ways. As an alternative, the researcher would suggest short answer items as they allow a wide range of test techniques and possibilities, provided more thorough coverage of the syllabus, they give opportunities for details, they allow for accurate and precise feedback and discourage pupils from concentrating their efforts on selected areas which are thought to be examinable.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study, draws conclusion and makes recommendations and suggestion for further research.

5.2 Summary of Findings

The study obtained information from 20 primary school teachers, 100 pupils from classes six and seven and 10 headteachers, making a total of 130 respondents. Questionnaires were used on teachers and pupils while interview schedules were used on Head/teachers.

The main objective of the study was to examine Continuous Assessment used in Social Studies, classes six and seven, by public primary teachers in Baragwi Zone, Kirinyaga County. In addition, it sought to establish the usefulness of continuous assessment in classes six and seven. The following is a summary of findings of this study:

1. Oral questions, written tests, assignments and observation. The use of checklist, interviews and projects were also reported by the teachers and pupils though were not fully utilized. Group discussion was also another strategy which encouraged building social relationship among the pupils through learner-centred approach.

2. Written tests, take-home assignments, oral questions, and observation were the most frequently teachers’ Continuous Assessment strategies used at Baragwi Zone public primary schools. However technique of projects was rarely used, probably it did not provide one-to-one communication between the teacher and the pupil.
that could motivate pupils to continue attending school and to work hard to achieve higher levels of mastery.

3. Oral questions in Continuous Assessment were recorded by progress schedule and cumulative record cards; written tests by report cards only; assignments and projects by use of progress schedule and cumulative record card; interviews by cumulative record card only; observations by progress schedule; and finally checklists by report cards and cumulative record card.

4. Teachers strongly agreed that CA enables the pupils to master the content as given by teachers. The argument was that through frequent use of CAs teachers realized the best ways of delivering their subject content so that pupils could easily learn and understand it. Teachers also argued that CA helped them to determine the pupils’ performance in final examinations and assess their own performance and effectiveness of their teaching. Most of the teachers also indicated that CA strategies strongly helped them to identify weak pupils. Headteachers indicated that, through the frequent use of CAs, teachers were informed of how pupils were progressing and the teachers would give more time to the weaker pupils to assist them improve.

5. According to majority of pupils, they learnt answering techniques and question approaches through CA. Headteachers added that, these CAs encouraged teachers to always use terms that were also commonly used by the examiners in the final examinations; oral presentation and group work helped pupils to develop communication and interpersonal skills and they allowed in achieving course expectation. The use of take-home assignments as a strategy of CA to pupils helped them consult more texts in the library or elsewhere to supplement on what the teachers gave them. The pupils could also learn to answer questions using their
own words, ideas while improving their reasoning. Through CA teachers could also determine the performance of pupils in examinations. The responses from teachers agreed with those from majority of pupils who agreed with CA as: enabling them to revise from time to time, giving confidence and well preparation for final examinations; quick revision on feedback, improving their understanding and retention; providing them with good answering techniques; and pay attention and concentrate in class.

5.3 Conclusion

Drawing on teachers’ and pupils’ perceptions, there were very many CA strategies used in SS. However, such strategies as projects were not fully utilized due to lack of knowledge on its application among SS teachers. CA plays an important role towards the pupils’ learning in SS. This is because through CA, teachers tend to realize their own weaknesses in teaching and those of their pupils and strive to restructure them. From the findings, three methods of recording CA are not effectively used on pupils’ attainment in schools. Records provide a long term profile of achievement for each pupil. Thus application of CA using different strategies such as electronic should be encouraged. This would help in moving towards accomplishing learning objectives and restoring greater confidence in the class and school systems. Enhanced performance of pupils would culminate in the reduction of the incidences of examination malpractices, as pupils would have been well prepared for the certificates examinations through CA. However, the contribution should not only be looked at as improving pupil’s performance but also as determining pupils’ current level of knowledge, skills, or understanding of content in Social Studies; and other subjects in general.
5.4 Recommendations

Based on the findings of this study, the following recommendations were made on the basis of stakeholders in education system in public primary schools.

5.4.1 Teachers

The study found that oral questions, written tests, assignments and observation were the common types of CA used in SS. The use of checklist, interviews and projects were also reported by the teachers and pupils though were not fully utilized. Thus the study recommended that the SS teachers should be provided with the guidelines that ensure that: preliminary screening of pupils is done using checklists, rating scales, screening profiles or curriculum profiles in the case of very young children, standardized projects and norm-referenced tests from the middle of first class onwards are administered. An initial diagnostic assessment by the learning-support teacher, interpretation of the outcomes of the assessment, and a determination of the most appropriate form of learning support for each pupil should also be adopted by all teachers.

The study found that written tests, take-home assignments, oral questions, and observation were the most frequently teachers’ Continuous Assessment strategies used at Baragwi Zone public primary schools. However such techniques as projects were not fully utilized. Therefore teachers should give a review of each pupil’s progress at the end of an instructional term, comprising assessment of the pupil’s progress, evaluation of the learning programme which has been implemented, consideration of the level of learning support the pupil may require in the future, and revision of learning targets and that could motivate pupils to continue attending school and to work hard to achieve higher levels of mastery. Through the learning-
support teacher, the construction of an Individual Profile and Learning Programme for each pupil should be conducted.

In order to use assessment competently in the classroom, teachers need to develop a range of assessment competencies. These should include the ability to: choose, develop and administer assessments as well as score and interpret assessment information; use assessment information to make decisions about future teaching and learning; and communicate assessment information to children, their parents, and others who may require this information. In developing pupils’ ability to choose good assessments, teachers should be skilled in recognizing unethical or otherwise inappropriate assessment methods. They should also be aware of the limitations of assessments when taken in isolation. Developing these assessment competencies will include becoming familiar with the technical language employed in assessments and reports provided by other professionals, including psychologists.

5.4.2 School Administration

In recording and reporting the results of assessment, the study found that the methods have important roles in teaching and learning SS in public primary schools. The study found that progress schedule, report cards and cumulative record cards were the major methods of recording CA. The study recommends that each school should adopt a systematic approach to recording children’s progress and attainments, and to reporting on the outcomes of assessment to parents at regular intervals, which, as has been noted, is now a statutory requirement under the Education Act 1998. If the reporting of the results of assessment to parents is to be helpful in informing them of their children’s progress and attainment, there needs to be some consistency in the manner and form of the reporting.
The limit of recording methods might be due to poor policy management on assessment, thus the study recommended that the school management system should also develop a school policy on assessment; in fulfilling its statutory requirements under the Education Act 1998, in giving effect to the aims, objectives and learning principles of the Primary School Curriculum, and in the context of wider national considerations. Also, there might be irregularity in school development plan for the assessment therefore the study recommended that the school should develop a plan for the assessment of all the children for which it is responsible. This should be an integral part of the School Plan and address the following issues: the use of assessment results for the purposes of assessment for learning; the different dimensions of the child's learning and development that should be assessed; the assessment of children at different stages throughout their primary school education; diagnostic assessment and the early identification of learning difficulties; and access to assessment results.

In conjunction with assessment for learning, information from assessments is also used to monitor children's progress in learning. This information will form the basis of a record of each child's progress and development at class and school level. In order to effect this, the school should: ensure that assessment takes account of the full range of learning appropriate to the child as this is set out in the curriculum, and identifies gaps, if there are any, in the child's learning; use modes of assessment that are particularly appropriate to the assessment of learning; compile a record of children's progress and attainment at least twice a year for the purpose of reporting to parents; be aware of the individual circumstances and requirements of children with special needs or serious learning difficulties in the assessment of learning and in the
interpretation of the results of assessment; and ensure that parents are aware of the school’s policy on assessment.

Also, the principal and staff should examine the teaching approaches and methodologies of the Primary School Curriculum that they are using in different subjects, and explore the ways in which assessment can be used to make these more effective in furthering the child’s learning and development. Together they should:

- plan for and support the child’s learning experience in all areas of the curriculum;
- match assessment modes to curriculum objectives and planned learning outcomes;
- identify a practical method for the ongoing recording of significant assessment information derived from observation, teacher-designed tests and tasks;
- use information derived from a range of assessments;
- discuss the results of assessment with children as a means of motivating them to learn, and provide children with opportunities to develop self-assessment skills using, for example, portfolios and learning logs;
- and use the results of assessment in planning the acquisition and deployment of educational materials and resources.

5.4.3 Ministry of Education

The study found that there has been no regular checklist and projects; it’s therefore recommended that the Ministry of Education and Sports should put in place regulations, checks and balances such as organizing workshops and seminars to sensitize teachers and ensure that different CA strategies are used both in government funded and privately owned primary schools level. A uniform policy on this practice should be emphasized so that all schools benefit from it.
Higher institutions of learning should train teachers on how to use CA strategies for their implementation in secondary schools. It was found out through the questionnaires and interview schedules discussions that teachers complained of the many problems they found as they attempted to implement Continuous Assessments. Therefore the training should focus on how teachers can carry out CA in the different teaching and learning stations with ease.

Given the complexity of classroom assessment and evidence relating to teachers’ skills and practice in this area, there is an obvious need for development of an infrastructure to support improvement of its quality. Therefore, regular training seminars/workshops should be constantly organized for teachers to update their knowledge of the process involved in the implementation of continuous assessment to further boost the realization of learning objectives as room still exists for improvement. Such guidelines will be directed at improving teachers’ understanding of the importance and uses of assessment, in developing their knowledge in the various assessment competencies, and in enabling them to develop an effective system of reporting the results of assessment.

It is important for the Ministry to provide support to teachers and schools to enable them to use assessment in the most effective way to enhance teaching and learning, and to construct and communicate useful and helpful summarized records of children’s progress and attainment across a range of curriculum areas. This document defines, in broad terms, teachers’ needs in this area.
5.5 Suggestions for Further Research

1. There is a need for this research to be carried out in other Zones of the entire District so as to compare and test how general the research findings of this study can be made.

2. There is a need to research about how the teachers carry out CA strategies in various school settings. This will also give a detailed picture of the adaptation of a strategy to various situations.

3. The role of the pupils, administrators and parents in CA need to be researched about. There should be some research to equip us with this information.
REFERENCES


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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR THE TEACHERS

Please, kindly answer the following questions and statement as trustfully as you can. Your cooperation and contribution towards this research will be very much appreciated. All information given will be strictly kept confidential. (Do not write your name).

NB - CA (continuous assessment is a way of recording a pupil progress regularly after administering various continuous assessment strategies like oral questions, written exercises, direct observation, take home assignment projects and interviews.

SECTION A: INTRODUCTION

1. What is your sex?
   Male [ ]
   Female [ ]

2. What is your highest qualification? .................................................................................................................................

3. How long have you been in this school?
   (i) 0-2 yrs [ ] (ii) 3-5 yrs [ ]
   (ii) 5-8yrs [ ] (iv) over 18 yrs [ ]

4. What subjects do you teach? .............................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

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SECTION B

5. Do you consistently assess your pupil’s in class? (Please tick).
   (a) Yes [ ]
   (b) No [ ]

6. If yes, how do you consistently assess your pupil’s progress?
   (a) ..........................................................
   (b) ..........................................................
   (c) ..........................................................
   (d) ..........................................................

7. Which continuous assessment technique do you find most appropriate when teaching social studies in classes 6 and 7? (Tick which applies to you).
   (i) Oral questions [ ]
   (ii) Written tests [ ]
   (iii) Projects [ ]
   (iv) Others (specify) ..........................................................
        ........................................................................

8. How often do you carry out the following continuous assessment when teaching social studies in classes 6 and seven?

   (Please tick where appropriate)

<table>
<thead>
<tr>
<th>Technique</th>
<th>Very often</th>
<th>Often</th>
<th>Not often</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take home assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviews</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>observation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check lists</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

64
9. Do you discuss the results with your pupils? (tick)
   (i) Yes [ ]
   (ii) No [ ]

10. When do you carry out the following assessment strategies when teaching social studies in classes six and seven? (tick the most appropriate)

<table>
<thead>
<tr>
<th>Period</th>
<th>Oral questions</th>
<th>Written tests</th>
<th>Assignment</th>
<th>Projects</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fortnightly</td>
<td></td>
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</tr>
<tr>
<td>Monthly</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Half termly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Termly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Do you keep a record of your continuous assessment in social studies in classes six and seven? (tick)
   (i) Yes [ ]
   (ii) No [ ]

12. The following are ways of recording a pupil progress. Choose the most appropriate to you? (tick)
   (i) Report card [ ]
   (ii) Progression schedule [ ]
   (iii) Cumulative record card [ ]

13. From the choices given in Q. 12 choose the best method of recording the following continuous assessments used in social studies in classes six and seven.
   (i) Oral question
   (ii) Written tests
   (iii) Projects
14. Do you give your pupils their results after administering continuous assessments in social studies in classes six and seven? (please tick)
   (i) Yes [ ]
   (ii) No [ ]

15. Do you have a common forum for discussing the results?
   (i) Yes [ ]
   (ii) No [ ]

16. Do you involve the parents and other stakeholders in diagnosing the results of your pupil’s continuous assessment?
   (i) Yes [ ]
   (ii) No [ ]

17. How do you deal with low achievers?
   (a) .........................................................................................................................
   (b) .........................................................................................................................
   (c) .........................................................................................................................
# SECTION C

## CONTRIBUTION OF CONTINUOUS ASSESSMENT TECHNIQUES

18. How does continuous assessment contribute to pupil’s effective learning in social studies? (answer by putting a tick in the most appropriate box)

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA-build the whole mind of students as they prepare for final exam.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CA-improves teaching and learning process leading to improved performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CA-helps to identify the weak students remedial work can be given</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The pupils learn to revise from time to time which increases retention and memorization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CA enables the pupils to master the content as given by teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CA arouses pupils desire for attention and concentration while in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The gap between the teacher and pupils is closed as the teacher gets to know the pupil do well in studies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupils who perform well in CA also performs better in final examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. As a teacher, do you think continuous assessment in social studies is important? (tick)
   
   (i) Yes [ ]
   
   (ii) No [ ]
20. In your opinion, how do you think the following continuous assessment contribute to pupils learning?
(a) Oral questions
(b) Written tests
(c) Take home assignment
(d) Projects e.g. maps, diagrams
(e) Interviews

21. How best can continuous assessment in social studies be improved in classes six and seven in your school?
(1)
(2)
(3)

THANK YOU.
APPENDIX II: QUESTIONNAIRE FOR PUPILS

Dear pupil,

Please, kindly answer the following questions and statements as frankly and truthfully as you can. Your cooperation and contributions towards this research will be very much appreciated. All information given will be strictly kept confidential. (do not write your name)

SECTION A: INTRODUCTION.

1. What is your sex?
   Male [ ]
   Female [ ]

2. Which is your current class?

3. Which is your favorite subject?
   (a)
   (b)

SECTION B

Continuous assessment techniques

N.B Continuous assessment (CA) is a way in which a teacher records a pupil progress after administering various continuous techniques like oral questions, written tests, take home assignments, projects, observation, check list etc.

The researcher will first go through the questions together with pupils explaining where difficulty arises.

4. Is social studies examinable in the final examination?
   (i) Yes [ ]
   (ii) No [ ]

5. Do your teachers find out whether you understand social studies while teaching?
   (i) Yes [ ]
   (ii) No [ ]
6. What methods do your teacher use in finding out whether you have understood or not?
   (a) ........................................................................................................
   (b) ........................................................................................................
   (c) ........................................................................................................

7. Below are methods that a teacher can use to check pupil understands in social studies (tick those that apply to you).

<table>
<thead>
<tr>
<th>Method</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral question</td>
<td></td>
</tr>
<tr>
<td>Written test</td>
<td></td>
</tr>
<tr>
<td>Projects</td>
<td></td>
</tr>
<tr>
<td>Take home assignment</td>
<td></td>
</tr>
<tr>
<td>Observation</td>
<td></td>
</tr>
</tbody>
</table>

8. How would you like your social studies teacher to be assessing you?
   (a) ........................................................................................................
   (b) ........................................................................................................
   (c) ........................................................................................................

9. Do you discuss your Continuous assessment results with your teacher?
   (i) Yes [ ]
   (ii) No [ ]

10. How often do your social studies teachers carry out the following to check your progress in learning?

<table>
<thead>
<tr>
<th>Technique</th>
<th>Very often</th>
<th>Often</th>
<th>Not often</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take home assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Interviews</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. How often do your social studies teachers carry out the following tasks? (Answer by ticking the most appropriate).

<table>
<thead>
<tr>
<th>Period</th>
<th>Oral questions</th>
<th>Written tests</th>
<th>Assignment</th>
<th>Projects</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td></td>
<td></td>
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<tr>
<td>Weekly</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fortnightly</td>
<td></td>
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<tr>
<td>Monthly</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Half termly</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Termly</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Does your social studies teacher keep a record of your Continuous assessment? (please tick)

(i) Yes [ ]
(ii) No [ ]

13. Below are methods of recording a pupil progress in social studies (answer by putting a tick the most appropriate).

<table>
<thead>
<tr>
<th>Methods</th>
<th>Report card</th>
<th>Cumulative record card</th>
<th>Cumulative record card</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA strategy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written tests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take home assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviews</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. As a pupil, how do you keep your Continuous assessment in social studies?

(a) .................................................................
(b) .................................................................
(c) .................................................................

15. After doing any continuous assessment in social studies, who else look at your progress? (tick the most appropriate)

(a) Parents [ ] (b) Relatives [ ] (c) Opinion leaders [ ]
SECTION C
Contribution of Continuous assessment

16. How does daily oral questions, written tests take home assignments, projects, observations check lists, and interviews help you in your effective learning?
Answer by ticking the most appropriate or your choice)

CA- Continuous Assessment

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA- enables me to revise from time to time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The more I attempt CA the more confidence and ready I become for the final exam.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When the teacher gives me quick feedback I devise ways of improving.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CA improves any understanding and retention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learn answering techniques and questions approach mostly through CA and get ready for the final exam.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ca arouses the desire to pay attention and concentrate in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ca helps me to interact with the teachers mainly when doing correctively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. How best, would you like your social studies teacher to be assessing your achievement in class?
(a) ........................................................................................................
(b) ........................................................................................................
(c) ........................................................................................................

THANK YOU.
APPENDIX III: HEADTEACHER/INTERVIEW SCHEDULE

This study is designed to investigate types of continuous assessment used by teachers in social studies in classes six and school has been selected for the study. Please answer the following questions as truthfully as possible. All information will be treated as confidential.

SECTION A

General information

1. Gender

2. Teaching experience

3. Professional qualification

4. Teaching subjects

5. Duration of headship

SECTION B

Continuous assessment techniques

6. Do you consistently assess your pupils to determine their progress? (please tick)
   Yes [ ]
   No [ ]

7. How do you consistently assess your pupils in social studies in class six and seven?
   (a)
   (b)
   (c)
   (d)

8. As a headteacher, do you check whether teachers assess their pupil’s progress in class?
   Yes [ ]
   No [ ]
9. How would you rate the nature of continuous assessment in your school?
   (a) Very good [ ]
   (b) Good [ ]
   (c) Not good [ ]

10. How often do social studies teachers assess their pupil’s progress in school?
    1. Daily [ ]
    2. Weekly [ ]
    3. Monthly [ ]
    4. Half-termly [ ]
    5. Termly [ ]

11. Do you hold discussions on continuous assessment together with pupils and teachers?

12. Are there follow up activities by social studies teachers in your school after conducting continuous assessment recorded after administration?
    (a) Oral questions
    (b) Written tests
    (c) Take home assignment
    (d) Projects
    (e) Interviews
    (f) Observation check list

13. Who uses continuous assessment after it is done?
    (a) Pupils [ ]
    (b) Parents [ ]
    (c) Teacher educators [ ]
    (d) Opinion leaders [ ]
SECTION C
Contribution of continuous assessment

14. What is the contribution of continuous assessment in classes seven and six in your school?
   1. ........................................................................................................................................
   2. ........................................................................................................................................
   3. ........................................................................................................................................
   4. ........................................................................................................................................

15. Which is the best continuous assessment that you would recommend to be used in social studies in classes six and seven?
   (a). ......................................................................................................................................
   (b). ......................................................................................................................................
   (c). ......................................................................................................................................

16. What reasons would you give for the answers you have given above?
   (a). ......................................................................................................................................
   (b). ......................................................................................................................................
   (c). ......................................................................................................................................

17. According to you, how can continuous assessment in social studies standard six and seven be improved to enhance effective learning by pupils?
   (a). ......................................................................................................................................
   (b). ......................................................................................................................................
   (c). ......................................................................................................................................

THANK YOU.
## APPENDIX IV: TIME FRAME

<table>
<thead>
<tr>
<th>Months</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>January- May 2013</td>
<td>Collection of information, writing and typing of draft proposal</td>
</tr>
<tr>
<td>May – June 2013</td>
<td>Collecting and typing final proposal submission of research proposal</td>
</tr>
<tr>
<td>July 2013- April 2013</td>
<td>Drafting the research report and making correction</td>
</tr>
<tr>
<td>May, 2014</td>
<td>Submission of research report</td>
</tr>
</tbody>
</table>
## APPENDIX V: BUDGET ESTIMATES

<table>
<thead>
<tr>
<th>Service</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection of preliminary information</td>
<td>6 trips x120</td>
<td>7200</td>
</tr>
<tr>
<td>Typing services and correction for 4 copies @1500</td>
<td>4 x 4000</td>
<td>12000</td>
</tr>
<tr>
<td>Photocopying services 50 pages x 23.00</td>
<td>1000 x4 x3</td>
<td>12000</td>
</tr>
<tr>
<td>Binding 4 copies 2 120</td>
<td>4 x 300</td>
<td>1200</td>
</tr>
</tbody>
</table>

### Production of the project

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piloting and data collection</td>
<td>5000</td>
</tr>
<tr>
<td>Computer services</td>
<td>1,500</td>
</tr>
</tbody>
</table>

### Typing and correction

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photocopying services</td>
<td>6000</td>
</tr>
<tr>
<td>Binding of 4 copies</td>
<td>3,000</td>
</tr>
</tbody>
</table>

**Total** 47,900