THE EFFECT OF INTEGRATING CONTINUOUS ASSESSMENT WITH KCSE EXAMINATION ON STUDENTS’ ACADEMIC PERFORMANCE IN MOMBASA SECONDARY SCHOOLS.

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ABSTRACT

Education plays a key role in the socio-economic development of a nation. The quality and standards of any education system of a country is aptly gauged through assessment and evaluation. Consequently, for assessment to play a role in fostering quality education, it must pay attention to the goals of education in terms of what is taught and learned and the levels at which the knowledge and skills acquired by the learner are assessed. Assessment therefore serves as a monitoring and evaluation tool in curriculum implementation. If properly used, assessment, whether external or institutional based can serve as a tool for enhancing the quality of teaching and learning. One of the daunting tasks facing educational assessment in Kenya today is how best assessment can be done in order to capture the full potential and ability of the learner.

The study was therefore aimed at determining the contribution of CA to the students’ academic performance at KCSE level in Mombasa Secondary Schools. Mombasa district was chosen after analyzing the KCSE results of the district over a period of (2003-2007). According to KNEC results for that period, the district has been recording a mean score of C- and below. Being the second largest city in Kenya the results do not reflect the status of the city.

The study investigated the degree (extend) to which the teacher assessment scores correlate with the KCSE examination scores. The study also determined the effect of moderated teacher made tests on the students’ academic performance. Finally, the study sought and recommended the kinds of CA program that would be appropriate at KCSE level

The study was conducted using survey design with primary and secondary data collected using questionnaires from the teachers and the principals within