

SUBTHEME: BEYOND THE TEST: RETHINKING CLASSROOM ASSESSMENT TO FOSTER HOLISTIC LEARNING

Effectiveness of Competency Based Assessment on Students' Classroom Engagement in Secondary Schools in Uganda



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Presentation Outline

- Introduction
- Findings
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- Problem statement
- Methodology
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Introduction

Beyond the Test: Rethinking Classroom Assessment

This study examined the effectiveness of Competency Based Assessment (CBA) on student engagement in Ugandan Secondary Schools. Research showed strong positive correlation between CBA and classroom engagement.



Introduction

The study examined the effectiveness of students' Competency-Based Assessment (CBA), the degree of students' classroom engagement, and the relationship between competency-based assessment and students' classroom engagement.

Competence Based Assessment (CBA) involves assessing the students' integration of skills and behaviors that are aligned with both academic standards and real-world requirements (Kritkharuehart, Vimolsil & Photipussa, 2024; Idrissi, Hnida & Bennani, 2016).

Student classroom achievement is about how a student has attained their educational goals in terms of their academic performance and learning progress within the classroom environment (James, Talin & Bikar, 2022).



Understanding Competency Based Assessment

What is CBA?

Assessment of students' integration of knowledge, skills and behaviors aligned with academic standards and real-life situations.

Uganda's Shift

Uganda rolled out the competency-based curriculum in 2020, moving from knowledge-based to competency based approach.

Key Changes

Introduction of;

i) continuous assessment in all subjects which assess all the learning domains (Head, Heart and Hands)

ii) Project work

iii) Generic skills /soft skills

The 3 above move alongside traditional cognitive assessments.

PROBLEM STATEMENT

The New curriculum

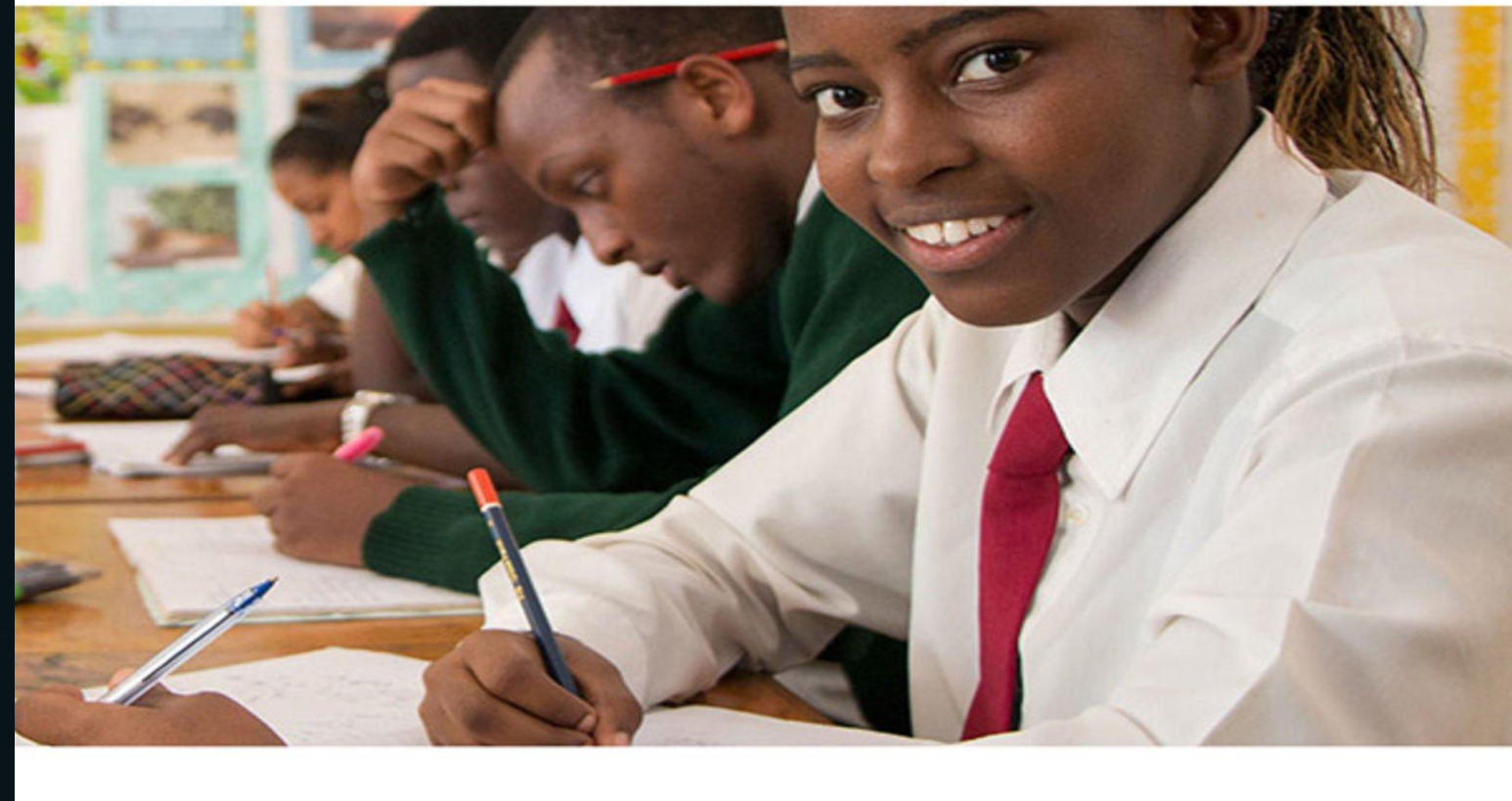
The New Lower Secondary School Curriculum in Uganda has led to a change in pedagogy and assessment in classroom settings.

Curriculum change

The use of teacher centered instruction approach has been replaced with learner centeredness coupled with group activities.

Curriculum implementation

However, The assessment of learners based on the new curriculum is still a challenge to some teachers. Yet classroom assessment results contribute to the final assessment at the end of the lower secondary school cycle.



It is thus important to assess the effectiveness of the classroom assessment with reference to students' classroom engagement in order to mitigate the existing gaps.

Objective of the study

1. To evaluate the effectiveness of students' CBA in Secondary Schools in Uganda.
2. To establish the degree of students' classroom engagement in Secondary Schools in Uganda.
3. To find out the relationship between competency-based assessment and students' classroom engagement.

Scope of the Study

The study focused on the effectiveness of students' CBA and students' classroom engagement.

This was conducted in lower secondary schools located in the four regions of Uganda (Central, Eastern, Northern and Western).

The study concentrated on the period when the new curriculum was implemented (2020 – 2025).

Significance of the Study

The study contains valuable insights on the effectiveness of CBA on students' classroom engagement in secondary schools in Uganda. In addition, the information may be used by other scholars.

Research Methodology

Study Design

- Cross-sectional research design
- Quantitative approach
- Stratified sampling technique

Sample Size

- 200 secondary schools across Uganda
- 800 teachers
- 2,000 students

Data Collection

- Three-point Likert scale questionnaire
- Response options: never, fair, often

Analysis

- Descriptive statistics
- Spearman correlation

Research Findings



Table 1 : Background Characteristics of Respondents

S/N	Background information	Category	Type of respondents	
			Teacher	Students
1	Gender of respondents	Male	443 (55%)	1,166 (58%)
		Female	357 (45%)	834 (42%)
2	Age of respondents	12-13 years	0 (0%)	794 (40%)
		14-16 years	0 (0%)	1,206 (60%)
		20-29 years	187 (23%)	0 (0%)
		30-39 years	422 (53%)	0 (0%)
		40-49 years	137 (17%)	0 (0%)
		50+ years	54 (7%)	0 (0%)
3	Teaching Experience	Less than 5 years	53 (7%)	2,000 (100%)
		6-10 years	87 (11%)	0 (0%)
		11-15 years	408 (51%)	0 (0%)
		16-20 years	168(21%)	0 (0%)
		20+ years	84 (11%)	0 (0%)
4	Education level of respondents	O' level	0 (0%)	2,000 (100%)
		Diploma	154 (19%)	0 (0%)
		Bachelor's degree	646 (81%)	0 (0%)

Table 2 :Graph showing Effectiveness of Students’ CBA in Secondary Schools in Uganda

Statements about effectiveness of students’ CBA	Teachers			Students		
	Never	Fair	Often	Never	Fair	Often
1. CBA has facilitated students to demonstrate their strengths and weaknesses	86 (11%)	112 (14%)	602 (75%)	280 (14%)	360 (18%)	1360 (68%)
2. CBA has helped students gain the ability to solve real-world problems	72 (9%)	144 (19%)	584 (72%)	300 (15%)	320 (16%)	1380 (69%)
3. CBA has helped students gain practical knowledge necessary for every life problem solving	80 (10%)	128 (16%)	592 (74%)	240 (12%)	360 (18%)	1400 (70%)
4. CBA has helped students gain practical skills necessary for every life problem solving	40 (5%)	72 (9%)	688 (86%)	220 (11%)	360 (18%)	1420 (71%)
5. CBA has helped students gain essential behaviors necessary for every life problem solving	32 (4%)	88 (11%)	680 (85%)	260 (13%)	300 (15%)	1440 (72%)
6. CBA has addressed what the students are expected to do in real life situations	48 (6%)	136 (17%)	616 (77%)	120 (6%)	340 (17%)	1540 (77%)
7. CBA has helped students better understand subject concepts	56 (7%)	80 (10%)	664 (83%)	242 (12%)	258 (13%)	1500 (75%)
8. CBA has ensured that learners truly understand and master what is taught	72 (9%)	96 (12%)	632 (79%)	200 (10%)	240 (12%)	1560 (78%)
9. CBA has helped learners to actively participate in problem solving through the knowledge acquired in class	48 (6%)	112 (14%)	640 (80%)	220 (11%)	320 (16%)	1460 (73%)
10. Adequate resources (textbooks, facilities and technology) have been provided to enable learners to be assessed using CBA	48 (6%)	64 (8%)	688 (86%)	200 (10%)	220 (11%)	1580 (79%)

Effectiveness of CBA

72–86%

Teachers' Positive View

Percentage of teachers who reported CBA was often effective.

68–79%

Students' Positive View

Percentage of students who reported CBA was often effective.

86%

Resource Adequacy

Teachers who appreciated provision of adequate resources enhancing CBA.



Table 3 :Table 2 :Respondents Opinions of students’ classroom engagement in secondary schools

Opinions about students’ classroom engagement	Teachers			Students		
	Never	Fair	Often	Never	Fair	Often
1. Students show interest in what they learn from the lessons with the introduction of CBA	104 (13%)	144 (18%)	552 (69%)	300 (15%)	460 (23%)	1240 (62%)
1. Students have enjoyed what is taught during the lessons with the introduction of CBA	96 (12%)	120 (15%)	584 (73%)	280 (14%)	460 (23%)	1260 (63%)
1. Students look forward to learn from what is taught during the lessons with the introduction of CBA	104 (13%)	104 (13%)	592 (74%)	300 (15%)	400 (20%)	1300 (65%)
1. Students try hard to do well in what is taught during the lessons with the introduction of CBA	72 (9%)	168 (21%)	560 (70%)	240 (12%)	420 (21%)	1340 (67%)
1. Students feel they are able to take responsibility for their own learning with the introduction of CBA	64 (8%)	160 (20%)	576 (72%)	320 (16%)	400 (20%)	1280 (64%)
1. Students actively participate in what is taught during the lessons with the introduction of CBA	72 (9%)	112 (14%)	616 (77%)	280 (14%)	320 (16%)	1400 (70%)
1. Students feel confident in participating in what is taught during the lessons with the introduction of CBA	80 (10%)	96 (12%)	624 (78%)	260 (13%)	300 (15%)	1440 (72%)
1. Students keep working until they think they have solved a lesson task with the introduction of CBA	56 (7%)	112 (14%)	632 (79%)	220 (11%)	280 (14%)	1500 (75%)
1. Students introduce own examples to help them understand the important concepts they learnt with the introduction of CBA	72 (9%)	88 (11%)	640 (80%)	180 (9%)	260 (13%)	1560 (78%)
1. Students have been motivated to learn what is taught during lessons with the introduction of CBA	56 (7%)	88 (11%)	656 (82%)	120 (6%)	180 (9%)	1700 (85%)

Student Classroom Engagement

Motivation

82% of teachers and 85% of students reported high motivation to learn with CBA.

Confidence

78% of teachers and 72% of students reported increased confidence in classroom participation.



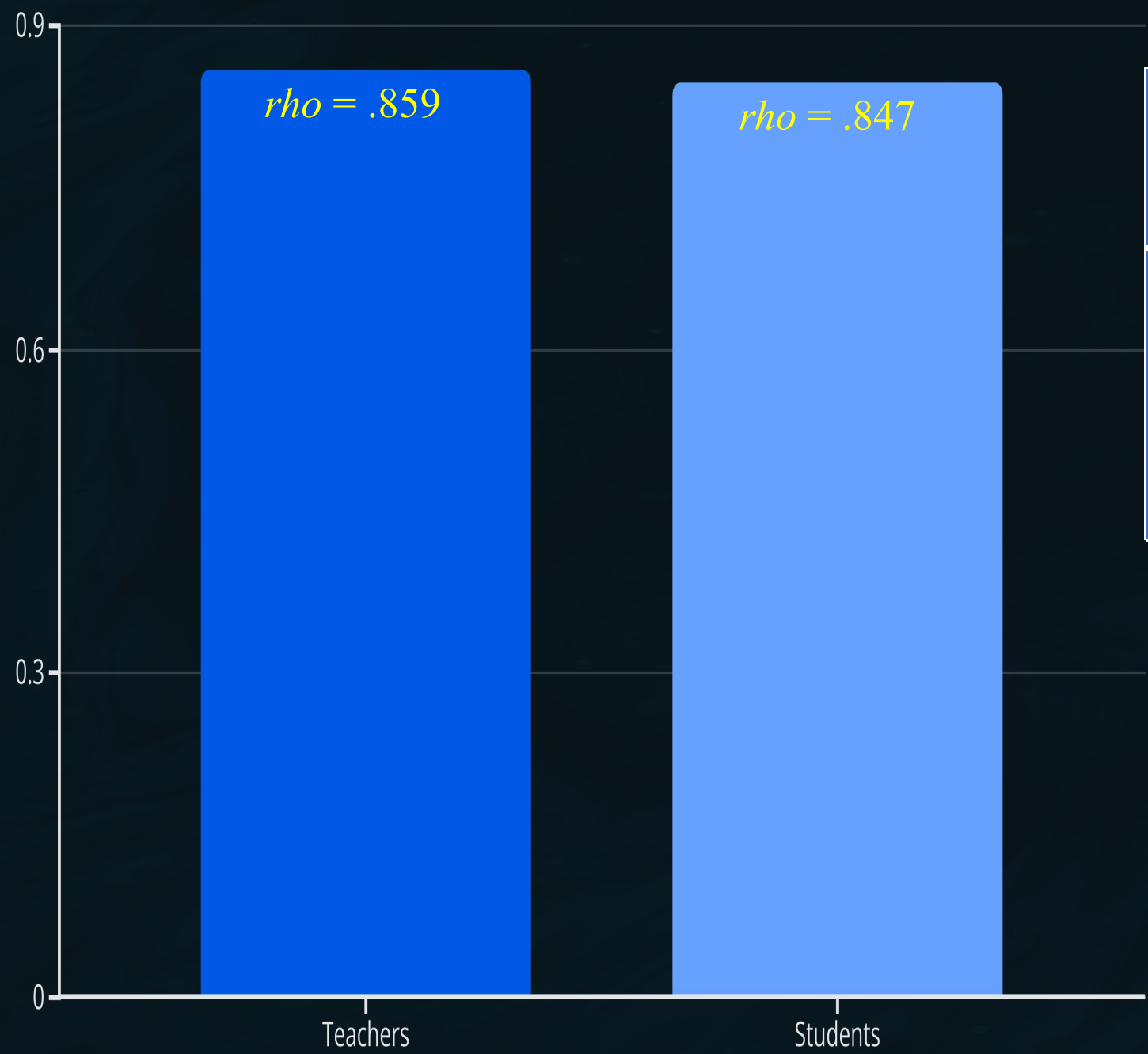
Self-Examples

80% of teachers and 78% of students noted students create their own examples to understand concepts.

Persistence

79% of teachers and 75% of students observed that students keep working until tasks is solved.

Correlation Between CBA and Engagement



<i>rho</i> (correlation coefficient)	Competency Based Assessment	
	Teachers	Students
	Students' classroom engagement	
	= .859	= .847
	p = .000	p = .000
	n = 800	n = 2,000

- ❑ Results show that there was a *positive significant* relationship between effectiveness of students' CBA and students' classroom engagement ($\rho = .859$, $p = .000$).
- ❑ The correlation coefficient ($\rho = .859$) indicated a *strong relationship* between effectiveness of students' CBA and students' classroom engagement.

Key Findings

1 CBA Effectiveness

Most teachers and students perceive CBA as effective. Teachers perceived the effectiveness of CBA in observable behaviors like students gain in practical skills and attainment of essential behaviors necessary for solving everyday life problems.

2 Classroom Engagement

Students demonstrate high levels of classroom engagement with the competency-based curriculum.

3 Strong Correlation

A strong positive relationship exists between CBA effectiveness and student classroom engagement.



Recommendations



Identify Struggling Schools

Ministry of Education to support schools where CBA was reported as ineffective.



Teacher Workshops

Government and education partners should implement in-service training to enhance teaching skills for student engagement.



Continuous Inspection

Ministry of education should formulate supervision programs aimed at effective implementation of CBA.



THANK YOU!

