A STUDY OF THE PROCEDURES USED BY TEACHERS IN ASSESSING THE PERFORMANCE OF PRIMARY SCHOOL PUPILS IN WESTLANDS DIVISION OF NAIROBI PROVINCE.

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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DEDICATION

This work is dedicated to my dear husband, Emmanuel Saffari and our loving children, Elvis Ariga, Laveen Meja and Edmund Nyambok whose sacrifice, patience, assistance, understanding and encouragement were instrumental to its successful completion.
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ABSTRACT

It is generally believed that educational evaluation is the process used in determining the effectiveness of teaching thereby making evaluation part and parcel of the curriculum at both the planning stage and the curriculum that is operational. It is through formative evaluation that the teacher can discover the deficiencies and successes in the intermediate versions of a new curriculum. Evaluation is an integral part of the teaching and learning process focusing on the measurement of students' achievement by the use of a variety of techniques.

The study is mainly concerned with the procedures used by teachers in assessing the performance of their pupils in primary schools. It also tried to find out the frequency and usefulness of assessment, marks and the level of teachers' preparation to assess the primary 8-4-4 curriculum. Lastly, the study examined the problems teachers face in assessing their pupils.

The sample of the study consisted of teachers taking upper classes and their headteachers in Westlands Division of Nairobi Province. Ten schools were drawn randomly from the twenty (21) schools in
the division. Only five teachers, randomly selected in each of the ten schools, together with the headteachers of the same schools, were involved in the study, making a total of sixty respondents.

The data was collected by use of a questionnaire, an interview schedule and an observation schedule. The data collected was then analysed manually and by computer and the results presented in tabular form as frequency distributions and percentages after each item.

The major research findings of the study showed that some of the teachers N28 (56%) lack in-service training in assessment of specific subject areas, although the majority N39 (78%) had attended general in-service training on the 8-4-4 primary curriculum. The majority N37 (74%) of the teachers use a variety of procedures of assessment such as: oral questions, observation, written tests, and quizzes. However, projects, essays, and practical work are not popular. Furthermore, the teachers face problems in assessing the affective and psychomotor domains because of large class sizes, overloaded curriculum, too many lessons and lack of facilities.

From the findings, the researcher concluded that teachers recognize the importance of assessment and conduct formative evaluation by using a variety
of techniques while trying to prepare their pupils for summative evaluation, conducted by the Kenya National Examinations Council (K.N.E.C.).

The necessary recommendations were made by the researcher and are summarized in chapter Five (5) of the study.

Finally, the researcher gave suggestions for further research topics on assessment methods used in primary schools.
CHAPTER ONE

BACKGROUND TO THE PROBLEM

Philips (1968) defines education evaluation as the process used in determining the effectiveness of teaching and/or value of learning experience in assisting students to achieve the goals of education.

Evaluation is part and parcel of the curriculum at both the planning stage and the curriculum that is operational.

Evaluation is important because it helps in collecting descriptive information about an educational programme. This information is then used to modify and improve the programme; compare the programme to the other programmes and to make judgements as to the worth of the programme. Curriculum evaluation therefore refers to the process used to weigh the relative merits of those educational alternatives which at any given level are deemed to fall within the domain of curriculum practice. The main purpose of curriculum evaluation is to provide information that will help in making the right decisions about changes in the curriculum.

There are two major types of evaluation depending upon the time they are carried out. The first one is formative evaluation which is carried out at the time the programme is being developed.
Scriven (1967) in Arieh Lewy (1977) summarises that the role of formative evaluation is to discover the deficiencies and successes in the intermediate versions of a new curriculum.

The second type is summative evaluation which is done after a programme has been completed and is in operation. Harris (1963) defines instructional evaluation as the systematic attempt to gather evidence regarding changes in student behaviour that accompany planned educational experiences. Instructional evaluation tries to determine whether or not the curriculum has achieved its stated learning objectives.

Such information may be obtained through assessment done by the teacher who can use several instruments to evaluate the success or failure of instructional programmes in the achievement of educational objectives.

Formative evaluation at the instructional level is the work of the teacher and is an integral part of the teaching and learning process. It focuses on measurement of students' achievement, as Tuckman (1975) in Kiminyo (1988) observes:

tests and measurement provide the teacher with data for students' feedback, the diagnosis of learning disabilities, of past failures, of present weaknesses, the detection of mastery of competence, of acquisition and possession of skills, knowledge, of temperament, of values, of
attitudes and of interests (p.128).
The statement shows that teaching is not isolated from evaluation and hence assessment should be done in order for the teacher to get the data on which to base his judgement about the performance of his pupils.

Since evaluation is important in education, a number of assessment techniques have been developed each with its unique contribution to the measurement process. The Kenya syllabus for Upper Primary (1986) lists a number of assessment techniques that should be used by the teachers to enable them find out the extent to which pupils have acquired and developed desired knowledge, skills and attitudes. The procedures include: quizzes, tests, written assignments, essays, projects, practical work and observational techniques. Yet Gronlund (1985) warns that:

evaluation includes a number of techniques that are indispensable to the teacher ... But evaluation is not merely a collection of techniques; it is a continuous process that underlies all good teaching and learning (p.3).

It is therefore worthwhile to note that in a situation such as obtains in Kenya, where competition for the few vacancies in government secondary schools is stiff, to teach without assessment at primary level would be a futile exercise.
It is in this context that the research study aimed at looking at the procedures used by the teachers in assessing pupils' performance in the various subjects in primary schools in Westlands Division, Nairobi.

1.2 STATEMENT OF THE PROBLEM

It is generally agreed that assessment of pupils' performance is a continuous process and an integral part of curriculum development. Assessment is concerned with the quality of teaching, learning, the learning environment, the curricula, the courses, the facilities, strategies and the students and their performance. This process is inescapable in the classroom, even to the teacher who professes not to believe in assessment, because it involves determining the extent to which the educational objectives have been achieved.

The major purpose of this study was to identify the various procedures of assessment used by teachers in primary schools in Westlands Division of Nairobi Province where the researcher paid special attention to upper primary classes (Std. 4-8).

The researcher took a sample survey of the exact procedures (methods) used by teachers to assess their pupils' performance during the teaching-learning process, the usefulness of assessment, the problems they face, the frequency of
assessment and the purpose for keeping assessment records.

1.3 RESEARCH QUESTIONS

The study addressed itself to the following basic questions:

.31 What methods are being used by the teachers to assess performance of their pupils in primary schools?

.32 What criteria are used in selecting a particular method of assessment?

.33 What problems do teachers encounter in assessment process in primary school?

.34 How useful is assessment in teaching primary school subjects?

.35 Are the procedures of assessment used in accordance with the intended objectives of the course?

.36 What is the purpose of assessment in primary schools?

.37 Have the teachers been prepared in assessment procedures recommended in the 8-4-4 curriculum?

.38 Are the assessment procedures used in line with sound educational theories and principles of teaching and learning process?
1.4 OBJECTIVES OF THE STUDY

The specific objectives of the study were to determine:

.41 the procedures used in assessing the performance of pupils in primary school
.42 the problems encountered by teachers in assessing pupils' performance in primary school
.43 the criteria used in selecting a particular method of assessment
.44 the purpose of assessment and evaluation in learning-teaching.
.45 the usefulness of assessment in the learning process.
.46 if the procedures used are in accordance with the intended objectives of the course
.47 the extent to which teachers have been prepared in the assessment procedures emphasised in the 8-4-4 curriculum
.48 if the practices meet the curriculum objectives by assessing the types of skills, knowledge and attitudes that are most important to the needs of the pupils
.49 how practical and technical subjects are continuously assessed
.410 the types and sources of tests teachers use
.411 how often assessment is done
how classroom tests are marked, graded, recorded and reported.

the purpose of marks and reports

if the procedures of assessment used are in line with sound educational theories and principles of teaching and learning processes.

if tests used by the teachers for assessment compare with those of the Kenya National Examinations Council (K.N.E.C.).

1.5 SIGNIFICANCE OF THE STUDY

The Kenya Institute of Education (K.I.E.) has emphasised the procedures which teachers should use to assess pupils' performance. The requirements of K.N.E.C. during their summative evaluation also demand the use of the procedures recommended by the K.I.E. Teachers are therefore expected to practise the procedures of assessment in order for their pupils to answer external tests successfully at the end of the eight years of primary education when K.N.E.C. administers its summative evaluation. However, Nelson (1970) warns that assessment should not only be concerned with exams, but also with other aspects of the wholeness of the individual.

The study provides an insight into the procedures used by teachers in assessing the performance of their pupils in primary school. The study focused on upper primary because the pupils
have already acquired and developed the skills of writing and reading, which are required in most procedures of assessment. This study highlighted the procedures of assessment, the criteria for selecting a procedure to be used, the purpose of assessment and the problems faced by teachers in assessing their pupils' performance.

The findings will help the planners and policy makers to arrive at correct decisions of what procedures should be stressed for use in schools to assess pupils' performance so as to improve both teaching and learning processes. Since teaching and assessment are integrated, there is need to let the teachers know and understand the importance of assessment and the best procedures to practise so as to tune the pupils towards assessment and meet the recommendations of the curriculum. This study is also of significance to the researcher as a probable teacher trainer in Primary Teachers' Colleges. By identifying strengths and weaknesses, the researcher should be able to effectively and systematically guide the trainees in the assessment procedures which they should use in primary schools upon graduation.

The information obtained should have a positive impact on the teachers and the pupils. The curriculum developer who reads the report might be prompted to carry out similar research in other
areas of the republic to find out the best procedures of assessing pupils' performance in primary school.

1.6 SCOPE AND LIMITATION

The purpose of this study was to determine the procedures used by teachers to assess the performance of pupils in primary schools in Westlands Division of Nairobi. The study focused on assessment techniques used in upper primary classes in different schools within the division. Special attention was given to assessment techniques used regularly by the teachers and the usefulness of assessment of pupils' performance. The study sought to find out the problems faced in assessment of pupils' performance and finally tried to come up with recommendations.

This study was confined to Nairobi's Westlands Division and was carried out in only ten schools out of twenty one schools in the area because of lack of time and funds. The subjects of the sample included only one headteacher and five teachers from each of the ten participating schools. Therefore, a limitation is that the schools are too few to justify generalisation of the findings to the rest of the Kenyan primary schools.

This study focused on five major curriculum areas in primary school, namely: Science and
Agriculture, Mathematics, Languages, Practical subjects, and Social Sciences, using one teacher for each area to represent the thirteen subjects taught in primary school.

1.6.1 **Field Administrative Problems**

There were a few significant problems experienced in the administration of research instruments in the sample schools.

.611 Some headteachers were very negative and had a misconception that anybody doing research is out to look for mistakes to be reported to the Ministry of Education. Hence the headteachers did not provide adequate information during their interview schedule. They complained of being busy. However, a few were very cooperative and helpful.

.612 The headteachers replaced some of the standards Four, Five and Six teachers who had been selected for the study reporting them absent. In this case, most respondents were drawn from standards Seven and Eight. This failed the random stratification which the researcher had done because the selected respondents were replaced by others.

.613 The initial plan was to give the questionnaire to be filled on the spot but the headteachers complained of their teachers being busy with the preparation of standard Eight candidates for the National exams Kenya Certificate of Primary
Education (K.C.P.E). As a result, the questionnaires had to be left behind for a period of between three days and one week before they were collected by the researcher.

1.7 BASIC ASSUMPTIONS OF THE STUDY

For the purpose of the study, the researcher made the following basic assumptions:

.71 all teachers are aware of and familiar with the different methods of assessment recommended by KIE

.72 the teachers can competently and effectively assess and evaluate their pupils' performance

.73 the teachers put the assessment procedures into practice as required

.74 all schools use the recommended assessment procedures in the syllabus

.75 the teachers are aware of the major purposes of assessment

.76 the teachers mark pupils' work and give grades based on some school assessment policy guideline

.77 all the learning outcomes under the three educational domains are being assessed.
1.8 DEFINITION OF TERMS

The following terms are defined in the study:

Performance: The ability to do something

Procedures: Methods or techniques of assessing pupils' performance

Evaluation: The systematic process of collecting, analysing and interpreting information obtained from the measuring process to determine the extent to which pupils are achieving instructional objectives through their performance.

Assessment: Is concerned with determining the students' progress, growth and development

Test: Is an instrument or tool for measuring a sample of behaviour. It connotes the presentation of a standard set of questions to be answered

Measurement: Is the process of assigning a numerical value to a person's performance within specified rules.
CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter briefly outlines the historical perspectives of assessment procedures in educational institutions. The chapter includes a discussion of the purposes of assessment, the types, the criteria and the test items used, their relative advantages and disadvantages in assessing pupils' performance. Lastly there is a review of the procedures of assessment with specific reference to those procedures recommended by the Kenya Institute of education (K.I.E) for use in assessing pupils' performance in primary schools.

2.1 HISTORICAL PERSPECTIVE OF ASSESSMENT

The history of formal assessment is much longer than is generally recognized. The concept of assessing individuals and programmes was evident as early as 2000 B.C when Chinese officials were conducting civil service examinations. There have been several techniques of evaluating people in various areas and for various reasons. It is in this context that the researcher tried to find out the procedures available for use by teachers in
assessing pupils' performance in primary schools during instructional process.

Over the years, examinations have become a very dominant feature of the entire education system in Kenya. It may be said that the system has become so examination oriented that anything that is not considered for examination at the end of any particular academic session is not worth learning. The situation is aggravated by the fact that the examinations are exclusively for selection to the succeeding levels of education, employment and training. The examination as a tool is thus expected to serve a dual purpose, that is, as a measure of the level of performance at the end of a prescribed course and as a criterion for selection. These examinations are powerful tools that can be used to bring about desirable changes in the education system since they are also used to check whether the objectives of the course are being met.

The importance attached to examinations and certification in Kenya therefore demands that teachers be aware of the various procedures of assessment in order to carry out both formative and summative evaluation effectively.

There has been considerable achievement in the development of assessment procedures throughout the history of education. However, there are still certain aspects of the primary syllabuses,
especially those dealing with skills and attitudes, which the formal assessment procedures have not been able to assess adequately. To rectify this, the K.I.E decided that a new student assessment programme that is broadly based be introduced so as to cover all that the student has learnt. The researcher aimed at determining all the procedures of assessment and if they measure all aspects of learning adequately.

The view that assessment is part and parcel of the education process and a means of finding out whether knowledge and skills that should have been acquired have been acquired is further emphasised by Sax (1980) who points out that:

... to teach without evaluation is a contradiction in terms. By its very nature teaching requires innumerable judgements to be made by the teachers, the school administration, parents and the pupils themselves (p.6-7).

Yet Arap Soi's (1990) research on problems of implementation of Biology in the 8-4-4 curriculum in secondary schools while making reference to assessment of secondary school pupils in Biology, says that very little seems to have been done on assessment procedures although he did not carry out a detailed study to tell us why this should be the case and what procedures he had in mind. The concern of this study was to investigate the exact
procedures used in assessing the performance of primary school pupils.

In Kenya today at the end of each term, formal examinations are normally given at school, Zonal, Divisional, District or National level. To answer such tests successfully require pupils to have used those procedures during their instructional process. Teachers too need to use the same procedures to tune their pupils towards external assessment. However, judgement of each child's progress is not solely based on the results of assessment since it is believed that in every class during every lesson teachers evaluate their pupils spontaneously even without a test. It is therefore important to note that not only is assessment of performance based on formal external tests but can also be done by the teacher using a variety of other procedures. This idea is well expressed by Eaglestone (1969) who argues that:

in some countries ... it is accepted that the teacher is likely to know more about his pupils than an external examiner and that he can provide more information about them than a necessarily short examination can hope to do. He can also put his pupils in order of merit more accurately than any examination (p.10).

Therefore, for assessment to be effectively done, the teacher must use a variety of procedures to obtain feedback about his pupils' performance. The research study sought to establish the variety of
procedures used by the teachers, how accurate the tools of assessment are and the usefulness of the results so obtained to the teachers and the pupils.

Clough (1984) further says:

the essence of any assessment procedure must be to help the pupil. It is therefore necessary on occasions to utilize different procedures to suit the personality of the pupil. No one method can achieve the desired results (p.66).

Different students may require different assessment procedures due to individual differences. Such procedures must be reliable enough to give the teacher the desired feedback. Yet little thought is given to the various assessment procedures such that when it is end of term, week or lesson, teachers think of only the paper pencil test, which leaves them with no remarks to make in the pupils progress report except to attach a one word value to the marks. For example, Science: 80% Very Good, English: 72% Good and C.R.E.: 94% Excellent. Teachers should have their own methods of assessment of pupils' performance so that they give a comprehensive report about each individual pupil.

Evaluation in Kenya's education system has always been associated with certification. Dove (1986) observes that much of the training in Teachers' Training Colleges at the present moment is a ritual necessity for certification. While Hawes (1979) decries the "backwash" effect of examination
on the schools curriculum and observes that teachers are teaching for examinations (exams). This has not been unusual in primary schools either. Stabler (1969) states that the introduction of a common syllabus and external exams, although they are keeping academic and professional standards at acceptable level, have created a climate for cramming. This study was also designed to find out if teachers in primary schools teach solely for exams and the kind of assessment procedures which they emphasise in order for their pupils to adequately tackle external tests.

Tyler (1949) observes:

the capability to evaluate is presently within our command but the fluidity of our experiment and bluntness of our tools deny us the capability (p.40).

This statement shows that the teacher should use accurate and relevant assessment procedures in order to obtain valid results which can be of benefit to the pupils in knowing their strengths and weaknesses, their progress, and even what course to choose.

2.2 LITERATURE RELATED TO THE PURPOSE OF ASSESSMENT

An effective classroom teacher is one who is able to employ assessment at different times for different purposes. For example, for the purpose of formative and summative evaluation which the
researcher has discussed. The aim is to look at when each type of evaluation is carried out by the teacher and for what purpose.

Formative evaluation starts at the inception of the curriculum plan and goes on through all developmental stages to make decisions related to the development of something. The teachers are fully involved in formative evaluation which is a continuous process and hence provides them with constant feedback about pupils' progress during instruction. It is the teacher who has to give tests, quizzes or a project to the pupils in order to know their daily progress and to know if the objectives are being attained. The tests are normally teacher made while some may be adapted from books or past exam papers. Scriven (1967) in Lewy (1977) suggests that the role of formative evaluation is to discover the deficiencies and successes in the intermediate versions of a new curriculum. But it is the work of the teachers at the instructional level to monitor the progress of their pupils by focusing on measurement of students' achievement at short intervals. Ebel (1979) supports this view when he says that:

**Periodic assessment of educational progress is essential to effective education and that good tests afford very useful assistance to teachers in making those assessments (p.27).**
Teachers play a vital role in gathering data through the use of formative evaluation which helps them to diagnose pupils' persistent learning difficulties, their causes and how the teachers can formulate a plan for remedial action. Formative evaluation is not based only on paper-pencil tests, it may include teacher observations, analysis of pupils' work and interpretation of the results obtained on achievement tests. All these procedures ought to have been conducted several times for the teacher to give a true picture of the pupil's progress. Hence, the study sought to find out the role teachers play in formative evaluation and the procedures they employ in assessing the performance of their pupils continuously during instructional process.

Summative evaluation comes at the end of a course or a unit of instruction since it is designed to determine the extent to which the instructional objectives have been achieved. In Kenya, summative evaluation is done by the Kenya National Examinations Council (K.N.E.C.). For primary school, this is done at the end of standard eight when the candidates sit for the Kenya Certificate of Primary Education (K.C.P.E.) which is an external exam for which the pupils have been prepared by the teachers. During the teaching and learning process, it is expected that the teachers have put into practice the recommended procedures which are in line with
what KNEC uses in its summative evaluation in order for the pupils to measure up to the expected standard in the exam. KNEC conducts evaluation for six major purposes summarised by Kyalo (1992) in a seminar paper on 'The Role of KNEC' as follows:

- to determine the effectiveness of teaching strategies and the success of instructional materials; for diagnosis; for guidance; for prediction, selection and grading.

The major tools of evaluation used by the KNEC are the objective test items in all the examined subjects except for the two compositions in English and Kiswahili which call for essay items as is reflected in the 8-4-4 KCPE Newsletter (1990 p.1 and p.38). Objective test items are popular with the KNEC and teachers because they have the ability to cover a large content area in a shorter time, test a variety of cognitive skills, are reliable, easy to mark, suits large groups and can be preserved for use again with another group. Despite these merits, objective items promote bad study habits, and they reduce teaching strategies to rote learning. At the same time, constructing good items is not easy, they limit candidates creativity and self-expression, leads to guessing of the correct responses, and copying of answers as well as limiting a range of intellectual skills that could be tested through essay.
Although essay items are not emphasised in the KCPE, and even by the teachers in primary schools, they can promote organization of individual thoughts and also test ability to express ideas. Essay items can promote good study habits and strategies of learning. Apart from their easy preparation, essay items leave little room for copying and guessing. There are however, a number of demerits of essay items such as: subjective marking, which can also be tedious in case of a large group; it is difficult to structure questions of equal difficulty; and they generally involve very few questions.

In spite of the advantages and disadvantages of objective and essay test items, there seems to be a general emphasis on the use of the former leaving very little room for the latter. This study was to determine whether the teachers use the procedures emphasised by the KNEC or if they have other procedures of assessment which they use to monitor pupils' progress. It is important for the right procedures of assessment to be used because exams seem to determine the future of the learning process rather than being merely instruments of evaluation. It may be observed here that when the examination policy and structure determine how the curriculum should be designed and implemented then there is a problem. A carefully prepared exam can help improve the curriculum hence there should be a closer link
between the exam and the objectives of the school. Exams generally have a backwash effect in that good instructional methods are discarded when using certain procedures of assessment by limiting what is taught to an extent that subjects which are not examined are ignored, for example, Physical education. It is generally expressed that the weight given to a subject in the exam, for example, English, and Mathematics and the form the question takes define methods and content of teaching. This study was to find out whether the procedures used by the KNEC have any effect on those procedures used by the teachers. Teachers tend to use the same methods emphasised by KNEC in assessing their pupils' performance although it may be even limiting indeed.

Parnell (1973) in Kiminyo (1988) says:

Measurement is the hand maiden of instruction. Without measurement there cannot be evaluation, without evaluation there cannot be feedback, without feedback, there cannot be knowledge of results and without knowledge of results there cannot be systematic improvement in learning (p.131).

It is important for teachers to use a variety of procedures to monitor pupils' progress since assessment is an integral part of the learning process itself and successful teaching involves periodic evaluation at every step. But most primary school teachers generally feel that teaching would be enjoyable if they were not required to mark their
pupils work after administering their respective tests. However, assessment is inevitable and so teachers need to know how to carry it out effectively in order to contribute positively to the work of the school.

Okere (1984) in Arap Soi (1990) carried out a study on cognitive level of classroom questions and states that:

Questioning is at the heart of good teaching and learning in all subjects. However, this is a much neglected aspect of teacher education (p. 31).

The research study was to determine the procedures practised by teachers in assessing pupils' performance, the type of test items they emphasise and the level of questions or items they ask during instructional process.

The Kenya Institute of Education (K.I.E) in the Kenya Syllabus for upper primary (1986) lists a number of procedures of assessment which should enable the teacher to find out the extent to which the objectives have been achieved. These procedures will involve a multiplicity of test items in order for the teacher to know if the pupils have acquired and developed desired knowledge, skills and attitudes. It is important therefore to find out if the teachers are using the same methods recommended by the K.I.E which are similar to what KNEC emphasises in the KCPE.
Assessment is an essential part of teaching and learning and hence all teachers at various levels are called upon to test their pupils as Ashworth (1982) puts it that if each child is to be helped to attain his full potential, instructional procedures should be planned and modified as the need arises to adapt them to the individual differences. It is the duty of the teachers to assess their pupils frequently and carefully to obtain measurement data on which evaluation is based.

But another researcher, Nelson (1970) recommends that assessment should not only give the kind of evaluation which is concerned with academic achievement but also other aspects of the wholeness of the individual. Every lesson requires some kind of quick evaluation which can be followed by either weekly, or monthly tests. For teachers to effectively diagnose each pupil's difficulties in any subject they should mark pupils' work regularly. This regular marking of pupil's work will at the same time assist the teacher to assess their teaching approaches.

Brownell (1941) suggests that the chief purpose of evaluation is to diagnose class and individual difficulty and to determine the extent of learning. Bell (1980) believes that any effective teacher should use many techniques to measure pupil's learning and evaluate his teaching effectiveness on
regular basis. Bloom (1971) goes further to support the importance of teachers marking pupils' work by stating that the purpose of formative observation is to determine the degree of a given learning task and to pinpoint part of the task not mastered. This implies that teachers should assess their pupils' work on regular intervals if their lessons have to be successful. In a situation where pupils do not have their work assessed regularly or the teachers do not monitor each pupil's progress in a given subject, the teacher may not be in a position to assess the success or failure of their lessons. This research study was to find out how often teachers assess their pupils and the purpose for which assessment is conducted.

Clough and Davis (1984) indicate that schools have assessment aims such as to: evaluate each pupil's attainment in different subjects, rank pupils on term exams, compare pupils, appraise each course phase, show each parent the standard attained by the pupil, describe certain behavioural and personality traits and award grades in line with external examining bodies within pupil ability groups. These aims form the purposes for which schools carry out assessment of pupils' performance using various techniques. It is in this context that the research study sought to determine the
assessment policy of the schools in Westlands Division, Nairobi.

Teachers assess their pupils' performance for various reasons. Clough and Davis (1984) outlines these as follows:

to give the teacher feedback on the quality of learning in the class to help in adapting the curriculum, its pace and presentation, to indicate to each pupil his progress through the course so that alternative teaching approaches may be used; show the teacher whether the pupils understand the course objectives or not, identify individual learning difficulties associated with cognitive features to help in devising remedial learning and lastly to pre-test for objective tests set externally (p. 98-99).

Since the pupils in Westlands Division normally sit for Divisional exams, it was important for this study to find out the reasons why schools enrol their pupils for these external exams and why teachers view assessment as a vital part of instruction.

Downie (1967) agrees with Clough and Davis (1980) on the purposes of assessment but he adds that assessment provides information for effective educational and vocational counselling and for appraising the effectiveness of teaching strategies. Information for grading students and evaluating their capacity to learn also emanates from assessment results. Primary school teachers are expected to assess pupils' performance to get
feedback which should be used for counselling, grading, appraisal and promotion of pupils. The study sought to find out the major purposes for which assessment is done in primary schools.

Bishop (1985) says that feedback provides useful information to teachers about their success in achieving their teaching objectives so that they teach with much greater precision. Several researchers like Spooncer (1983), Tyler (1949), Gronlund (1985), Kiminyo (1988), Scanell (1975), Ashworth (1982), Worthen (1973), Nelson (1970), Ebel (1979) and Mehrens (1984) all agree that assessment is an essential aspect of teaching and learning which provides feedback for the purposes of selection, motivation, reporting, planning, directing, improving learning experiences, evaluating effectiveness of the programme, comparing, diagnosing and guiding both the teachers and the learners in their task of teaching and learning. It is due to the importance attached to the results of assessment which involves a variety of procedures in monitoring pupils' progress that this study sought to investigate whether schools and teachers use the results of assessment for the same purposes as have been highlighted in order to cope with the needs of the 8-4-4 curriculum and assessment procedures recommended by K.I.E.
2.3 LITERATURE RELATED TO ASSESSMENT PROCEDURES

There are a number of assessment procedures which teachers can use to obtain feedback about pupils' progress during instructional process. The methods of assessment are not limited to the giving of paper-and-pencil tests; any device which provides valid evidence regarding the progress of pupils toward educational objectives is appropriate.

The Kenya syllabus for upper primary (1986) lists a number of assessment techniques that should be used by the teachers to enable them find out the extent to which pupils have acquired and developed desired knowledge, skills and attitudes. The procedures include: quizzes, tests, written assignments, essays, projects, practical work, observational techniques and oral questioning which can be used in assessing pupils' performance in the various subjects taught in upper primary and to tell them (teachers) whether or not the course objectives are being achieved.

According to 'The international Encyclopedia of education (vol.3 1985: p. 1747), assessment covers activities included in grading, examining and certifying, hence student achievement on a particular course is normally assessed for the purpose of data collection. Valid data for determining the degree to which desirable changes in the behaviour patterns of the learner are occurring can be provided by
assessment procedures such as, observations, interviews, questionnaires and student products.

Bloom (1961) in Worthen (1973 p.46-47) suggests that the criterion of determining the quality of a school and its educational functions would be the extent to which it achieves the objectives it has set for itself. Participation of the teaching staff in selecting and constructing evaluation instruments has resulted in improved instruments on the one hand and on the other hand it has resulted in clarifying the objectives of instruction and making them real and meaningful to teachers. It can be argued that when teachers have actively participated in constructing assessment tools, they return to the learning problems with great vigour and remarkable creativity. These tools are of various types and Eaglestone (1969) lists them as follows: paper-pencil tests, oral examinations, end-of-course written exams, quizzes and practical exams. The study sought to find out if teachers are using assessment procedures recommended by the K.I.E. and the type of test items which they use, whether they adapt from books (published ones) or they participate in selecting and constructing teacher-made tools as suggested by Bloom (1961).

Looking at the 8-4-4 system of education, a number of issues are not clear as far as exams are concerned. These include: the use of continuous
assessment, the importance of practical work, objectives of assessment and the general poor performance in the Kenya Certificate of Primary Education (K.C.P.E). The new system came up with the idea of continuous assessment to be an integral part of assessing pupils' abilities and achievements especially in the psychomotor domain where pupils are expected to perform tasks in practical subjects like Art and Craft, Homescience, Music and Agriculture. Arap Soi (1990) suggests that to test affective domain it would be necessary to use the formal methods of assessment such as:

observation methods, questionnaire for students, teachers and parents, checklist, interviews, conferences, and inventories on special interest such as games, sports and hobbies (p.69).

But he did not carry out research to find out the effect of these informal methods in assessing pupils' performance. This study was carried out to determine the procedures which are at the teacher's disposal for use in assessing pupils' performance.

The Daily Nation of 20th. January, (1990 p.19 col.4-6) contained a report that:

Examinations reveal disparities between different schools and districts, and we should be asking ourselves why certain schools and districts consistently perform well while others always perform poorly.
It therefore follows that there are a variety of procedures which teachers can use to maintain a continuous impression of both the abilities and weaknesses of the pupils. This could be the cause of differences in performance in examinations in different schools. This research study was to find out if continuous assessment is practised by the teachers, its importance, the procedures they use and if they set these continuous assessment tests for their pupils. Furthermore, the study was to establish if the teachers use informal tools of assessments, how they grade, record and use the results.

It is possible for a teacher to measure the quality of knowledge and skills acquired by the pupils by using different types of tests. According to Ayot and Patel (1987), these procedures may include: oral tests, quizzes, class assignments and learning activities such as: painting, modelling, planting, drawing, sewing and so on. Both the teacher and the pupils will get the feedback so long as the process of assessment is kept throughout the teaching programme. The use of tests is emphasised in schools as a preparation for the KNEC examination. Daily Nation of the 18th September (1988 p.12 col.1) has the following statement:

Testing is one of the desired methods of teaching. It gives learners a good background for
meeting tougher exams.

This idea is further emphasised by Shiundu and Omulando (1992), who identify some situations that will give the learner a chance to express the behaviour implied in the objectives as:

- actual written and oral examinations,
- practical situations or tasks, field experiences and workshops (p. 194).

It is through a variety of assessment procedures that the teachers may successfully attain the objectives of the course which can only be accepted when pupils perform well in the national exams. Assessment also provides information for effective educational and vocational counselling and for appraising the effectiveness of the teaching strategies so that teachers teach with much greater precision as well as being able to select, motivate, report and improve learning experiences of the learners. Therefore, assessment involves a variety of procedures used in monitoring pupils' progress in all the educational domains and not only in the exams. The Kenya Times of 11th of February, 1989 p.16 col.1-4 has the following report:

- parents always nurse a burning desire to see their children perform magnificently in national schools' examination. They are a proud lot when their children attain good results and are able to proceed to institutions of higher education.

The idea seems to be revolving around the methods that can be used in assessing performance and
continuous testing is emphasised above all other procedures. This study sought to establish the procedures practised by the teachers, whether or not they use similar methods as mentioned by Ayot and Shiundu to prepare their pupils to successfully tackle the KNEC exams and compete favourably with the other candidates.

Successful teaching involves periodic assessments at every stage. The Kenya Syllabus (1986 op.cit. 29) states that there are a number of assessment procedures at the disposal of the teacher to monitor pupils' progress. Similar procedures have been suggested by other researchers like Bishop (1985), Smith (1972), Spooncer (1983) and Scanell (1975) which include oral tests, quizzes, written assignments, essays, projects, observational techniques, practical work, continuous assessment, and objective tests, interviews, case study, record cards, questionnaires, interest inventories, attitude scales, surveys, laboratory reports and production of a sample product. This study aimed at finding out if teachers employ the procedures suggested by the cited researchers in assessing their pupils' performance in various subject clusters in primary schools in Westlands Division, Nairobi.

Shiundu and Omulando (1992) suggest that the principles of evaluation should help in selecting
and using a variety of evaluation techniques, being aware of the limitations of these techniques, and regarding evaluation as a process of obtaining information on which to base educational decisions because the main emphasis in classroom evaluation is the pupil and his learning progress.

Another researcher Kiminyo (1988) states the underlying principles for selecting tests and agrees with Gronlund (1985 op.cit p.3) except for the fact that a test must be presented in a manner that can be understood by the students and needs not be restricted to those areas in the syllabus which are easy to test. Lastly, a test should not necessarily be used to compare pupils to one another. It can be argued that teachers have a duty to assess pupils' performance as frequently as possible using different techniques which should be chosen according to the guiding principles of selecting evaluation of learning behaviour.

This study was aimed at finding out how often teachers assess their pupils, the procedures they use or if they use the K.I.E's model of assessment and the criteria they employ for selection of procedures of assessment and the tests. It also went further to clearly explain the confusion which is among some teachers who base their assessment on tests only yet this is wrong as Gronlund (1985) states that:
evaluation includes a number of techniques that are indispensable to the teacher, but is not merely a collection of techniques. It is a continuous process that underlies all good teaching and learning. Therefore having a variety of techniques of assessment alone is not enough but how well they are used in the instructional process (p.3).

The research study determined the extent to which teachers use a variety of procedures which have been mentioned and how well they use the techniques for successful teaching and learning in primary schools in Westlands Division, Nairobi.
CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

The nature of this study was a simple survey research dealing with some of the procedures used by teachers in assessing the performance of pupils in primary schools. The study was carried out in Westlands Division of Nairobi Province because of accessibility to the researcher. The schools in Westlands Division generally perform well in national examinations and they also have a mixture of ethnic groups such as Asians, Europeans and Africans who belong to different social classes. These factors influenced the researcher in selecting location of the study.

In this chapter, the research design for this study is described. Similarly the population and sample as well as the instruments which were used for data collection are described. How the instruments were administered is also outlined.

3.1 RESEARCH DESIGN

This research was a descriptive survey of the procedures used by teachers in assessing the performance of their pupils in primary schools of Nairobi's Westlands Division.
It is a simple survey research since it only sought to find out the procedures of assessment used by teachers in their respective schools. The researcher dealt with standards 4-8 in five subject clusters.

3.2 THE POPULATION AND SAMPLE

The subjects of this study were primary school teachers and headmasters in Nairobi city commission schools located in Westlands Division.

The total population of the study consisted of twenty one (21) primary schools in the Division. Each of the twenty one (21) schools has an average of twenty six (26) teachers. This is indicated by the field survey and written reports from the city Education Office and the Ministry of Education, Inspectorate. All these schools within Westlands Division are day-schools except Nairobi Primary which is both Day and Boarding.

Out of these twenty one (21) schools, ten (10) schools were randomly selected for the study as a representative sample of the entire school population in Westlands Division. The random selection was done as follows:

The schools were numbered from one to twenty one (21) then the researcher used the random table to select the ten schools. To get the first school, the researcher closed the eyes and pin pointed a
number on the random table, then proceeded horizontally to pick the numbers up to ten.

From each of the ten randomly selected schools for the study, five teachers were selected using stratified random sampling of one teacher taking one of the following subject clusters in upper classes:

3.21 Mathematics
3.22 Science and Agriculture
3.23 Languages Comprising English and Kiswahili
3.24 Social Sciences which consist of Geography, History and Civics (G.H.C.), Religious Education (R.E), and Business Education (B.ED).
3.25 Practical Subjects Comprising of Art and Craft, Music and Homescience.

Stratified random sampling was done as follows: The researcher listed the subjects as above and then wrote down all the names of the teachers teaching specific subjects in upper classes. The teachers under each subject category were given numbers, for example,

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>English</th>
<th>Science &amp; Agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mr. X</td>
<td>1. Mrs. X</td>
<td>1. Mr. J.</td>
</tr>
<tr>
<td>3. Mr. J</td>
<td>3. Mr. N</td>
<td></td>
</tr>
<tr>
<td>4. Miss X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After this stratification, the researcher chose one teacher in each cluster at random. This ensured
that teachers taking different subjects are included in the sample. Five teachers taking one or more of the subjects were used. The assumption was that methods of assessment used in English are similar to those used in Kiswahili; and those used in Art and Craft are similar to those used in Music and Homescience.

This made a total of fifty (50) teachers from the ten schools. One headteacher from each of the ten schools also formed the sample to respond to the interview schedule. This gave a total of ten headteachers. The total sample was sixty (60).

3.3 PILOTING

Pre-testing of the teachers' questionnaire was done in two of the schools in Westlands Division. This piloting was to facilitate for changes and modification of the questions, for improvement of the instruments and the procedures for the actual data collection for the study. These schools were not included in the sample study.

3.4 RESEARCH INSTRUMENTS

The major tools of the study were: a questionnaire, an interview schedule and an observation checklist. The instrument was the researcher's own design and is included in Appendix
I, II and III, respectively. The Questionnaire consisted of two parts namely:

**Part I: Teacher's Background Information**

Items in this section elicited general demographic information such as age, sex, marital status, professional qualification, academic qualification and teaching experience of the teachers.

**Part II: Classroom Assessment Procedures**

This part focused on the exact procedures the teachers practise in their classes in assessing their pupils' performance. The questionnaire elicited information related to the purpose of assessment, the test items and procedures used in assessing the three educational domains. It also elicited information about the criteria for selection of the methods of assessment to be used, the types of assessment carried out, the frequency of assessment, the marking, recording and reporting of the results. Lastly, was the information about the problems they face in assessing pupils' performance in various subjects.

**41 Interview Schedule for Headteachers**

It consisted of items mainly seeking information from the headteachers based on the
policy guidelines on the procedures of assessment and their administrative role. It elicited information about the general practices of the school as far as assessment is concerned, the procedures they prefer, how they organize for formal assessment, when it is done, the purpose and how the headteachers and teachers are involved in the exercise of assessing pupils' performance.

42 The Observation Schedule

This was based on assessment done by homework assignment. The researcher observed pupils' exercise books to find out whether they are given homework assignments, tests, the type of questions set, how often they do such exercises, in which particular subjects, whether marking is done, records kept and if the teachers revise such tests or assignments with their pupils. The researcher also checked for the type of assignments, whether they fall in all the domains of learning, namely: cognitive, affective and psychomotor. The books were drawn from the five clusters and the findings recorded in a checklist which was prepared by the researcher.

3.5 ADMINISTRATION OF THE INSTRUMENTS

The researcher sought for permission from the Office of the President and the Ministry of education to conduct the study in Nairobi.
The researcher visited each school personally. The first visit was spent on randomly selecting the respondents after stratification, distribution of the questionnaires and making appointments with the headteachers. During the second visit, the researcher collected the questionnaires from the teachers in the sampled schools. It was not possible for the teachers to fill in the questionnaires on the same day as had been proposed. Most questionnaires were collected by the researcher after three days.

The researcher interviewed the headteacher in his office and took down the headteacher's responses. This was faster and cheaper than mailing the instruments.

The observation of pupils' exercise books was done by the researcher who picked one book per cluster in upper classes; giving five books per school and a total of fifty (50) exercise books were analyzed by the researcher.

The researcher also examined other school records especially those dealing with continuous assessment of pupils such as end of term records kept by class teachers, the subject teachers and the headteacher. This gave a comprehensive view of assessment done in each sampled school.
3.6 PROCEDURES FOR ANALYSIS OF DATA

At the end of the fieldwork, the data collected was analysed to establish the procedures used by teachers in assessing pupils' performance in primary schools. The data was analysed in line with the research questions and the objectives of the study. Research data has been reported using appropriate tables where applicable. Simple statistics like frequencies, totals and means have been used in analysing the responses. The findings are interpreted based on descriptive statistics. The analysis has been done manually and by computer.

3.7 ORGANIZATION OF THE STUDY

The study is organized in five chapters. Chapter One gives the background to the problem and its statement. In this chapter, the purpose and objectives of the study as well as the research questions are indicated. The significance of the study, the assumptions and its scope and limitations are also given.

Chapter Two gives the literature review and this is based on the historical perspective of the project titles, the purpose of assessment of pupils' performance and the procedures of assessment used to obtain feedback about pupils' progress.

Chapter Three deals with the design of the study. This explains the procedures the researcher
has used to collect and analyse the data. It also gives the research instruments used, the sample and its selection.

Chapter Four deals with the analysis of findings. Finally, Chapter Five gives the summary, findings, conclusions, and recommendations for future research.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

The researcher collected data related to the procedures used by teachers in assessing the performance of their pupils in primary schools in Westlands Division of Nairobi Province. Three types of instruments were used: a questionnaire for the teachers, an interview schedule for headteachers and an observation schedule of the pupils assignment exercise books in the five subject clusters. This is outlined in chapter three. The total number of respondents was sixty: fifty teachers and ten headteachers.

In this chapter, data is presented, analysed and interpreted on tables in the form of frequencies and percentages. These are described under several parts and subsections which tend to follow the questionnaire parts and the research objectives.

PART I

4.1 GENERAL INFORMATION ON TEACHERS' BACKGROUND

The items in this section sought to find out information about teachers' gender, marital status, age, their academic and professional qualifications and their teaching experience.
### TABLE 4.11 Demographic Background of Teachers

N = 50  [Number of respondents, given in frequencies and percentages.]

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td>68</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MARITAL STATUS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td>Single</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21-30</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>31-40</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>Over 40</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>Divorced</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Separated</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>ACADEMIC QUALIFICATION</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>KPE/CPE/KCPE</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>KJSE</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EACE/KCE</td>
<td>31</td>
<td>62</td>
</tr>
<tr>
<td>EACE/KACE</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>UNIVERSITY (Diploma in Ed.)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ANY OTHER</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Qualification</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untrained Teacher (U.T.)</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>P4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>P3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>P2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>P1</td>
<td>31</td>
<td>62</td>
</tr>
<tr>
<td>S1</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Dip.Ed.</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>B.Ed</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B.A.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Approved Graduate</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
From tables 4.11 and 4.12, the majority of the respondents N34 (68%) were females leaving N16 (32%) male. As concerns marital status, N35 (70%) of the respondents were married while N15 (30%) were single, but there were no cases of divorced or separated respondents. Of the married, N24 (48%) were female, and N11 (22%) were male. This left N10 (20%) of the female and N5 (10%) of the male as unmarried. Most respondents N37 (74%) were aged between 21 and 40 years with about N13 (26%) who were over 40 years old. No respondent was under 20 years old.

As for their academic qualification, over N25 (50%) of the respondents were form four graduates while N17 (34%) were A'level graduates with only one respondent who had C.P.E., one having university Diploma qualification and lastly one approved graduate. None of the respondents had K.J.S.E.
qualification. Most of the respondents, N31 (62%), were trained as P1, while N9 (18%) had S1 with only N3 (6%) who had a diploma in Education. One respondent had P2 qualification. There were N5 (10%) of the respondents who were untrained.

Seventy two percent (72%) of the respondents had served for between six (6) and twenty (20) years, N13 (26%) had served for between two (2) and five (5) years and only one teacher had served for over 21 years. As for the years the respondents had stayed in their present schools, N21 (42%) had stayed for between 4 and 10 years, N5 (10%) had stayed for less than one year, N9 (18%) had stayed for between one (1) and 3 (three) years. Only N15 (30%) had stayed for over ten years.

The findings indicate that most teachers in Nairobi are females who are married and must stay around with their families. Majority of the teachers had high academic and professional qualification because there was only one teacher with C.P.E. and none had a K.J.S.E. qualification. Yet over N25 (50%) had done O'level with N17 (34%) having reached A'level, while N31 (62%) were P1 with N9 (18%) having S1 training. Even a University Diploma in education was available. Hence, this should make it possible for teachers to use the recommended procedures of assessment as most N36 (72%) of them had a lot of experience, between 6 and 20 years. The
findings show that the majority, N21 (42%) of the teachers had stayed in their present schools for between 4 (four) and 10 (ten) years which implies that they were familiar with the procedures of assessment and the policies in their schools. They should also be aware of the techniques of assessment recommended by the Kenya Institute of Education (K.I.E.) and practised by Kenya National Examination Council (K.N.E.C.) in order for them to develop similar tests to monitor pupils' progress.

4.2 SUBJECT CLUSTER AND NUMBER OF LESSONS

The items in this section were intended to find out the main teaching area of the teachers in the school, total number of lessons per week, and if the number of lessons affect the ability to effectively assess pupils' performance.

The findings show that there were ten respondents for each subject cluster with an average of 18 (eighteen) lessons in their major teaching area. It is important to note that in primary school, there is no specialization and therefore the lessons are almost evenly distributed with a belief that each teacher can handle any subject. The observation was that N25 (50%) of the respondents had between 36 and 40 lessons and N19 (38%) respondents had more than 40 lessons. No respondent had less than 30 lessons per week. Asked if they
were affected by the number of lessons when trying to assess their pupils. N33 (66%) said 'YES', and only N17 (34%) said 'NO'.

The findings indicate that the teachers are overloaded, leaving them with very little time to assess their pupils using a variety of evaluation techniques as recommended by the K.I.E. This confirms that their effort to assess pupils' performance was affected. The most commonly mentioned factor that affected them was lack of time for marking, going over the books, helping weak pupils. The other factor was having a large number of pupils which made teaching and marking less effective.

4.3 FAMILIARITY WITH K.N.E.C. TECHNIQUES

This item sought to elicit information as to whether the teachers were familiar with K.N.E.C. evaluation techniques such as multiple choices, essay items (see p.23) and if they participated in any external examination evaluation. According to the findings, N 41 (82%) were familiar with K.N.E.C. techniques and N9 (18%) were not familiar. The majority of the respondents therefore should be familiar and put into practice the same techniques of KNEC in developing tests for their own classes. Furthermore, information about the number of teachers using the KNEC techniques of assessment
revealed that N43 (86%) of the respondents used them while only N3 (6%) did not use them. Four subjects in the study did not respond to the question.

The respondents who did not use KNEC methods gave the following responses as to the techniques they used in assessing their pupils in class: using continuous assessment tests, giving fortnight test, and using questioning, testing and activities.

The responses reveal that although they may not be using the KNEC techniques, they were aware of them and hence they tried to inco-operate them in their own methods.

In Nairobi, there are Zonal and Divisional examinations in which teachers have to actively participate in order for their pupils and the school to excel in those exams. The next item sought to find out the exact activities in which the respondents took part. The data showed that N4 (8%) of the respondents participated in all the activities, namely: setting, moderating, marking and assessing practical exams in other schools. N9 (18%) of the respondents took part in setting, whereas N4 (8%) took part in setting and marking as well as in external assessment, respectively. Only N3 (6%) took part in moderating exams. N3 (6%) did not respond.
4.4 IN-SERVICE TRAINING

Items in this section sought to establish whether teachers were given any in-service training on assessment when the 8-4-4 curriculum was introduced in primary schools.

**TABLE 4.41 General In-service Training**

<table>
<thead>
<tr>
<th>TRAINING ATTENDED</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Workshop</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Seminar</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>All</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>None</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Seminar and In-service</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>In-service &amp; workshop</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table shows that N39 (78%) of the respondents had attended at least a seminar, a workshop or an in-service course while only N11 (22%) had not attended any of the updating courses in the procedures of assessment of the pupils performance in the 8-4-4 curriculum.

The next item, sought information on in-service of teachers in specific subject clusters. Table 4.42 shows that N3 (6%) of the respondents had been in-
serviced in Mathematics, N5 (10%) in Language, (10%) in Practical subjects and Science and Agriculture, respectively. N4 (8%) were in-service in Social Sciences.

TABLE 4.42 In-service of Teachers in Specific Subjects.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Language (Kiswahili &amp; English)</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Practical Subjects</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Sciences &amp; Agriculture</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>22</td>
<td>44</td>
</tr>
</tbody>
</table>

N.B. N = 28 (56%) of the teachers had not been in-serviced on assessment of the specific subjects.

It is important to note that only N5 (10%) of the respondents had attended updating courses in all the five subject clusters of the primary school curriculum. This reveals that teachers were not adequately prepared to assess pupils' performance in their subject areas.

As for the organizer of the courses, N27 (54%) of the courses were organized by the Teachers
Advisory Centres (TAC), N3 (6%) by the Inspectorate while N1 (2%) by KIE leaving only N2 (4%) for others. This means that TAC's are very actively involved in organizing refresher courses for teachers in Nairobi. The in-service course was conducted regularly as shown in table 4.43.

**TABLE 4.43** Organization of In-service Courses

<table>
<thead>
<tr>
<th>FREQUENCY</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than once in a term</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Once in a term</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Once a year</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Rarely, if ever</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.43 shows that in-service courses were mostly organized once in a term stated by N18 (36%) of the respondents. N10 (20%) of the teachers indicated that the courses were organized more than once in a term. This means that the courses were regularly organized. Only N8 (16%) of the respondents indicated that the courses were rarely organized. This means that the teachers in the Division should be conversant with the most current techniques of assessment since TAC seemed to be doing the work adequately. The respondents gave a
doing the work adequately. The respondents gave a variety of reasons as to why they felt that in-service courses in assessment were useful. The reasons include: guiding teachers on how to assess their pupils, how often testing should be done and making comparison of pupils work in different schools for motivation and improvement. The course also exposed teachers to evaluation techniques adopted by the K.N.E.C.

During the seminars, the respondents were able to meet the publishers, discuss their books and share the ideas with other teachers especially on the best methods of assessment with specific reference to questioning. They also discussed and agreed that practical lessons, for example, Art and Craft should be assessed continuously as the teaching and learning progresses, and not only at the final product stage. Lastly, the respondents learnt how to identify the bright and weak pupils and how to cater for individual differences in the same class.

From the teachers' expressed sentiments, it is clear that in-service courses are very useful and necessary for the teachers especially when something new has been introduced in the existing curriculum. Teachers find it more welcoming to implement new methods when they are made aware of what is expected of them in activities such as seminars, workshops or
in-service. Therefore, teachers in Nairobi should not have any problem in assessing pupils performance because refresher courses were regularly organized.

For any new idea to be accepted and implemented successfully, there is need to make the implementers aware through activities like seminars and in-service courses. The next item sought to find out how adequately the teachers were prepared for the new demands of assessment in the 8-4-4 curriculum context at the time of implementation in 1985.

**TABLE 4.44 Preparation of Teachers for 8-4-4 Assessment Demands**

<table>
<thead>
<tr>
<th>ADEQUATELY PREPARED</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the table above N35 (70%) of the respondents felt that they had not been adequately prepared to handle the demands of the assessment of the 8-4-4 curriculum content at the time of implementation in 1985. They gave the following reasons: inadequate in-service training, hurried implementation, lack of the necessary facilities such as books, and workshops, and lack of a clearly
defined policy on the assessment of the 8-4-4 education system at the beginning. These factors have made some schools to present practical work that has not been made by pupils themselves, leading to academic cheating. It was also expressed that the curriculum is too wide with too many subjects which are too demanding and challenging leaving little room for proper acquisition of skills.

This reveals that teacher preparation is very vital for implementation of new ideas. They should be aware of the requirements of the new system in order for them to practice the right procedures of assessing pupils' performance.

Only N15 (30%) of the respondents agreed that they were adequately prepared for the new demands of 8-4-4 curriculum with regards to assessment of pupils' performance. The reasons given were as follows: the respondents had been trained in their subject areas both in theory and practical work during Pre-service training such that they became aware of all the methods of assessment relevant to their subjects (see p.39). During their Pre-service training, they got to know the importance of assessment and the requirements of the 8-4-4 syllabus which stressed continuous assessment after every lesson or topic.

The findings indicate that the majority N35 (70%) of the teachers were not adequately prepared
to successfully assess pupils performance in the 8-4-4 curriculum. The regular in-service courses organized by TAC have therefore greatly improved the situation.

4.5 CLASSROOM ASSESSMENT PROCEDURES USED BY TEACHERS

There are several techniques teachers can use to obtain information about pupils' progress during formative evaluation and also to find out if the set educational objectives are being achieved, for example, acquisition and development of knowledge, skills and attitudes. Some of the procedures include: tests, quizzes, essays, projects and many others.

The items in this section required the teachers to rate the methods usually used in assessing pupils performance.
### TABLE 4.51 Types of Tests Used by Teachers

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>VERY REGULARLY</th>
<th>REGULARLY</th>
<th>LESS REG.</th>
<th>NOT REG.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td><strong>Oral</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning</td>
<td>35</td>
<td>70</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>Observation</td>
<td>16</td>
<td>32</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>Quizzes</td>
<td>11</td>
<td>22</td>
<td>26</td>
<td>52</td>
</tr>
<tr>
<td><strong>Written</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>26</td>
<td>52</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>Essays</td>
<td>3</td>
<td>6</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>Tests</td>
<td>9</td>
<td>18</td>
<td>29</td>
<td>58</td>
</tr>
<tr>
<td>True-False</td>
<td>7</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Projects</td>
<td>4</td>
<td>8</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td><strong>Multiple</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice</td>
<td>36</td>
<td>72</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td><strong>Practical</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td>5</td>
<td>10</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>Filling in Blanks</td>
<td>35</td>
<td>70</td>
<td>14</td>
<td>28</td>
</tr>
</tbody>
</table>

**Note:** N50 = 100%. REG. = REGULARLY
<table>
<thead>
<tr>
<th>TECHNIQUES OF ASSESSMENT</th>
<th>ESSENTIAL</th>
<th>IMPORTANT</th>
<th>UNNECESSARY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Exams Once a Term</td>
<td>36</td>
<td>72</td>
<td>14</td>
</tr>
<tr>
<td>Exams at End of Term</td>
<td>33</td>
<td>66</td>
<td>16</td>
</tr>
<tr>
<td>Assessing Pupils Behaviour</td>
<td>13</td>
<td>26</td>
<td>32</td>
</tr>
<tr>
<td>Answering Questions Verbally</td>
<td>23</td>
<td>46</td>
<td>20</td>
</tr>
<tr>
<td>CAT Based on Objective Test</td>
<td>22</td>
<td>44</td>
<td>24</td>
</tr>
<tr>
<td>Project Work</td>
<td>08</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>Comparison of Marks</td>
<td>17</td>
<td>34</td>
<td>26</td>
</tr>
<tr>
<td>CAT Based on Classwork</td>
<td>34</td>
<td>68</td>
<td>16</td>
</tr>
<tr>
<td>Comparison with National Standards</td>
<td>29</td>
<td>58</td>
<td>08</td>
</tr>
</tbody>
</table>
The above results (table 4.51) show that the majority of the respondents N48 (96%) used oral questioning regularly in assessing pupils performance while another N38 (76%) used tests regularly. On average, N47 (94%) used written assignment regularly. Quizzes were used regularly by N37 (74%) of the respondents. Only N8 (16%) of the respondents did not regularly use oral questioning, quizzes and tests. N3 (6%) of the respondents used written tests regularly.

It is clear from the table that N38 (76%) and N26 (52%) of the respondents did not regularly use projects and practical work, respectively. This also applies to N13 (26%) and N28 (56%) of those who did not regularly use observation and essays, respectively. All the respondents N50 (100%) used multiple choice and filling in blanks items regularly whereas only N7 (14%) frequently used true - false questions. The information indicates that all teachers used objective tests whereas essays were not as popularly used.

Table 4.62 shows that all the respondents, N50 (100%) rated regular exams and continuous assessment based on classwork (CAT) as important methods of assessment while N49 (98%) also rated yearly exams as important. N45 (90%) of the respondents rated informal assessment of pupils behaviour as important and only N5 (10%) stated that it was unnecessary. As
for verbal response, project work and comparison of marks with other teachers, N43 (86%) of the respondents rated them as important and necessary while only N7 (14%) said that they were unnecessary. Continuous assessment based on objective tests was rated as important by 46 (92%) of the respondents, leaving only N4 (8%) of the respondents who rated it as unnecessary. Only N1 (2%) of the respondents rated yearly exams as unnecessary. Assessment to enable comparison of students with national standards had N37 (74%) response as important but N13 (26%) rated it as unnecessary. No respondent rated regular exams and CAT based on classwork as unnecessary.

In general, most respondents N36 (72%) agreed that termly exams based on classwork was essential. This is indicated by the low percentages between N1 (2%) and N7 (14%) of the respondents who rated termly exams, oral questions and objectives as unnecessary. Therefore, teachers should use different techniques of assessment which are recommended because they serve a variety of purposes in each case. Hence, all the procedures of assessment are important except that assessment should not be done just to meet only one objective, for example, to compare students with national standards. This may lead to drilling for exams and
ignoring other important areas such as affective and psychomotor domains that also need to be evaluated.

4.6 TYPES AND SOURCES OF EXAMINATION

There are two types of exams, internal and external exams. Internal exams may be set by the teacher or a group of teachers getting items from the text book or past papers, and they may be done weekly or termly. External tests are those set by an independent body other than the regular teachers and may be done once a term or at the end of the year.

The items in this section of the questionnaire were designed to find out which tests the teachers preferred and how regularly they were used.

The results show that N35 (70%) of the respondents preferred external exams while only N13 (26%) preferred internal exams. The rest N2 (4%) preferred both types of exams. Several reasons were given for the preference. The majority who preferred external exams did so because they wanted to:

.61 have a variety of exams set by different teachers in order to improve and widen their pupils' understanding of questions.

.62 get new ideas from other teachers and to assess their own teaching.
.63 keep up with other people's standards and know where one belongs by comparing their methods of setting.

.64 compare their pupils' performance with that of other schools and identify the areas which they ignored or gave less emphasis during instruction.

.65 do examinations of acceptable standards which are challenging to both teachers and pupils.

.66 give proper attention to all the topics covered during the term without any favouritism leading to a wide testing not only confined to what the teachers had taught.

.67 Avoid leakage and wastage of teaching time and also reduce the burden of setting. At the same time they compensate for any limitations there may be in the school or in a particular teacher.

A few respondents N15 (30%) preferred internal exams and gave their reasons as follows:

.68 some external exams are set out of the syllabus.

.69 teachers will assess and evaluate what the pupils have acquired from their teaching and the scheme of work because they know the most relevant areas that require assessment.

.610 teachers can use continuous assessment tests at any time because they know what they have covered with their pupils while external exams
sometimes cover everything in the syllabus which may not have been covered by the teachers in class and this tends to discourage the pupils.

Internal exams help to discover weaker areas and ineffective methods of teaching before the pupils sit for external exams.

From the data, the respondents frequently gave tests set by themselves from text books and past papers. See table 4.71 below.

4.7 THE MODE OF GIVING TESTS AND EXAMINATION

**TABLE 4.71 The Frequency of Giving Tests and Examinations**

<table>
<thead>
<tr>
<th>FREQUENCY OF GIVING TESTS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Once in Two Weeks</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td>Half Yearly</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Once a Term</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FREQUENCY OF GIVING EXAMS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Termly</td>
<td>33</td>
<td>66</td>
</tr>
<tr>
<td>Half Yearly</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Yearly</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.71 shows that the majority of the respondents N35 (70%) gave tests once in two weeks while N33 (66%) gave exams termly. Nobody gave tests and exams half yearly. On average, 30% gave tests weekly and exams once a month.

The information indicates that tests and examinations are given regularly and teachers should practice this mode of assessment of their pupils' performance in order to monitor their progress. Testing is one of the desired methods of teaching because it gives learners a good background for meeting tougher exams.

4.8 THE FREQUENCY AND DIFFICULTY IN ASSESSMENT OF PUPILS

There are three educational domains that require assessment. They are the cognitive domain that deals with knowledge, psychomotor domain that deals with performed skills and affective domain that deals with attitudes and values. One may be faced with some problems during the process of assessing pupils in the three areas. The items in this section of the questionnaire aimed at finding out how frequently pupils are tested in the three educational domains and if any domain is difficult to assess.
TABLE 4.81  Frequency and Difficulty of Assessing Educational Domains.

<table>
<thead>
<tr>
<th>DOMAIN TESTED</th>
<th>VERY FREQ.</th>
<th>FREQUENTLY</th>
<th>RARELY</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Knowledge</td>
<td>34</td>
<td>68</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Skills</td>
<td>8</td>
<td>16</td>
<td>27</td>
<td>54</td>
</tr>
<tr>
<td>Attitudes and Values</td>
<td>11</td>
<td>22</td>
<td>17</td>
<td>34</td>
</tr>
</tbody>
</table>

Note: FREQ. = FREQUENCY

<table>
<thead>
<tr>
<th>DIFFICULTY IN ASSESSMENT</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Knowledge</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Skills</td>
<td>27</td>
<td>54</td>
</tr>
<tr>
<td>Attitudes &amp; Values</td>
<td>25</td>
<td>50</td>
</tr>
</tbody>
</table>

Note: N = 50 = 100 %

Analysing frequently and very frequently together, table 4.81 shows that N50 (100%) of the respondents tested their pupils frequently. As for practical skills N35 (70%) tested the pupils
frequently while N15 (30%) rarely tested the pupils in practical skills. Attitudes and values was tested frequently by N28 (56%) of the respondents. N20 (40%) rarely tested affective domain but only N12 (24%) never tested it at all.

In terms of difficulties, N43 (86%) of the respondents faced no problems in assessing theory work, N27 (54%) had difficulties in assessing practical work while N25 (50%) also faced problems in assessing attitudes and values of pupils. Only N7 (14%) of the respondents had difficulties in assessing knowledge.

The data indicates that teachers should be able to assess knowledge and practical skills more frequently without facing much problem. The area of attitudes was rarely tested yet N25 (50%) faced no problem in assessment of this area. From observation of exercise books, the responses were not accurate because affective domain was not effectively tested.

A number of reasons were given by N34 (68%) of the respondents as to why they faced difficulties in assessing psychomotor and affective domains — although N16 (32%) of the respondents did not respond. Some of the reasons include:

1. Difficulty in assessing behaviour because one has to observe, analyse and then evaluate, yet some pupils pretend a lot, some are not open especially when faced with social problems. They
also come from different social backgrounds while others behave differently when outside and inside the classroom, thus making behaviour quite difficult to assess.

Assessment of practicals is difficult because the pupils are too many leaving no time to start and complete work. In most cases the resources are either lacking or limited.

4.9 MARKING PROCEDURE

The next item aimed at finding out how teachers marked their pupils' work.

**TABLE 4.91** How Marking is Done

<table>
<thead>
<tr>
<th>METHOD USED</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Remarks</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Marks</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Grades</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Remarks and Marks</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>All Methods (i.e Points, Remarks, Marks and Grades)</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

TOTAL 50 100

Marking pupils work is important in determining the degree of a given learning task and to identify the
part of the task not mastered. This require that teachers assess their pupils' work at regular intervals for successful instruction.

Table 4.91 shows that N32 (64%) of the respondents marked pupils work by awarding marks and making remarks. Only N3 (6%) marked by points but no respondent marked by grades only. N7 (14%) marked by giving remarks only while another N2 (4%) gave only marks. A few respondents N6 (12%) marked using all the methods, i.e points, marks, grades and remarks. From this, it is clear that teachers should mark pupils' work by giving marks and making comments for the pupils to understand how they have performed in the given task.

4.10 FREQUENCY OF GIVING EXERCISES TO PUPILS

Assessment is inevitable and therefore teachers need to know how to carry it out effectively in order to contribute positively to the work of the school. Items in this section of the questionnaire sought to elicit information about how often pupils are given exercises at school.
TABLE 4.101  Type and Frequency of Exercises Given to Pupils

<table>
<thead>
<tr>
<th>EXERCISES</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Exercise from Class Text</td>
<td>32</td>
<td>64</td>
<td>18</td>
</tr>
<tr>
<td>Same Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Done by All</td>
<td>36</td>
<td>72</td>
<td>14</td>
</tr>
<tr>
<td>Home Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everyday</td>
<td>27</td>
<td>54</td>
<td>22</td>
</tr>
<tr>
<td>Correction of Exercise Books</td>
<td>13</td>
<td>26</td>
<td>34</td>
</tr>
<tr>
<td>Extra Lessons to Weak Pupils</td>
<td>9</td>
<td>18</td>
<td>34</td>
</tr>
<tr>
<td>Challenging Work to Bright Pupils</td>
<td>23</td>
<td>46</td>
<td>26</td>
</tr>
</tbody>
</table>

From the table above, N32 (64%) of the respondents gave work from the text during each lesson while N27 (54%) gave pupils homework everyday but N22 (44%) gave homework sometimes. N34 (68%) of the respondents sometimes marked exercise books
whereas N3 (6%) never marked. Only N13 (26%) usually marked exercise books. Analysing usually and sometimes together, extra work to weak pupils and challenging work to bright pupils was given by N43 (86%) and N49 (98%) of the respondents, respectively; but N8 (16%) never gave any extra work to pupils. The findings reveal that most teachers N32 (64%) gave exercises from class text book during each lesson. This conforms with the idea of Bloom (1971) that teachers need to assess their pupils' on regular basis for successful instruction. Most teachers N34 (68%) sometimes marked pupils' exercise books though only N13 (26%) marked everyday but N3 (6%) never marked at all. N9 (18%) and N23 (46%) of the respondents usually gave remedial work to weak pupils and challenging work to the bright pupils, respectively. In all, teachers need to give and correct exercises everyday while extra lessons and challenging work are necessary for the weak and bright pupils.

4.11 REASONS FOR ASSESSING PUPILS

There are many reasons as to why pupils are assessed. These may be to give teachers feedback on the quality of learning in the class, to help in adopting the curriculum, its pace and presentation, to show pupils progress through the course and to provide information for effective educational and
vocational counselling of the pupils. The items in this section sought information about why pupils are assessed and the importance of continuous assessment results.

**TABLE 4.11 Reasons for Assessing Pupils**

<table>
<thead>
<tr>
<th>REASONS OF ASSESSMENT</th>
<th>VERY IMP</th>
<th>IMP</th>
<th>LESS IMP</th>
<th>NOT IMP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>To Assist in moral Development</td>
<td>37</td>
<td>74</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>For Continuous Assessment</td>
<td>32</td>
<td>64</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>To Find out Pupils' Mastery of Content</td>
<td>29</td>
<td>58</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>To Find Out Their Problems</td>
<td>35</td>
<td>70</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>To Grade Pupils</td>
<td>15</td>
<td>30</td>
<td>27</td>
<td>54</td>
</tr>
<tr>
<td>To Encourage Pupils to Learn</td>
<td>30</td>
<td>60</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>To Find Out Their Mastery of Skills</td>
<td>34</td>
<td>68</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>To Review Schemes of Work</td>
<td>13</td>
<td>26</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>To Review Pupils Performance and Effectiveness of Teaching</td>
<td>27</td>
<td>54</td>
<td>23</td>
<td>46</td>
</tr>
</tbody>
</table>

**NOTE:** IMP = IMPORTANT
Table 4.111 shows that the majority of the respondents N44 (88%) evaluated pupils mainly for assistance in their moral development leaving only N6 (12%) who considered moral development to be of less or non-importance in evaluation. This information is not true as it contradicts earlier observation where teachers rarely tested the affective domain. It appears that teachers confuse moral development and intellectual development which they test a lot. Another reason that was ranked high was assessment to find out pupils' problems and their mastery of skills and content. Both were said to be important by N50 (100%) of the respondents. This conforms with the earlier findings where teachers emphasised evaluation of the cognitive domain. Other respondents N47 (94%) also assessed to encourage pupils to learn. Continuous assessment had N49 (98%) of the respondents who at least ranked it as important. N42 (84%) of the respondents assessed for grading pupils. N45 (90%) of the respondents assessed to review schemes of work and only N5 (10%) did not assess for the same reason. All the respondents N50 (100%) used assessment results for reviewing pupils performance and effectiveness of teaching, deciding how to help individual pupils and for keeping continuous progress of each pupil. The data shows that teachers should assess more
frequently for giving individual help, reviewing schemes of work and the effectiveness of teaching.

The next item in the questionnaire sought to find out if teachers gave remedial work. The results show that N48 (96%) of the respondents gave remedial work for improvement of future performance. Only N2 (4%) of the respondents did not give remedial work and said that pupils did not find the subject hard to understand: they used morning hours for group discussion and giving individual help in class. Although these respondents did not agree with remedial work, their reasons indicate that they gave individual help which is a form of remedial work. Teachers should give remedial work to weak pupils to improve their performance.

The next item sought information on factors which greatly affect the choice of assessment procedures that teachers used in their specific subjects.
### TABLE 4.112

Factors that Affect the Choice of Assessment Procedures

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Load</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>Class Size</td>
<td>27</td>
<td>54</td>
</tr>
<tr>
<td>Limited Time</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Overloaded Curr.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

NOTE  
Curr. = Curriculum

The results in table 4.112 show that N27 (54%) of the respondents stated that class size affected the choice of method to be used while N21 (42%) of the respondents indicated the teaching load. The rest N2 (4%) marked limited time and overloaded curriculum as determining factors. From this information, it is clear that teaching load and class size are the two major factors that generally affect the methods of assessment teachers may use. Overloaded curriculum in essence is a result of teaching load in a given limited time, visavis the class size.

### 4.12 ASSESSMENT RECORDS

The items in this section sought to find out the kind of assessment results which are included in
the office record books. From the data collected, N34 (68%) of the respondents said that practical assessment results were recorded. Another N22 (44%) of the respondents said that quiz competition results were also recorded while about N17 (34%) of the respondents agreed that the results of the objectives and continuous assessment tests were recorded. The information was verified when the researcher observed the record books in the school after observing pupils assignment books. Essays, observation of behaviour and project work were also recorded but by less than N20 (40%) of the respondents. This was because they are not popular techniques of assessment in primary schools.

4.13 GENERAL OBSERVATIONS, COMMENTS AND RECOMMENDATIONS OF RESPONDENTS

The items in this section sought opinion from the teachers on how to improve assessment of pupils in the primary school.

The respondents came up with different ideas on what should be done to improve assessment of pupils. They were as follows:

.131 The practical subjects, for example, Art and Craft are usually assessed and the pupils do a lot of work yet they are never given any award and the marks do not count in the final examination.
This may prompt teachers to stop doing any practicals, while the pupils may lose interest. Therefore, certificates should be given to the pupils for motivation. The marks should also be considered in the selection for secondary school. These would prove the importance of practicals. Some essay questions could be included in the final examinations to avoid having only objective type questions.

132 Some respondents observed that practical subjects should be assessed during every lesson so that the teacher records individual performance of weak and bright pupils. This would require that such teachers are given less teaching load to allow ample time for teaching and assessing what has been taught after every topic or lesson.

133 N36 (72%) of the respondents recommended that every course book should include evaluation tests at the end of a specific topic to be done frequently and consistently as continuous assessment tests. Also that teachers should inspect practical work during the lesson so as to avoid cheating by pupils and enable them to come up with their own final product. If the number of children in class are reduced then teachers will have a small group to handle and they would also pay close attention to individuals without hurrying to complete the syllabus. The classroom teachers should also be
involved in curriculum development not just the K.I.E. staff who may be ignorant of what goes on in the classroom.

.134 At present, assessment is mainly done more in standard Eight yet this practice should be spread to all classes and different teachers from other schools should do assessment when papers are exchanged between schools and examiners for teachers to mark their areas of specialization and interest. This could be done termly as external exams for all schools within a given zone or division.

.135 With the help of the parents and the Ministry, basic tools needed for teaching should be made available for effective teaching of practical subjects.

.136 In-service courses should be organized for teachers on a regular basis in order to make them aware of the assessment procedures, how regularly they should give projects and practicals to their pupils and the importance of marking and record keeping.

.137 Lastly, N10 (20%) of the respondents suggested that assessment of practical work should be stopped completely because there is a lot of cheating involved since some parents assist their children while others buy for them items to present to the school for assessment.
4.14 HEADTEACHERS BACKGROUND

The items in this section intended to find out the demographic, academic and professional background of the headteachers in the sample schools.

141 Demographic Background of the Headteachers

Responses to the items on the age, gender and marital status are described in this section.

The data shows that the majority, N8 (80%) of the headteachers were males while only N2 (20%) were females. Furthermore, N8 (80%) were between ages 41 and 50 years, thus approaching retirement. Age category 31-40 comprised N2 (20%) of the headteachers. None of the headteachers was above the age of 51 years. All the headteachers were married.

In general, the headteachers should be having a lot of experience in guiding the teachers on how best to assess pupils' performance. Most headteachers N8 (80%) in the study were men. Whereas it was observed from the analysis of the teachers that most teachers, N34 (68%), were females. This shows that leadership is still dominated by men.

142 Academic and Professional Backgrounds of Headteachers

The success of any educational endeavour depends on the quality of both the teachers and
headteachers which in turn determines the quality of education.

The academic and professional backgrounds of the headteachers fell in only a few categories as follows: the headteachers with O'level qualification were N6 (60%) while N4 (40%) had A'level qualification. The professional training, N7 (70%) of the headteachers had S1, N2 (20%) had P1 and only N1 (10%) had approved teacher status qualification. No respondent had a university degree.

It can be deduced that the headteachers of primary schools in Westlands Division have a reasonably high academic and professional training. This information conforms with the earlier analysis of the teachers most of whom, N42 (84%), had a high academic qualification. For professional training, N31 (62%) and N9 (18%) had P1 and S1, respectively with one teacher having a diploma in education. The findings further show that all the headteachers have served as teachers for over sixteen (16) years which means that they are highly experienced in their teaching, evaluation and administrative roles. As for the teachers, N36 (72%) had an experience of between 6-20 years, therefore, they too have a lot of experience in their work.
4.15 SCHOOL ASSESSMENT GUIDELINES

Each school should have some rules to guide the teachers on how to carry out formative evaluation in order to consistently monitor pupils progress. The items in this section sought to elicit general information from the headteachers on the guidelines and procedures of assessment in order to corroborate the information given by the teachers and to evaluate the consistency of the respective practice.

According to the data collected, all the schools had written assessment policy guiding the teachers as to when and how to give the tests. The guidelines applied to all the classes except for the procedures and frequency that differed depending on the class. For example, Standard Eight did more tests than other classes. School tests were coordinated by either the senior teacher or the deputy headteacher. In two schools, they had an exam panel responsible for assessment tests done monthly and termly mostly testing for skills and knowledge acquired by pupils. Only N4 (40%) of the headteachers had attended in-service training on assessment but N6 (60%) had not attended such training.

Majority of the respondents N8 (80%) said that their schools emphasised evaluation procedures such as quizzes, tests, drama, written assignment, practicals, projects and oral questioning. Other
methods like observations and essays were not mentioned at all. This does not agree with the teachers' ideas because none of them mentioned drama but N22 (44%) and N37 (74%) of the teachers used essays and observations, respectively.

The information about quizzes, tests, written assignment and oral questioning conforms with that of the teachers since for each method, over N37 (74%) of the teachers said that they regularly used them. As for practicals and projects, the headteachers' information does not agree with that of the teachers. Only N24 (48%) and N11 (22%) of the teachers used practicals and projects, respectively. Therefore, the information is contradictory in some cases.

These methods of assessment used are mostly influenced by factors such as: the number of pupils, limited time, overloaded curriculum, the number of lessons, wide syllabus and lack of teaching resources. This information conforms with that given by N48 (96%) of teachers. All the respondents N10 (100%) agreed that the tests benefited the pupils because the teachers could measure the amount of knowledge acquired by the pupils, identify weak pupils and their problems for remedial work and also review schemes of work, pupils performance and teaching methods. Tests also help pupils to do self-
assessment and compare their performance with that of the other pupils.

All the respondents emphasized homework assignment because it supplements classwork and occupies the pupils. The teachers manage to complete the syllabus by giving extra work to the pupils.

Pupils who did well were given prizes such as trophies, pencil, exercise books and story books to improve learning through motivation. All schools in the Division did joint tests; mainly Divisional, Interschool and City Trial Tests.

The respondents N10 (100%) said they had a centralized record system for assessment marks and grades. This record was for future reference, to ensure continuity and to know pupils performance. The recorded marks were communicated to the parents through progress report books or during open days when parents visited the schools. The grades were used to promote pupils to the next class, help in identifying weak areas and in selecting pupils for training or employment.

All the respondents mentioned the problems they faced in assessment of pupils performance. They include: lack of or inadequate facilities, lack of motivation (interest), limited time, too many pupils, lessons and subjects. Some pupils lacked interest such that they could not read hence they do
not complete their work. The parents too do not urge their children to complete their homework in time.

Despite all these problems, assessment practices can be improved by giving regular tests made by teachers, letting pupils to mark in cases where they are too many in a class, informing the parents to encourage and motivate their children, providing adequate facilities; and, lastly, making sure that each child knows how to read and write for proper comprehension during assessment tests in various subjects.

A few recommendations were given such as: to make continuous assessment grades be considered by the Ministry in final grading and selection to secondary schools and other institutions of higher learning. Multiple choice items should be avoided to discourage guess work by pupils during assessment.

The information gathered showed that the headteachers in Westlands Division work along the same administrative lines because their response to the questions during the interview were similar, giving a total of N10 (100%). Teachers should therefore follow the rules guiding assessment so that they closely monitor their pupils progress in their subject areas.
4.16 OBSERVATION OF PUPILS' WORK

The items in this section were to find out, through observation, if pupils are given homework assignments, the type, frequency, source, marking, grading and revision done and lastly the educational domains tested in order to confirm the information given by the teachers and headteachers.
### TABLE 4.161 Observation of Pupils' Homework Exercise Books.

<table>
<thead>
<tr>
<th>WHAT WAS OBSERVED</th>
<th>M</th>
<th>A &amp; S</th>
<th>L</th>
<th>SS</th>
<th>Ps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Given:</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Type: Multiple:</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Structured</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Essays</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Projects</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>TYPE OF HOMEWORK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Project</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Practical</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>FREQUENCY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After Each Topic</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Once a Week</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Twice a Month</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Once a Month</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>SOURCE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Made</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>From Books &amp; Papers</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>MARKING, GRADING AND REVISION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT TIMES PUPILS MARK</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>IF USEFUL</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**NOTE**  
M: Maths; A & S: Agriculture and Science; L: Languages; SS: Social Sciences; Ps: Practicals; Reg.: Requirements. ✓: YES.  x: NO.
In summary, assignment was given by teachers to pupils in all the subjects to be done as homework. Most questions were multiple choice and structured types. Projects were only given in Art and Craft, Science and Agriculture, Homescience and Music (grouped as Practicals). Essays were given only in composition otherwise the work was mainly in written form got from textbooks and past papers with very few cases made by the teacher.

Most books showed that assignments are done very frequently especially in Mathematics and Languages. These are marked, graded followed by revision and correction. At times pupils marked and the teacher went through the books to confirm the marking by giving marks and grades. These exercises are useful because they helped the teacher in following the syllabus, in giving pupils a lot of practice by using K.I.E. books, in knowing what has been mastered and in finding out if the objectives have been achieved.

The domain tested by all subjects was cognitive while psychomotor was only tested in Science and Agriculture and practicals. Affective domain was tested in only Social Sciences and languages.

From the data, it shows that teachers should be able to give homework in all the areas, and this should be done frequently so as to monitor the progress of the pupils if prompt marking and
revision are done. The tests should spread to all the three educational domains. Affective domain should be looked at in practical subjects but it has been ignored while psychomotor domain was confined to only practical subjects like Music, Art and Craft and Homescience. Some domains are not easy to test, hence the tendency to test knowledge.
CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY OF THE STUDY

The purpose of this study was to investigate the procedures used by teachers in assessing the performance of primary school pupils in Westlands Division of Nairobi Province.

Chapter One gives the background of the study including the statement of the problem, basic research questions, objectives of the study and significance of the study. Limitations to the study and the basic assumptions are also stated. Furthermore, definitions of terms are done to indicate their meanings as they are used in the study.

In Chapter Two, the literature related to various aspects of assessment is reviewed. These aspects are: literature related to the historical perspective of assessment, literature related to the purpose of assessment of performance and literature related to assessment procedures.

Chapter Three deals with the methodology of the study which includes the design, sample size and description, sampling techniques, administration of the instruments and pilot-testing.
In Chapter Four, the data is analyzed, presented and discussed under the following: the respondents' demographic, academic and professional backgrounds, teaching experience, teaching load, familiarity with the K.N.E.C assessment techniques, in-service training, evaluation methods used in primary schools, the criteria used in selection of procedures, the purpose and usefulness of assessment results in teaching. Other factors discussed include: the types and sources of tests, frequency of testing, assessment of practicals, the marking, grading, recording and reporting of marks, the challenges facing teachers in evaluation process and if the methods are in accordance with course and curriculum objectives, theories and principles of education as well as KNEC examinations.

This Chapter deals with the summary of the findings, conclusions, recommendations and suggestions for further research.

5.2 FINDINGS OF THE STUDY

The data analysis and discussions in Chapter Four followed certain themes derived from the questionnaire and the basic research objectives which formed the basis of this study. A number of procedures of assessment, problems and possible solutions were presented by the teachers in Westlands Division of Nairobi. The findings of the
study are presented in the same format as Chapter Four.

5.21 Demographic Background of the Teachers and the Headteachers

.211 The study revealed that most of the teachers $N37$ (74%) were between 21 and 40 years. The majority $N34$ (68%) were females and $N35$ (70%) of the teachers were married. Only $N15$ (30%) were unmarried.

.212 The majority of the headteachers $N8$ (80%) were males while only $N2$ (20%) were females.

.213 From the study, $N8$ (80%) of the headteachers were between 41 and 50 years while age category 31 and 40 years had only $N2$ (20%) of the respondents. No headteacher was above 51 years. All headteachers $N10$ (100%) were married.

5.22 Academic and Professional Backgrounds of Teachers and Headteachers

.221 Both teachers and headteachers had high academic qualifications and professional training. $N31$ (62%) of the teachers had O'level while $N17$ (34%) had A'level. Of the remaining two teachers, one had KCPE while the other had a Diploma in education. Whereas $N6$ (60%) of the headteachers had O'level while the rest $N4$ (40%) had A'level.
.222 N7 (70%) of the headteachers had S1 qualification, N2 (20%) had P1 while only one was an approved graduate. N40 (80%) of the teachers had P1 and S1 qualifications, N3 (6%) had Diploma in education with only one approved graduate. However, there were N5 (10%) untrained teachers and one with P2.

.223 All headteachers N10 (100%) had a teaching experience of over 16 years whereas N36 (72%) of the teachers had served for between 6 and 20 years. Only N5 (10%) had experience less than 2 years.

5.23 Subject Cluster and Number of Lessons

Majority of the teachers N45 (90%) had an average of 18 lessons in their major teaching subject areas with a total of between 36 and 40 lessons per week.

5.24 Familiarity with KNEC Evaluation Techniques

N41 (82%) of the teachers were familiar with the KNEC evaluation techniques.

5.25 The Procedures Used in Assessing Pupils' Performance

.251 Most of the respondents N48 (96%) used oral questioning while over N40 (80%) of the
teachers regularly used written tests, assignments and quizzes.

.252 Only N13 (26%) and N19 (38%) of the teachers used essays and projects, respectively.

.253 N35 (70%) of the teachers preferred external exams while N13 (26%) preferred internal exams. Only N2 (4%) of the teachers preferred both types of exams.

.254 Most teachers N35 (70%) used filling in blanks and another N36 (72%) used multiple choice questions.

5.26 The Criteria Used in Selecting an Assessment Method

.261 The major criteria was class size indicated by N27 (54%) of the teachers. This was followed by the teaching load indicated by N22 (44%) of the teachers.

.262 Only one teacher mentioned overloaded curriculum but all the headteachers N10 (100%) mentioned too many lessons, pupils and subjects.

.263 Only one teacher mentioned time as a factor in selecting an assessment method.
5.27 The Purpose and Usefulness of Assessment and Evaluation in Teaching

The findings showed that N50 (100%) of the teachers evaluated pupils mainly to find out pupils' problems and their mastery of skills and content.

N49 (98%) of teachers evaluated for the purpose of keeping continuous progress of pupils.

Some teachers N30 (60%) assessed in order to encourage pupils to learn whereas N42 (84%) of the respondents assessed for the purposes of grading pupils.

N45 (90%) of the teachers assessed in order to review schemes of work, help individual pupils and review effectiveness of teaching.

5.28 The Extent of Teachers' Preparation for 8-4-4 Assessment Demands

The findings indicated that N39 (78%) of the teachers had attended in-service training but only N4 (40%) of the headteachers had attended in-service training by 1985.

Only N11 (22%) of the teachers had not attended general in-service course on the 8-4-4 curriculum.

In-service training in specific subjects had been attended by only N22 (44%) of the teachers. This leaves N28 (56%) who were never in-serviced on how to assess their pupils in specific subjects.
5.29 Organization of the Updating Courses

.291 N27 (54%) of the teachers mentioned Teachers Advisory Centres (TAC) as the organizers of the in-service courses.

.292 The Inspectorate was mentioned by N3 (6%) of the teachers whereas the others like the Kenya Institute of Education (K.I.E.) and City Education Department were mentioned by only N1 (2%) of teachers.

5.210 The Frequency of In-service Courses

.2101 As for the frequency of the in-service, N18 (36%) of the teachers said that they were organized once a term while N10 (20%) mentioned more than once per term.

.2102 Another N14 (28%) of the teachers mentioned once a year. Only N8 (16%) of the teachers said that in-service courses were rarely organized.

5.211 Evaluation Procedures and Course Objectives

.2111 Observation of pupils exercise books showed that most teachers N36 (72%) used a variety of evaluation procedures depending on the subject. The tests were comprehensive and covered all the subjects. The test methods were also reliable and valid because teachers rely on the KIE and KNEC techniques and models.
All the teachers 50 (100%) tested pupils in the cognitive domain in all the subjects while only 20 (40%) of the teachers tested the psychomotor domain in only practical subjects, Science and Agriculture. Affective domain was rarely tested.

5.2.12 Assessment of Practical Subjects

On how practical subjects like Music, Art and Craft, Agriculture and Homescience are assessed, it was found that 35 (70%) of the respondents frequently tested practical skills.

Only 15 (30%) of the respondents rarely tested practicals but all teachers tested it.

When assessing practical subjects 27 (54%) of the teachers said that they faced difficulties such as large classes, lack of time and inadequate resources.

37 (74%) of the teachers used quizzes, tests, written assignments and oral questioning to assess practical skills.

As for the use of projects, 43 (86%) of the teachers said they were important, but 7 (14%) rated projects as unnecessary.

5.2.13 The Types and Sources of Test

As concerns the types of tests used, 48 (96%) of the teachers used oral questioning
while written assignment was used by N47 (94%) of the teachers.

Both observation and quizzes were used by N37 (74%) of the respondents.

N38 (76%) of the teachers used tests while N22 (44%) used essays. Only N11 (22%) of the teachers used project work.

As for the sources of tests, N43 (86%) of the teachers gave tests from course books and past papers. Other teachers N7 (14%) said that they set the tests themselves.

5.214 *The Frequency of Assessing Pupils by Use of Tests*

N35 (70%) of the teachers gave tests once in two weeks while N33 (66%) gave exams termly. Tests were given weekly by N14 (28%) of the respondents but none gave tests and exams half yearly.

Termly tests and yearly exams were given by N2 (4%) of the teachers.

Exams were given monthly by N16 (32%) of the teachers.

5.215 *The Marking, Grading, Recording and Reporting of Classroom Tests*

On how marking is done N32 (64%) of the teachers marked pupils' work by awarding marks
and making remarks. N3 (6%) marked by points, but no teacher marked by grades only.

.2152 N7 (14%) of the teachers marked by giving only remarks while N2 (4%) gave only marks but N6 (12%) of the teachers marked using all the methods, (i.e points, grades, marks and remarks).

.2153 All the headteachers N10 (100%) said that they had a centralized record system for assessment marks and grades mainly from practicals, quiz competition, objectives, tests, essays, projects and general observation of pupils.

.2154 The results were communicated to the parents through progress report books or during parents open days as was said by N10 (100%) of the headteachers.

.2155 Marks and grades from technical subjects were reported to the Ministry of Education, Science and Technology.

5.216 The Purpose of Marks and Reports

.2161 All the teachers N50 (100%) said that marks and reports were for the purposes of deciding how to help individual pupils, identifying pupils' problems, reviewing schemes of work, giving pupils a clear indication of their work in class, reviewing pupils' performance and effectiveness of teaching and lastly, finding out pupils' mastery of skills and content.
N47 (94%) of the teachers used marks to encourage pupils to learn whereas N42 (84%) of the respondents used the marks to grade pupils.

All the headteachers N10 (100%) said that test results were useful in knowing weak pupils, helping pupils to do self-evaluation and to compare themselves with other pupils and the national standards.

All the teachers N50 (100%) and headteachers N10 (100%) agreed that marks were used for promoting pupils to the next class and at times for selecting pupils for training or employment.

5.217 Problems of Teachers in Assessment.

As for the problems teachers faced in assessment N27 (54%) of the respondents had difficulties in assessing practicals (psychomotor domain) while N25 (50%) faced the same problem with regard to pupils values and attitudes (affective domain).

The majority of the respondents N43 (86%) were comfortable with assessment of pupils in the area of knowledge (cognitive domain)

Other problems stated were: a heavy teaching load, large number of pupils, limited time and overloaded curriculum.

All the headteachers, N10 (100%) mentioned other problems such as: lack of
facilities, lack of interest by some pupils and having too many subjects.

5.218 Evaluating Procedures Used in Relation to Educational Theories and Principles of Teaching and Learning

.2181 N45 (90%) used oral questioning, while N40 (80%) of the teachers used written tests, assignments and quizzes which suit primary school children, hence are in line with educational theories and principles of teaching and learning.

.2182 Only N13 (26%) of the teachers used essays while N19 (38%) of them used project work which appear to be difficult for the pupils confirming that the procedures conform with education theories and principles.

.2183 Not all aspects of the domains of learning are effectively assessed.

5.219 School Tests and the Kenya National Examinations Council (KNEC) Evaluation Model

.2191 As concerns comparison of school tests with those of KNEC N35 (70%) of the teachers agreed that there was a strong relationship.

.2192 N6 (12%) of the teachers were undecided while only N9 (18%) disagreed that there
was no link between classroom tests and those of KNEC.

All the teachers (100%) gave tests which are closely related to those of KNEC which sets the summative evaluation exams for Standard Eight. Therefore they gave tests which are comprehensive, valid and reliable in the cognitive domain.

5.3 CONCLUSIONS FROM THE STUDY

Arising from the research questions, objectives, and findings of the study, it may be concluded that in Westlands Division, primary school teachers:

- are in the majority females who are married.
- are dominated by males in school leadership position.
- are experienced and professionally qualified.
- are familiar with a variety of evaluation techniques.
- use a variety of recommended educational evaluation techniques in assessing their pupils.
- experience problems in assessing their pupils.
- find assessment of pupils useful and important for curriculum objectives and improvement.
follow school guideline in assessing their pupils.
need constant in-service courses on assessment techniques.
are able to design test items similar to the KNEC evaluation model.
tend to neglect work that does not lead to final grading and certification by KNEC.
Concentrate on theoretical work.

5.4 IMPLICATION OF THE STUDY

Arising from the findings and conclusions of the study, the following implications can be made.

Assessment techniques adopted by the teachers are mainly examination oriented.
Pupils expect some reward for the effort they put in the practical work and hence need certificates for motivation.
The use of a variety of assessment procedures enhances effective learning and learning outcomes.
The techniques adopted will depend on the number of pupils in class and the teaching load of the teacher.
The techniques adopted will depend on training, in-service, and experience of the teacher.
The assessment procedures commonly used by teachers do not promote critical thinking.
.47 Effective evaluation in practical subjects depends on the learning resources available.

5.5 APPLICATION OF THE STUDY

The findings of this study are supported by Gronlund (1985) who says that there are many techniques of evaluation which are indispensable to the teacher for good teaching and learning. Research done by Arap Soi (1990) suggests the use of informal methods of assessment for testing the affective domain while Okere's research (1984) in Arap Soi (1990) states the importance of oral questioning as the heart of good teaching and learning in all subjects. Tuckman (1975) in Kiminyo (1988) observes that tests and measurements provide the teacher with useful data. Furthermore, Scriven (1967) in Lewy (1977) acknowledges the role of formative evaluation which conforms with evaluation methods listed in the Kenya syllabus for upper primary (1986).

The findings and the implications of the study are applicable to any learning situation in primary schools in Kenya.

5.6 RECOMMENDATIONS

From the data analysis, interpretation and subsequent findings and conclusions, the researcher came up with the following recommendations which
should be useful in improving assessment of pupils' performance in primary schools.

.61 The methods of assessing pupils' performance are mainly those of the KIE and KNEC. There is evidence of backwash effect where teachers emphasize only those areas that are examined therefore preparing pupils to pass exams. The researcher recommends that pupils be tested continuously, and systematically in all the three domains of learning and not only in the area of knowledge, so that they obtain an all-round education.

.62 Methods of assessment of pupils' performance should be given more emphasis, particularly practical skills which relate to the psychomotor domain. Pupils should be assessed on the spot as they make the item up to the final product, for example, making a tea tray or a pair of pyjamas. This would discourage those who get help from relatives and even the parents who buy the end products for their children.

.63 Resources and facilities must be adequately provided in all schools if practical subjects are to be effectively assessed. The KIE should recommend the use of cheap materials and encourage improvisation by both teachers and pupils to help in proper assessment of practical subjects. The Ministry of Education and the parents should
join hands to provide the required resources so that pupils can be involved in many projects.

.64 In order to make the practising teachers better evaluators of their pupils, the question of in-service training in assessment of the 8-4-4 primary school curriculum should be given high consideration by the educators. In-service courses should be on a regular basis because education is a process that keeps on changing with new innovations and economic development.

.65 In order for teachers to effectively assess their pupils' performance using a variety of procedures, they should be given less teaching load or be made to specialize so that they concentrate on one area. More teachers could be posted to schools or the wide curriculum could be trimmed down to allow teachers enough time for proper preparation and effective evaluation. Some subjects could also be made compulsory while others optional for effective assessment to be done.

.66 In order to fully realize the objectives of education, teachers must be fully trained and re-trained in the latest evaluation techniques.

.67 Certificates or some form of reward should be given to the pupils for practical work. Continuous assessment marks for practicals should be considered together with the final exam for
selection to secondary schools, training or employment.

68 The use of essay items has been ignored by the teachers in primary schools as a method of assessment yet essay writing helps pupils to develop the ability to organize individual thoughts and expression of ideas. Short essays should therefore be encouraged and used more frequently so that pupils leave primary schools with constructive ideas to handle secondary school work.

69 Teachers should not over-rely on tests from textbooks and past papers but instead try to be creative and come up with own questions based on the topic which has been covered. This will limit copying and cramming by pupils.

5.7 SUGGESTIONS FOR FURTHER RESEARCH

71 The study was confined to ten schools in Westlands Division of Nairobi Province. A similar research could be conducted to cover more schools in Nairobi and rural areas. This will give results that can be generalized to all the primary schools in Kenya.

72 Research should be conducted to find out whether the same procedures of assessment are used in lower primary.

73 A study of the attitudes of pupils and teachers towards evaluation could also be conducted.
An attempt should be made to develop research instruments to assess the affective domain especially in the social sciences like Geography, History and Civics (G.H.C) and Religious Education.
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APPENDIX 1

QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

Instructions:

(i) This questionnaire is divided into three parts:
   Parts one, two and three. Part one requires general
   information about yourself. Part two requires information
   about some of the procedures which you use in your school in
   assessing pupils' performance.

(ii) You are kindly requested to answer all the questions
   honestly.

(iii) The information you will give be treated confidentially.

PART ONE: TEACHER'S BACKGROUND INFORMATION.

Instructions.

Please put a tick in appropriate bracket ( ) or fill in the
information required in each of the following items.

1. Gender (a) Male ( )
   (b) Female ( )

2. Marital Status:
   (a) Married ( ) (c) separated ( )
   (b) Single ( ) (d) divorced ( )

3. Age: (in years)
   (a) under 20 ( )
   (b) 21-30 ( )
   (c) 21-30 ( )
   (d) Over 40 ( )

4. Highest Academic qualifications:
   (a) KPE/CPE/KCPE ( )
   (b) KJSSE ( )
   (c) EACE/KCE ( )
   (d) EACACE/KACE ( )
   (e) University ( )
   (f) Any other------------------------

5. Highest Professional qualification:
   (a) Untrained Teacher (U.T.) ( )
   (b) P1 ( )
   (c) P2 ( )
   (d) P ( )
   (e) P ( )
   (f) D ( )
   (g) Diploma in Education ( )
   (h) B.E.D. ( )
   (i) B.A. ( )
   (j) Approved Graduate ( )
   (k) Other (specify)-------------------

6. Teaching experience in years.
   (a) Less than 2 ( )
   (b) ≥ 5 ( )
   (c) 5-10 ( )
   (d) 11-20 ( )
   (e) Over 20 ( )

7. How long have you stayed in your present school?
   (a) Less than 1 year( )
   (b) 1-3 ( )
   (c) 3-5 ( )
   (d) 7-9 ( )
   (e) Over 10 ( )
   (f) Over 10 ( )
A. Which one of the following cluster subjects is your main area of teaching in the school?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Periods Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Mathematics</td>
<td>( )</td>
</tr>
<tr>
<td>(b) Science and Agriculture</td>
<td>( )</td>
</tr>
<tr>
<td>(c) Social Sciences</td>
<td>( )</td>
</tr>
<tr>
<td>(d) Languages</td>
<td>( )</td>
</tr>
<tr>
<td>(e) Practical subjects</td>
<td>( )</td>
</tr>
</tbody>
</table>

Q. The total number of lessons you teach per week (in all subjects) is:

(a) Less than 30 (c) 36-40 (b) 31-35 (d) More than

10. Does the number of lessons you have affect your ability to assess your pupils' performance?

(a) Yes (b) No (c) If yes, explain how

11. Are you familiar with the KNEC evaluation techniques?

(i) (a) Yes (b) No

(ii) If yes, do you use the same techniques in developing tests for your class?

(a) Yes (b) No

(iii) If No, What techniques do you use in assessing your pupils?

12. Do you participate in any of the following activities during administration of the Zonal and Divisional examinations?

(a) setting (b) Marking (c) Moderating (d) external assessor of practical subjects

Indicate (tick) as many as possible.

13. (i) I have had a chance to attend the following activity (ies) in the past dealing with assessment of pupils performance.

(a) Seminar (c) workshop (b) In-service course (d) None

(ii) If yes, how was it useful?

14. I have attended an in-service course dealing with assessment of pupils performance in the following cluster subjects.

(a) Mathematics (b) Languages (c) practical subjects

(d) Science and Agriculture (e) Social Sciences

15. Who organised the in-service course?

(a) The Inspectorate (b) Teachers' advisory centre (c) The Kenya Institute of Education (d) Indicate any other
16. (i) How regularly are the in-service courses organised?
   (a) More than once in a term ( )
   (b) Once in a term ( )
   (c) Once a year ( )
   (d) rarely, if ever ( )

   (ii) Do you think you were adequately prepared for the new demands of assessment of the 8-4-4- curriculum?
   (a) Yes ( )
   (b) No ( )

Give reasons for your choice.

PART 11 CLASSROOM ASSESSMENT PROCEDURES

The purpose of this section is to get your views on some of the procedures which you use in your school in assessing pupils performance. Please read each statement carefully and complete every part of the questionnaire as instructed.

17. Do you enjoy your teaching career?
   (a) Yes, Very much ( )
   (b) Yes, some time ( )
   (c) I don't know ( )
   (d) I don't enjoy ( )

18. Do you enjoy giving assessment tests to your pupils?
   (a) Yes, Very much ( )
   (b) Yes, sometimes ( )
   (c) I don't know ( )
   (d) No ( )

19. Do you enjoy marking and correcting pupils books?
   (a) Yes, Very much ( )
   (b) Yes, sometimes ( )
   (c) I don't know ( )
   (d) No, I don't ( )

20. (i) Is remedial work given for improvement of future performance in any area?
   (a) Yes ( )
   (b) No ( )

   (ii) If No, how do you help the weak pupils?

21. Which of the following factors greatly affect the choice of assessment procedure that you use in your cluster subjects?
   (Tick at most two).
   (a) Teaching load ( )
   (b) Class size ( )
   (c) Limited time ( )
   (d) Over loaded curriculum ( )
   (e) Difficulty in marking ( )
   (f) Availability of resources ( )
22. Rate the following methods as you usually use them in assessment of pupils performance.

<table>
<thead>
<tr>
<th>Method</th>
<th>Very Regularly</th>
<th>Regularly</th>
<th>Less Regularly</th>
<th>Not Regularly</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Oral questioning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Observation</td>
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<tr>
<td>(c) Quizzes</td>
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<tr>
<td>(d) Written assignment</td>
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<tr>
<td>(e) Essays</td>
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<tr>
<td>(f) Tests</td>
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</tr>
<tr>
<td>(g) Projects</td>
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<td></td>
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<tr>
<td>(h) Practical work</td>
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</tbody>
</table>

23. (i) I prefer (a) external examination ( ) (b) internal examinations ( )
(ii) (c) Give reasons for your choice

24. I give tests set; (Tick as many as applicable)
   (a) in test and course books ( )
   (b) by myself ( )
   (c) by a group of teachers ( )
   (d) from past papers ( )
   (e) others (specify)...

25. I give tests:
   (a) weekly ( ) (c) Half yearly ( )
   (b) once in two weeks ( ) (d) once a term ( )

26. I give examinations:
   (a) monthly ( )
   (b) Termly ( ) (d) Yearly ( )

27. I usually test my pupils in the area of:

<table>
<thead>
<tr>
<th>Area</th>
<th>very freq.</th>
<th>freq.</th>
<th>rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) practical skills</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>(iii) social values</td>
<td></td>
<td></td>
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<tr>
<td>and attitudes</td>
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</tbody>
</table>

28. I mark pupils work by: (Tick as appropriate)
   (a) points ( ) (c) marks ( )
   (b) written remarks ( ) (d) Grades ( )
29. Tick the appropriate alternative among: U (usually) S (sometimes) and N (Never).

<table>
<thead>
<tr>
<th></th>
<th>U</th>
<th>S</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) all my pupils do exercises from the class book during each lesson</td>
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<tr>
<td>(b) All my pupils are given the same work during each lesson</td>
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<tr>
<td>(c) I give pupils homework everyday:</td>
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<tr>
<td>(d) I correct exercise books of all my pupils everyday</td>
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<tr>
<td>(e) I give extra lessons to weak pupils after class:</td>
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<tr>
<td>(f) I give challenging work to brighter pupils</td>
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</table>

30. (i) Do you face any difficulties in assessing:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Theory work</td>
<td></td>
<td></td>
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<tr>
<td>(b) Practical work</td>
<td></td>
<td></td>
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<tr>
<td>(c) Pupil behaviour</td>
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</tbody>
</table>

Give reasons for your response

31. How frequently do you use the following types of questions in your written exams? (Tick appropriate box in each case).

<table>
<thead>
<tr>
<th>Type of question</th>
<th>Freq.</th>
<th>Not Freq.</th>
<th>Not used at all</th>
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</thead>
<tbody>
<tr>
<td>(a) Filling in Blanks</td>
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<tr>
<td>(b) Multiple choice</td>
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<tr>
<td>(c) Essays</td>
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<tr>
<td>(d) Oral questions</td>
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<td>(e) Matching items</td>
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<td>(f) True-False</td>
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</tbody>
</table>

Any other (specify)
32. How would you rate each of the following reasons of assessment in terms of their importance as goals or objectives of assessment?

<table>
<thead>
<tr>
<th>Reason for assessing pupils</th>
<th>Very Impo</th>
<th>Impo</th>
<th>Less Impo</th>
<th>Not Impo</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) To assist pupils in their moral development.</td>
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<tr>
<td>b) For continuous assessment.</td>
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<tr>
<td>c) To find out pupils' mastery of content.</td>
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<tr>
<td>d) To find out pupils' problems.</td>
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<tr>
<td>e) To grade the pupils'</td>
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<tr>
<td>f) To encourage the pupils' to learn</td>
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<tr>
<td>g) To find out pupils' mastery skills.</td>
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</tbody>
</table>

Key: Impo = Important.

33. A number of statements have been given to which you are supposed to read and respond according to your honest opinion. There are five responses given for each statement. They include; strongly Agree (SA); Agree (A). Undecided (U), Disagree (D) and strongly Disagree (SD).

| (a) Use of techniques such as observation, rating scales etc., are not at present used by teachers to evaluate behavioral changes of pupils | SA | A | U | D | SD |
| (b) As evaluation is mostly done by written tests the teacher cannot evaluate most of the objectives in social sciences and practical subjects. | | | | | |
| (c) Sufficient in-service training has not been given for teachers in assessment techniques emphasised in the 8-4-4 programme. | | | | | |
| (d) Because of lack of time, pupils progress is not assessed frequently in most subjects. | | | | | |
(e) There is a strong relationship between class-room assessment procedures and those of the Kenya National Examinations Council (K.N.E.C.)

(f) Assessment methods are closely related to teaching approach.

(g) In every class during every lesson teachers assess their pupils spontaneously even without a test.

(h) The teacher can rank his pupils more accurately than any examination.

(f) Teachers usually use only the paper-pencil test.

(j) Continuous assessment is emphasised in all subjects.

(k) Teaching would be enjoyable without marking.

(l) Successful teaching involves periodic assessment.

(m) Testing kills the joy of learning in pupils.

34. Do you use continuous assessment results for the following purposes? Key: Freq. = Frequently.

<table>
<thead>
<tr>
<th>PURPOSES OF ASSESSMENT RESULTS</th>
<th>Very Freq.</th>
<th>Freq.</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Deciding how to help individual pupils</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Review schemes of work</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(c) Review pupils’ performance and effectiveness of teaching</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(d) Giving pupils a clear indication of their progress in class</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(e) Any other (specify)</td>
<td></td>
<td></td>
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</tbody>
</table>

35. The following are techniques of assessment. Tick 1, 2, or 3 to indicate your opinion.

1- indicates that it is essential
2- indicates that it is important
3- indicates that it is unnecessary
<table>
<thead>
<tr>
<th>TECHNIQUES OF ASSESSMENT</th>
<th>ESSEN.</th>
<th>IMPORT.</th>
<th>UNNECESS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Regular examinations at least once per term</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>b) Exams at the end of every year</td>
<td></td>
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<tr>
<td>c) Making informal assessments of pupils behaviour</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>d) Answering questions verbally</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Continuous assessment based on objective tests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Assessment based on project work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Comparing marks or grades with other teachers to ensure agreement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) Continuous assessment based on coursework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Assessment to enable comparison of students with national standards.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

36. Which of the following assessment results are included in the office record book (More than one may be ticked)

- a) Results of objectively marked tests
- b) Results of continuous assessment
- c) Results of informal teacher tests
- d) Results of observation of pupils performance
- e) Results of assay type examinations questions
- f) Results of Quiz competition
- g) Results of project work
- h) Results of course work essays
- i) Assessment of practical work

37. Please, make general observations, comments or recommendations that could improve the assessment of pupils in the primary school curriculum.

Thank you for your co-operation.
APPENDIX II

INTERVIEW SCHEDULE - FOR HEADTEACHERS

This part consists of two sections. Part 1 deals with personal information about the headmaster. Part 11 aims at getting information about the general policy guidelines on assessment procedures used in the school.

PART 1 - PERSONAL INFORMATION

1. Sex: (a) Male ( ) (b) Female ( )
2. Age: (a) Under 30 ( ) (b) 31-40 ( ) (c) 41-50 ( ) (d) Over 50 ( )
3. Highest Academic qualifications is:
   (a) CPE/KCPE ( ) (d) EAACE/KACE ( )
   (b) KJSE ( ) (e) University ( )
   (c) EACE/KCE ( ) (f) Any other (specify)-------------------------

4. Highest Professional Qualification is
   (a) P1 ( ) (d) Diploma in Education ( )
   (b) P2 ( ) (e) University Graduate ( )
   (c) P3 ( ) (f) Approved Graduate ( )
   (g) Any other (specify)-----------------------------------------

5. Teaching experience in years.
   (a) Less than 5 (c) 11-16
   (b) 5 - 10 (d) Over 16

6. How long have you been a headmaster in this school?
   (a) Less than 5 years (c) 11 - 16
   (b) 5 - 10 (d) Over 16

7. Number of staff
   (a) trained (-----------------------)
   (b) Untrained(__________________)

8. Number of pupils in the schools:-----------------------------

PART 11 - INTERVIEW SCHEDULE WITH THE HEADMASTER BASED ON GENERAL GUIDELINES OF SCHOOL ASSESSMENT.

1(a) Is there a written assessment policy for the school?
   (b) Do you have different guidelines or assessment for different classes and subjects? explain.
   (c) Is there coordination of assessment in the school? If so, who does it?

2. Has the school guideline on assessment procedures been influenced by the Kenya Certificate of Primary Education (KCPE) examination practice?

3. Do you think the procedures recommended by the K.I.E. are relevant? If yes, say how-----------------------------------------
4. Have you had any inservice training on how to assess, what to assess and why assessment is done?

5. What techniques/procedures of assessment are emphasized in your school? And how do you develop them, i.e. are the teachers involved?

6. What factors influence the choice of assessment procedures used in your school?

7. (a) How do you think the tests benefit the pupils?
   (b) Why does the school emphasize homework assignments?
   (c) How do you think assessment of practical subjects could be improved?

8. Do you recognize achievement with prizes of any kind? If so, what do you usually give as an award?

9. Is your school involved in assessment done together with other schools? If yes, specify the type and why?

10. How do you communicate assessment guidelines to the teaching staff?

11. Do you have a centralized record system for assessment marks or grades? For what use?

12. (a) How do you communicate the feedback to the parents?
     (b) Of what use are the results of assessment?

13. (a) What are some of the changes which you are considering making in the system of assessment
   (b) What are the major constraints on any improvement you should like to make in your assessment system? (Give details)

14. (a) Are there any problems the school faces in assessment practices?
     (b) What do you suggest can be done to improve assessment practices in the school?
     (c) What are the main difficulties that hinder improvement of assessment?

Thank you for your cooperation.
APPENDIX III

OBSERVATION SCHEDULE:

Assessment done by Homework Assignment.

The main areas to be observed here are:

1. If pupils are given homework assignments
2. The type of questions teachers give for homework whether
   (a) multiple type--------------------------
   (b) structured--------------------------
   (c) assays---------------------------
   (d) projects-------------------------
3. The type of homework pupils are given
   (a) written
   (b) project
   (c) practical
4. The source of questions pupils are given,
   (a) Teacher made
   (b) adopted from books
5. The frequency of homework
   (a) after each topic/everyday
   (b) once a week
   (c) twice a month
   (d) once a month
6. If teachers mark and grade the homework given or if pupils mark by themselves.
7. If teachers revise with their pupils after the homework has been done, and marked.
8. Whether homework assignments are useful--------------------------
9. If the kind of homework given is in line with the K.I.E. recommendations and the K.N.E.C. requirements.
10. If all the educational domains are tested in such homework assignments
    (a) cognitive
    (b) psychomotor
    (c) affective.