

**PRE-PRIMARY TEACHERS PERCEPTION OF CLASSROOM EVALUATION
AND TYPES OF ASSESSMENT ACTIVITIES FOR LEARNERS IN KIAMBU
COUNTY, KENYA.**

**RICHU MARGARET WANJIKU
E55/OL/23272/2013**

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL
FULFILLMENT OF THE DEGREE OF MASTER OF EDUCATION (EARLY
CHILDHOOD STUDIES) OF KENYATTA UNIVERSITY**

MARCH, 2023

DECLARATION

I declare that this research project report is my original work and has not been presented in any university/institution for consideration of any certification. This research report has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

Signature:..... Date:.....

Richu Margaret Wanjiku

E55/OL/23272/2013

Department of Early Childhood & Special Needs Education

SUPERVISOR

I confirm that this research report has been submitted for appraisal with my approval as university supervisor.

Signature:..... Date:.....

Dr. Wanjohi Githinji

Department of Early Childhood & Special Needs Education

Kenyatta University

DEDICATION

I dedicate this work to all early childhood education teachers.

ACKNOWLEDGEMENTS

I appreciate my supervisor Dr. Wanjohi Githinji for the guidance and technical support as I carried out this study. I also acknowledge my parents Mr. and Mrs John Richu, my children Wambui and Richu for their support in the course of my study. Special thanks go to Mary Wairagu for proof reading my study drafts and Benjamin Nyambali the typist.

God bless you.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABBREVIATIONS AND ACRONYMS	xi
ABSTRACT	xii
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND OF THE STUDY	1
1.1 Introduction	1
1.2 Background to the Study	1
1.3 Statement of the Problem	6
1.3.1 Purpose of the Study	7
1.3.2 Objectives	7
1.3.3 Research Questions	7
1.3.4 Research Hypothesis	7
1.4 Significance of the Study	8
1.5 Delimitation and Limitation of the Study	8
1.5.1 Delimitation of the Study	8
1.5.2 Limitation of the Study	9
1.6 Assumptions of the study	9
1.7 Theoretical and Conceptual Framework	9
1.7.1 Theoretical Framework	9

1.7.2 Conceptual Framework	11
1.8 Operational Definition of Terms	13
CHAPTER TWO	14
REVIEW OF RELATED LITERATURE	14
2.1 Introduction	14
2.2 Teachers' Perception of Classroom Evaluation	14
2.3 Types of Assessment Activities used by Teachers	19
2.4 Relationship between Teachers' Perception of Classroom Evaluation and Types of Assessment Activities	22
2.5 Summary of Literature Review	26
CHAPTER THREE	28
RESEARCH DESIGN AND METHODOLOGY	28
3.1 Introduction	28
3.2 Research Design	28
3.3 Variables	28
3.3.1 Independent Variables.....	29
3.3.2 Dependent Variables	30
3.4 Location of the Study.....	30
3.5 Target Population	30
3.6 Sampling Techniques and Sample Size	31
3.6.1 Sampling Techniques	31
3.6.2 Sample Size	31
3.7 Research Instruments	33
3.7.1 Questionnaires for Pre-primary School Teachers.....	33
3.7.2 Focus Group Discussion for Pre-primary School Parents.....	33

3.7.3 Observation Schedule for the Pre-primary School Learners	34
3.7.4 Documents Analysis Schedule	34
3.8 Piloting Study	35
3.8.1 Validity	35
3.8.2 Reliability	35
3.9 Data Collection Techniques	36
3.9.1 Reconnaissance	36
3.9.2 Actual Data Collection Procedures	36
3.10 Data Analysis	37
3.11 Logistical and Ethical Considerations	38
3.11.1 Logistical Considerations	38
3.11.2 Ethical Considerations	38
CHAPTER FOUR	39
FINDINGS, INTERPRETATION AND DISCUSSION	39
4.1 Introduction	39
4.2 Teachers' Perception of Classroom Evaluation for Learners Transiting to Grade One	39
4.3 Types of Assessment Activities	56
4.4 Relationship between Classroom Evaluation and Assessment Activities	63
CHAPTER FIVE	69
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	69
5.1 Introduction	69
5.2 Summary of the Findings	69
5.3 Conclusion of the Study	71
5.4 Recommendations of the Study	72

5.4.1 Recommendations to Stakeholders	72
5.4.2 Recommendation for Further Study	73
REFERENCES	74
APPENDICES	77
Appendix I: Questionnaire for Pre-Primary School Teachers	77
Appendix II: Focus Group Discussion Guide for Pre-Primary School Parent	81
Appendix III: Assessment Observation Schedule for Pre-Primary School Teachers .	82
Appendix IV: Document Analysis Schedule	83
Appendix V: Consent Form for the Pre-Primary School Teachers/Parents	84
Appendix VI: NACOSTI Permit.....	85
Appendix VII: Kenyatta University Authorization Letter.....	86
Appendix VIII: Kenyatta University Research Approval	87
Appendix IX: Map of the Study Site.....	88

LIST OF TABLES

Table 3.1: Target Population.....	30
Table 3.2: Sample Size	32
Table 4.1: Teachers' Perception on effectiveness of Classroom Evaluation.....	40
Table 4.2: Percentages of the Purpose of Classroom Evaluation for Learners	45
Table 4.3: Frequency of Classroom Evaluation	50
Table 4.4: Types of Assessment Activities used for Pre-Primary 2 Learners	56
Table 4.5: Statistical Analysis of Teachers Perception of the Relationship between Classroom Evaluation and Assessment Activities for Learners Transiting to Grade One.....	68

LIST OF FIGURES

Figure 1.1: Conceptual Framework showing Independent and Dependent Variables	12
Figure 4.1: Frequency of Relationship between Classroom Evaluation and Assessment Activities	64
Figure 4.2: Teachers' perception of the Relationship between Classroom Evaluation and Assessment Activities	67

ABBREVIATIONS AND ACRONYMS

ARG	-	Assessment Reform Group
CBC	-	Competency Based Curriculum
ECDE	-	Early Childhood Development and Education
EFA	-	Education for All
KCPE	-	Kenya Certificate of Primary Education
KICD	-	Kenya Institute of Curriculum Development
NACOSTI	-	National Commission for Science, Technology and Innovation
SDGs	-	Sustainable Development Goals
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNICEF	-	United Nations Children’s Fund
USAID	-	United States Agency for International Development.
VEYLDF	-	Victorian Early Years Learning and Development Framework
WFCC	-	World Fit for Children.

ABSTRACT

The purpose of the study was to find out Teachers' perception of classroom evaluation on types assessment activities for learners joining grade one in Githunguri Sub-County. This is because the Basic Education Act in Kenya distinctly specify that learners transiting to grade one from pre-primary should not be subjected to sitting an examination as a pre-requisite to join grade one. This also comes at a time when the CBC curriculum is being implemented. Despite this, studies show that teachers still perceive examination as the best measure of transiting learners from pre-primary to grade one. There is no documented study on pre-primary school teachers' perception of classroom evaluation and types of assessment activities in Githunguri Sub-County, hence the need for the study. In theoretical framework, the study adopted Blooms Taxonomy of educational objectives which focuses on the learning domains. The study used mixed methods approach. This design was suitable because it allowed the researcher to collect first-hand information on the pre-primary school teachers' perception of classroom evaluation and also it allowed triangulation of research instruments. The study was carried out in public and private pre-primary schools in Githunguri Sub-County. The target population was all pre-primary school teachers, all pre-primary school parents and all pre-primary school learners in Githunguri Sub-County. Purposive sampling was used to sample the pre-primary schools and the pre-primary school teachers, simple random sampling was used for the pre-primary school parents and systematic sampling for the pre-primary school learners. Interview schedules, observation schedules, focus group discussions and documentary analysis were used as data collection tools. Data collected was organized using atlas.ti software and open coding as well as thematic analysis of research objectives. The findings were presented using tables, frequencies, percentages and verbatim quotations. The findings showed that grade one entry examination is perceived as the most preferred way of evaluating learners. The teachers also perceived classroom evaluation that uses a variety of activities as most effective. The teachers evaluated language and mathematics frequently leaving other learning areas. The results from grade one entry tests are used in placing learners to lower primary. The assessment activities used by teachers include homework, classroom activities, portfolios and tests. There is a significant relationship between perception of classroom evaluation and assessment activities. Recommendations were made by the researcher to the curriculum developers, county government, ECDE teachers and ECDE parents to ensure that they participate fully in classroom evaluation assessment activities in the best way possible.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter presents introduction to the study, background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumption of the study, theoretical and conceptual framework and operational definition of terms.

1.2 Background to the Study

Classroom evaluation consists of approaches designed or planned by teachers to judge a learner's achievement in education (Black & William 2010). It also provides information on whether teaching and learning has taken place or not. Teachers' perception of classroom evaluation is important. This is because it will go a long way in determining how teachers utilize the assessment activities. It will also ensure that quality education is provided to the learners at the pre-primary school level of education because if learners are not provided with quality education, they are likely not to succeed later in life.

Classroom evaluation is made up of formative and summative evaluation. In the recent years, formative evaluation which is also known as continuous evaluation has gained popularity (Assessment Reform Group, 2002). The reason formative evaluation has gained prominence is because it enables a teacher to monitor each learner's development in all aspects. The academic progress is also checked frequently. This is unlike summative evaluation which is done at the end of the school term or year. Formative evaluation can also be designed as part of ongoing classroom

activities. Education reforms in Kenya and the subsequent role out of the competence based curriculum has insisted on the use of formative evaluation in order to assess each learner's progress in academics.

There has been a growing concern in the recent years on teachers' perception of classroom evaluation in relation to the assessment activities employed (Pyle & Deluca, 2013). This can be attributed to the fact that, classroom evaluation activities in early years' education should not give a wrong picture of a learner's academic progress. Rather, it should be used to help the child fit in lower primary school and also promote lifelong learning among pre-school children. In addition, assessment activities employed by teachers ought to help learners become successful in learning in later years.

The use of effective assessment activities which are not inclined to teachers' perception is crucial in education (Black & William, 2010). If a study on assessment activities employed by pre-primary school teachers is not carried out, learners' educational potential at the pre-primary level may be underrated. This is because there is a wide range of knowledge, skills and attitudes that are acquired during the early years' education which require effective and frequent assessment.

According to Pyle and Deluca (2013) in USA, teachers whose perception influences assessment activities are likely to support rote and superficial learning. This in turn compromises the assessment activities used for learners. The essence of early years education is to provide an education geared towards development of one's full potential whilst empowering the learner to cope better with primary school life. It has

also been revealed that teachers' perception and beliefs about classroom evaluation greatly influences the assessment activities that they use (Black and William, 2010). Therefore, the need to find out teachers' perception of classroom evaluation on assessment activities was inevitable.

A report by People for Education (2013) in Ontario Canada, found out that the frequency at which teachers at any level of education provide assessment activities cannot be underestimated. This is because to achieve improved educational outcomes, frequent assessment activities ought to be used. Further, the report indicated that the use of formative assessment helps to improve teaching and learning. However, the major problem associated with failure to provide formative assessment was teachers' perception of classroom evaluation. This was evident in different levels of learning such as primary schools and secondary schools. This study aimed at establishing perception of classroom evaluation by pre-primary teachers and the assessment activities used for learners transiting from pre-primary to primary school.

Another report by UNESCO (2017) in developing countries on classroom evaluation activities recommended that to improve teaching and learning at any level of education, assessment activities employed need to be effective. The UNESCO report further highlighted the importance of formative evaluation citing that it provides useful information to both the teachers and learners. The information can be used to improve the evaluation process. However, the findings indicated that formative evaluation was rarely used by teachers.

A baseline report in Mozambique by USAID (2014) on evaluation of literacy skills among learners, suggested that the starting point of classroom evaluation should be that all children are capable of learning. This could be achieved as long as the aspect of individual differences is addressed. Nonetheless, the teachers must be competent in conducting classroom evaluation. Moreover, misuse of assessment activities during the pre-primary school years is viewed as a setback to effective classroom evaluation. Inconsistencies on assessment activities used by early childhood teachers could be associated with teachers' perception of classroom evaluation. A report by UNICEF (2011) recommended the need for assessing children in line with aspects of growth and development. This is because the use of holistic classroom evaluation builds a detailed profile of each learner. Besides, by utilizing holistic assessment, teachers create the feelings of high self-esteem and self-confidence in the child thereby improving the child's later years of schooling.

Kenya is among the African countries that have embraced early years education. In line with this, the country through the Ministry of Education developed National Policy Framework (2006). The aim was to accelerate the attainment of Education for all (EFA), Sustainable Development Goals (SDG's) and World Fit for Children (WFF) The policy framework provides the standards for early years education evaluation and pedagogy. The policy framework clearly states that in early years' education, children should not be subjected to written examinations and interviews for the purpose of joining grade one. Together with the above, the Ministry of Education in 2011 nominated a task force led by Prof. Douglas Odhiambo. Their duty was to realign the education sector with the constitution and vision 2030. The task force report recommended that the approach to any child's evaluation be formative.

Similarly, the competency based curriculum which was effected in 2018 advocates for the use of formative classroom evaluation of learners at the pre-primary level of education. The teacher transiting learners from pre-primary 2 to grade 1 is expected to provide an evaluation report to the grade one teacher showing how a learner has been performing at the pre-primary level of education.

Complementing the task force report, the Ministry of Education through Kenya Institute of Curriculum Development (KICD) launched the Basic Education Act (2013). The Act clearly stipulates that no child should be subjected to sitting an examination as a prerequisite for grade one admission. Consequently, the Basic Education Regulations (2015) recommend that the learners transiting from pre-primary school to grade one be evaluated using appropriate activities in tandem with their age and level of development. Despite the education regulations cited above, there has been lamentations from parents about examination oriented requirements in joining grade one. Children who are transiting from pre-primary school to primary school need to be evaluated effectively and frequently to avoid any child being disadvantaged or being denied access to education due to the assessment activities employed by teachers. More so if the types of assessment activities used do not match the purpose of the evaluation a learner's self confidence in learning may be endangered. There was need therefore to carry out a study on teachers' perception of classroom evaluation and how such perception influences the assessment activities used at the pre-primary level of education.

1.3 Statement of the Problem

Classroom evaluation includes techniques that are used by teachers locally and internationally to determine how much and how well the learners are achieving the learning objectives. It can also be used to allow teachers and parents work together in improving the quality of education even during the early years. Various studies on classroom evaluation have been carried out. They have shown that teachers' perception is pertinent to conducting effective classroom evaluation. Some of these studies suggest that classroom evaluation needs to be done frequently while others have singled out teachers' perception about classroom evaluation as important. However, these studies have mainly focused on higher levels of education such as high schools, colleges and primary schools with little or no attention given to pre-primary school.

In Kenya, the basic education regulations clearly states that pre-primary school learners should not be subjected to sitting formal examinations as an assessment activity while transiting to grade one. This is because formal examinations are likely to measure limited range of knowledge, skills and attitudes acquired by a learner. Despite this, studies show that majority of teachers over rely on subjecting children to examination as the main assessment activity. Several studies report that examination as an assessment activity has been associated with helping to identify learners' flaws rather than clearly show a learner's level of competence and learning. The pre-primary 2 is a transition class from pre-primary school to primary school hence the need for the study. Moreover, without data on assessment activities used for learners at the pre-primary school level in Githunguri Sub-County, it will be difficult to compel the pre-primary school teachers to follow the basic education regulations.

1.3.1 Purpose of the Study

The purpose of the study was to establish pre-primary school teachers' perception of classroom evaluation and types of assessment activities used for learners joining grade one in Githunguri Sub-County.

1.3.2 Objectives

The study aimed at achieving these objectives;

- i. To establish pre-primary school teachers' perception of classroom evaluation.
- ii. To find out types of assessment activities used by pre-primary school teachers for learners transiting to grade one.
- iii. To determine the relationship between pre-primary school teachers' perception of classroom evaluation and assessment activities.

1.3.3 Research Questions

The study sought to answer the following questions;

- i. What are the pre-primary school teachers' perceptions of classroom evaluation?
- ii. What are the assessment activities used by pre-primary school teachers for learners transiting to grade one?
- iii. What is the relationship between classroom evaluation and assessment activities used by the pre-primary school teachers for learners transiting to grade one?

1.3.4 Research Hypothesis

H_{01} There is no significant relationship between teachers' perception of classroom evaluation and assessment activities used by pre-primary school teachers.

1.4 Significance of the Study

The findings of this study may add insight to curriculum developers on the need to develop an assessment guide for early years education curriculum that will assist in ensuring that assessment activities recommended are embraced by the pre-primary school teachers. This may lead to improved practices and ease the transition from pre-primary school to lower primary school. It is also anticipated that the results of this study may help identify areas of the teacher training curriculum that need improvement in order to help teachers internalize classroom evaluation in clearer terms so that they may be able to use assessment activities to benefit the child. This may make early years education assessment activities practical, more meaningful and successful. The findings of this study may help the county governments to organize workshops and seminars for pre-primary school teachers to learn more about appropriate assessment activities for learners transiting to primary school. Additionally, the findings of this study may help the quality assurance and standards officers to monitor the teachers as they implement the curriculum which will in turn make the teachers adopt assessment activities that are holistic hence focus on all children's domains of growth and development. The teachers may also desist from subjecting ECDE children to formal examinations which they may perceive as the only measure that can be used to ascertain a learner's level of development and academic progress.

1.5 Delimitation and Limitation of the Study

1.5.1 Delimitation of the Study

The study was only confined to the pre- primary school teachers although early years education includes grades 1, 2 and 3. The teachers in the pre-primary school were

studied. The study was carried out in Githunguri Sub-County hence the results may not be generalized to other areas.

1.5.2 Limitation of the Study

The researcher experienced time constraints on the normal working days. To mitigate this, the researcher applied for leave from work and in addition utilized the weekends to meet the parents. The researcher faced a problem of financial constraints to support various research activities but a friend supported the various research activities. The researcher used motor cycles to access the interior areas of the research site which helped to mitigate the problem of transport.

1.6 Assumptions of the study

The study was conducted under the assumptions that the pre-primary school teachers have perceptions about classroom evaluation. These perceptions are related to the assessment activities they use for learners joining grade one. It was also assumed that, the respondents will read and understand the questions they will be asked during the focus group discussion.

1.7 Theoretical and Conceptual Framework

The following were the theoretical and conceptual framework for the study:

1.7.1 Theoretical Framework

The study was guided by two theories. The first theory was the revised Blooms Taxonomy of Educational Objectives (2022) which outlines that there is need to promote higher forms of thinking in education. With this, the teachers ought to focus

on assessing the whole child rather than encouraging memorization of facts. This theory identifies three domains that are related to educational activities. These domains are cognitive domain, which involves thought processes such as remembering, problem solving, memory, retention and understanding of concepts. The theory encourages teachers to promote these thought processes which are important when dealing with daily problems. The second domain is psychomotor domain which is concerned with learners' ability to control and coordinate body parts. If this domain is well developed, learners will be able to handle things skillfully. Last but not least is the affective domain which is concerned with feelings. This domain should be developed to enable learners establish and maintain interpersonal relationships. The theory was suitable because the essence of the early years education and the competency based curriculum which is being followed in Kenya today envisages giving a learner assessment activities that will measure cognitive, affective and psychomotor domains but not just activities that will promote memorization or the development of one domain. This will make the teachers become more effective, purposeful and give assessment activities more frequently. On the hand teachers will be able to use variety of assessment activities to suit each learners individual needs.

The study also adopted a second theory because there was need to establish any influence that classroom evaluation had on assessment activities given to learners who are transiting to grade one. The second theory that was used was Cognitive Dissonance Theory (2012) by Leon Festinger who proposed that one may experience a mental discomfort if ones opinion clashes with new evidence perceived. The theory was suitable for the study because pre-primary teachers may experience some

discomfort due to their perception on classroom evaluation in relation to the basic education regulations. Therefore depend on one assessment activity which may not give a true picture of learner's achievement.

1.7.2 Conceptual Framework

The conceptual framework (figure 1.1) shows the relationship between the independent variables and dependent variables. The teachers' perception of classroom evaluation in terms of effectiveness, frequency and purpose of classroom evaluation constituted the independent variables. The dependent variables were types of assessment activities for pre-primary two learners. The expected outcomes include good academic progress, improved teaching and learning smooth transition and provision of quality education. If negative, the learners may be affected in all the above expected outcomes. The intervening variables for the study were training teachers, monitoring of curriculum and creating awareness on assessment. The above variables can influence the pre-primary two teachers' perception of classroom evaluation. The influence can either be positive or negative.

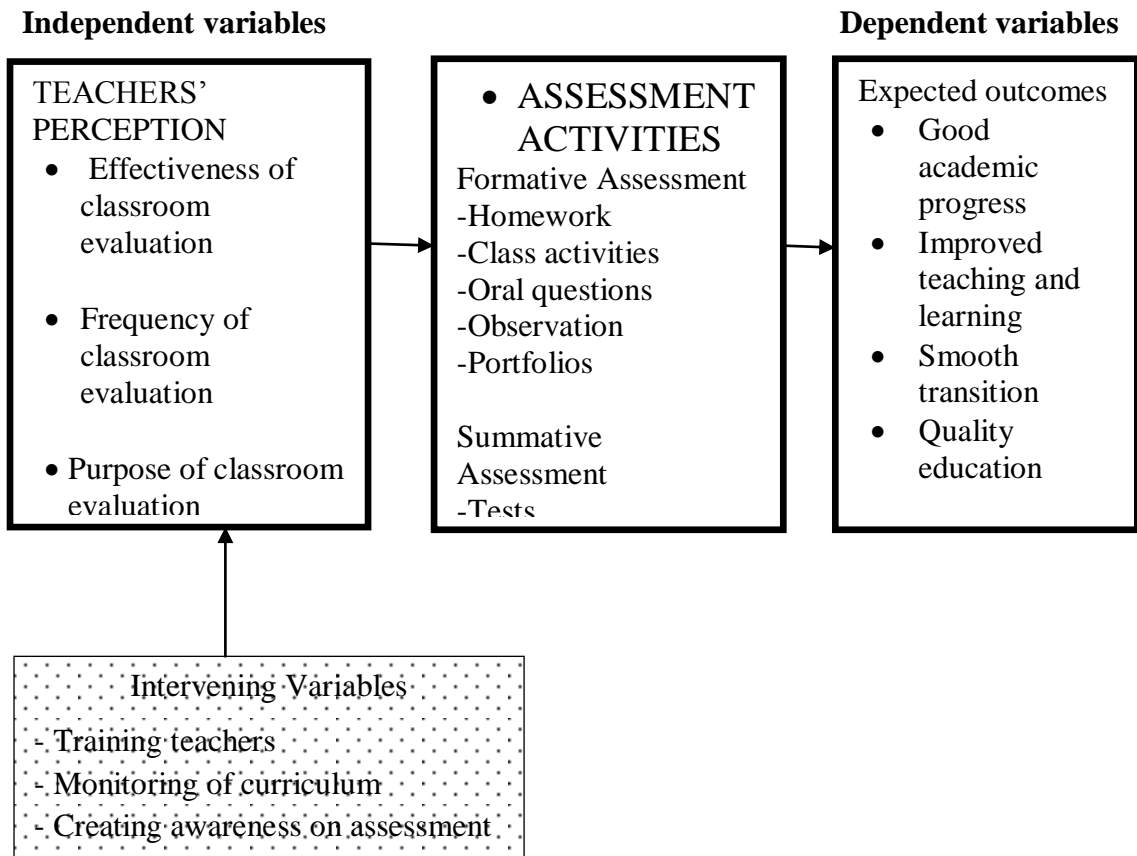
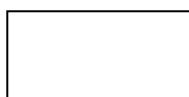


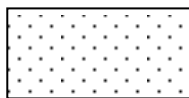
Figure 1.1: Conceptual Framework showing teachers and parents perception of classroom evaluation and its influence on assessment activities

Source: Researcher, (2020)

KEY



Study variables



Non study variables

1.8 Operational Definition of Terms

- Assessment Activities** : It is ways in which teachers support and monitor learners progress. In this study it refers to gauging a learner's readiness to transit from pre-primary to class one.
- Classroom evaluation** : It is collecting general information about a child's educational experiences. In this study it refers to collecting information about a child's readiness to join class one.
- Formal examination** : It is an assessment that measures knowledge concept and skills of a learner. In this study it refers to tests given to learners.
- Learner** : A student. In this study it refers to a 5 year old child who is transiting from pre-primary..
- Pre-primary 2 Class** : This refers to the last class at the pre-primary school level of education.
- Pre-primary teachers** : These refer to the teachers who are supporting learners transiting from pre-primary to grade one.
- Teachers' perception** : This refers to the teachers' beliefs and opinions towards learning in this study it focuses on classroom evaluation activities.
- Testing** : This refers to methods used for evaluating the abilities or performance of a learner or group of learners.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter covered review of literature on teachers' perception of classroom evaluation, types of assessment activities, Relationship between Teachers' Perception of Classroom Evaluation and Types of Assessment Activities, Summary of Literature Review and Gaps.

2.2 Teachers' Perception of Classroom Evaluation

Teachers' perception about classroom evaluation is important because it could be a determinant of the types assessment activities that teachers use to gauge learning (Black & William, 1998). However, for teachers to use effective assessment activities, it is vital to establish the way teachers perceive classroom evaluation. It was therefore imperative to conduct a study on teachers' perception of classroom evaluation. Without data, it is not easy to establish teachers' perception towards classroom evaluation.

A study conducted in USA on teachers' perception of classroom evaluation in USA, Pyle & Deluca (2013) found out that there are two types of curricular stances that may influence how teachers perceive classroom evaluation. These two curricular stances are teachers who aim at providing developmentally appropriate curriculum and those who aim at providing academically oriented curriculum. The study found out that teachers who aim at providing developmentally appropriate programs, perceived classroom evaluation that is frequently carried out as the best approach in conducting classroom evaluation. On the other hand, teachers who provide academically oriented

curriculum perceived some specific assessment activities as better than others. As a result of these two curriculum stances, teachers may be oriented to conducting classroom evaluation differently which may compromise the quality of education. Therefore a study on teachers perception of classroom evaluation was necessary to find out how the curriculum stances may affect the effectiveness of classroom evaluation.

Another study in USA by Frey and Schmitt (2010) on 140 teachers in 22 district schools in Kansas State indicated that, majority of the teachers perceived testing as the main classroom evaluation activity. The findings from the study also showed that this was attributed to the teachers' perception about testing. The other reason that the teachers gave was that, it is easy to ascertain the learners' academic progress through tests. The study also found out that teachers who perceive a certain type of assessment activity as better may not effectively conduct classroom evaluation hence teachers are required to be neutral in carrying out classroom evaluation at any level of education. Whereas the study focused on 3rd to 12th grade teachers unlike this current study that focused on the pre-primary school teachers who are supposed to come up with effective, frequent and purposeful classroom evaluation that is suitable for each learner.

Rote and superficial learning can be encouraged by teachers' perception of classroom evaluation. In United Kingdom for example, a study by Black & William (1998a) at King State College found out that, where teachers relied more on summative evaluation as the major assessment activity, the role of classroom evaluation became less effective. This is unlike in Kenya where the competency based curriculum that

supports formative evaluation. Where summative evaluation is commended the purpose of the assessment activity is likely to be compromised. The study in the United Kingdom focused on learners in high school whose age was between 11 years to 16 years as the population but the current study focused on pre-primary school learners aged 5 years as the population.

According to Garvriel (2013), all teachers' perception of classroom evaluation had gained increased attention recently. This called for the teachers' perception not to influence the assessment activities used for learners. The findings from this study further showed that effective evaluation encouraged learners to initiate learning which went a long way in ensuring that learners took charge of their learning hence reach their full potential. In spite of these findings, there was need to establish how pre-primary two class teachers perceive classroom evaluation to ensure that they are not biased towards any assessment activity as they help learners transit from pre-primary school to primary school thus establishing their perception on classroom evaluation vital. In addition the teachers are the main stakeholders in the classroom evaluation process. The current study was necessary since the pre-primary level of education is as important as other levels of education. This level forms a base for a person's attainment of formal education.

Studies by Greenstein & Stiggins (2010) found out that teachers' approach while conducting classroom evaluation should be linked to establishing a learner's holistic development. The findings also emphasized on the importance of using formative evaluation since it helps the teacher to craft instructional goals that are realistic hence improve the teaching and learning process. This will go a long way in ensuring that

the curriculum is well implemented. Furthermore, the use of formative evaluation can be used to ensure that classroom evaluation was spread across the many spheres of early childhood education in relation to the domains of child growth and development. Based on the findings, there was need to establish how pre-primary teachers could wisely conduct classroom evaluation without perceiving test and examination as the best assessment activity hence the need for the current study.

A study on classroom evaluation (Kanjee & Mthembu, 2014) in South Africa observed that most past researches focused on higher levels of learning rather than in pre-primary school. This was attributed to the fact that previously, early years education had not been embraced neither had it been considered an important level of education. In addition, if uniformity in the assessment activities could be realized teachers were more likely to conduct classroom evaluation effectively. Consequently, common barriers to classroom evaluation such as teachers' misconceptions may be overcome. Available data on classroom evaluation was on higher levels of education unlike this study whose focus was a lower level of education and specifically the pre-primary 2 class.

In Kenya, Kagete (2013) studied 186 secondary schools and found out that teachers' perception on classroom evaluation was not inclined to ascertaining learners' level of development. The same study also aimed at finding out whether teachers were allowed to craft assessment activities of their choice. The findings indicated that teachers relied on the school administrators to provide assessment activities which were often examinations. The results from the study also indicated that the school administrators dictated when and how teachers should carry out classroom evaluation.

The study also observed that ranking of learners using the results from the tests was cited as the common purpose use of classroom evaluation. This made the teachers prefer to use examination as the only way and means of assessing learning achievement among secondary school students. The study concluded that secondary school teachers perceived examinations as a better evaluation method, there was need to establish pre-primary school teachers' perception of classroom evaluation. It is at this level of education where habits and attitudes are formed. If positive attitudes are formed, lifelong learning will be supported whereas if negative attitude are formed, lifelong learning will be impeded.

Teachers' perception of classroom evaluation makes them believe that they have done their best in making learners become independent. A study by Uwezo (2016) on the literacy skills among learners in lower primary schools found out that Kenyan children in lower primary schools lagged behind. The learners were specifically compared with their Ugandan counterparts. The study established that, nearly a third of those in class three could not comprehend the previous grade work. Nonetheless, the study by Uwezo focused only on the literacy and numeracy skills which only form a portion of the learning areas in the school curriculum whereas all learning areas are equally important. The Uwezo study did not focus on how the teachers perceived classroom evaluation for learners transiting to lower primary school therefore this study was necessary to ascertain how pre-primary school teachers perceive classroom evaluation especially at the pre-primary 2 class which has several learning areas of the curriculum.

2.3 Types of Assessment Activities used by Teachers

Assessment refers to the systematic gauging of a learner's achievement in the learning process. At the pre-primary level, it is the learner's readiness to transit from pre-primary to grade one. The use of appropriate assessment activities across all levels of education is highly recommended (Sandvoll, 2014). Where teachers at any level of education use one assessment activity more, they end up with the opinion that the assessment activity they use is better. The findings also indicated that meaningful assessment could only be carried out if classroom teachers used different assessment activities frequently. In addition, from the study, teachers needed to use the knowledge that they had about child growth and development while designing and conducting classroom evaluation.

To achieve effective classroom evaluation, early childhood teachers must focus on the whole child (Pyle & Deluca, 2013). According to the study there was need to ensure that assessment activities used by teachers focus on the attitudes, concepts and skills learnt at the pre-primary level of education. Further, it is at this level that habits and attitudes that could foster all round development are inculcated. The study also indicated that Teachers' choice of assessment activities may influence attitudes, concept and skills achieved by the learner. Therefore, finding out assessment activities used by teachers at the pre-primary level of education was essential to establish whether formative evaluation was carried out at this level of education.

Classroom evaluation is made up of both formative and summative assessments (McMillan, 2010). Formative assessment also known as assessment for learning is conducted while learners go about their daily activities. On the other hand, summative

assessment is done at the end of a specific period such as a school term or school year. Although the study acknowledged that classroom evaluation is a vital part in a child's learning, the findings from the study did not show whether the perception of teachers about classroom evaluation influenced the assessment activities given to the learners. Secondly, the findings did not focus on classroom assessment activities for any specific class unlike the current study which dealt with the pre-primary class two.

In Turkey, a study by Buyukkarci (2014) on assessment activities and beliefs of the Turkish language teachers found that, even though the teachers were positive about formative assessment, they neither used it effectively nor regularly in their classrooms. The study also found out that the teachers were inclined towards conducting summative assessment. The findings further indicated that assessment activities used by teachers checked learning but not holistic development. If holistic development is evaluated, learners are confident and positive about learning. Finally, the study did not focus on the relationship between teachers' perception of classroom evaluation and types of assessment activities which was the focus of the current study.

Assessment activities employed by the teachers should be aligned with curriculum policies. In Pakistan Thomas, (2012) found out that there was dire need for classroom teachers to embrace the assessment activities in the curriculum policies in order to use assessment activities for the right purpose. The findings further indicated that classroom teachers should use developmentally appropriate assessment activities which focus on learners' holistic development. This will help to meet the myriad needs for the learners. In the study, data was collected from high school and primary school levels of education but not the early year's education level which is the

foundation stage for future learning and that is the level which the current study focused on.

A study in South Africa (Kanjee & Rao, 2014) suggested that, assessment activities used by teachers must develop the multiple developmental domains of children hence the assessment activities employed must be valid and reliable. From the study it was clear that with effective assessment activities, the diverse developmental and academic needs of learners could be addressed. In the study, the researchers did not establish the frequency of the assessment activities used which was among the areas that the current study looked at. Without data on frequency of assessment, it would be difficult to emphasize to the teachers the need to embrace assessment activities that would develop multiple developmental domains of the learner and also help the learner become successful in later learning thus this study was necessary.

According to Ndalichako (2015), using appropriate assessment activities in Tanzania had advantages such as making learners concentrate on their learning, building learners' self-confidence, as well as providing feedback to the learners on how to improve their performance. The study had its focus on a different level of education because it relied on assessment activities used for the learners at the primary school education level in contrast with the current study that focused on pre-primary school level of education and specifically pre-primary two.

In a research study in Nairobi West District, Njue (2010), found out that the assessment activities employed by early years education teachers were focused on ascertaining learners' academic achievement. The findings indicated that although the

teachers used different assessment activities, more emphasis was put on the context of the assessment. The study did not focus on whether teachers' perception of classroom evaluation did influence types of assessment activities that pre-primary children were given. The study focused on the assessment activities across all the pre-primary classes which comprise of pre-primary 1 and pre-primary 2 unlike the current study that focused on learners in pre-primary 2 alone.

There is need to assess a child who is joining grade one from the pre-primary school using variety of assessment activities. A study by Karonjo (2016) on classroom evaluation activities in Limuru zone showed that teachers used testing as an assessment activity for learners' achievement in Mathematics. If learners are not evaluated using a variety of assessment activities when joining grade one, a wrong picture about them may be portrayed. The study also found out that testing made learners exhibited negative emotions such as fear and dislike which may limit the effectiveness of classroom evaluation. Finally, the study never paid attention to the assessment activities used by teachers for all the learning areas. All learning areas of the curriculum are essential hence the focus of this study.

2.4 Relationship between Teachers' Perception of Classroom Evaluation and Types of Assessment Activities

Teachers play a pivotal role in classroom evaluation because they do craft and employ various assessment activities in their classrooms. The relationship between what teachers perceive as appropriate assessment activities and the actual assessment activities that they use for learners cannot be underscored. A study by Metler (2003) showed that, classroom evaluation related activities dominated the better part of

classroom time. Therefore, a study to establish the relationship between teachers' perception of classroom evaluation and assessment activities given to learners at the pre-primary two class was crucial.

For classroom evaluation to relate with assessment activities, Baldwin (2014), in a study in New York, emphasized on the use of appropriate assessment activities. The findings from the study further indicated that teachers should plan and implement classroom evaluation effectively to be able to understand a learner's level of development and academic progress. However, to get a complete picture of the child's development and learning, the assessment activities used should be crafted and conducted as part of everyday learning experiences. Thus this study was carried out in order to determine how teachers relate classroom evaluation and assessment activities for learners transiting to lower primary school.

A study carried out in Australia by VEYLDF (2014) highlighted the need for early childhood teachers to use their knowledge of child development. The findings indicated that this would enable teachers develop a strong picture of a child's strengths, abilities and interests. The study also found out that if the information from teachers' knowledge was effective, the assessment activities used by teachers would be purposeful and frequent. Thus the teachers' perception about classroom evaluation would not count as classroom evaluation is being conducted. The findings from the study showed that all domains of child growth and development are equally important. Therefore as teachers conduct classroom evaluation their perception is key and variety of assessment activities are important hence that formed the basis for the current study.

Whenever teachers related classroom evaluation to academically oriented programming, they gave preferences to equipping learners with academic skills and content (Black & William, 2010). If such was done in early years, the teachers tended to use the didactic teacher-centered methods and assessment-driven instruction. Such teachers were therefore found to be rigid in assessment activities hence providing a detailed profile of a learner was difficult. This is contrary to use of the most recommended pedagogies such as developmentally appropriate practices, child-centered approaches or even thematic integrated learning approach. The above recommended pedagogies allow the use of formative assessment. It was therefore necessary to conduct this study so that it can be used as a reference of how pre-primary school teachers perception of classroom evaluation relate to the assessment activities for learners joining grade one.

Several studies (Gatullo, 2000; Chen, 2003; Edelenbos & German, 2004; Hsu 2005) reported that teachers' perception of classroom evaluation was closely related to assessment activities. The studies revealed that understanding teachers' perception of classroom evaluation and the types of assessments was absolutely essential as it helps in ensuring that the purpose of classroom evaluation was achieved. The studies recommended the need for more studies that used different research methods such as focus group discussions as one of the data collection method. Therefore this study was important since it adopted a focus group discussion as one of the data collection instrument as had been recommended in the previous study. The current study used a focus group discussion for the pre-primary school parents because they are stakeholders in the education process of their children.

Another study by Ahmad (2009) in Afghanistan on assessment activities as related to perception by the faculty members of a teacher training college found out that, the faculty members did agree that the assessment activities they used left them with very minimal chances of using the assessment outcomes to improve teaching and learning processes. This ascribed to the perception that the faculty members had towards formative and summative assessment. From this study, there was no clear cut meaning of what assessment activities entailed. A section of the faculty members viewed classroom evaluation as part of the teaching and learning process while others viewed it in terms of the examinations and tests administered to students at different times of the school year. The study focused on college students and the faculty members which is a higher level of education unlike this study that focused on the pre-primary children and their teacher which is a lower level of education compared to the college level.

In South Africa, Kanjee and Sayed (2013) carried out a study to establish whether assessment activities relates to lower grade teachers perception of classroom evaluation. The findings from the study showed that majority of the teachers perceived summative assessment activities as better than formative assessment activities. The findings further indicated that there was need for researchers to conduct more studies on why teachers perceived summative assessment activities as better than formative assessment activities. This was because classroom evaluation dominates most of the time in the classroom activities hence the need for this study.

In Malawi, a study carried out by Banda (2005) found out that, there was a close relationship between perception of classroom evaluation and the assessment activities

used by mathematics teachers in Malawian schools. The study only focused on Mathematics activities unlike this study that focused on all learning areas of pre-primary education. The study in Malawi only focused on primary school teachers perception of classroom evaluation on a specific subject area whereas the current study focused on pre-primary school teachers perception of classroom evaluation and not in a specific learning area.

In Kenya, Munyiri (2011) carried out a descriptive survey study in Mathira District on assessment activities by secondary school teachers and found out that the assessment activities employed did not provide a detailed profile of skills mastery. The findings also indicated that, the assessment activities used did not allow learners to use the immediate physical environment. This could be attributed to the relationship between teachers' perception of classroom evaluation and assessment activities provided for the secondary school learners. The study underscored the need for teachers in secondary schools to embrace more purposeful assessment activities. The study only focused on a higher level of education which is the secondary schools but in this study the focus was on a lower level of education in particular, the pre-primary 2 class.

2.5 Summary of Literature Review

The reviewed literature has shown that there was need for research on teachers' perception of classroom evaluation and types of assessment activities used for learners at the pre-primary level of education because most past researches were on primary level of education, secondary level of education and tertiary level of education. The reviewed literature also informed that most teachers relied on testing as the major assessment activity thereby forgoing other assessment activities. This

created disparities on assessment activities given to learners and what teachers perceive as classroom evaluation. The relationship between teachers' perception of classroom evaluation and types of assessment activities is vital if classroom evaluation will be effective, frequent and purposeful. Reviewed literature had also shown that data from the studies on classroom evaluation had been collected from teachers and learners. In this study, the researcher included the pre-primary school parents because they are also part and parcel of the child's classroom evaluation process.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter, the researcher presents the research design, variables of the study, location of the study, the research population, sampling techniques and sample size, research instruments, piloting of the study, data collection techniques, data analysis as well as logistical and ethical considerations.

3.2 Research Design

This study adopted mixed research design. This design involves the use of both qualitative and quantitative approaches. It was appropriate for the study because the study sought to uncover teachers' perception of classroom evaluation in terms of their opinions, attitudes and beliefs. The design also helped in exploring the types of assessment activities used for learners in relation to Basic Education Regulations 2015 and the Basic Education Act 2013. The use of mixed research design enabled the researcher to get firsthand information on how teachers' perception of classroom evaluation influenced the types of assessment activities they gave to learners transiting to primary school. This allowed triangulation of research tools thereby minimizing any chances of bias.

3.3 Variables

This study has both independent and dependent variables

3.3.1 Independent Variables

In the study, independent variables related to teachers' perception of classroom evaluation in terms of the effectiveness of classroom evaluation, the frequency of classroom evaluation and the purpose of the assessment as described in this subsection.

i) Effectiveness of Classroom Evaluation

The effectiveness of evaluation entailed whether classroom evaluation gave the desired outcome to the stakeholders who make follow-ups on evaluation. The stakeholders included the teachers and parents. Data from this variable was measured on an ordinal scale of not effective 1, somehow not effective 2, effective 3 somehow effective 4 and most effective 5.

ii) Purpose of Classroom Evaluation

The purpose of classroom evaluation rated the reasons for conducting classroom evaluation. This was based on whether assessment focused on domains of growth and development or learners academic progress. Data on this variable was measured on ordinal scale of strongly agree 1, agree 2, undecided 3, disagree 4 and strongly disagree 5 on a five point likert scale.

iii) Frequency of Classroom Evaluation

The researcher measured the number of times that the learners were evaluated. The times that the learners were evaluated was categorized in terms of none 1, daily 2, weekly 3, termly 4, yearly 5. Data on this variable was measured on a nominal scale.

3.3.2 Dependent Variables

The dependent variable for this study was the assessment activities given to the learners joining class one. The researcher counted the number of times the teachers conducted formative and summative assessment. Formative assessment was the ongoing class activities which included Homework, Class activities, Oral questions, Portfolios and Observation while summative assessment was the tests given to the learners. Data on this variable was measured on a nominal scale of 1=formative assessment and 2=summative Assessment.

3.4 Location of the Study

This study was carried out in Githunguri Sub-County, Kiambu County. A trend analysis of the KCPE performance in Githunguri Sub-county revealed a unsteady performance for the last five years. This may be attributed to the overemphasis on giving examinations right from early years level of education instead of having teachers inculcating behaviors that allowed children to become independent learners at later years. The study took place in both public and private pre-primary schools in Githunguri Sub-County.

3.5 Target Population

The targeted population for this study was all pre-primary teachers, all pre-primary parents and all pre-primary children in Githunguri Sub-county. .

Table 3.1: Target Population

Category	Target Population
Pre-primary Children	9508
Pre-primary Parents	14284
Pre-primary Teachers	508

3.6 Sampling Techniques and Sample Size

3.6.1 Sampling Techniques

In this study, different sampling techniques were used because the study had different populations. The pre-primary schools cluster sampling was used where the researcher clustered schools in terms of public and private pre-schools. The teachers were sampled using purposive sampling method since the researcher targeted only the pre-primary 2 classes and their teachers. This technique was also appropriate because the pre-primary school teachers had information about classroom evaluation and assessment activities used for learners transiting to grade one. Through this technique time was saved. The pre-primary school parents were sampled using simple random sampling. With this procedure, all the pre-primary school parents had an equal chance of being selected. The pre-primary two learners were sampled using systematic sampling using the class register as the sampling frame since it's a simple way of sampling and all children had an equal chance of being selected.

3.6.2 Sample Size

For the study, Githunguri Sub-County has got four educational zones namely; Komothai, Ngewa, Githunguri and Githiga. The respondents in the zones were involved in assessment of the learners. Each of the four zones had a sample size of 73 respondents which was 25% of the target population. In each zone two private and two public pre-primary schools were sampled giving a total number of 16 schools. In each of the pre-primary schools sampled 7 teachers were sampled giving a total number of 28 teachers per zone. In each of the sampled schools 5 parents were sampled this formed an ideal size for the focus group discussion since the study was non-commercial. For the children each school had 6.25 children were sampled and

since there is no 0.25 of a person 7 children were sampled which changed the sample size from 289 to 292 respondents. Nevertheless, since the mathematical formula used to calculate the sample size in the study applies to a large population (infinite population), the results of the study was not to be statistically different. Even if the sample size changed from 292 onwards, there would have been no statistical difference in the results.

To calculate the sample size (Daniel, 1999) formula was used

$$n = \frac{Z^2 P(1-P)}{d^2}$$

Where n = sample size,

Z = Z statistic for a level of confidence (95%),

P = expected prevalence or proportion

(in proportion of one; that is 25%, $P = 0.25$), and

d = precision

(in proportion of one; that is 5%, $d = 0.05$).

$$24300 = \frac{(1.96)^2 0.25(1-0.25)}{(0.05)^2}$$

=289 Respondents

Table 3.2: Sample Size

Zone	Teachers	Parents	Children	Sample Size	Percentage
Komothai	28	20	25	73	25%
Ngewa	28	20	25	73	25%
Githunguri	28	20	25	73	25%
Githiga	28	20	25	73	25%
Total	112	80	100	292	100%

3.7 Research Instruments

In this study, data was gathered through questionnaires, observation schedule, focus group discussion and documentary analysis. The instruments are described here in details:

3.7.1 Questionnaires for Pre-primary School Teachers

A questionnaire was used to collect data from the pre-primary school teachers. This tool had three sections. Section A had information related to the pre-primary school teachers' perception of classroom evaluation and assessment activities. Part one sought information on the effectiveness of classroom evaluation used by pre-primary school teachers. Part two gathered information on the purpose of classroom evaluation for the learners transiting to grade one. Part three sought information on the frequency at which classroom evaluation was conducted for learners joining grade one. Section B looked for information about the relationship between teachers' perception of classroom evaluation and types of assessment activities used for learners transiting to grade one. Section C consisted of information about types of assessment activities used by pre-primary school teachers for learners transiting to grade one. This tool helped to collect data within a short period of time. See Appendix 1.

3.7.2 Focus Group Discussion for Pre-primary School Parents

A focus group discussion schedule was used to gather data from the pre-primary school parents. The discussion allowed the parents to give information about evaluation of learners joining grade one. The focus group discussion schedule had lead questions hence the questions were not asked as they appeared. The tool allowed the researcher to gather data on the assessment activities used for learners joining

grade one. It further helped to find out any underlying issues on classroom evaluation that needed correction to ensure that the right assessment activities were carried out on learners joining grade one. The parents wrote down their responses in short form answers on the spaces provided in the focus group discussion. To ensure adequate presentation of the pre-primary school parents, 12 parents were picked in each of the four zones. See Appendix II.

3.7.3 Observation Schedule for the Pre-primary School Learners

The tool was used to collect data from the learners. The observation schedule had two parts. The first part contained general information about the study schools. The second Part of the observation schedule contained information about the specific types of assessment used for learning areas in the pre-primary schools in Githunguri Sub-county. The researcher observed the learners as they carried out learning activities and made a tally each time a certain type of assessment was used by the teachers. With naturalistic observation, the researcher did not manipulate the subjects because the observations were made in the natural setting thus the data collected was accurate. See Appendix III.

3.7.4 Documents Analysis Schedule

In the study, the researcher reviewed available documents which included the learners' files, learners' progress records, learners' exercise books and learners' diaries with the aim of finding out the types of assessment activities used for learners transiting to grade one. The researcher used this tool because it was efficient in that it required data selection rather than collection of data. It was also cost effective since the data in the documents had already been gathered. The schedule had four parts.

Part one had the authors name, part two had the type of document to be analyzed, part three had the place in terms of whether in or out of class and the time when the documents will be analyzed either during breaks or class observation. Part four had the main ideas expressed in the files, progress records exercise books and diaries.

3.8 Piloting Study

The research instruments were pretested to allow adjustment and corrections where necessary. The piloting was done in Grather Academy. The school where piloting was done was not included in the study. During piloting, any similar information from the samples that might have been excluded from the instruments was included. Irrelevant information to the study was done away with. The piloting helped ensure completeness of the research tools in relation to validity and reliability.

3.8.1 Validity

During piloting of this study, the content validity of the tools was tested for accuracy. This allowed the researcher to identify if the tools covered information on the teachers perception of classroom evaluation and assessment activities used for learners transiting to grade one. The researcher issued 10 respondents with the tools during the piloting. In addition, the researcher worked with peers and supervisors to analyze the items in the tools and to check accuracy as well as whether the tools adequately cover all the research objectives and the variables of this study.

3.8.2 Reliability

In this study, a test-retest technique was used to ensure internal consistency of the research tools. The pilot study was repeated with the selected respondents at two

weeks interval. The items in the research tools were divided into two halves of odd and even numbers. The results from the two intervals that were agreeing were used for the study. On the other hand, the items that were disagreeing were modified. The supervisor's comments were also adhered to in matters relating to administration of instruments. In addition, a brief report of the pilot study was presented.

3.9 Data Collection Techniques

Data for this study was collected in two stages.

3.9.1 Reconnaissance

The researcher made prior visits to the study schools. The purpose of the visits was to build a rapport with the respondents. The researcher was received and introduced by the headteachers of the sampled schools. This made it easy for the researcher to interact with the teachers during breaks and after classes. During these visits, the researcher got involved in activities related to the research which include data collection.

3.9.2 Actual Data Collection Procedures

The first tool to be administered was the questionnaires to the pre-primary school teachers. The researcher gave the questionnaires personally to the pre-primary school teachers and explained to them how to complete the questionnaires that had three sections. After completing the questionnaires, the pre-primary school teachers handed over the completed questionnaires to the researcher. This process lasted for about 15 minutes.

The second instrument to be administered was the observation schedule. The researcher observed learners as they engaged in various activities. The researcher filled the observation schedule and made tallies in relation to the type of assessment activity carried out on learners as they got involved in the ongoing class activities. The researcher also reviewed the learners' files, exercise books, diaries and portfolios to see the assessment activities used by the class teachers.

Lastly, the researcher conducted focus group discussion with the pre-primary school parents. The discussion was done when parents attended a meeting in the school. During the meeting the headteachers introduced the researcher and informed the parents of the intended interaction with the researcher after the meetings. The meetings are part of the term activities thus most of the parents were in attendance. The parents who were not available for the weekday meetings were met by the researcher on weekends. To capture all the data from the focus group discussions the researcher carefully used an audio recorder as a back up to the responses noted down during the focus group discussions. Data collection was done for four consecutive weeks.

3.10 Data Analysis

In this study, data analysis was done in order of the objectives of the study. The first and second objectives generated qualitative data which was transcribed to text and categorized according to common items of the data collection tools. Data was then coded hence the researcher was able to identify similarities in the data. Qualitative data analysis was facilitated by atlas-ti, a computer software package used for qualitative data analysis. Themes, patterns and trends were identified. Quantitative

data from the null hypothesis was calculated using the analysis of variance with the mean of 11.5 and descriptive statistics. The null hypothesis was tested at .05 level of significance. Data was then presented using tables and figures.

3.11 Logistical and Ethical Considerations

3.11.1 Logistical Considerations

The researcher got a research approval letter from the Dean, Graduate School Kenyatta University. The letter obtained was taken to the Ministry of Education. From there the researcher applied for a research permit at NACOSTI to be allowed to carry out the study. The researcher took a copy of the permit to the Sub-County Director of Education to be allowed to carry out the research in public and private pre-primary schools in Githunguri Sub-County. After being granted permission from the Sub-County Education Offices, the researcher visited the sampled pre-primary schools to collect data. During each visit, the researcher passed by the head teacher's office to get permission to interact with the respondents who were the pre-primary school teachers, pre-primary school parents and the pre-primary school children.

3.11.2 Ethical Considerations

All the work reported in this research project report was duly acknowledged and sources of information credited. Further, all the participants in this study were given freedom to decide whether to participate in the study or not. More so the pre-primary school teachers and pre-primary parents participating in the study were asked to sign a consent form that they agreed to take part in the study. The researcher also reported data as collected without making any alterations. Lastly, all the information provided was kept private and confidential.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

In this chapter the researcher presents the findings, interpretations and discussions on teachers' perception of classroom evaluation and assessment activities used for learners transiting to grade one in Githunguri Sub-County.

The study was guided by the following research objectives

- To establish pre-primary school teachers' perception of classroom evaluation
- To find out types of assessment activities used by pre-primary school teachers
- To determine the relationship between teachers perception of classroom evaluation and assessment activities.

The chapter is organized in the order of the research objectives.

4.2 Teachers' Perception of Classroom Evaluation for Learners Transiting to Grade One

The first objective sought to establish the teachers' perception on classroom evaluation for learners transiting to grade one in terms of effectiveness, purpose and frequency. Quantitative data was collected from pre-primary 2 teachers' followed by qualitative data from the pre-primary 2 parents and the results are as shown in tables 4.1, 4.2 and 4.3 respectively.

Table 4.1: Teachers' Perception on effectiveness of Classroom Evaluation

Test items	NE (%)	SNE (%)	E (%)	SE (%)	ME (%)
Measures academic progress	5	17	25	29	24
Measures development	9	27	36	18	10
Shows both progress and development	0	9	42	32	17
Helps to make informed choices	40	12	9	32	7
Based on testing	45	24	14	17	0
Uses various ways	0	22	40	26	9

Key: NE-Not Effective, SNE-Somehow Not Effective, E-Effective, SE-Somehow Effective, ME-Most Effective

The findings in Table 4.1 show that the sampled teachers had varied perceptions on classroom evaluation that measures a learner's academic progress. Those who perceived that it is not effective were a very small percentage (5), next was somehow not effective at (17%), most effective at (24%), effective was (25%), whereas (29%) of the teachers' perceived the classroom evaluation was somehow effective.

From the study, majority of the teachers perceive the classroom evaluation that shows a learner's progress as somehow effective. This could be attributed to the fact that teachers perceive academic progress as important since learners are enrolled in schools to be equipped or to acquire academic skills. These research findings are consistent with those of Black & William (2010) which highlighted that if teachers relate classroom evaluation to academically oriented programming, they prefer

equipping learners with academic skills and content which could end up undermining the effectiveness of classroom assessment.

The study also revealed that 9% of the teachers perceived a classroom evaluation that measures the learner's development was not effective whereas 10% of the respondents perceived this type of evaluation as most effective. Nearly a fifth (18%) of the respondents perceived this type of evaluation as somehow effective. Above quarter of the teachers perceive such an evaluation as somehow not effective. Finally, slightly above third of the teachers (36%) perceived the evaluation as effective.

The findings also indicate that, majority of the teachers perceive classroom evaluation that measures a learner's level of development as effective. The findings in this study could be seen as a blue print to the fact that development is a lifelong process hence it should be encouraged. These findings are similar to research findings by Pyle & Deluca (2013) that show that classroom evaluation should be linked to holistic development. Where the teacher is able to evaluate each learner holistically, the learner enjoys the teaching and learning process.

On classroom evaluation, that measures both progress and development, none of the teachers perceived it as not effective. On the other hand, (9%) perceived the evaluation as somehow not effective, followed by most effective at (17%). Slightly below third (32%) of the teachers perceived the evaluation as somehow effective. In addition, a significant portion of the teachers (42%) perceived it as being effective.

The preceding findings clearly indicate that most teachers perceive classroom evaluation that measures both development and progress as effective. This could be attributed to the need of having quality education for all learners. The findings from the study concur with research findings by Kanjee & Rao (2015) that showed measuring both progress and holistic development is the best way of conducting classroom evaluation. It enables the teacher to ascertain the level at which the learner is, hence encourage the child to cope better with school life at later years.

On classroom evaluation that enables the teacher to make informed choices, (40%) of the teachers perceived that it was not effective, (32%) of the teachers' perceived it as somehow effective. Those who perceived such an evaluation as somehow not effective were (12%). A small number of teachers (9%) were for the opinion that it is effective. Finally, not many teachers (7%) perceived the evaluation as most effective.

The findings also showed that many teachers perceived the classroom evaluation that helps teachers make informed choices as not effective. Research by Ndalichako (2015) showed that any classroom evaluation should aim at assisting learners to become independent in the learning process. This will go a long way in ensuring that the learner becomes actively engaged in the classroom evaluation process. The difference in the findings between the previous and the current study could be as a result of the level of the learners. The pre-school level is thought as a lower level of education where choices made in the learning process are likely to be dependent on the teacher alone.

The findings also revealed that none of the teacher perceived classroom evaluation based on testing as not effective. Those who perceived classroom evaluation based on testing as effective were (14%), followed by somehow effective at (17%) while as (24%) perceived it as somehow not effective. On the same, (45%) perceived testing as the most effective way to conduct classroom evaluation.

The preceding findings show that, despite the basic education regulations, a big percentage of the sampled teachers are biased towards giving tests to the learners as the main classroom evaluation method. These research findings were consistent with those obtained from similar studies by Black & William (2010), Frey and Schmitt (2010) that cited over reliance by teachers on testing as a classroom evaluation method. A study by Kagete (2013) pointed out that many teachers view testing as the best way of evaluating learners which in-turn encourages rote and superficial learning thus not giving classroom evaluation the attention that it deserves.

Likewise, the pre-primary school parents expressed their views on classroom evaluation for the learners transiting to grade one. During the focus group discussion, the researcher sought the pre-primary school parents' opinion on their understanding of classroom evaluation specifically for the learners joining grade one. Many parents said that the examinations and tests that learners are given before they join grade one was classroom evaluation that they understood. This was because the pre-primary school parents could only tell that evaluation has taken place by seeing the test papers put in the learners' files. One parent stated,

“I get to know that evaluation has taken place when we see examination papers in my child's file. When I see the scores awarded I get convinced that my child is ready to join primary school.”

While conducting the document analysis, the researcher noted that the learners' files had examination papers that had been awarded marks in terms of percentages. The research findings in this study corroborate the findings of a study by Sandvoll (2014) which highlighted that if one assessment activity is overrated, it may end up being over used. The similarity in the findings between the two studies showed that there was dependency on examinations by the teachers as they are conducting classroom evaluation. Consequently, the effectiveness of classroom evaluation was affected negatively due to overreliance on examinations.

About the use of varied classroom evaluation, none of the teachers perceived it as effective, followed by (9%) who perceived it as most effective. Further, (22%) of the teachers perceived the classroom evaluation as somehow not effective. Another (26%) perceived the classroom evaluation as somehow effective. The results further showed that (40%) of the teachers perceived this type of evaluation as not effective.

The findings of the study showed that majority of the sampled teachers perceived the use of a variety of classroom evaluation activities as not effective. This may end up limiting the teacher on the best classroom evaluation techniques for each learner. With the limitations on classroom evaluation techniques, the aspect of individuality cannot be taken care of by the classroom teacher. The learner may end up not being well equipped with the relevant skills that will make him or her ready for later schooling due to inadequate classroom evaluation.

These research findings differed with a study by Mertler (2003) that the use of varied classroom evaluation will ease the teacher's task in ensuring that the best way is

applied for each individual learner. The difference in the study by Mertler and the current study could be as a result of where the previous and current study were conducted. The study by Mertler was conducted in a developed country where classroom evaluation is better understood while the current study was conducted in an under developed country where teachers are struggling to understand and apply classroom evaluation in their classes.

Purpose of classroom evaluation

The researcher also sought to establish teachers’ perception of classroom evaluation in terms of the purpose. The findings are indicated in Table 4.2 below

Table 4.2: Percentages of the Purpose of Classroom Evaluation for Learners

Items	SD	D	U	A	SA
	%	%	%	%	%
Improve teaching and learning	40	18	6	26	10
Identify strengths	54	9	18	19	0
Encourage participation	10	22	9	50	9
Monitor development	43	13	27	17	0
Identifies weaknesses	7	24	18	20	31
Used to place learners	14	12	18	16	40

Key: SD-Strongly Disagree; D-Disagree; U-Undecided; A-Agree; SA- Strongly Agree

Analyzed data in Table 4.2 show that few teachers (6%) are undecided if the purpose of classroom evaluation is to improve teaching and learning, followed by 10% who strongly agree. Slightly below a fifth (18%) disagree while above quarter (26%) of the teachers agree. Finally, a great percentage of the teachers (40%) strongly disagree.

The findings, also show that most pre-primary school teachers strongly disagree that the purpose of classroom evaluation is to improve teaching and learning. The findings are contrary to research findings obtained by UNESCO (2017) which showed that classroom evaluation should be aimed at improving teaching and learning at any level of education. The difference in the findings could be attributed to the locality of the study. The report by UNESCO was from developed countries where the teachers are likely to have a better understanding of classroom evaluation. The current study was carried out in an under developed country and therefore if teachers do not associate classroom evaluation to teaching and learning, the purpose of classroom evaluation is likely to be undermined.

Information was sought from the teachers to establish their perception on classroom evaluation that identifies the learners' strengths. The findings show that none of the teachers strongly agreed, (9%) disagreed, (18%) were undecided whereas below a fifth (19%) agreed. Majority of the teachers who responded to the questions strongly disagreed that classroom evaluation should be used to identify learners' strength.

The failure of the teachers to identify learners' strengths can be attributed to the fact that strengths are usually ignored while weaknesses are acknowledged by many educators. This may be a loophole to the purpose of classroom evaluation since the teacher may not help the learner achieve much. The findings were not consistent with a study carried out by Njue (2010) that the context in which the teacher conducts classroom evaluation is very vital since it will enable the teacher to come up with the right assessment activities.

The findings also indicate that (50%) of the sampled teachers agreed that classroom evaluation that encourages participation was a better way to go, (22%) disagreed whereas (9%) strongly agreed. Not many of the teachers (10%) strongly disagreed and very few respondents (9%) were undecided.

The preceding findings of the study indicate that majority of the respondents perceive that classroom evaluation should encourage active participation from all stakeholders. Active involvement of stakeholders in the classroom evaluation process enhances collaboration among the teachers, parents and the learners hence the purpose of classroom evaluation is likely to be fulfilled. The researcher sought information from the pre-primary school parents how they participate in classroom evaluation. The parents gave their views by reporting that they do participate in the classroom evaluation process. The parents acknowledged that they have a lot of hope in the teachers as they conduct the classroom evaluation. To substantiate this, during the focus group discussion, one parent said,

“When I take my child to school, the teachers work hard to ensure that my child joins grade one by teaching them how to write numbers and read letters. As I help my child with homework, I feel part of the classroom evaluation process which makes me a proud parent.”

From the parent’s remarks, it is evident that parents participate in classroom evaluation. These findings corroborate the assertions of Mcmilan (2010) that parental participation in classroom evaluation is very important since it helps to build communication and collaboration among the teachers and parents. Learning can be extended to the home environment by giving the learners some take home work hence the parents end up taking part in the classroom evaluation process. This will make the purpose of classroom evaluation successful.

The current findings are similar to findings in a study by Gavriel (2013) that showed the importance of involving the stakeholders such as parents in the classroom evaluation process. Where the stakeholders work together, the learner is likely to become empowered hence take charge of learning. Where the learners are in charge, the stakeholders get some light on the actual needs of the learner. This creates room for the needs to be addressed hence the purpose of classroom evaluation is fulfilled.

The findings also show that, when teachers were asked whether the purpose of classroom evaluation was to monitor development of the learners, none of them strongly agreed. About (13%) of the respondents disagreed and above an eighth (17%) agreed. Slightly above a quarter (27%) were undecided. A higher portion of the teachers (43%) strongly disagreed that the purpose of classroom assessment was to monitor development of the learner.

These research findings indicate that most teachers 43% strongly disagreed that the purpose of classroom evaluation should be aligned to monitoring the learners' development. This is different from what is expected during the early years because one's level of holistic development determines what one can achieve in the learning process. The teachers' perception on monitoring the learners' holistic development as they conduct classroom evaluation may be a hindrance towards achieving the purpose of classroom evaluation according to the findings of the study.

The findings are inconsistent with a study by UNICEF (2011) that highlighted the need for teachers to monitor the child's level of development as they conduct classroom evaluation. Monitoring the learners level of development can help the

teacher to build a detailed profile of the learner. This will enable the teacher come up with classroom evaluation techniques suitable for each learner thus meet the purpose of classroom evaluation.

On whether the purpose of classroom evaluation is to help identify learners' weaknesses, slightly less than a third (31%) strongly agree, below a quarter (24%) disagreed, a fifth (20%) agreed whereas below a fifth (18%) were undecided. Lastly, a paltry (7%) strongly disagreed. From the findings, majority of the teachers perceived the purpose of classroom evaluation was to identify learners' weaknesses. A weakness is a deficit that a learner may have in a certain area of learning. If the teacher is able to identify the weaknesses, the learner may be helped to overcome them. These findings confirm studies by Black & William (2010) that indicated that teachers' perception about the purpose of classroom evaluation is important since it enables them to get a clear picture of the things that should be attended to so as to come up with the best classroom evaluation for the learner.

The researcher also sought to establish if the purpose of classroom evaluation was to help place learners. From the findings, fewer teachers (12%) disagreed, (14%) strongly disagreed while (16%) agreed. Slightly below a fifth (18%) were undecided while above a third (40%) strongly agreed.

The findings show that many teachers strongly agreed that the purpose of classroom evaluation was to help place learners. This would help in easing the transition process from pre-primary to primary school. The findings corroborate with research by Kagete (2013) which suggested that ranking and placing of learners is commonly used

by teachers when conducting classroom evaluation. This may therefore affect the purpose of classroom evaluation especially where the teacher does not place the learner using results from the classroom evaluation process.

Frequency of classroom evaluation

The study also sought to establish the perception of the teachers on the frequency of classroom evaluation. The results are presented in Table 4.3.

Table 4.3: Frequency of Classroom Evaluation

Learning area	None %	Daily %	Weekly %	Termly %	Yearly %
Mathematical	9	33	25	20	13
Language	6	45	17	13	19
Psychomotor	49	13	25	6	7
Environmental	15	20	24	30	11
Creative	45	10	13	12	20
Music	51	9	6	14	20
Religious	30	9	16	25	20

The results in Table 4.3 show that many teachers (33%) perceived that mathematical activities should be evaluated daily. Some teachers (25%) perceived that it should be evaluated weekly. Other teachers (20%) perceived that mathematical activities should be evaluated per term whereas fewer (13%) perceived mathematical activities should

be evaluated yearly. Very few teachers (9%) perceived that mathematical activities should not be evaluated.

The researcher observed that, learners were given mathematical activities on a daily basis. This therefore makes mathematical activities an everyday activity in the pre-primary schools in Githunguri Sub-County. The initiative by the pre-primary school teachers to ensure that mathematical activities are done daily gives room for the teachers to evaluate the learner. The results corroborate findings of a study by Karonjo (2016) that most teachers often evaluate mathematics achievement of learners in pre-primary schools. Daily evaluation of learners on mathematical learning area, support the teaching and learning of mathematics.

On the evaluation of language activities, a small portion of the teachers (6%) perceived that language activities should not be evaluated. A few teachers (13%) perceived it should be evaluated per term while others (17%) perceived it should be evaluated weekly. Some teachers (19%) perceived evaluation should be conducted yearly but most of the teachers (45%) perceived it should be evaluated daily.

These findings indicate that, majority of the teachers perceived that language activities should be evaluated on a daily basis. A pattern that emerged as the researcher was doing the classroom observations was that a lot of time was allocated to language activities. This made the teachers conduct classroom evaluation for language activities more than other areas. This may compromise the frequency of classroom evaluation for all the pre-primary school curriculum. Also, language assignments were given as seen during the document analysis of the learners' exercise

books. This could be attributed to the perception that teachers had towards language activities as they considered it a very important learning area. The evaluation of language activities should be done continuously (Buyukkarci, 2014). The classroom evaluation was done in the course of the lesson. The teachers continued to extend the language activities regardless of the time allocated in the timetable. This is a red flag since if the time table is not followed accordingly, then the whole day learning process is distorted. Some learning areas may appear less important hence classroom evaluation in such learning areas is not conducted.

On classroom evaluation of psychomotor activities, majority of the teachers (49%) of the teachers perceived that psychomotor activities should not be evaluated. Other teachers (25%) of the teachers perceived that psychomotor activities should be evaluated on a weekly basis, fewer teachers (13%) of the teachers perceived that psychomotor activities should be evaluated daily. Another percentage of teachers (7%) perceived that psychomotor activities should be evaluated termly. Very few (6%) of the teachers perceived that psychomotor activities should be evaluated yearly.

The findings show that majority of the teachers perceived that psychomotor activities should not be evaluated. These findings are inconsistent with the assertions of Pyle & Deluca (2013) that teachers should frequently evaluate the curriculum. The researcher observed that, the teachers were inclined towards evaluation of language and mathematics activities. The observation was similar to the observation made by Uwezo (2016) that teachers gave preference to evaluation of literacy activities. This could negatively affect the frequency of classroom evaluation because if some

learning areas are not evaluated, the ability to determine what one has achieved becomes difficult hence the essence of classroom evaluation may not be effective.

A closer look at the findings also reveal that, many teachers (30%) perceived that environmental activities should be evaluated per term, followed by weekly at (24%) and daily at (20%). Those who perceived that environmental activities should not be evaluated were fewer at 15% whereas a small percentage (11%) perceived that environmental activities should be evaluated yearly.

The findings may be pointing to the fact that teachers may be experiencing difficulties on how to evaluate environmental activities. Environmental activities is a new learning area as a result of the changes in the curriculum. Before the roll out of the competency based curriculum, there was no environmental activities in the early years education curriculum rather there used to be science and social activities. This therefore may be an indicator that the teachers have not switched completely from the old curriculum.

The preceding findings are contrary to the findings by Thomas (2012) that classroom evaluation ought to be aligned to the daily activities in an education program. The disparities in the findings could be attributed to the subjects that were studied since they were at different levels of education.

The researcher observed that, environmental activities just appear on the pre-primary school time table as learning areas but they aren't evaluated. Further, the document analysis of the learners' files portrays that examination papers for environmental

activities are not as many as the papers for mathematical activities and language activities. These research findings are contrary to those by Thomas (2012) that highlight the importance of evaluating all the curriculum areas. The differences in these two studies may be associated with the instruments used for data collection since the current study involved classroom observations and document analysis unlike the former that used interviews hence the differences in the findings.

The findings also show that almost half of the teachers (45%) perceived that creative activities should not be evaluated. Some teachers (20%) perceived that creative activities should be evaluated yearly, whereas other teachers (13%) perceived that evaluation of creative activities should be done weekly. A few teachers (12%) perceived that creative activities should be evaluated per term but a smaller percentage (10%) perceived that creative activities should be evaluated daily.

During classroom observations, the researcher noted that not much emphasis is put on evaluation of creative activities. The teachers felt that they teach creative activities through other learning areas for example coloring shapes, modeling numbers, tracing letters or even joining dots to make letters, therefore the perception that creative activities should not be evaluated.

Further, while doing document analysis, the researcher found out that the learners in most schools lacked creative activities books. This could be a setback to the frequency of classroom evaluation of the ECDE learners. These findings corroborate with the views expressed by Kanjee & Mthembu (2015) that teachers may have misconceptions about classroom evaluation which may end up compromising the

frequency of classroom evaluation hence the assurance on the delivery of quality education is affected.

On the classroom evaluation of music activities, a minimal percentage (6%) of the teachers perceived that music activities should be evaluated weekly. Only (9%) of the teachers perceived that music activities should be evaluated daily. Other teachers (14%) perceived that music activities should be evaluated per term. Some teachers (20%) perceived that evaluation should be done yearly whereas many teachers (51%) perceived that music activities should not be evaluated. From the study, majority of the teachers perceived that music activities should not be evaluated.

The researcher observed that most learners were only evaluated in singing. Other music activities such as making rhythms and playing music instrument were ignored in many schools, thus the teachers did not see the need to evaluate the learners in music activities. These research findings are contrary to findings by Pyle & Deluca (2013) that classroom evaluation should be frequent. This may be a hindrance to the frequency of classroom evaluation since all learning areas of the curriculum are important. There should be no learning area that is not evaluated.

As far as religious activities are concerned, very few teachers (9%) perceived that religious activities be evaluated daily whereas some teachers (16%) perceived evaluation should be done weekly. In addition, other teachers (20%) of the teachers were of the opinion that religious activities should be evaluated per term. Another number of teachers (25%) perceived that religious activities should be evaluated

yearly. Many teachers (30%) were for the opinion that religious activities should not be evaluated.

The researcher also perused through the learners documents and found that religious activities were not evaluated. Many teachers concentrated more in evaluating other learning areas such as language activities and mathematical activities. These findings are consistent with findings from a study by Uwezo (2016) that a lot of emphasis is put on literacy activities. Uwezo (2016) affirms that failure to evaluate all the areas of the curriculum leads to learners lagging behind in their education hence the quality of education is compromised.

4.3 Types of Assessment Activities

The second objective sought to establish the types of assessment activities used for pre-primary two learners who are transiting to grade one. Quantitative data was collected from the pre-primary two teachers and the results are shown in Table 4.4 and Qualitative data was collected from the pre-primary two parents.

Table 4.4: Types of Assessment Activities used for Pre-Primary 2 Learners

Test Items	Never	Sometimes	Frequently	Always
	%	%	%	%
Homework	13	40	27	20
Class activities	13	36	31	20
Oral questions	0	17	48	35
Portfolio	9	45	19	27
Observation	9	36	31	24
Tests	14	11	25	50

A summary of the findings as shown in Table 4.4 indicate that a small percentage (13%) of the teachers never used homework as an assessment activity as did (20%) of the teachers. Less than a third (27%) of the teachers frequently used homework as an assessment activity. A large number of the teachers as represented by (40%) sometimes used homework as an assessment activity for learners transiting to grade one.

While doing the documents analysis, the researcher found out that the learners were given homework. This was done on a daily basis. The homework mainly comprised of mathematics and language activities. This enabled the teachers to evaluate the learners on those learning areas daily. This made the teachers leave out the other learning areas. This could be a setback to class evaluation.

The findings indicate that many teachers sometimes used homework as an assessment activity. The findings in this study are similar to those of a study by Baldwin (2014) that emphasize the need to use developmentally appropriate activities while using assessment activities among the learners so that they can benefit from evaluation done by the teachers.

The preceding findings show that many teachers (36%) sometimes used classroom activities as assessment activities. However, some teachers (31%) frequently used classroom activities as a classroom evaluation activity; other teachers (20%) always used the classroom activities that they give children to evaluate the learners. Few teachers (13%) never used classroom activities as an assessment activity.

From the study, majority of the teachers sometimes used the classroom activities that they give children to evaluate the learners in Githunguri Sub-County. These findings corroborate the findings from a study by Mertler (2003) that called for the need to always craft assessment activities as part of everyday learning experiences. This makes learners get exposed to diverse learning experiences thus the teacher can use different classroom evaluation techniques to suit each individual learner.

Data also show that, none of the teachers failed to ask oral questions to the learners as a way of assessment activity whereas some teachers (17%) sometimes used oral questions as an assessment activity, other teachers (35%) always used oral questions as an assessment activity. A big number of the teachers as represented by (48%) frequently used oral questions as an assessment activity.

These findings indicate that many teachers always used oral questions as an assessment activity. The results of this study are consistent with a study by People for Education (2013) that highlighted the importance of formative assessment. Oral questions which is part of formative assessment provide an opportunity for interaction hence the teacher can design assessment activities that are suitable for each learner.

The findings also show that few (9%) of the teachers never used portfolios as assessment activities. Some teachers (19%) frequently used portfolios as an assessment activity; other teachers (27%) of the teachers always used portfolios as an assessment activity. On the other hand, most of the teachers (45%) sometimes used portfolios as an assessment activity. These findings agreed with the findings by Thomas (2012) which put emphasis on the use of assessment activities which are

aligned to curriculum policies. The competency based curriculum that is being implemented in Kenya emphasis on the use of assessment activities that are aligned to the curriculum.

The findings on the use of observation as an assessment activity indicate that few teachers (9%) never used observation as an assessment activity. Some teachers (24%) always used observation as an assessment activity. It also shows that other teachers (31%) frequently used observation as an assessment activity. A relatively large number of the teachers as represented by (36%) sometimes used observation as an assessment activities. The above findings are similar to those reported by Buyukkaraci (2014) that teachers need to use formative assessment activities which can help build a detailed profile of each learner.

The pre-primary two teachers use of tests as an assessment activity indicates that fewer teachers (11%) never used examinations as an assessment activity. The results also show that some teachers (14%) sometimes used examinations as an assessment activity. It also shows that other teachers (25%) frequently used examinations as an assessment activity. Finally, majority of the teachers (50%) always used examinations as an assessment activity for learners transiting to grade one.

The preceding findings indicate that many teachers always used tests as an assessment activity. These findings are similar to a study by Frey and Schmitt (2010) which found out that majority perceived examinations as the main assessment activity. If teachers over rely on tests, the wide range of knowledge, skills, attitudes and habits acquired by learners are likely not to be evaluated.

During the focus group discussion, the parents said that they do participate in assessment. One of the parents said that they participate through paying money for examinations that learners sit at the end of the year. Some few parents said that they participate in assessment by assisting children while doing their homework.

One parent lamented,

“My son was told not to go to school the following day if he did not come with the money for the examination.”

In the course of doing the document analysis, the researcher found out that the learners' files had examination papers that had been awarded percentages which was an indicator that the learners were assessed through examinations. There were also report forms that ranked the learners' performance. This was a clear indicator that the pre-primary two teachers were inclined to using examinations as an assessment activity.

These findings are consistent with a study by Kagete (2013) which found out that most teachers perceive examinations as a better assessment activity. They tend to use it quite often to evaluate the learners. If teachers overuse tests, the learners' abilities are evaluated in a limited manner hence compromising the purpose of classroom evaluation. (Buyukkaraci, 2014).

The focus group discussion also revealed that, parents had varied views of what classroom evaluation entailed. A high number of the pre-primary parents see classroom evaluation as the examinations that the learners sit at the end of the year as they transit from pre-primary to grade one while others were for the opinion that the homework given to the learner is part of classroom evaluation. To some parents, the

projects that are given to learners are part of classroom evaluation. During the focus group discussion, one of the parents said,

“If my daughter sits for an examination I am assured that she will join grade one. This makes me happy because with tests my child will continue her education.”

From the findings of the study, majority of the parents said that the examinations that are administered to children are assessment activities that they can relate with because their children are assured of joining grade one.

During the focus group discussion, the pre-primary school parents were asked how regularly they discussed their child’s progress with teachers. The pre-primary parents gave diverse responses. Few parents said that they do so if need arises for example when they notice changes in their child’s performance. A number of the parents said that they discuss the learner’s progress once per term specifically when they are required to attend academic clinics.

The findings indicate that, majority of the parents do discuss progress of the learner once per year as the child is transiting from one class to the next. While conducting the focus group discussion one parent remarked,

“There is no need for me to go to school and bother the teacher if I have not been called. I only want my child to be with the teacher and get the best from the teacher.”

The findings indicate that most of the parents discuss the learner’s progress yearly. This may make the parents not to participate fully in classroom evaluation. Parents and teachers need constant meetings to review each learner’s progress. This will go a long way in ensuring that both the teachers and parents take part in classroom evaluation.

The pre-primary school parents' opinion on the appropriateness of assessment activities for learners transiting to grade one was also sought. During the focus group discussion, more than half of the pre-primary school parents were of the opinion that the teachers use appropriate assessment activities whereas a lesser number of parents were of the opinion that the assessment activities were inappropriate. One parent who was of the opinion that the assessment activities used by the teacher were appropriate remarked,

“I believe that what the teacher gives my child is right because she is trained as a nursery school teacher while I am not. I have a strong belief in the teacher's work since she is an expert.”

From the findings, majority of the sampled pre-primary school parents were of the opinion that the teachers use appropriate assessment activities. The findings are similar to those by VEYLDF (2014) that recommended that, the teachers use the knowledge they have on child growth and development to come up with classroom evaluation activities that are appropriate. This will go a long way in ensuring that the learners are evaluated appropriately without disadvantaging any child.

The parents were also asked to give their opinion why they thought the assessment activities used by teachers were appropriate. Many said that the activities used by teachers were not demanding for them as parents unlike when they have to assist learners with homework. While the researcher was conducting the focus group discussion, a parent remarked,

“When the teacher evaluates the learner in class, I don't get involved in the process unlike when I have to assist my child with homework which sometimes I don't understand such as a, bu, cu, du.”

From the study, majority of the parents preferred the assessment activities used by the teachers for learners transiting to grade one because the assessment activities used do

not demand a lot from the parents. The findings corroborate with Kanjee & Rao (2014) that if teachers are well equipped with knowledge on classroom evaluation they can use assessment activities that befit each and every learner hence make the education meaningful.

The parents were also asked to give suggestions on how they could improve the home environment to make it an evaluation environment. Some of the parents said that they could do so by creating a space and time for evaluations. More than half of the parents said that they do make the home an evaluation environment by celebrating the success of their children once they present the files with examination papers after closing school. For example one parent said,

“When my son who is currently in grade two transited from pre-primary, I gave him a present because he was number one in their class.”

The findings of the study show that many parents agreed that they can make the home an evaluation environment by perusing through the files. They also said that they do reward the performance of their children in relation to how they have passed their examination. These findings corroborate well with a study by Ndalichako (2015) that highlighted that by recognizing a child’s performance, the child is likely to improve on his or her performance.

4.4 Relationship between Classroom Evaluation and Assessment Activities

The third objective of the study was to establish the relationship between teachers’ perception of classroom evaluation and assessment activities. Quantitative data was collected from the pre-primary two teachers and the results are shown in Figure 4.1 and 4.2 respectively.

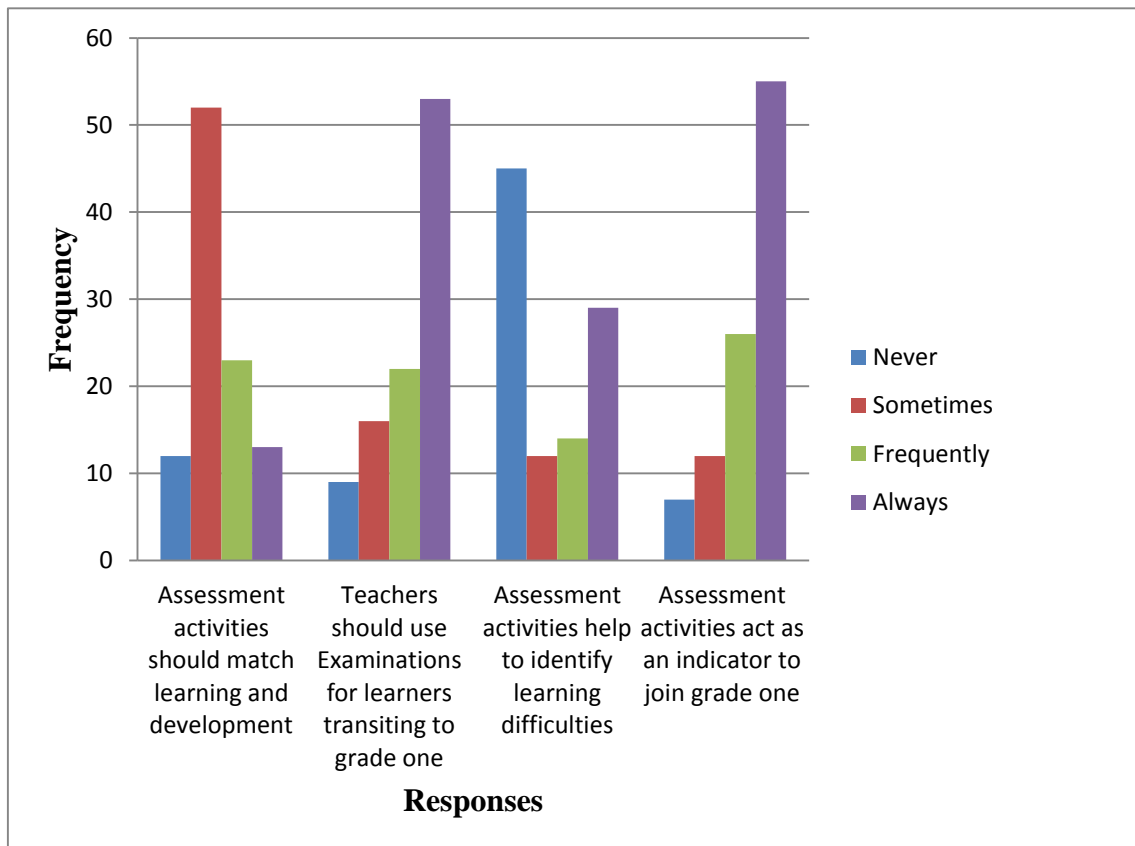


Figure 4.1: Frequency of Relationship between Classroom Evaluation and Assessment Activities

The findings in Figure 4.1 indicate that few teachers (12%) never used assessment that matches learning and development in evaluating learners who are transiting to grade one. It also revealed that some teachers (13%) always used assessment that matches learning and development. Additionally, other teachers (23%) of the teachers frequently used assessment that matches learning and development while majority of the teachers (52%) sometimes used assessment activities that matches learning and development.

From the findings, most teachers used assessment activities that match learning and development for evaluating learners who are transiting from pre-primary two to grade one in Githunguri Sub-County. Findings from this research are consistent with those obtained from previous studies by Pyle & Deluca (2013) which emphasized on the

use of assessment activities that foster all round development whilst encouraging the learner to continue learning. When the classroom teacher is able to peg classroom evaluation to holistic development, the learner's full potential is likely to be developed thus classroom evaluation becomes holistic and learner focused.

On the use of examinations as an assessment activity for learners transiting to grade one, few teachers (9%) of the teachers never used assessment in evaluating learners who are transiting to grade one. The findings also revealed that some teachers (16%) sometimes used assessment for learners transiting to grade one, other teacher (22%) frequently used assessment activities for learners transiting to grade one while majority of the teachers (53%) always used examinations as assessment activities for learners transiting to grade one.

The findings from the study showed that, most teachers in Githunguri Sub County used examinations as assessment activity for learners who are transiting from pre-primary two to grade one in Githunguri Sub-County. These findings are similar to findings in a study by Kagete (2013) that highlighted teachers' inclination towards the use of examinations as an assessment activity for learners. These made the teachers over rely on examinations as the only assessment activity hence they failed to use other recommended assessment activities. At the early years education level, the use of examination as the only assessment activity for learners transiting to grade one was banned (Basic Education Regulations 2015).

The results also show that most of the teachers (45%) never used assessment activities to identify learners' difficulties in learning; other teachers (29%) always used

assessment activities to identify learning difficulties among learners. Furthermore, some teachers (14%) frequently used assessment activities to identify learning difficulties among learners. Finally, very few teachers (12%) sometimes used assessment activities to identify learning difficulties among learners in their classes.

The findings show that, most teachers never used assessment activities to identify learning difficulties among learners in Githunguri Sub-County. These findings relate with other studies. Buyukkarci (2014) pointed that, although classroom teacher are positive about assessment activities they tend to ignore the learner's area of difficulty. This becomes a setback to coming up with a balanced classroom assessment for all learners in the ECDE centre.

The findings of the study also indicate that fewer teachers (7%) never used assessment activities as an indicator of a child's preparedness to join grade one. On the same, some teachers (12%) sometimes used assessment activities as an indicator of a child's preparedness to join grade one, other teachers (26%) of the teachers frequently used assessment activities as an indicator of a child's preparedness to join grade one. Majority of the teachers (55%) always used assessment activities as an indicator of a child's preparedness to join grade one.

The findings of the study revealed that many teachers in Githunguri Sub-County always used assessment activities as an indicator of a child's preparedness to join grade one. The results from this imply that teachers must assess the learners before they transit to grade one. The findings corroborate the assertions of Ndalichako (2015) that assessment activities provide feedback hence the findings point to the fact

that assessment activities are part and parcel of learning. It's important for the teacher to assess learning in order to come up with the appropriate assessment activities.

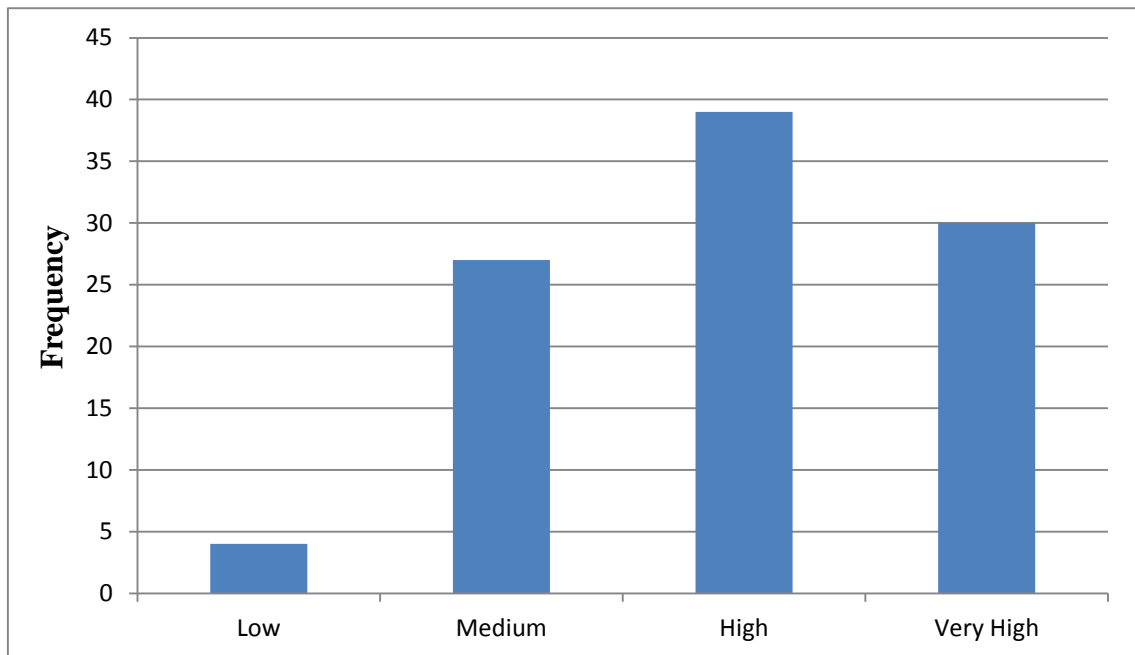


Figure 4.2: Teachers' Perception of the Relationship between Classroom Evaluation and Assessment Activities

The findings in Figure 4.2 portray that many teachers (39%) perceived that there is a very high relationship between classroom evaluation and assessment activities. In addition, some teachers (30%) perceived that the relationship between classroom evaluation and assessment activities is high other teachers (27%) perceived that there is a medium relationship between classroom evaluation and assessment activities. However, very few teachers (4%) perceived that there is low relationship between classroom evaluation and assessment activities.

Majority of the teachers perceived that there is a high relationship between classroom evaluation and assessment activities which will make the teacher decide to use a specific assessment activity. These research findings concur with Pyle & Deluca study

(2013) that found out that each teacher’s curricular stance influences the type of assessment activity that is to be used for the learner.

Table 4.5: Statistical Analysis of Teachers Perception of the Relationship between Classroom Evaluation and Assessment Activities for Learners Transiting to Grade One

Response	Frequency	Mean	Diff	d2
Very high	44	11.5	32.5	1056.25
High	33	11.5	21.5	462.25
Medium	30	11.5	18.5	342.25
Low	5	11.5	-6.5	42.25

$$\frac{\sum d^2}{n} = \frac{1903}{112} = \sqrt{16.9}$$

$$\underline{\underline{=3.12}}$$

From the statistical analysis in Table 4.5, on the relationship between classroom evaluation and assessment activities for learners transiting to grade one, the researcher found out that the processed data had P value of 3.12. The p-value was more than the level of significance that is p-value = 3.12 > 0.05 thus the Null Hypothesis, H₀₁: There is no significant relationship between teachers’ perception of classroom evaluation and assessment activities used by pre-primary school teachers was rejected due to type II error.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings and the main conclusions that can be drawn from it. In addition, recommendations for various stakeholders are discussed.

5.2 Summary of the Findings

The study established that the classroom evaluation used by teachers was somehow effective if it measured learners' progress, effective if it measures development, and most effective if it measured both progress and development. Classroom evaluation that helps the teachers make informed choices was effective but the one that was based on examination was considered to be most effective. Classroom evaluation that enables the teacher to place learners was effective while the one that is varied was most effective.

The study also established that teachers also strongly disagreed that the purpose of classroom evaluation was to improve teaching and learning, identify learners' strengths and monitor learners development. On the other hand, the teachers strongly agreed that the purpose of classroom assessment was to identify learners' weaknesses and also to place them in the next grade. The teachers agreed that the purpose of classroom evaluation was to encourage participation. It was also established that the pre-primary school parents do participate in classroom evaluation.

The teachers perceived that mathematical activities and language activities should be evaluated daily. The teachers felt that other learning areas which include; psychomotor, environmental, creative, religious and music activities should not be evaluated. The researcher observed that, most time is used to teach mathematical and language activities which are later evaluated daily. Documents analysis showed that the learners are given examinations.

The second objective was to find out the assessment activities used by the teachers in Githunguri Sub-County. The researcher found out that the assessment activities which are sometimes given by the teachers include homework, classroom activities, portfolio, and observations. Other teachers frequently gave oral questions as an assessment activity but majority of the teachers gave examinations as an assessment activity. The researcher also observed that formative assessment was carried out in language and mathematical activities while summative assessment was carried out on the other learning areas except psychomotor activities.

The third objective was to determine the relationship between the pre-primary teachers' perception of classroom evaluation and types of assessment activities. Descriptive statistics were used to analyze the relationship while the null hypothesis was tested at .05 level of significance. From the findings, some of the teachers perceived that there is a very high relationship between classroom evaluation and assessment activities. In addition, other teachers perceived that the relationship between classroom evaluation and assessment activities is high. Another group of teachers perceived that there is a medium relationship between classroom evaluation and assessment activities. However, there are those who perceived that there is low

relationship between classroom evaluation and assessment activities. These teachers who perceive that there is a low relationship should be encouraged in order to have improved teaching and learning outcomes.

5.3 Conclusion of the Study

Drawing from the above findings, it is evident that teachers' perception of classroom evaluation that measures both development and progress was effective. This can be used as a pillar to ensure that learners have good academic progress at the pre-primary level of education. The study concluded that the assessment activities used by the teachers were varied thus the quality of education is less likely to be compromised. However, the teachers need to craft the assessment activities wisely in order to ensure that all the curriculum areas are evaluated. The pre-primary school parents understood that they participate in classroom evaluation by paying money for the examinations. This therefore means that they need to be helped to understand classroom evaluation in clearer terms. This will make them take part in the classroom evaluation process as they are stakeholders in the learners education.

Finally, there seemed to be a very high relationship between teachers' perception of classroom evaluation and assessment activities. Thus, the teachers have to find out the best assessment activities to ensure that the learners are frequently evaluated. This will go a long way in helping learners become better and successful in later school years.

5.4 Recommendations of the Study

While trying to understand teachers' perception of classroom evaluation and types of assessment activities, the researcher recommends the following to the stakeholders concerned so that the learners are not disadvantaged because of the assessment activities used:

5.4.1 Recommendations to Stakeholders

i. Kenya National Examination Council.

The examination council should offer E-learning and short courses that will equip teachers with skills hence ably conduct classroom evaluation to avoid overreliance on examinations as an assessment activity.

ii. Kenya Institute of Curriculum Development

They should conduct research on how policies that are aligned to classroom evaluation are being implemented by the teachers. This will serve as a way of ensuring that the policies are followed hence making the children to be evaluated effectively, frequently and purposeful.

iii. Universities and Teacher Training Institutions

They should conduct in-service training courses, seminars and workshops to build the capacity of teachers on classroom evaluation and types of assessment activities. This will help them understand the purpose of classroom evaluation.

The courses will also enable teachers face the changes in the education world especially a time like now when we have a new curriculum in the country.

iv. The County Government

Early Childhood Education is a devolved function thus the county government should employ officers who will regularly visit the schools to supervise the

teachers as they conduct classroom evaluation and assessment activities. This will enable teachers to conduct classroom evaluation regularly. The officers will monitor the implementation of the pre-primary curriculum to ensure that all the learning areas are evaluated.

v. The Pre-Primary School Teachers

Teachers are the ones who conduct classroom evaluation in order to judge a learner's achievement in education. They should appreciate the use of portfolios and other recommended assessment activities. They should also ensure that they evaluate all the curriculum areas. They should also conduct capacity building to the parents on classroom evaluation and assessment activities through meetings.

vi. Pre-Primary School Parents

The pre-primary school parents should attend meetings once they are invited because it is in such forums where they are inducted about the curriculum which is part of the classroom evaluation process.

5.4.2 Recommendation for Further Study

Further studies should be conducted to establish how pre-primary school teachers can strengthen classroom evaluation for learners and also to establish how parents can get more engaged in the classroom evaluation process. This will help in ensuring that learners are evaluated at pre-primary two level of education in the best way possible.

REFERENCES

- Ahmad, S. (2009). *Assessment Practices: Student's and Teachers' Perception of Assessment*. Massachusetts. University of Massachusetts.
- Anderson, Lorin W., & David R., Krathwohl, eds 2001. *A Taxonomy for Learning, Teaching and Assessing: A Revision of Blooms Taxonomy of Educational Objectives*. Newyork. Addison Wesley Longman, Inc.
- Assessment Reform Group, (2002). *10 Principles of Formative Assessment*. London. Nuffield Foundation.
- Baldwin (2014). *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. San Francisco, CA: Jossey-Bass.
- Banda, S. (2005). *Classroom Evaluation in Malawi: Teachers' Perception and Practices in Mathematics*. Unpublished PhD Thesis. Virginia Polytechnic Institute.
- Black, P. J., & William, D. (1998a). *Inside the Black Box: Raising Standards through Classroom Evaluation*. London: Kings College School of Education.
- Black, P. J., & William, D. (1998b). *Inside the Black Box: Raising Standards through Classroom Evaluation*. London: Kings College School of Education.
- Black, P. J., & William, D. (2010). *Assessment for Learning: Assessing the Theory and Evidence*. Sunderland. Elsevier Ltd.
- Bloom, B. and D. Krathwohl. (2022). *Taxonomy of Educational Objectives* (two vols .The Affective Domain & The Cognitive Domain). New York. David McKay.
- Buyukkaraci, K. (2014). *Assessment Beliefs and Practices of Language Teachers in Primary Education*. *International Journal of Instruction*, 7 (1), 107 – 120.
- Chen, H.M. (2003). *A Study of Primary School English Teachers Beliefs and Practices in Multiple Assessments. A Case Study in Taipei City*. Unpublished Masters Thesis. National Taipei University of Education.
- Edelenbos, P. and Kubanek - German, A. (2004). *Teacher Assessment: the concept of diagnostic competence*. *Language Testing Journal* 21(3), 259-283.
- Festinger, L. (1957). *Theory of Cognitive Dissonance* Stanford, CA. Stanford University Press.
- Frey, B. B; & Schmitt, V. L. (2010). *Teachers' Classroom Evaluation Practices*. *Middle Grades Research Journal*, 5 (3), 107 – 117.
- Gatullo, F. (2000). *Formative Assessment in Primary Classrooms: An Italian Case Study*. *Language Testing Journal*, 17(2):278-288.

- Gavriel, J. (2013). Assessment for Learning: A wide (Classroom – Researched) Perspective is Important for Formative Assessment and Self-Directed Learning in General Practices. *Education for Primary years Journal*, 24 (2), 93-96.
- Greenstein, L. & Stiggins, R. J. (2010). *Formative Classroom Evaluation: What teachers really need to know about Formative Assessment*. New York; Columbia University.
- Hsu, Y. K. (2005). *Developing and Researching Multiple Assessments: An action Research National Science Council Individual Research Project (NSC92-2411-003-031)*. Taipei: National Science Council.
- Kagete, P. (2013). *186-classroom 'assessment-for-learning' in Kenyan Secondary Schools*. A Paper Presented at the 39th Annual Conference of the International Association for Educational Assessment in Tel Aviv-Israel.
- Kanjee, P. & Mthembu, J. (2014). A Study of Classroom Evaluation Literacy of Primary Teacher. *South African Journal of Childhood Education/* 2015(1):142-168.
- Kanjee, A., & Rao, N. (2014). Assessment of and for learning. In: Wagner, D.A. (Eds)) *Learning in Developing Countries: Research and Policy for the Post-2015 UN Development Goals*, Newyork. Palgrave Pivot.
- Kanjee, A., & Sayed Y. (2013). *Assessment Literacy of Foundation Phase Teachers*. Johannesburg. San Media Metro.
- Karonjo, M. (2016). *Effects of Assessment Strategies on Pre-unit Children's Achievement in Mathematics*. Unpublished Masters Thesis. University of Nairobi.
- Kenya Subsidiary Legislation (2015). *Basic Education Regulations*. Nairobi. Government Press.
- McMillan , J. H. (2010). *The Key to Improving Student Achievement*. In J.H. McMillan (2nd Ed.), *Formative Classroom Evaluation* (PP. 1-7). New York, NY: Teachers college, Columbia University.
- Mertler, C. A.(2003). *Pre-service versus in-service Teachers' Assessment Literacy: does Classroom Experience make a Difference?* paper presented at a meeting of Mid-western Educational Research Association, Columbus. OH. October.
- Ministry of Education (2006). *National Early Childhood Development Policy Framework*, Nairobi. Government Press.
- Ministry of Education (2013). *Basic Education Acts*. Nairobi. Government Press.

- Munyiri, D. (2015). *Classroom Based Assessment of 21st Century skills: In Secondary Schools in Kenya*. Unpublished Masters Thesis. University of Nairobi.
- Ndalichako, J.S (2015). Secondary Schools Teachers' Perception of Assessment. *International Journal of Information and Education Technology*, vol5.No 5.
- Njue, K. (2013). Strategies Teachers' employ in Assessing Children's achievement. Nairobi West District. Unpublished Masters Thesis. University of Nairobi.
- People for Education. (2013). *Broader Measures Of Success Measuring What Matters in Education*. <http://www.peopleforeducation.org/measuring-what-matters/wp-content/uploads/2013/10/p4E-mwm-full-report-2013.pdf>(Accessed 5 June 2015).
- Pourhoseingholi M.A, Vahedi, M., Rahimzadeh M.(2013). Sample Size Calculation in Medical Studies. *Gastronterol Hepatol Bed Bench Journal*, 6(1): 14-17.
- Pyle, A. & Deluca, C. (2013). Assessment in the Kindergarten: An Empirical Study of Teachers' Assessment Approaches. *Early Childhood Education journal*, 41(5), 373-380.
- Sandvoll, R. (2014). Feeling good, but missing the Mark. What happened to the Assessment in Peer Assessment? *Journal of University Teaching and practice*, 11 (1). Retrieved from <http://rou.ouw.edu.au/cgil.viewcontent.cgilarticle=1377&content=jutlp>.
- Sethusa, J. (2012). An Investigation of the Challenges affecting Teachers' Classroom Assessment Practices Unpublished PhD Thesis. University of South Africa.
- Thomas, M. (2012). Teachers' Beliefs about Classroom Evaluation and their selection of Classroom Evaluation Strategies. *Journal of Research and reflections in Education* 6(2), 103-112.
- USAID, (2014). *A baseline report on impact of evaluation*. Maputo. USAID
- UNICEF, (2011). *Child Friendly Schools Manual*. New York. United Nations Children's Fund.
- UNESCO, (2017). *Education2030: Towards Inclusive and Equitable Quality Education and lifelong learning for All*. UNESCO International Institute for Educational Planning. Retrieved from <https://en.unesco.org/world-education-forum-2015/Incheon-declaration>
- Uwezo, (2016). *Are Our Children Learning? Uwezo Kenya Sixth Learning Assessment Report*. Nairobi: Twaweza East Africa.
- VEYLDF, (2014). *Advancing Children's Learning and Development from Birth to Eight Years*. Melbourne. Victorian Curriculum and Assessment Authority.
- <https://www.oxfordlearnersdictionaries.com>

APPENDICES

Appendix I: Questionnaire for Pre-Primary School Teachers

I am a student at Kenyatta University pursuing Masters Degree in Early Childhood Studies. I'm carrying out a study to establish the teachers' perception of classroom evaluation and how it influences the types of assessment activities.

Kindly respond to the following questions as honestly as possible. All information collected in this study is purely for academic purposes and will be treated with confidentiality. Your answers will be grouped with the answers of other people like you and will not make any reference to your names. You are free to participate only if you wish. Thank you for your cooperation.

SECTION A: TEACHERS' PERCEPTION OF CLASSROOM EVALUATION

PART ONE: EFFECTIVENESS OF CLASSROOM EVALUATION

On a 5-point likert scale of 1-Not Effective, 2- Effective 3- Somehow Effective 4- Most Effective rate the following statement on effectiveness of classroom evaluation

Statement	Not Effective	Somehow not Effective	Effective	Somehow Effective	Most Effective
	1	2	3	4	5
a)Classroom evaluation that shows a learner's academic progress is					
b)Classroom evaluation that shows a learner's level of development is					
c)Classroom evaluation that measures a learner's academic progress and development is					
d)Classroom evaluation that helps teachers to make informed decisions about a learner is					
e)Classroom evaluation that is based on tests for a pre-primary learner is					
f)Placing a learner in grade one in reference to the results from classroom evaluation is					
g)Classroom evaluation that is conducted frequently is					
h)Classroom evaluation that uses variety of assessment activities is					

PART TWO: PURPOSE OF CLASSROOM EVALUATION

On a 5 point scale of 1-Strongly agree 2- Agree , 3- Undecided 4- Disagree 5- Strongly disagree, please rate the following statements on the purpose of classroom evaluation.

Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	1	2	3	4	5
Classroom evaluation should make learning better					
Classroom evaluation should identify learners' strength					
Classroom evaluation should encourage a learner to participate					
Classroom evaluation should monitor learners' development					
Classroom evaluation results should help in placing a learner in grade one					
Classroom evaluation should identify a learner's weakness					

PART THREE: FREQUENCY OF CLASSROOM EVALUATION

Please use a tick (✓) to indicate how often you conduct classroom evaluation in the pre-primary school learning areas for learners transiting to grade one

Learning area	None	Daily	Weekly	Termly	Yearly
Mathematical activities					
Language activities					
Environmental activities					
Outdoor activities					
Creative activities					
Music and Movement activities					
Religious activities					

SECTION B: RELATIONSHIP BETWEEN CLASSROOM EVALUATION AND TYPES OF ASSESSMENT ACTIVITIES

Read carefully this part of the questionnaire and tick against a four degree point scale of 1-never, 2-sometimes, 3-frequently, 4-always information about classroom evaluation

A) The assessment activities I use match the learner's development and learning.

1. Never
2. Sometimes
3. Frequently
4. Always

B) I make sure that all learners joining grade one are evaluated.

1. Never
2. Sometimes
3. Frequently
4. Always

C) I identify learners who have difficulties in their learning and development through classroom evaluation.

1. Never
2. Sometimes
3. Frequently
4. Always

D) Classroom evaluation can be used as an indicator of a child's preparedness to join grade one.

- 1) Never
- 2) Sometimes

3) Frequently

4) Always

E) Put a tick on how you would rate the relationship between teachers perception of classroom evaluation and types of assessment activities used for learners transiting to grade one

a) Very High

b) Low

c) Medium

d) High

e) Very High

**SECTION C: INFORMATION ON TYPES OF ASSESSMENT ACTIVITIES
FOR LEARNERS TRANSITING TO GRADE ONE**

Assessment Activity	Never	Sometimes	Frequently	Always
Homework				
Class activities				
Oral questions				
Portfolios				
Observation				
Examinations				

Appendix II: Focus Group Discussion Guide for Pre-Primary School Parent

SECTION A: BACKGROUND INFORMATION

Name.....

Age.....

SECTION B: DISCUSSION ON THE TOPIC

1. What do you understand by the term classroom evaluation for learners joining grade one?.....
.....

2. How often do you hold discussions with teachers about the progress of your child who is joining grade one?.....
.....

3. How do you participate in assessment of learners who are joining grade one?.....
.....

4) a) In your own opinion, which assessment activities would you recommend in pre-primary?.....
.....

b. What reasons would you give for the preference of the assessment activities in 4(a) above.....
.....
.....

5) Suggest how you can make the home a learning environment.....
.....
.....

Appendix III: Assessment Observation Schedule for Pre-Primary School

Teachers

Part A: General Information

Name of school.....

Number of learners.....

Zone.....

Part B: Specific observation on types of assessment used for learning areas in pre-primary schools

Learning area	Tally Formative assessment	Tally Summative assessment	Total frequency formative	Total frequency summative
1.Mathematical				
2.Language				
3.Outdoor				
4.Environmental				
5.Music and movement				
6.Creative				
7.Religious				
8.Pastoral Program of instruction				

Appendix IV: Document Analysis Schedule

Name	Type of documents				Place and time	Main points expressed in the document
	Learners' File	Learners' Progress record	Learners' Exercise Book	Learners' Diary		

Author: Researcher

Appendix V: Consent Form for the Pre-Primary School Teachers/Parents

I.....a teacher/parent
in.....pre- primary school, do agree to take part in the
ongoing research on the teachers' perception of classroom evaluation and its influence
on the assessment activities. I have been assured of confidentiality and that I shall
remain anonymous. I promise to be congruent and honest in the whole research
process

Name.....

Signature.....

Date.....

Witness

Name.....

Signature.....

Date.....

Appendix VI: NACOSTI Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 310649	Date of Issue: 07/November/2019
RESEARCH LICENSE	
	
<p>This is to Certify that Miss. MARGARET RICHU of Kenyatta University, has been licensed to conduct research in Kiambu on the topic: INFLUENCE OF TEACHERS' PERCEPTION OF CLASSROOM ASSESSMENT ON EVALUATION OF LEARNERS AT PRE-PRIMARY TWO LEVEL OF EDUCATION IN KIAMBU COUNTY, KENYA, for the period ending : 07/November/2020.</p>	
License No: NACOSTI/P/19/2486	
310649 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

Appendix VII: Kenyatta University Authorization Letter



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/OL/23272/2013

DATE: 6th September, 2019

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,


RE: RESEARCH AUTHORIZATION FOR RICHU MARGARET WANJIKU – REG. NO. E55/OL/23272/2013.

I write to introduce Richu Margaret Wanjiku who is a Postgraduate Student of this University. The student is registered for M.Ed degree programme in the Department of Early Childhood Studies & Special Needs Education.

Richu intends to conduct research for a M.Ed Project Proposal entitled, “Influence of teachers’ perception of classroom assessment on evaluation of learners at pre-primary two level of education in Kiambu County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,


PROF. ELISHIBA KIMANI
AG. DEAN, GRADUATE SCHOOL

HI/inn

Appendix VIII: Kenyatta University Research Approval



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 6th September, 2019

TO: Richu Margaret Wanjiku
C/o Early Childhood Studies &
Special Needs Education Dept.

REF: E55/OL/23272/2013


SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 7th August, 2019 entitled "Influence of teachers' perception of classroom assessment on evaluation of learners at pre-primary two level of education in Kiambu County, Kenya".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.


HARRIET ISABOKE
FOR: DEAN, GRADUATE SCHOOL

C.c. Chairman, Department of Early Childhood Studies & Special Needs Education

Supervisors:

1. Dr. Wanjohi Githinji
C/o Department of Early Childhood Studies &
Special Needs Education
Kenyatta University

Appendix IX: Map of the Study Site

