

UNIVERSITY OF EDUCATION, WINNEBA

**ASSESSMENT PRACTICES OF KINDERGARTEN TEACHERS IN THE
AWUTU SENYA EAST MUNICIPALITY**

GLORIA BENIWINDE

(202122651)



**A Thesis in the Department of Early Childhood Education,
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of Graduate Studies in partial fulfilment of the
requirement for the award of the degree of
Master of Philosophy
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FEBRUARY, 2026

DECLARATION

Student's Declaration

I, **Gloria Beniwinde**, hereby declare that this thesis, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted either in part or whole for another degree in this university or elsewhere.

Signature:

Date:



Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Supervisor: Professor Hinneh Kusi (Ph.D.)

Signature:.....

Date:

DEDICATION

To my dearest husband Mr. Stephen John Yidana and children; Theophilus, Theodore, Osmond and Stephen Jnr, for their unflinching support and prayers for me throughout this programme.



ACKNOWLEDGEMENTS

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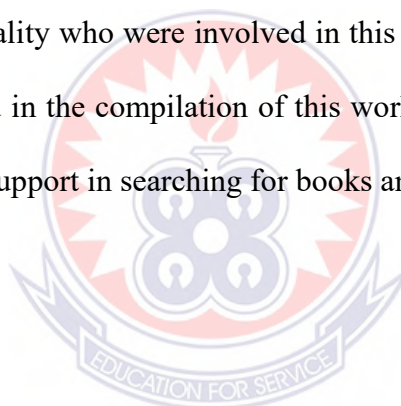


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GLOSSARY

Assessment: Assessment is gathering information about children from several forms of evidence and then organising and interpreting that information to give the necessary support.

Assessment Practices: are tasks that will reveal whether students have achieved the learning outcomes identified by the instructor at the desired standard.

Early Childhood Education refers to educational programs and strategies geared toward children from birth to eight, laying the foundation for subsequent learning and development.

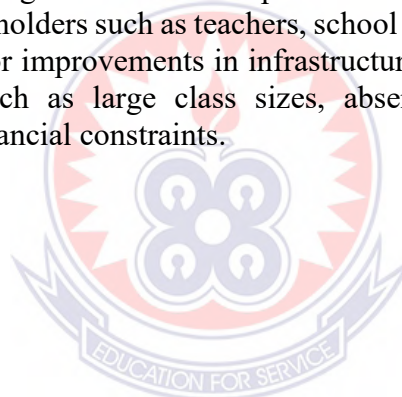
Teaching and Learning Resources: Materials that are used to help facilitate learning and knowledge acquisition.

Formal assessment: An assessment with a numerical score or grade based on student performance usually implicates a written document, such as a test, quiz, or paper.

Informal assessment: Assessment usually occurs more casually and may include observation, inventories, checklists, rating scales, rubrics, performance and portfolio assessments, participation, peer and self-evaluation, and discussion. It does not contribute to a student's final grade.

ABSTRACT

The purpose of the study was to explore kindergarten teachers' assessment practices in the Awutu Senya East Municipality. This was a qualitative study underpinned by interpretive philosophical thought. Out of the 56 kindergarten teachers, 12 teachers comprising 6 urban and 6 rural kindergarten teachers were involved in the study. Data for the study was gathered through observation and semi-structured-interview guide which was thematically analysed. The study found, among others Kindergarten teachers implemented assessment practices such as observation, portfolio building, checklists, and technology assessment in various ways; These assessment practices employed by kindergarten teachers were found to effectively impact students' cognitive and psychomotor skills. There was effective implementation of assessment practices like observation, technology and portfolio. However, it was revealed that, KG teachers assign tests to learners as a means of assessment, which is inappropriate. Additionally, it was shown that teachers were ignorant of various assessment practices, such as anecdotal records, rating scales, and running records. Also, kindergarten teachers faced challenges such as absenteeism, large class sizes, lack of parental commitment due to financial constraints, parental ignorance about assessment practices, lack of space for playing grounds for urban schools, noise from commercial centers in the urban schools and the time-consuming nature of the process. Base on the results the study recommends that stakeholders such as teachers, school authorities, civil society groups, etc. should advocate for improvements in infrastructure and allocation of resources to address challenges such as large class sizes, absenteeism, and lack of parental commitment due to financial constraints.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Early childhood has become a central theme globally, as it is during these years that the foundation for learning throughout life, brain development, social skills, and essential life skills are built (Shonkoff & Phillips, 2000; UNESCO, 2019). Teachers and educational researchers understand that effective schooling and academic achievement throughout compulsory education are rooted in early childhood education (ECE) (Barnett, 2011; UNICEF, 2019). This belief stems from fields like developmental psychology, where researchers have established that brain development begins at birth. It is also reinforced by our moral obligation to support children and allow them to reach their full potential by providing fair access to resources and opportunities for all children (National Research Council, 2000; Heckman, 2006). Additionally, education for young children has been identified as a priority by the United Nations who in their 2030 Agenda for Sustainable Development included Sustainable Development Goal 4.2 which by 2030 ensures that all girls and boys have access to quality early childhood development, care and pre-primary education (United Nations, 2015). This suggests that there is still international willpower that builds on Millennium Development Goals to improve the foundation of education worldwide (UN, 2015). Children learn several skills needed to succeed in school and in life from birth to age eight. These skills range from pre-literacy and pre-numeracy development to socio-emotional skills and learning how to pay attention during learning periods (UNICEF, 2012). Head Start, a United States government-sponsored program, encourages kindergarten to teach students the whole child, including learning that supports students' physical growth, cognitive development, social skills, and emotional understanding as they transition into school

from home (Head Start, 2018). Ghana follows suit with its definition of early childhood education from its Early Childhood Policy by describing it as an education that supports social and emotional development, physical development and growth, spiritual growth, language growth, and cognitive skills. The definition aligns with ESP 2018-2030 in that it believes in steering the country towards becoming productive and resilient through quality early childhood education and a competent population that learns throughout life (Kwegyiriba, 2021).

Apart from preparing children for school education, studies have found that early intervention improves brain activity, skills development, and returns as higher lifetime earnings and employability in participants who underwent early childhood programs (Belfield et al., 2006). ECE has been made an integral part of Ghana's education system since 2003 under ESP 2003–2015. This was motivated by the Millennium Development Goals agenda to provide access to quality basic education for all children. Article 25, clause 1, of Ghana's 1992 constitution also mentions early childhood education as part of basic education, thereby making it compulsory (Abdulai, 2017).

The National Council for Curriculum Assessment (NaCCA) developed a curriculum that shifted primary school education from an objective-based curriculum to a standard-based curriculum in the academic year 2018-2019. The new curriculum focuses on values, character learning, digital learning, creativity, and analysis over memorization. New common standards were developed for all learning stages from KG to junior high school (Frimpong & Osei, 2021). This curriculum reform took into consideration that learning institutions are not only to provide knowledge but also to foster assessment on how students learn.

Assessment lies at the heart of quality early childhood education. Descriptive observational assessment and play-centered assessment are developmentally appropriate for young children, as they allow them to develop cognitively, socially, and emotionally without the added pressure of test-taking (McLachlan, 2018; NAEYC, 2020; Morgan & Friesen, 2021). Formative assessment grants educators' data that can be used to plan instruction, track readiness for basic school, and create a platform for teachers and parents to communicate about children's learning needs and what policymakers can do about them (Brookhart, 2004; Linn, 2021). By assessing children's interaction with peers, teachers can check on their emotional state, their ability to self-regulate, and how they solve problems. This allows teachers to use a whole child approach when teaching young ones, helping them build confidence in their abilities, motivating them to learn more, and developing resiliency in learning new concepts (Carr, 2020; Schachter et al., 2019; Gullo & Hughes, 2011). Play-centered assessment lets teachers know how children learn, their creativity, and how well they socialize with other children. This data can help teachers individualize students based on their learning styles and developmental stages.

Quality assessment can help transition children from preschool to kindergarten by preparing them for school both academically and socially. Assessment can also help in the holistic development of a child by blending their cognitive, social, and emotional development. Teacher experience, perception of assessment, accessibility to assessment materials, and administrator support play a major role in what is taught and how it is taught in schools (Kotrlik et al., 2003; McKnight & Algreen, 2014). Researchers aim to discover what methods of assessment are used in schools in the

Awutu Senya East Municipality of Ghana, what factors contribute to teachers' choice of assessment, how teachers perceive assessment in early childhood education, and what challenges they face in assessment.

1.2 Statement of the Problem

Assessment has various purposes, including understanding children as learners, helping children meet their needs as they learn, and informing teachers on instructional practices (NAEYC, 2020). Assessment practice in kindergarten classrooms ought to help the children learn and therefore allow teachers to understand children's development and learning, indicating areas of strengths and those that need further support (McLachlan, 2018). Ghana has national policies guiding assessment in early childhood education, with early childhood education subsumed under the Standards-Based Curriculum, whose assessment goal has focused on continuous assessment and principles of developmentally appropriate practices (DAP) for young learners (Kwegyiriba, 2021).

Observation of students has been identified as one of the approaches kindergarten teachers use to gather data on children's learning and development. Using approaches such as play also forms part of assessment practices used by kindergarten teachers to collect data on children's learning and development (Frimpong & Osei, 2021). Studies that have been done on assessment practices in kindergarten include McLachlan's (2018) study that showed assessment promotes holistic development, Gullo and Hughes's (2011) study that observed teachers use varied assessment practices as determined by their beliefs, Brown's (2011) analysis of kindergarten teachers' assessment decisions based on their beliefs, Abdulai's (2017) study on Ghana's

National Policy on Early Childhood Care and Education and its implications on assessment practices in early childhood settings, Kwegyiriba's (2021) work evaluating policy implementation on continuous assessment in early childhood, and Wortham's (2008) ethnographic research that suggests informal assessment should be naturalistic and child-centered are all studies whose findings contribute to understanding assessment in kindergarten. These studies provide understanding on how assessment is conceptualized and carried out in cultures similar to the one under study. There exists a gap in knowledge concerning the types, perceptions, and challenges of assessment practices used by kindergarten teachers in the Awutu Senya East Municipality. Methods of assessment in early childhood education range from informal assessments such as observation to formal tasks and checklists (Romain-Tappin, 2022). Moreover, not all assessment methods capture information about children's thinking, social and emotional processes, or knowledge (Carr, 2020). Since assessment practices are dependent on the sociocultural context within which one operates (Ryan & Deci, 2020), there is little to no knowledge of what assessment methods kindergarten teachers in the Awutu Senya East Municipality use and how they decide on these methods in relation to the needs of early learners in the municipality.

Teachers choose and implement their assessment methods based on several factors, including their level of training, available resources, and beliefs about children and how they develop (Madani, 2019). Ghana specifically lacks effective assessment training and practices due to limited access to quality training and lack of requisite assessment tools as outlined in government policy documents (Abdulai, 2017). Unless it is known how these and possibly other factors affect kindergarten teachers' assessment practices in the municipality, any attempt to provide solutions to poor assessment practices in

early childhood education may provide solutions to symptoms of the problem and not the problem itself.

Also not well understood is how kindergarten teachers perceive their assessment practices as effective or otherwise. Understanding these perceptions allows us to understand what these teachers view as the strengths and weaknesses of their assessment practices and if the practices meet the intended goal of assessment (McLachlan, 2018). Furthermore, kindergarten teachers experience barriers such as workload and large class size, lack of assessment gadgets, and lack of supervision by the institutions they work for that may affect how well they implement some assessment practices (Gullo & Hughes, 2011).

On a theoretical level, researchers mention constructivism as a theoretical perspective that underlies their work but stop short of explicitly stating how their research or data is interpreted through constructivist lenses. On a population level, kindergarten teachers have not been studied as much as teachers in basic and secondary education in Ghana. Within Ghana, very few studies have looked at teachers within the municipality. Since kindergartens fall under basic education in Ghana, and considering the fact that this study will be conducted in the Awutu Senya East Municipality, kindergarten teachers within this municipality will be understudied.

Existing research related to assessment in early childhood settings adopts positivist perspectives (McLachlan, 2018; Gullo & Hughes, 2011; Brown, 2011). Constructivist perspectives are mentioned in many studies, but little effort is made to conceptualize findings through these paradigms (Bryman, 2016; Ryan & Deci, 2020). Kindergarten teachers have not been studied as much as basic and secondary school teachers in the

Awutu Senya East Municipality have (Abdulai, 2017; Kwegyiriba, 2021). Qualitative research on assessment practices has also not been conducted as much as quantitative work in kindergarten through twelfth-grade settings. (Frimpong & Osei, 2021; Wortham, 2008; Romain-Tappin, 2022).

Therefore, this study aims to explore the assessment practices of kindergarten teachers in the Awutu Senya East Municipality.

1.3 Purpose of the Study

The purpose of this study is to explore assessment practices among kindergarten teachers in the Awutu Senya East Municipality of Ghana. Using a qualitative, interpretivist approach informed by constructivist learning theory, the study examines how teachers implement and make meaning of assessment in their classrooms.

1.4. Objectives of the Study

The study sought to:

1. To examine the nature of assessment practices used by kindergarten teachers in the Awutu Senya East Municipality.
2. To identify the factors influencing the choice of assessment methods used by kindergarten teachers Awutu Senya East Municipality.
3. Explore the views of the teachers on the effectiveness of the assessment practices in the kindergarten classrooms in the Awutu Senya East Municipality
4. Identify the challenges of assessment practices kindergarten teachers face in the Awutu Senya East Municipality

1.5 Research Questions

The following research questions guided the study:

1. What is the nature of assessment practices used among kindergarten teachers in the Awutu Senya East Municipality?
2. What factors influence the choice of assessment practices used among kindergarten teachers in the Awutu Senya East Municipality?
3. What are the views of the teachers on the effectiveness of the assessment practices in the KG classrooms in the Awutu Senya East Municipality?
4. What challenges do the KG teachers face the implementation of assessment in the Awutu Senya East Municipality?

1.6 Significance of the Study

Findings from this study will be important because they will give an insight into kindergarten teachers' assessment practices in Awutu Senya East Municipality and answer the first objective of the study which is to describe teachers' assessment practices. Policymakers and implementers including curriculum developers and teacher training institutions stand to benefit from understanding factors that affect teachers' assessment practices as stated in the second objective because they will get to know how contextual realities; teachers' professionalism and other challenges affect instructional assessment. Stakeholders will benefit from understanding kindergarten teachers' perception of their assessment practices as stated in objective three because unsuitable methods, gaps or challenges in teachers' assessment practices will be highlighted. This knowledge can be used to inform instructional methods, classroom interventions and in-service training workshops. Curriculum developers also stand to benefit when the challenges teachers encounter in their assessment practices are known. They can use this knowledge to make evidence-based decisions that will help improve

early childhood assessment practices in the municipality. The general education sector in Ghana can also benefit from findings of this study. Since existing literature on teachers' assessment practices only focuses on urban centers in the Greater Accra and Ashanti regions this may create a knowledge gap about what is happening in other municipalities. Findings from the study will help enhance children's learning because practices that are contextually relevant, developmentally appropriate and adheres to the national curriculum will be instituted.

The findings from this study have practical implications for various stakeholders. The Municipal Education Directorate in the study area can use these findings to make informed decisions and implement supportive measures to address kindergarten teachers' challenges during the assessment process by offering solutions and support systems as well as workshops, PLCs and other training programmes for KG teachers to enhance the quality of their teaching and consequently improve overall performance. Circuit supervisors, head teachers, assistant head teachers, kindergarten teachers, and caregivers can also apply the study's findings in their daily duties to enhance teaching and learning practices.

1.7 Delimitation of the Study

This study focuses specifically on the assessment practices of kindergarten teachers in the Awutu Senya East Municipality. The research was confined to only public kindergarten schools within this municipality, chosen due to its unique demographic composition and educational structure. The research did not extend to other educational levels, such as primary or secondary education, nor explored assessment practices outside the field of early childhood education. Additionally, it excludes areas outside Awutu Senya East Municipality to maintain a focused and manageable scope. The study emphasizes teachers' perspectives on assessment, without a primary focus on

administrative or parental viewpoints, thus centering on educators' firsthand experiences and methods used within kindergarten classrooms.

1.8 Domain of the Study - Circuits A and B in Context

The study was conducted in two areas (A) and (B), "A" encompasses public schools in urban areas, while Circuit "B" covers schools in rural areas within Kasoa in the Awutu Senya East Municipality, located in the Central Region of Ghana.

Circuit (A) in Context

Schools in (A) are those within Central Kasoa. The schools in context are St Mathars Basic School, Odukpong Kpehe Basic 'B' and Kumbe Basic School. Both teachers and learners have smooth and easy accessibility (tarred roads) to schools, availability of electricity, good transportation system to and from school and health facilities. Most parents are working, about 30% are government workers', and about 70% of parent are traders and fisher folks. Their staple food is banku, Fufuo, Tuo Zaafi and akpele and Kenkey. Local Languages spoken there Asante twi, Fante and Ewe, Ga, Dagbani and Hausa. This is due to the cosmopolitan nature of Kasoa.

Circuit (B) In Context

Public schools in the rural areas covers a distance of about six to eight kilometers from Kasoa Central. The schools in context are Gada Basic School, Zakari Kope and Kwao Bonze. Most homes and schools have no electricity. Roads leading to the communities and schools are not tarred and due to the long distance and the nature of the roads, the quickest and easiest form of transportation is motor bicycles. Students of all ages trek to school and back. About 90% of the parents are peasant farmers and the rest are petty

traders. Unemployment amongst the youth is very high and those that are self-employed are motor riders popularly known as (OKADA).

Languages spoken there Asante twi and Ewe. Their staple food is banku and akpele,

The study specifically focused on public kindergarten teachers within these circuits.

The qualitative approach with a case study design was employed to gather in-depth insights into the assessment practices within these contexts.

1.9 Definition of Key Terms

For this study, the following terms would be used to mean as defined below.

1. **Assessment:** Assessment is gathering information about children from several forms of evidence and then organising and interpreting that information to give the necessary support.
2. **Assessment Practices:** are tasks that will reveal whether students have achieved the learning outcomes identified by the instructor at the desired standard.
3. **Early Childhood Education** refers to educational programs and strategies geared toward children from birth to eight, laying the foundation for subsequent learning and development.
4. **Teaching and Learning Resources:** Materials that are used to help facilitate learning and knowledge acquisition.
5. **Formal assessment:** An assessment with a numerical score or grade based on student performance usually implicates a written document, such as a test, quiz, or paper.
6. **Informal assessment:** Assessment usually occurs more casually and may include observation, inventories, checklists, rating scales, rubrics, performance and portfolio assessments, participation, peer and self-evaluation, and discussion. It does not contribute to a student's final grade.

Positionality

As the researcher, my positionality reflects my personal, professional, and cultural background, which shapes how I interpret and engage with the study.

1.10 Limitations of the Study

Some limitation which lies in its restricted geographical and demographic scope, focusing solely on a small sample of twelve kindergarten teachers from public schools within Awutu Senya East Municipality. While this provided rich, context-specific insights, the findings may not be fully generalizable to all kindergarten teachers across Ghana, especially those in private schools or other regions with different infrastructural and socio-cultural contexts. Also, the small sample size and subjective nature of data pose risks of researcher bias and interpretive limitations. Logistical challenges also limit the inclusion of relevant stakeholders.

1.11 Organisation of the Study

The study is structured into five chapters, each addressing a specific aspect of the research. Chapter One serves as the introduction, presenting the problem statement, research objectives, significance, scope, and the background of the study. Chapter Two provides a comprehensive review of literature on kindergarten teachers' assessment practices, relevant theories, and conceptual models, establishing the theoretical and empirical foundation for the study. Chapter Three details the research methodology, including the research design, population and sample, data collection techniques, and data analysis procedures, while also discussing the rationale for selecting specific methods and acknowledging their limitations. Chapter Four presents the research findings and provides an in-depth discussion of the results in relation to the research objectives and literature reviewed. Chapter Five concludes the study by summarizing the key findings, drawing conclusions, and offering recommendations for policy,

practice, and future research. The study concludes with a list of references and relevant appendices.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Chapter two is directed towards literature review of kindergarten teachers assessment practices. It starts with defining Early Childhood assessment followed by purpose and importance of assessment in supporting children's development. This chapter then provides information about forms and methods of assessments implemented in early childhood education. It proceeds by discussing what factors contribute to teachers implementing different types of assessments. The chapter also highlights factors that influence assessment as well as provides information about effective implementation of assessment in Early Childhood centres. Lastly, it gives theory base for assessment practice and concludes with conclusion of literature review.

2.2 Theoretical Framework

This study is grounded with Constructivism Theory, this study is grounded in both Piaget's Cognitive learning and development Theory (1950) and Vygotsky's Sociocultural Theory (1978), which together provide a comprehensive lens for understanding how play-based pedagogy supports emergent literacy among kindergarten children.

Piaget's Cognitive learning and development Theory emphasizes that children actively construct knowledge through direct interaction with their environment. Key concepts such as schema development, assimilation, accommodation, and stages of cognitive development explain how children make sense of new literacy experiences during play. Through hands-on activities such as manipulating letter blocks, engaging in storytelling, or experimenting with words children connect new information to prior

knowledge, refining their understanding and building foundational reading and writing skills.

Vygotsky's Sociocultural Theory complements this perspective by highlighting the social and cultural dimensions of learning. Central constructs such as social mediation, the Zone of Proximal Development (ZPD), scaffolding, and the use of cultural tools explain how children's literacy development is facilitated through interactions with more knowledgeable peers, teachers, and adults. In play-based settings, guided participation and collaborative activities provide temporary support that enables children to perform literacy tasks they could not accomplish independently, gradually internalizing these skills for independent use

Piaget's work mainly focused on cognitive development that occurs in stages and those children are little scientists building knowledge from interactions with the environment.

Vygotsky introduced the social aspect of learning and cultural context. Much of his work can be applied to early childhood assessment such as the Zone of Proximal Development (ZPD), scaffolding, and More Knowledgeable Other (MKO). ZPD involves the difference between what a learner can do on their own vs what they can do with assistance, scaffolding is the temporary support given to students by teachers or peers to complete tasks within their ZPD, and MKO is someone who has a higher skill level than the learner and helps guide them to reach developmental milestones. Vygotsky was a sociocultural constructivist and believed that learning is social in nature, comes from social interactions, and is mediated by language. Therefore, Vygotsky's theory can be applied to kindergarten classrooms.

Constructivism can be applied to early childhood assessment through several of its principles. Learning should be active, meaning that children learn by doing hands-on activities and learning that is meaningful to them such as playing, exploring, and

working with others. Learners construct knowledge; they do not just have it given to them. Social interactions allow the teacher and other students to scaffold the child's learning in real-world contexts. Constructivism allows for authentic and formative assessments such as observations, portfolios, and performance-based assessments. These assessments allow teachers to look at how students are progressing in the real-world. Below are ways the principles of constructivism align with the purpose of this study. Teachers prefer using observation, portfolios, and performance-based assessments, which are forms of authentic assessments (Lestari & Wiranata, 2025). The choice of assessments that teachers use may be influenced by their belief systems about how children learn, how they were trained, and how the curriculum is structured. This aligns with constructivism because the theory would suggest that assessment should be integrated into learning and vary based on the developmental level of the children through scaffolding (Febriani et al., 2025). Use of observation as an assessment tool allows teachers to get an idea of their students' strengths, weaknesses, and learning styles (Putra & Irwanto, 2025). This supports the purpose of this study which is to determine teachers' perception of the effectiveness of assessment. Lastly, a lack of resources, big classes, and poor training all relate to constructivism and can create barriers for teachers when implementing assessments (Dereje et al., 2025). This ties into the purpose of the study which aims to determine challenges kindergarten teachers face when assessing their students. Overall, the Constructivist Learning Theory will help to support this study because it can be applied to kindergarten assessments.

2.3 The Concept of Assessment

According to Musa and Islam (2020), assessments are one way to measure how well students and teachers are doing at their jobs. This is done by using a variety of tools such projects, assignments, continual evaluations, and objective-style tests. A student's

performance level is determined by the information that is gathered during assessment. According to Partin (2005), it is a process of information evaluation. According to Gipps (1994), assessment should serve the primary objective of assisting in teaching and learning.

Assessment, according to Walvoord (2004), is the systematic collecting of information on student learning, using the time, knowledge, skills, and resources available, in order to inform decisions about how to improve learning. The assessment of student learning, according to Dwyer (2008), is "a process by which we ascertain through data collection if students have learned the skills, content, and habits of mind that will make them successful; if students are not learning, we decide on changes in the curriculum or teaching strategy to improve learning." Assessment should also take into account the ideas of assessment for learning, assessment of learning, and assessment as learning.

2.3.1 Assessment Types

Formative and summative.

Given the need to distinguish the functions of evaluation, William and Thompson (2008) developed the words "formative" and "summative" assessment.

2.3.2 Formative and Summative Assessment

The concept of formative assessment is presented as a continuous process for assessing students' learning and offering feedback to modify teaching methods and curriculum. It is described as a form of learning evaluation that takes place within a unit of study and uses the results to direct instruction without using inflexible quantifiers like grades (Andrade and Cizek, 2010). Centre for Educational Research and Innovation (2008). CERi" added that assessment may serve a formative function. In classrooms, formative assessment refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately adds that

teachers using formative assessment approaches and techniques are better prepared to meet diverse students' needs through differentiation and adaptation of teaching to raise student achievement levels and achieve a more significant equity of student outcomes. Formative assessment promotes lifelong learning goals, including higher levels of student achievement, more significant equity of student outcomes, and improved learning to learn skills.

On the other hand, summative assessment is constrained by administrative judgements and the grading of the exams. While formative assessment aims to encourage continued improvement of student achievement, summative assessment is used to review student achievement at a certain point in time. Crooks (2002). According to the Centre for Educational Research and Innovation (2008), assessment is vital to the education process." CERI" opined that, in schools, the most visible assessments are summative. Summative assessments are used to measure what students have learnt at the end of a unit, to promote students, to ensure they have met required standards on the way to earning certification for school completion or to enter certain occupations, or as a method for selecting students for entry into further education. Ministries or education departments may use summative assessments and evaluations to hold publicly funded schools accountable for providing quality education.

2.1.5 Forms of Assessment: Assessment of Learning and Development Assessment

Assessment of Learning (AoL) refers to the evaluation of student learning at the end of a lesson, unit, or course, typically through formal assessments like exams, projects, or presentations (Misra & Misra, 2021). Its primary purpose is to measure student achievement, assign grades, and inform future instruction. For example, the West African Examination Council uses a standardized assessment instrument to evaluate the academic progress of a whole student body. Clarifying a child's learning for the purpose

of reporting such learning to families can also take the form of a more limited evaluation conducted inside a single early childhood setting (Earl, 2003). Transition Learning and Development is one such example. According to Earl (2003), formative assessment is the process of evaluating progress towards a goal and making decisions based on those evaluations. This process is known as statements and development. Continual and individualised evaluation is necessary for learning purposes since it guides programme planning decisions for each child.

According to the research, assessment for learning is crucial for enhancing children's outcomes since it aids early childhood educators in daily decision-making about learning programmes. Amua-Sekyi (2016), Gonzales and Aliponga (2012), Mekonnen (2014), Agyepong and Okyere (2018), and others state that "summative evaluation," or assessment of learning, focuses on students' final performance. In order to classify pupils and transmit these evaluations to others, it measures the depth of learning in order to certify student achievements or give grades (Gonzales & Aliponga, 2012; Sanga, 2016). Assessment of a student's learning at every given stage is a cumulative evaluation of all preceding learning and accomplishments (Taras, 2005).

2.3.3 Forms of Assessment: Assessment as Learning and Development

According to Taras (2005), it occurs when the child is involved in the assessment process (Asare, 2015). The most prevalent type of assessment focuses on a student's growth and learning. This snapshot in time evaluation of a child's learning synthesises all of the prior learning and development. For example, the West African Examination Council uses a standardised assessment instrument to evaluate the academic progress of a whole student body. The purpose of early childhood assessment is to clarify and report a child's learning to their relatives. That's what happens when a kid's got a hand in evaluating him or herself. The procedure allows the kid to keep tabs on what they're

learning and use that information to fine-tune their approach (Earl, 2003). Assessment as learning is a crucial function of assessment in the early years, as developing learning independence is one of the core aims of kindergarten education (Corter et al., 2012).

Decisions are made based on formative evaluation, which is then used to guide the learner to the next level of proficiency (Earl, 2003).

2.3.4 Forms of Assessment: Assessment for Learning and Development

The term "assessment for learning" refers to formative assessment, which takes place in the classroom. Students' learning and classroom activities are the primary targets of formative assessment, which aims to track and enhance both (Amedahe & Asamoah-Gyimah, 2016; Nsikak-Abasi & Akanaono, 2017; Nortvedt & Buchholtz, 2018). Diagnostic testing is used to keep tabs on how well students are grasping concepts in class and to pinpoint any areas where they may need extra help (Ajogbeje, 2013; Amua-Sekyi, 2016; Okyere et al, & Twene, 2018). Amua-Sekyi (2016) chimes in to emphasise the significance of feedback in formative evaluation. Giving pupils timely feedback helps them become more self-aware of their learning strengths and deficiencies. Providing students with feedback involves more than just giving them a grade; it also involves having in-depth conversations with them to better understand the reasoning behind their work.

Regular and individualised evaluations are necessary because assessment for learning guides choices in programme design based on each child's specific needs. The research identifies assessment for learning as crucial for enhancing children's outcomes and it is used daily by early childhood professionals to inform their decisions regarding children's learning programmes. Jones (2005) asserts that assessment for Learning is about informing learners of their progress to empower them to take the necessary action to improve their performance. Teachers must create learning opportunities where

learners can progress independently and undertake consolidation activities where necessary. He added that Assessment for learning strategies should be implemented so that quality feedback provided to learners based on, for example, an interim assessment decision will help challenge the abler learner to reach new levels of achievement and, in doing so, reach their full potential. The individuality of feedback, by its very nature, has the facility to support weaker learners and challenge abler learners.

2.2 The Concept Early Childhood

The early years in life are widely known as the most important and critical period because it is the period children begin to form numerous skills within the main domains of child development cognitive, language, gross and fine motor development, socio-emotional skills (Houwen, Visser, Nan der Putten, and Vlaskamp 2016). These lifetime skills are crucial for holistic development, future achievements, and social functioning. Early childhood refers to the period from birth to eight years old. Many child development experts have said that early childhood is a time of remarkable growth, with brain development at its peak.

The formative stage in child development is when most lifetime behavioural and ability traits are formed. As the renowned child development expert and physiologist Piaget posited, the formative stage falls within the early childhood period (Lourenco, 2016). It has been said that children at this stage are easily influenced by their environment, directly involving the home where parents are their 'first teachers'. The effective grooming of children in society is increasingly becoming a collective responsibility firmly supported by the early childhood education concept, thus making early childhood education the heartbeat of any education system.

It cannot be overemphasized that early childhood education needs solid structures and programs for effective teaching and learning. The New Standards-Based Curriculum

for primary education, for that matter kindergarten, is thus a step in the right direction towards educating the nation's children, moving away from merely passing examinations to building character, nurturing lives, raising digital literates, innovators and critical thinkers.

2.2.2 Early Childhood Education

According to Farquhar and White (2014), early childhood education broadly refers to the theory and practice of educating young children. It incorporates the education of adults about very young children, particularly, but not exclusively, through teacher education, so teachers may *know* the best route to learning by calling upon a repertoire of strategies. Globally, early childhood education also occupies an essential platform for government economic and social policy and assumes an increasingly formative role in how the child and family can be conceptualised in contemporary and future society, and Ghana is not an exception.

Early childhood education (ECE) can be explained as a program for young children based on an explicit curriculum delivered by qualified staff to support children's development and learning. Settings may include child care centres, nurseries, schools, pre-junior kindergarten and kindergarten. Attendance is regular, and children may participate independently or with a parent or caregiver program (Akbari and McCuaig, 2014).

2.2.3 Early Childhood Curriculum

The curriculum for early childhood education has a crucial role in establishing the groundwork for subsequent academic achievements and overall success (American Federation of Teachers, 2002; Young, 1996). According to the National Association for the Education of Young Children (NAEYC, 2003), the curriculum that facilitates developmental progress in various domains, including language, cognitive, social and

emotional, and physical development, is informed by assessment. Certain writers argue that the lack of effective evaluation may provide challenges in devising successful learning programmes that cater to the unique needs of individual children across various developmental domains. In order to obtain sufficient assessment data, it is imperative for parents and carers to actively engage in the assessment procedure (Ashbourne and Warder, 2010; Gonzalez-Mena and Eyer, 2007; McLean et al., 2004).

The National Association for the Education of Young Children (2009), adds that the curriculum consists of the knowledge and skills to be acquired in the educational program as well as the plan for experiences through which children's learning will take place. (Copple et al., 2009) further explains that the early childhood education and care curriculum begins when the child walks through the door. Daily routines, providing self-help learning and life-skills development, and structured and non-structured activities are all part of a child's day. Early childhood educators/caregivers who understand this can provide an environment and activities where learning happens all day.

This term could be expanded to include professionals who work and teach in nurseries, kindergartens, and primary schools in Ghana. Early Childhood researchers from all around the world agree that a child's first eight years are their most formative and crucial. Children are forever impacted by the psychological and physical surroundings that are built, as well as by the interactions and experiences that adults share with them. The development of the child's social, emotional, psychological, physical, and cognitive skills at this period depends on meeting their basic needs for nutrition, warmth, health, safety, interaction, and stimulation. In this stage, children establish their learning styles, attitudes, personalities, and sense of self (Dusenbury et al., 2015). Children often learn by doing, which comes easily and is most effective when done through play. They enjoy

listening to stories and are very active, explorative, interested, and energetic. The development of teaching and learning initiatives for young children should start with this natural propensity.

Play-based learning should encourage kids to go to school, stay enrolled there, and do better in class since kids learn better in a supportive learning atmosphere where they feel comfortable to enjoy learning. Relationships between teachers and students as well as between students and peers will be fostered by a teaching and learning strategy that integrates inquiry and discovery. As a result, they can improve classroom management and adopt more effective methods of positive discipline. Teachers also feel more trusted by students. The natural potential, critical thinking, and creative skills of youngsters are further developed through play-based learning (Copple et al., 2009).

2.3 Early Childhood Assessment

Assessment is an ongoing process of gathering information about children's skills, knowledge, and behaviours to make informed decisions about their learning and development (NAEYC, 2009).

Educators of young children employ a wide range of assessment tools and techniques, such as observation, documentation, portfolios, and tests of social-emotional, linguistic, literate, cognitive, and motor skills (Copple et al., 2009).

According to multiple sources (McAfee, Leong, & Bodrova, 2004; McLean, Wolery & Bailey, 2004), assessing a child's development in the early year's entails collecting data from a variety of sources and then analysing and interpreting that data. Early childhood assessment is defined in different ways: by Bredekamp and Rosegrant (1992) as "the process of observing, recording, and otherwise documenting the work children do and how they do it, as a basis for variety of educational decisions that affect the child" (p. 22), and by Bagnato and Neisworth (1991) as "a flexible, collaborative decision-making

process in which teams of parents and professionals repeatedly revise their judgements make decisions about children" (p. These concepts imply that assessing young children is an interactive, continuing process that thrives on the partnership of parents and early childhood specialists.

The lessons children receive in preschool are crucial to their development as learners and citizens (American Federation of Teachers, 2002; Young, 1996). The National Association for the Education of Young Children (NAEYC) attributes assessment with guiding a curriculum that supports developmental gains across all domains, including language, cognitive, social and emotional, and physical development (Wolters & Daugherty, 2007). It is imperative that parents and carers take an active role in the evaluation procedure in order to collect accurate data (Ashbourne & Warder, 2010; Gonzalez-Mena & Eyer, 2007; McLean et al., 2004).

According to Yun, Melnick, and Wechsler (2021), examinations of children in grades pre-K through 3 are becoming increasingly common. Experts agree that high-quality evaluations can help teachers and policymakers better understand their students' skill sets before they even step foot in a classroom. Many professionals believe that greater equal investments in young children would be wise if they had access to data that revealed patterns of systemic inequities across and within communities.

Assessments in early childhood education, as pointed out by Peterson and Elam (2020), help teachers with instruction and curriculum development. Teachers are able to tailor lesson plans for their students based on their observations of their progress in a variety of developmental domains (including social, emotional, creative, cognitive, linguistic, and physical skills). Teachers can help their students make great academic gains when they design engaging lessons around each student's unique interests and skills.

Assessment plays a crucial role in the pedagogical process of early childhood education. Frimpong and Osei (2021) suggest that assessment serves as a means to evaluate the comprehensive performance of students and to produce inferences about their learning. The process of assessment involves the comprehensive gathering of information pertaining to various dimensions of learning, including but not limited to a child's physical and emotional development, interpersonal and intrapersonal behaviours, as well as the acquisition of a diverse array of knowledge, skills, attitudes, and values.

The metric assesses the calibre or attainment of assessments, assignments, written works, and tests. Early childhood assessment refers to the process of collecting data about young children through various means and afterwards organising and evaluating this information (McAfee, Leong, & Bodrova, 2004; McLean, Wolery et al 2004). According to Bredekamp and Rosegrant (1992), early childhood assessment can be defined as the systematic process of observing, recording, and documenting children's work and their approach to it. This information serves as a foundation for various educational decisions that have an impact on the child). Similarly, Bagnato and Neisworth (1991) emphasise that early childhood assessment is a flexible and collaborative decision-making process. It involves teams of parents and professionals who continuously reassess their judgements and make decisions regarding children's learning and developmental progress. The aforementioned concepts propose that early childhood assessment is a fluid and continuous procedure that attains optimal efficacy through the active cooperation between parents and early childhood professionals.

The curriculum for early childhood education has a crucial role in establishing the groundwork for subsequent academic achievements and overall success (American Federation of Teachers, 2002; Young, 1996). According to the National Association for

the Education of Young Children (NAEYC, 2003), the curriculum that facilitates developmental progress in various domains, including language, cognitive, social and emotional, and physical development, is informed by assessment. Certain writers argue that the lack of effective evaluation may provide challenges in devising successful learning programmes that cater to the unique needs of individual children across various developmental domains. In order to obtain sufficient assessment data, it is imperative for parents and carers to actively engage in the assessment procedure (Ashbourne and Warder, 2010; Gonzalez-Mena and Eyer, 2007; McLean et al., 2004).

According to Yun et al (2021), there is a growing trend in utilising child evaluations as a means to evaluate the cognitive abilities and competencies of young children, spanning from preschool to the third grade. Scholars concur that appropriately structured and executed evaluations, when of superior quality, have the capacity to furnish significant insights into the proficiencies of children upon their admission into kindergarten. This knowledge, in turn, can be utilised to guide instruction and offer assistance to both children and families. According to experts, it is also argued that the analysis of aggregate data might uncover discernible trends of systemic disparities both within and between communities. These findings can then be utilised to guide the allocation of resources in early childhood initiatives, with the aim of promoting more equity.

According to Peterson and Elam (2020), assessments in the context of early childhood education serve the purpose of providing valuable information to educators, aiding them in instructional decision-making and curriculum development. Through careful observation, educators have the ability to evaluate the strengths and skills of children. This assessment enables them to create a personalised plan of action that incorporates

an optimal combination of independent and group activities, encompassing several aspects of development such as social, emotional, creative, cognitive, language, and physical domains. The authors noted that educators develop purposeful curriculum that align with the individual interests and capabilities of students, suggesting that this approach enhances academic progress and increases the likelihood of achievement.

The assessment process in early childhood education (ECE) involves teachers gathering data on children's play and experiences from various sources, documenting this data, analysing and reflecting on it, and using the assessment findings to inform the development of future learning experiences (Alasuutari et al 2014; Carr, 2001; Dunphy, 2010; Ministry of Education [MOE], 2004). The position of the early childhood teacher holds paramount importance in the assessment of early childhood education (ECE). Theoretical and professional knowledge, experience, data literacy skills, and professional attitude of teachers are essential elements in the assessment process and significantly contribute to its quality (Aspden, et al 2019; Dunphy, 2010; Fraser & McLaughlin, 2016; Smith, 2013; Stuart, et al 2008). Data literacy refers to the capacity of educators to gather and employ diverse forms of data, transform data into meaningful insights, utilise these insights to inform decision-making, and assess the resulting outcomes (Love, et al 2019).

According to Mitchell (2008), the evaluation process is centred around children's learning dispositions and aims to provide support for them. The assessment data collected is examined and employed to ascertain shifts in children's learning dispositions, to ascertain how their identities as learners' manifest in various and unfamiliar contexts, and to determine the most effective strategies for addressing

children's needs (Arndt & Tesar, 2015; Carr, 2001; Carr & Lee, 2012, 2019; Mitchell, 2008; MOE, 2017).

It is imperative that assessments are in accordance with both the curriculum and the instructional practises implemented inside classrooms. The collection of data regarding the abilities of children upon entering kindergarten can serve as a foundation for educational practises and curricular decisions that have a substantial influence on students' academic progress. According to OCDEL (2017), it is crucial for student achievement to prioritise the selection and utilisation of assessment instruments that effectively collect the most precise and reliable information. The Office of Child Development and Early Learning (OCDEL) proposed a structured framework that encompasses a thorough and harmonised evaluation system for educators in Pennsylvania. This approach is intended to be utilised while working with children ranging from birth to 8 years old.

According to multiple sources (Alasuutari et al, 2014; Carr, 2001; Dunphy, 2010; Ministry of Education [MOE] 2004, etc.), ECE assessment entails teachers gathering information about children's play and experiences from multiple sources, documenting this information, considering and reflecting on the obtained information, and using the assessment data in the planning of subsequent learning experiences. In early childhood education (ECE), the teacher's role is crucial. Aspden et al, 2019; Dunphy, 2010; Fraser et al, 2016; Smith, 2013; Stuart et al, 2008) all point to the importance of teachers' theoretical and professional knowledge, experience, data literacy skills, and professional attitude in ensuring the validity and reliability of assessment results. According to the work of Love, Horn, and An (2019), "data literacy" refers to a teacher's proficiency in gathering and analysing a variety of data sources, transforming raw data

into actionable insights, and applying those insights to problem solving and decision making.

According to Mitchell (2008), evaluation should focus on and foster children's learning dispositions. Gathered assessment data is analysed and used to determine the most effective means of meeting children's needs (Arndt & Tesar, 2015; Carr, 2001; Carr & Lee, 2012; Carr & Lee, 2019; Mitchell, 2008; MOE, 2017) and to track the development of children's learning dispositions over time.

The curriculum and classroom teaching should coincide with assessment tasks. Information gathered on children's skills at kindergarten entry can lay the groundwork for training and curricula that have a substantial impact on kids' learning. Selecting and utilising evaluation instruments that collect the most accurate information is crucial to student progress, according to OCDEL (2017).

2.9 Purpose of Assessment

As curricula and pedagogical practices evolve in early education, so too are the purpose and place of assessment (MacAlpine, 2017). Within the current accountability framework, teachers integrate assessment with classroom practices while incorporating developmentally appropriate pedagogies, such as play (Brown, 2011; Goldstein, 2007; Gullo & Hughes, 2011; NAEYC, 2010).

The ability to observe, document, and measure children's growth is essential to any early care and education programme. According to NAEYC (2020), educators require a structured method of data collection in order to make formative decisions that will shape classroom practise. According to studies, early childhood educators use assessment data for a variety of purposes, including keeping tabs on children's progress and learning, informing lesson plans and identifying at-risk kids, sharing information with colleagues, and gauging the success of various initiatives. (Ntuli et al, 2014).

California Preschool Program Guidelines (2015, p. 46) add that when we record our observations and collect data, we “remember the actions, nonverbal communication, or comments that seem significant to children’s thinking”. It reiterates that when teachers document children’s learning and collect key artefacts, they create tangible evidence that can be shared with the children, their families, administrators, and stakeholders.

There are many benefits to conducting regular assessments on young children. It is important for early childhood programmes and practitioners to collect and analyse assessment data in order to: (a) determine service eligibility and inform individualised education programmes (IEP) for children with disabilities and developmental delays; (b) individualise instruction and provide support for diverse learners; (c) evaluate children's competencies, areas for growth, and progress; (d) educate families about school readiness and prepare their children for success in school; and (e) monitor and improve the effectiveness of instruction and interventions.

There are a variety of reasons to conduct assessments in the preschool years. Some of the most important goals of evaluating preschool programmes are as follows: In order to:

- Track how well children are learning
- Help with curriculum creation and decision making
- Spot children who may have specific requirements

(Eliason and Jenkins, 2008; Kostelnik et al, 2011; McAfee et al., 2004; McLean et al., 2004). To report and interact with others (such as parents, interventionists, and other stakeholders).

In order to inform and enhance ongoing learning, assessment plays a crucial function in the classroom setting (Cowie & Bell, 1999). According to Pierce (2002), assessment is fundamental to the success of any educational endeavour. In addition to informing

daily decisions about instruction and aiding in the diagnosis of students' strengths and weaknesses in relation to classroom instruction, formative assessment also gives students targeted feedback to aid in their learning (Kimizi & Kömeç, 2016). Teachers might use the results of assessments to adjust their methods of instruction in light of students' individual preferences for how they learn. Teachers should use a variety of assessments to evaluate students' work and assign grades. Evaluation models, including tests and examinations, are crucial for this purpose (Tosuncuoglu, 2018). According to Yun et al. (2021), delivering such developmentally appropriate early learning activities is impossible without high-quality early learning evaluations, such as Kindergarten Entry evaluations (KEAs). High-quality assessments can help community stakeholders form a shared understanding of what developmentally appropriate early learning goals look like and provide a common language for early childhood providers, kindergarten teachers, schools, and families to communicate about children's learning and development, which is a crucial educator competency, they add. They argue that by using assessments, clear signals may be sent to educators about the goals that must be achieved by students and the kind of lessons that must be emphasised in the classroom. It is important that high-quality early learning evaluations are consistent with the goals and practices of creating inclusive, engaging, and developmentally appropriate learning spaces for young children.

Ghaicha (2016) argues that teachers and students benefit more from in-class assessments than from standardized tests given at the end of the school year since the former provide instant feedback on how to improve. Despite the importance of these tests in determining whether or not a student advances to the next grade, they are rarely employed in making high-stakes decisions like college entrance. In addition, there is substantial potential for this type of evaluation to speed up the learning process for all

students (2016). Other decisions, such as programme assessment, require collaboration between national and institutional authorities. The primary issue is the assessment of the curriculum as a whole. In his response, Ghaicha (2016) argued that assessment can have a major impact on the content of courses. It can aid educational institutions by (1) validating the success of the current curriculum and course offerings, and (2) pinpointing areas for improvement. That's why it's possible to make changes to certain classes and programmes. There is room for assessment and adjustment in the design and delivery of individual courses. It is possible to evaluate the suitability of course prerequisites, requirements, and sequence.

2.3.0 Empirical Review

This section discusses relevant literature related to the study. These aims are looking at the works done to aid this study compare findings with other scholars' works.

Von Esch et al. (2018), found that while some students are not motivated to speak in class, observation enables teachers to record impromptu learning moments, spot patterns in student behaviour, and make judgments about education in real time. Observation is crucial because it allows teachers to get to know and understand their students as well as track their progress (Perry et al., 2023).

Djoub (2017) holds the view that instructors should assist students in choosing assignments that best demonstrate their abilities, expertise, and development. Essays, projects, artwork, presentations, and other items that show learning are examples of these. Teachers may use this action because, in addition to typical assessments or grades, observation offers a comprehensive picture of a student's accomplishments (Seage & Türegün, 2020). It was discovered that these pieces were stored in clear bags as a suitable method of portfolio storage (Martisius et al., 2020).

To make sure that students have acquired the required abilities and information, checklists can be matched with particular learning objectives (Orr et al., 2022). In order to facilitate the tracking of student progress and the provision of focused feedback, educators draft checklists that include all the pertinent elements of a learning objective (Stevens & Levi, 2023).

According to Abba and Rashid (2020), checklists help teachers identify the particular competency areas of their students, which helps them provide learners with the supported services they require.

According to Taut et al. (2019), educators record their observations using written notes, voice memos, images, or videos. Teachers can use these records to monitor their pupils' development over time, spot patterns or opportunities for growth, and share their findings with parents or other relevant parties (Cohen et al., 2017).

Effective assessment help identify areas of strength and weakness in an individual's psychomotor skills. This information gathered from the assessment can be used to tailor interventions or instruction to meet the individual's needs (Fakoya et al., 2020). Effective assessment can help monitor progress over time, allowing for adjustments to be made to instruction or intervention as needed (Dawson et al., 2018).

Lestari and Wiranata (2025) observed that teachers who value holistic child development prefer informal assessments, such as anecdotal records and portfolios, whereas those who emphasize academic readiness often use standardized assessments. The study also highlighted that some teachers view assessment as a compliance requirement rather than a tool for meaningful instruction, influencing their reliance on traditional evaluation methods.

2.6 Methods /Strategies of Early Childhood Assessment

According to Peterson and Elam (2020), it is imperative for teachers to integrate observation, documentation, and assessment into their daily routines in order to establish a secure and supportive learning environment for children and ensure the continued efficacy of educational programmes. It is reiterated that in order to achieve effectiveness, teachers must cultivate skills and employ tactics that are firmly rooted in best practices. Fabian (2019) posited that there exists a prevalent viewpoint among scholars advocating for the utilisation of diverse assessment techniques and methods in early childhood education (ECE) to effectively address the various objectives of assessment. According to Bowers (2008), there are two distinct groups into which preschool evaluation approaches can be classified. The initial group encompasses commercially available standardized tests and inventories, primarily employed for the purpose of comparing children against developmental norms or their peers. On the other hand, the second category comprises informal methods. This study primarily focuses on the second group, namely informal approaches.

According to the State of Connecticut State Board of Education (2007), the utilization of informal tools in the daily classroom routines can be customized to accommodate the individual requirements of teachers and the varying capabilities of students. Various informal early childhood assessment tools have been identified as potential components of a comprehensive assessment system for young children. These tools encompass observation schedules, checklists, anecdotal records, rating scales, running records, interviews, rubrics, portfolios, and video recording and photography (Dunphy, 2008). The State of Connecticut State Board of Education (2007), Guddemi and Case (2004) have all discussed this topic. In agreement with this perspective, Morrison (2009) highlighted the widespread acceptance of utilising informal assessment to gather information for the purpose of informing teaching practises and decision-making

regarding young children. Notably, observation has emerged as a highly prevalent method of informal assessment, as acknowledged by Baume and Beaty, as well as Mindes (2003). According to Hanbridge et al.(2018), checklists, rating scales, and rubrics are widely recognized as three prevalent methods for scoring or grading performance assessments or authentic assessments. Checklists, rating scales, and rubrics serve as tools and assessment strategies within the academic context. In addition, there are several other methods utilized in educational settings, such as anecdotal recordings, frequency counts, running records, and portfolios (Peterson & Elam, 2020). The utilisation of learning tales as a means of early childhood evaluation has been recognised by (Peterson & Elam, 2020).

The concept of assessment comprises a variety of formal and informal methods employed to document and comprehend the learning and development of children. The study conducted by Kenny and Cameroon (2022) examined various methods that can be employed to assess children's academic progress, such as curriculum-based measures, standardised assessments, natural observations, school records, children's work portfolios, and parent or practitioner rating scales (Bryant et al., 2019; DeLuca, Valiquette, Coombs, LaPointe-McEwan, & Luhanga, 2018; Mertler, 2016; Pyle & DeLuca, 2013).

2.6.3 Observation

Observation, as described by Frimpong and Osei (2021), is a non-formal method of evaluating students by looking for patterns of behaviour and ways of thinking. Brief, unbiased descriptions of an event or person are what we call "anecdotal records." According to Yun et al. (2021), while conducting observation-based assessments, educators should collect and document information while students are engaged in

natural settings, such as free play, whole-group instruction, or independent work in learning centres. They went on to explain that teachers use observational assessments to keep track of their students' interactions and behaviours in a variety of settings and activities, and then use that data to assign grades.

Observational assessments are subtler than direct assessments, and some professionals think they work particularly effectively in the classroom because teachers can gather evidence as part of their usual pedagogical practises. Peterson and Elam (2020) state that observations are routinely made on a daily basis in kindergarten and preschool classrooms. Teachers often do risk assessments to ensure the classroom is a safe space for students to learn in and use the provided resources. Teachers also conduct daily health screenings to ensure students are in good enough health to take part in all programme activities. Teachers have a wide variety of responsibilities beyond the basics of ensuring the safety of their students and making sure everyone is healthy enough to learn. They went on to say that Intentional educators utilise observational data in a variety of ways, including lesson planning, classroom design, student behaviour tracking, parent communication, and the evaluation of each student's growth and development. Essentially, observations aid in making educators more responsible for their actions in the classroom. Intentional educators who observe their students frequently can do two things:

1. Assess the success of their programmes and
2. Gauge their own performance as educators.
3. Boosting quality practises by making enhancements

4. Create and implement a curriculum that takes a child's developmental level into account.
5. Track and evaluate the kid's progress.
6. Cultivate loving relationships within the family
7. Learn about the customs and social organisation of the local culture
8. Pick helpful teaching methods to help kids who have different learning styles and abilities
9. Maintain high moral standards and professional behavior
10. Instill assurance in your lessons.

2.6.4 Portfolios

A portfolio is a well-known and commonly utilised documentation tool (OECD, 2012), as it is a deliberate compilation of assessment information on a student's learning and growth (Dunphy, 2010). Students and their families are encouraged to take an active role (Alasuutari et al., 2014). According to them, children's portfolios can include a wide variety of assessment materials and student creations. According to MOE (2017), Portfolios are helpful tools for informing parents about their child's progress and involving them in their child's education. The idea that their use increases children's participation and gives them agency to take charge of, affect, and develop metacognitive awareness of their learning was also pushed.

Learning analysis, growth and continuity, and the inclusion of several perspectives are emphasised through the use of portfolios (Stuart et al., 2008). According to Peterson and Elam (2020), the Portfolio system is used to keep track of each student's progress

in school and in life. The first month of school is a crucial time for teachers to gather "evidence" about a new student by doing both formal and casual observations. Intentional educators amass a plethora of student work samples, anecdotal comments, learning stories, checklists, and frequency counts throughout the course of the school year, all of which must be carefully archived. The best way to do this is via a portfolio. They reaffirm that a portfolio is useful for keeping the documentation of a student's growth as an artist, learner, and person—including notes, artwork, and photographs—that educator may use to celebrate the student's unique qualities. Information regarding a child's development, including their thoughts and feelings, actions, relationships, and requirements, can be kept in a portfolio. Teachers will be able to evaluate a student's progress thanks to the records they have kept.

To get a complete and accurate portrait of each student in your class, use portfolios to compile their best work. When you have a thorough understanding of a child's "whole" self, you can better tailor your teaching to each child's unique interests and needs.

Everyone in school needs to keep a portfolio. A well-structured portfolio will compile information and samples of students' work from various points in the academic year. It is suggested that you include evidence that exemplifies each area of development.

As with documentation boards, a child's portfolio can be used to record and analyse their growth over time. Portfolios are defined as "a purposeful, systematic process of collecting and evaluating student formative and summative assessments to document progress towards the attainment of learning targets or show evidence that learning targets have been achieved" (p. 303) by Hanbridge et al, (2018) (Shani and Noumair, 2021). The following characteristics of a successful portfolio are outlined by Hanbridge et al, (2018): There should be: (1) a clearly stated goal that is tied to learning outcomes,

21st-century skills, and standards; (2) a logically structured compilation of student work products; (3) strong student engagement and engagement with the task at hand; (4) clear and well-defined guidelines for determining contents; (5) clear and well-defined scoring criteria for evaluating student products; (6) student self-reflection; and (7) review and evaluation conferences between teachers and students.

Teachers can better utilise portfolios if they make "ongoing collection and appraisal of students' work a central focus of the instructional programme rather than a peripheral activity whereby students occasionally gather up their work to convince a teacher's supervisors or students' parents that good things have been going on in class" (Popham, 2017; Shani and Noumair, 2021). For a portfolio to be successful, both the student and teacher must work together, but ultimately, the portfolio's contents are the student's duty and property (Brown, 2018).

Also, portfolio allows individuals to demonstrate their growth and development over time. It provides a historical record of their progress and shows how they have improved their skills and knowledge (Mak & Wong). KG teachers in both rural and urban areas may employed portfolio assessment by comparing earlier work with more recent work, assessors can see the progress that has been made and identify areas where further development is needed (Kryshtafovych et al., 2019).

2.6.5 Running Records

According to Bentzen (2009), whereas a Narrative Description would have a prearranged (formal) plan before the observation, a Running Record would be more spontaneous (informal) in its evidence collection as it occurred. To be more particular, you would plan an observation day, time, and location; choose an individual child or a small group of children; and settle on the rationale for your observation (e.g., the development of cognitive abilities, social interactions, or patterns of play). Both

methods allow you to record extensive information on a child's activities over a given period of time. The primary goal for using a Running Record is to “obtain a detailed, objective account of behaviour without inference, interpretations, or evaluations” (Bentzen, 2009, p.112). A running record is a sequential record over a given time, recorded while the behaviour occurs; it is used to document what children are doing in a particular situation Gordon and Brown (1985) (Anane and Anhwere, 2013).

2.6.6 Anecdotal Record

An anecdotal record is a descriptive narrative recorded after the behaviour; used to detail specific behaviour for children’s records and for teacher’s planning, conferencing, etc. (with a focus on social or academic/ academic activity); used for teachers’ planning for individuals or groups Gordon and Brown’s (1985) (Anane and Anhwere 2013). Brief, neutral descriptions of events or people are called anecdotal recordings, whereas lists of checked boxes are called checklists, and both are used to keep track of how often certain behaviours occur in a given setting (Frimpong and Osei, 2021).

Lack of anecdotal records, teachers are not able provide comprehensive understanding of each child's strengths, weaknesses, and learning needs, making it challenging to provide targeted support. (Kostelnik et al., 2017). Teachers not having knowledge on anecdotal records makes struggle to track progress and identify areas where learners need extra support. (Gronlund & James, 2017). This prevents teachers to learn gaps to know where learners require additional support. Without these anecdotal records, identifying learning gaps becomes more challenging. (Wiggins & McTighe, 2014). Lack of Anecdotal records poses the problem of limited communication potentially leading to misunderstandings. (Epstein, 2018).

Scanlon (2022) contents that standardized testing can actually hinder young children's development by leading to a narrow focus on rote memorization and paper-and-pencil tasks, rather than encouraging creativity, problem-solving, and critical thinking. KG learners may not be able to demonstrate their knowledge in a written format and undue pressure and stress on young children, can lead to anxiety and negatively impact their mental health. Allowing GK learners to write examination have the potency to disrupt their natural process (Dewey, 2024).

2.7 Technology

Teachers' time is valuable; thus, it is helpful if they can find methods to incorporate the use of technology into their daily routines to facilitate the collection of observation evidence. Photographs, videos, and audio recordings can catch children in the midst of their natural, spontaneous explorations, investigations, play, and learning. Peterson and Elam (2020) state that by keeping track of a child's day-to-day activities, educators may better analyse the child's relationships, play patterns, developmental milestones, problems, and accomplishments.

Teachers can use the technology to record students' interactions with one another in order to monitor their linguistic growth (Peterson & Elam, 2020). In addition to observing students' ability to solve problems, educators can also catch students' every day and memorable moments on camera. Teachers can provide kids access to their observation evidence in much the same way they give kids access to work examples. Kids love playing with mirrors and recording their own voices. Of all the many ways to record an observation, this one is the most trustworthy. Technology has revolutionized the way formative assessment is conducted in classrooms, offering innovative tools and methods to enhance the assessment process the use of technology in for (Elmahdi, 2018).

2.8 Stories for Learning

The purpose of the observational strategy known as "Learning Story" is to showcase a child's development through the medium of narrative story. The Learning Story highlights crucial moments in a kid's day and focuses on their strengths, communicating more than just statistics about how a child approach or completes tasks. P. Peterson & E. Elam. They elaborated that a teacher can record her observations and reflections on a child's activity as part of a Learning Story. More than that, it actively involves the child and their family in the reflective process. As the teacher discusses the Learning Story with the student and his or her family, everyone involved has the opportunity to weigh in with their thoughts, ask clarifying questions, and offer suggestions for how to proceed. When utilised consistently, Learning Stories help teachers reach out to families and cultivate mutually beneficial connections.

2.9 Rubrics

A rubric is a more detailed version of a grading scale that comprises of criteria that indicate the level of quality at each level of the scale (Hanbridge, McMillan, & Scholz, 2018). In addition to serving as summative assessments, Price et al. (2011) argue that rubrics can enhance the entire learning process from beginning to end by, among other things, making it easier to communicate expectations for a given assignment and providing constructive criticism as work progresses. They also encourage using internal metrics and evaluations to determine a final grade. There are typically two categories of rubrics used, holistic and analytic. As opposed to the analytic rubric, which assigns a value to each criterion independently, the holistic rubric assigns a value to each dimension, resulting in a single overall score (Hanbridge, McMillan, & Scholz, 2018). The Early Childhood Education (ECE) also makes use of rubrics, which are "score guidelines or sets of expectations or criteria used to measure student level of

comprehension" (Frimpong & Osei, 2021). Rubrics assessment helps evaluate children's mastery of skills and knowledge. Without rubrics, teachers may rely on subjective judgments, potentially leading to inaccurate assessments. (McTighe & O'Connor, 2017). This will not truly reflect on the actual problems of learners.

2.3.4 Factors influencing Teachers' Choice of Assessment Methods

The selection of appropriate assessment methods is influenced by multiple factors such as teacher beliefs, institutional policies, parental expectations, and available resources.

2.3.4 Teacher-Related Factors

Teachers' educational background and professional training significantly influence their choice of assessment methods. Febriani et al. (2025) found that teachers with formal training in early childhood assessment tend to use more authentic, formative assessment strategies rather than standardized testing. Similarly, Huliyah et al. (2024) emphasized that teachers who receive ongoing professional development are more likely to adopt child-centered assessment techniques such as play-based and observational assessments. Teachers' pedagogical beliefs strongly shape their assessment decisions. Lestari and Wiranata (2025) observed that teachers who value holistic child development prefer informal assessments, such as anecdotal records and portfolios, whereas those who emphasize academic readiness often use standardized assessments. The study also highlighted that some teachers view assessment as a compliance requirement rather than a tool for meaningful instruction, influencing their reliance on traditional evaluation methods.

2.3.5 Institutional and Curriculum Factors

Institutional policies and national education guidelines dictate the assessment methods available to kindergarten teachers. Imad et al. (2025) analyzed early childhood education policies and found that countries with strict standardized testing regulations limit teachers' autonomy in selecting assessment strategies. In contrast, schools with

flexible policies encourage the use of developmental and formative assessments. The structure of the kindergarten curriculum directly impacts assessment practices. According to Putra and Irwanto (2025), competency-based curricula promote performance-based assessments, whereas content-heavy curricula lead to reliance on summative tests. Their study also found that in Reggio Emilia-inspired settings, teachers prioritize documentation and narrative assessments over numerical grading.

2.3.6 Parental and Societal Expectations

Parental expectations often shape how teachers assess children's progress. A study by Qomariyah and Jamil (2025) revealed that in cultures where parents emphasize academic achievement, teachers feel pressured to use traditional assessments, including tests and report cards. Conversely, in communities that prioritize social and emotional learning, teachers adopt more observational and developmental assessment techniques. The role of kindergarten in preparing children for primary school influences assessment choices. Research by Chao (2024) found that in competitive education systems, kindergarten teachers are compelled to use assessments that align with primary school entrance criteria. This trend is more pronounced in urban areas where parents seek early academic advantages for their children.

2.3.7 Availability of Resources and Technological Integration

The availability of resources such as assessment tools, observation checklists, and digital platforms impacts teachers' ability to conduct various assessments. Handayani and Kristianto (2025) found that teachers in well-funded schools employ diverse assessment strategies, including digital portfolios and interactive assessments, while those in resource-constrained environments rely on simpler checklists and worksheets. Technological advancements have introduced innovative assessment tools. According to Mohamed et al. (2025), digital assessments, including learning analytics and AI-powered tracking systems, are becoming more prevalent in well-equipped schools.

However, teachers with limited technological literacy or inadequate access to digital resources continue to rely on traditional assessment methods. Despite awareness of effective assessment strategies, kindergarten teachers face barriers in implementation. Research by Dereje et al. (2025) identified common challenges such as large class sizes, time constraints, and administrative workload. Teachers often struggle to balance formative assessments with other responsibilities, leading to an overreliance on quick, summative assessments. Additionally, the lack of standardized assessment training further limits teachers' ability to integrate innovative evaluation techniques effectively.

2.3.1 Effective Implementation of Assessment Practices In Early Childhood Centres

Effective implementation of assessment practices in early childhood centres involves integrating assessment into daily classroom routines, collaborating with families, and using data to inform instructional practices (Goldstein, 2019). By implementing assessment practices effectively, early childhood educators can support the learning and development of all children in their care (McLachlan, 2018). Using assessment practices can help educators individualise instruction, track progress, and evaluate program effectiveness.

2.3.2 Integrating Assessment into Daily Classroom Routines

Integrating assessment into daily classroom routines is crucial for the effective implementation of assessment practices in early childhood centres. Educators can use observation and documentation to collect data on children's learning and development during daily activities and routines (Smith, 2013; Agbenyega, 2007). Teachers may observe playtime, circle time, and other classroom activities to gather information about children's abilities, knowledge, and behaviors (Wulandari, 2017; Okyere, 2019). By using this data, teachers can tailor instruction to each child's unique needs, identifying

areas of strength and those requiring additional support (Minkos & Gelbar, 2021). Documentation is an integral component of assessment practices, as teachers can record children's progress through photographs, videos, and samples of work (Peterson & Elam, 2020; Ghana Education Service, 2018). Such documentation allows educators to track learning over time, identify growth areas, and support the holistic development of children (Copple et al., 2009).

2.3.3 Collaborating with Families

Collaborating with families is another important aspect of effectively implementing assessment practices in early childhood centres (McLachlan, 2018). Involving families in the assessment process, teachers gather information about children's learning and development, set goals, and plan interventions (Bambara & Kern, 2021). This collaboration helps teachers better understand each child's strengths and challenges and provide more effective support for children's learning and development (Taylor & Boyer, 2020). Families can also provide valuable information about children's home lives, cultural backgrounds, and interests. This information can help educators create more individualised and culturally responsive instructional practices that support each child's unique needs and strengths (Stuart, Aitken, Gould and Meade, 2008).

2.3.8 Using Data to Inform Instructional Practices

Using data to inform instructional practices is critical to effectively implementing assessment practices in early childhood centres. Educators can use assessment data to evaluate children's learning and development, identify areas of need, and individualise instruction (Arndt and Tesar, 2015). For example, if a child struggles with a particular skill, educators can provide additional support or use a different instructional approach to help the child master the skill.

Assessment data can also be used to evaluate the effectiveness of instructional practices and inform program improvement. By analysing assessment data, educators can identify areas of program strength and areas that require improvement. This information can inform program planning and support the development of more effective instructional practices.

2.3.9 Using Assessment for the Multidimensional Expression of Learners

The multidimensional expression of learners refers to the various ways in which children express their learning, including their cognitive, social-emotional, and physical development (Sahin, 2019). Early childhood educators must assess children's multidimensional expression to understand their learning and development comprehensively. For example, cognitive development refers to children's intellectual abilities, such as problem-solving, memory, and language skills. Social-emotional development involves children's ability to form relationships, regulate emotions, and develop a sense of self. Physical development encompasses children's gross motor and fine motor skills, as well as their health and well-being.

2.3.10 Using Assessment to Support Multidimensional Expression of Learners

Assessment can be used to support the multidimensional expression of learners in several ways. First, assessment can help early childhood educators to identify children's strengths and challenges across multiple domains of development. For example, through observation and documentation, educators can gather information about a child's cognitive, social-emotional, and physical development (Peterson and Elam, 2020). This information can inform individualised instruction and support, such as providing additional opportunities for a child to practice a skill they may struggle with. Second, assessment can be used to support the development of children's social-emotional skills. Social-emotional skills are essential for school readiness and success,

as they are linked to academic achievement, positive relationships, and mental health (Denham, Bassett, and Wyatt, 2014). Assessment tools such as the DECA and the SEAM can help early childhood educators identify children's social-emotional strengths and challenges and provide targeted interventions and support. For example, suppose a child is struggling with self-regulation. In that case, educators may provide opportunities for them to practice calming strategies, such as deep breathing or taking a break in a quiet space.

Third, assessment can be used to support the development of children's language and literacy skills. Language and literacy skills are critical for academic success, as they provide the foundation for reading, writing, and communication (Justice and Kaderavek, 2017). For example, educators may provide additional opportunities for a child to practice phonemic awareness skills, such as identifying and manipulating sounds in words.

2.4 Assessment for Class Control

Class control refers to the ability of early childhood educators to manage classroom behaviour and create a positive learning environment (Hemmeter et al., 2008). Assessing class control involves observing classroom behaviour, documenting behaviour patterns, and analysing data to inform instructional practices. Educators must use assessment to evaluate class control regularly and adjust their teaching strategies accordingly.

2.4.1 Assessment Tools for Class Control

Several assessment tools are available to evaluate class control in early childhood centres. One widely used tool is the Classroom Assessment Scoring System (CLASS), which assesses the quality of classroom interactions, including teacher-child and peer interactions (Pianta et al., 2008). The CLASS tool is reliable and valid in evaluating

classroom interactions and can inform instructional practices that support positive classroom behaviour. Another assessment tool for evaluating class control is the Behavior Assessment System for Children (BASC), which measures a wide range of behaviours, including internalising and externalising behaviours (Reynolds and Kamphaus, 2004). The BASC tool provides information about children's behaviours in the classroom, which can inform instructional practices that support positive classroom behaviour.

2.4.2 Using Assessment to Improve Class Control

Assessment can be used to improve class control in several ways. First, assessment can help early childhood educators identify behaviour patterns that may be disruptive to the learning environment. Educators can use assessment data to create individualised behaviour plans for children requiring additional support behaviour (McLeskey, 2017). For example, educators may provide positive reinforcement for children exhibiting appropriate behaviour or implement a behaviour plan that focuses on teaching self-regulation skills.

Second, assessment can help early childhood educators evaluate their instructional practices' effectiveness in promoting positive classroom behaviour. Educators can use assessment data to make informed decisions about the types of instructional strategies and support that will most effectively promote positive classroom behaviour (Bambara & Kern, 2021). Assessment tools such as the CLASS and the BASC can evaluate class control and inform instructional practices that promote positive classroom behaviour (Chafouleas et al., 2013). Early childhood educators must use assessment regularly to evaluate class control and adjust their teaching strategies accordingly. Using assessment to improve class control, educators can create a positive learning environment supporting children's learning and development.

2.4.3 Use of Assessment Data in Early Childhood Centers

Early childhood educators rely heavily on assessment data for personalising lessons, monitoring development, and gauging the success of their programmes. The National Association for the Education of Young Children (NAEYC) suggests that educators use assessment data to "identify strengths and areas for improvement, tailor instruction to match children's needs, and track development over time" (NAEYC, 2009). In addition to guiding programme development, assessment results can be used to gauge teacher efficacy. Evaluation and intervention are linked to plan and implement appropriate curriculum and service delivery (Banerjee & Luckner, 2013, p. 231) in EC programmes is when children gain the most. There are many gains associated with establishing a routine evaluation schedule for young children. Early childhood (EC) programmes and practitioners can use assessment data to (a) monitor and improve the efficacy of instruction and interventions; (b) evaluate children's competencies, areas for growth, and progress; (c) individualise instruction and provide support for diverse learners; (d) determine service eligibility and inform individualised education programmes (IEP) for children with disabilities and developmental delays; and (e) educate families about school readiness and child development.

2.4.4 Individualizing Instruction

Assessment data can be used to individualize instruction in early childhood centres. By analyzing assessment data, educators can identify children's strengths and areas for improvement and adapt instruction to meet children's needs (NAEYC, 2020). For example, if a child struggles with a particular skill, educators can provide additional support or use a different instructional approach to help the child master the skill.

2.4.5 Tracking Progress

Assessment data can be used to track progress in early childhood centres. By regularly collecting and analyzing assessment data, educators can monitor children's learning and development and identify areas of progress or challenges (NAEYC, 2020). This information can inform instructional practices and support the development of individualized learning plans for children.

2.4.6 Evaluating Program Effectiveness

Assessment data can be used to evaluate the effectiveness of instructional practices and inform program improvement in early childhood centres. By analyzing assessment data, educators can identify areas of program strength and areas that require improvement (NAEYC, 2020). This information can inform program planning and support the development of more effective instructional practices.

Assessment data is valuable for early childhood educators to evaluate children's learning and development and inform instructional practices. Assessment data can be used to individualize instruction, track progress, and evaluate program effectiveness in early childhood centres. Early childhood educators must use assessment data regularly to make informed decisions about instructional practices and support the learning and development of all children.

Regular examination in early childhood has numerous benefits. Assessment data can be utilised by early childhood (EC) programmes and practitioners for various purposes. These include monitoring and enhancing the effectiveness of instruction and interventions, evaluating children's competencies, identifying areas for growth and tracking progress, tailoring instruction to meet the needs of diverse learners, determining eligibility for services, informing the development of individualised education programmes (IEPs) for children with disabilities and developmental delays,

educating families about school readiness and child development, and assessing programme quality. These practises are supported by Bryant, Bryant, and Smith (2019), DEC (2014), NAEYC (2020), and the National Research Council (NRC, 2008).

2.11 Factors That Affect Assessment Practices of Teachers in The Early Childhood Centres

Classroom assessment can only support children's learning and guide teaching if teaching content, strategies, resources and assessment are aligned. While assessment in the classroom should be central to how children learn. Teachers often give assessments that have little, if anything at all, to do with learning (Berthemet, 2017).

Teachers' knowledge, beliefs and competence about assessment tools influence how they assess students in early childhood centres. Limited resources, poor facilities and leader practices have also been found to affect how teachers use assessment tools (Musa & Islam, 2020; Danso & Appiah, 2018). Classroom structure, lack of time, learner ability and motivation have also been found to influence how tests are designed by teachers (Amoah & Mensah, 2016).

Teachers also find it difficult when they have students with disabilities or developmental delays. Testing tools do not allow teachers to measure small but significant developments and some students are not able to perform certain tasks (Banerjee & Luckner, 2013). When tests are high stakes and only measure learning as teachers are held accountable, children may not receive well-rounded education that promote learning in all aspects (Shy et al., 2020). Teacher opinion is essential when implementing assessments but policies are often created and new curriculum changes are introduced without teachers' considerations (Schachter et al., 2017).

Teachers in Ghana have cited large classes, insufficient in-service training and parents' pressure as major factors that affect how they assess students in their care (Opoku, 2015; Koomson & Gyasi, 2020). Teachers are forced to 'teach for scores' and place less emphasis on development and formative assessment.

In order to achieve policy goals related to assessment, it is necessary to expose and address the differing, interlocked conceptions of teachers rather than simply introduce an assessment innovation, even if it is accompanied by appropriate teacher professional development. Musa and Islam (2020) argue that utilising formative assessment in the classroom might be fraught with difficulties. There is a barrier to implementing formative assessment due to instructors' lack of knowledge and understanding of the concept, as reported in Educational Research News Letter in August 2007. Teachers place an excessive amount of stress on memorization of facts and information.

2.12 Challenges facing the Effective Implementation of Assessment Practices in K.G

Effective instruction requires that the tactics, content, pertinent resources, and tools be connected, as well as the assessment process. According to McMillan et al. (2002), Stiggins (2002), and Bryant and Driscoll (1998), classroom assessment is now an essential part of good teaching and learning. Regretfully, most classroom assessments have not been used to further the goals of teaching and formal education in general (Berthemet, 2017). Teachers' knowledge of and opinions about the assessment instruments, insufficient resources, the leadership styles of heads of the facilities, and many other factors are some of the difficulties that face their assessment procedures in early childhood centers (Banerjee & Luckner, 2013; Son & Senk, 2014).

According to Susman-Stillman et al. (2014), a naturalistic method to assessment frequently calls for meticulous observation and recording of a child's performance while balancing other duties in the classroom. Early childhood educators must

comprehend and put into practice this holistic approach. Nonetheless, parents' involvement is essential for exams or assessments to be used properly.

Factors that affect teachers' assessment practices in early childhood centres are teacher expertise and views about the assessment tools, inadequate resources, and leadership styles of heads, facilities and many others. The views, knowledge, and attitudes of teachers have an impact on the curriculum delivery. Space and facilities, time limits, the principal's position as instructional leader, student ability, and student motivation are all factors to consider when designing an effective learning environment (Kruse & Roehrig, 2005; Roehrig, Kruse, & Kern, 2007; Son & Senk, 2014). While some teachers are "designing and sustaining" assessment methods in the classroom that embody the social-participatory nature of learning and reflect research on effective practise, Meuwissen (2013) and Stiggins (2002) state that many teachers still believe assessment is all about tests and its consequences are acknowledged. While juggling other responsibilities in the classroom, a naturalistic approach to assessment often necessitates careful observation and thorough documentation of a child's performance (Susman-Stillman et al., 2014).

Inadequate Parental Support.

Parents' cooperation and support are crucial for the successful application of assessment techniques in educational settings, in addition to the efforts of educators. A survey of the literature indicates that one of the biggest obstacles to the effective application of evaluation procedures is the absence of parental support. Research by Gillanders et al. (2021) and Nieminen et al. (2021) demonstrate how parents' lack of involvement and comprehension regarding the nature and goal of assessments leads to difficulties in their execution. Gillanders et al. (2021) discovered that the development of a unified learning

environment that transcends the classroom is hampered when parents are not properly informed about the goals and outcomes of assessments.

Additionally, Nieminen et al. (2021) note that formative assessment procedures may not be as successful if parents do not support them. In order to give continuous feedback and inform instructional decisions, formative assessments necessitate a cooperative effort from educators and parents (Gillanders et al., 2021; Harris & Brown, 2016; Nieminen et al., 2021). Nevertheless, the potential advantages are limited when parents are not actively involved or do not understand the importance of these examinations (Harris & Brown, 2016). Insufficient funding may also make it more difficult for teachers and parents to collaborate on evaluation procedures.

Parental and Administrative Pressure

Qomariyah and Jamil (2025) revealed that in cultures where parents emphasize academic achievement, teachers feel pressured to use traditional assessments, including tests and report cards. Conversely, in communities that prioritize social and emotional learning, teachers adopt more observational and developmental assessment techniques. The role of kindergarten in preparing children for primary school influences assessment choices.

Chao (2024) found that in competitive education systems, kindergarten teachers are compelled to use assessments that align with primary school entrance criteria. This trend is more pronounced in urban areas where parents seek early academic advantages for their children.

Scantiness of Resources

Scholarly literature highlights the difficulties caused by the scantiness of resources, which is a fundamental requirement for effective evaluation processes in education. One of the biggest obstacles to the smooth application of evaluation strategies is the

lack of resources, both material and immaterial. Physical infrastructure, technical instruments, and evaluation materials are examples of tangible resources. According to research by Ozden and Atasoy (2020), schools in economically deprived locations had severe shortages of essential supplies, like assessment tools, which made it difficult to use a variety of assessment techniques. In addition to restricting the variety of examinations, this lack of physical resources makes it difficult to fairly evaluate children from various socioeconomic backgrounds.

Effective evaluation processes also depend on intangible resources like time and professional development opportunities, which are just as important as tangible resources. Research by Bonner (2016) and Turner et al. (2017) emphasize the critical role that continuous teacher preparation plays in ensuring that teachers stay current with changing assessment practices. But when professional development programs are not funded, teachers frequently do not have the resources they need to use cutting-edge, empirically supported evaluation methods. These difficulties are exacerbated by instructors' lack of time, as they already have a lot on their plates and find it difficult to set aside time to learn and implement new evaluation techniques. These studies paint a comprehensive picture of how the absence of resources, both tangible and intangible, poses a formidable challenge to the effective implementation of diverse and research-aligned assessment practices in educational settings.

The use of technology in educational assessment has grown in importance, providing a variety of instruments and techniques to improve the assessment of student learning.

Lack of Technology Infrastructure in Schools

The literature does, however, stress that one major barrier to the efficient application of assessment techniques is the lack of access to improved technology tools and facilities.

According to research by Luckin (2008), there are differences in pupils' access to technology as a result of the digital divide, especially in schools located in economically underprivileged areas. By restricting the range of evaluations to conventional modes rather than utilizing the potential of digital tools, this division affects the diversity of assessment methods that can be used. Furthermore, Dermo (2009) examines how the viability of introducing cutting-edge evaluation techniques is impacted by the lack of modern technology infrastructure in schools. The assessment landscape is limited to traditional methods by outdated infrastructure, which makes it difficult to embrace computer-based assessments, simulations, and other technologically innovative methods (Dermo, 2009).

Additionally, research highlights how lack of technology not only limits the variety of assessment techniques but also makes it more likely that students would have unfair assessment experiences (Dermo, 2009; Rolim & Isaias, 2019). Students who don't have access to devices or who aren't exposed to technology often may find it difficult to adjust to tests that use digital resources. The research on this subject emphasizes how critical it is to address the differences in technology between educational institutions in order to guarantee that all students have equal access to a wide range of evaluation methods. To create an inclusive, technologically advanced assessment environment that meets the objectives of modern education, it is imperative to bridge the technical divide (Rolim & Isaias, 2019).

This review identifies a number of significant obstacles to the use of efficient evaluation procedures in early childhood education. The difficulties include aspects pertaining to teachers, such as their knowledge and opinions regarding evaluation instruments. Significant obstacles are created by a lack of resources, which includes both material

ones like time and opportunity for professional growth and technology tools and infrastructure.

Mohamed et al. (2025), assert that, digital assessments, including learning analytics and AI-powered tracking systems, are becoming more prevalent in well-equipped schools. However, teachers with limited technological literacy or inadequate access to digital resources continue to rely on traditional assessment methods. Despite awareness of effective assessment strategies

Lack of Teacher Expertise

Kruse and Roehrig (2005) as well as Son and Senk (2014), the attitudes and knowledge of educators influence the way curriculum is delivered and, in turn, how well assessments are carried out. While creating a productive learning environment, it's important to take into account the following aspects: student aptitude, student motivation, time constraints, space and facilities, and the principal's role as an instructional leader (Kruse & Roehrig, 2005; Roehrig et al., 2007; Son & Senk, 2014). The teacher must assess after setting up the classroom and delivering the lesson, to determine whether the pupils have learned the necessary skill. In doing so, Meuwissen (2013) and Stiggins (2002) point out that many teachers still think assessment is just about tests, even though some teachers are "designing and sustaining" a variety of assessment methods in the classroom that reflect research on effective practice and embody the social-participatory nature of learning. This consequently distorts the teacher's perspective, and they end up using just one method – paper-and-pen testing – to evaluate the students. Meuwissen (2013) points out that this does not meet the demands of every student.

A limited focus on assessment methods is a result of teachers' attitudes and understanding as well as the widespread perception that assessments are mostly about examinations. The review also highlights the negative effects of low parental support, which impede the teamwork required for formative evaluations to be successful.

Febriani et al. (2025) found that teachers with formal training in early childhood assessment tend to use more authentic, formative assessment strategies rather than standardized testing. Similarly, Huliyah et al. (2024) emphasized that teachers who receive ongoing professional development are more likely to adopt child-centered assessment techniques such as play-based and observational assessments. Teachers' pedagogical beliefs strongly shape their assessment decisions.

Proximity of the school to commercial centers

Proximity of the school to commercial centers, a different instructor frequently voiced complaints about loudness, particularly on market days. It can be somewhat challenging for my students to hear teachers when teaching. This was peculiar to the urban teachers due to poor siting of schools. I occasionally have to yell really loudly (Schmidt & Morrow, 2016). This further diverts students' attention from the lecture since some may even be mimicking the outside noise instead of paying attention. This is detrimental to our evaluation procedures, particularly formative assessment (Shepard, 2017). On the part of the rural teachers' schools were located far from commercial centers and hence they have siren environment which means they not suffer from same problem as the urban teachers.

When children do not have enough opportunities for self-motivated, self-directed play, it is referred to as play deprivation (Amadi & Ogbuaji, 2022). The detrimental effects this problem has on a child's physical, emotional, and social development make it a serious worry. The consequences of play deprivation can be severe and long-lasting.

A study indicates that it may lead to isolation, depression, reduced self-control, poor resilience, and even criminal behavior in adulthood (GHOSH, 2018). Play is essential for learning crucial skills such as communication, problem-solving, and empathy. It also encourages creativity, fosters imagination, and helps build resilience (Parker & Thomsen, 2019).

Although existing empirical studies have contributed valuable insights into assessment practices in education, several limitations are evident in the literature reviewed. First, many studies on assessment practices adopt a largely descriptive approach, focusing on identifying assessment methods used by teachers without sufficiently interrogating the underlying meanings, experiences, and contextual realities that shape these practices. As a result, the lived experiences of teachers particularly at the kindergarten level remain underexplored.

Secondly, a significant proportion of the empirical studies reviewed are situated outside the Ghanaian context. While these international studies provide useful comparative perspectives, their findings may not be fully transferable to Ghanaian kindergarten settings due to differences in curriculum demands, teacher preparation, class sizes, and resource availability. Even within Ghana, most empirical studies focus on basic or secondary education, with limited attention given to kindergarten teachers, thereby creating a notable population gap.

Methodologically, many of the reviewed studies rely predominantly on quantitative survey designs, which, although useful for identifying general trends, fail to capture the depth and complexity of teachers' assessment practices and challenges. This methodological dominance limits understanding of how teachers interpret assessment and respond to contextual constraints in real classroom settings.

Finally, the empirical literature often lacks strong theoretical grounding, with limited explicit linkage between assessment practices and learning theories such as constructivism. Consequently, the connection between theory and practice remains weak. These limitations highlight the need for a qualitative, theory-informed study that explores assessment practices from the perspectives of kindergarten teachers within a specific municipal context, thereby justifying the present study.

2.13 Implications of the Literature Review

The review of related literature reveals several important implications for research, practice, and policy in early childhood education. First, the predominance of outcome focused and quantitative approaches in existing studies highlights the need for qualitative and interpretivist research that captures the lived experiences and contextual realities of kindergarten teachers. This suggests that understanding assessment practices requires more than measuring outcomes; it necessitates exploring how teachers interpret, implement, and adapt assessment strategies within real classroom environments.

Second, the limited theoretical grounding of many empirical studies underscores the importance of anchoring investigations in relevant learning theories such as Constructivist Learning Theory. Grounding research in theory strengthens the link between practice and scholarship and provides a clear framework for interpreting teachers' assessment decisions in early childhood classrooms.

Third, the scarcity of studies focusing on kindergarten teachers in Ghana, particularly at the municipal level, points to the need for context specific research to guide policy and practice. Locally grounded evidence is essential for educational authorities and teacher training institutions to design effective professional development programs and assessment guidelines tailored to the realities of Ghanaian classrooms.

Finally, the literature highlights persistent challenges including insufficient resources, large class sizes, and gaps in teacher preparation that influence assessment practices. Addressing these challenges requires policies and interventions that incorporate teachers' perspectives and professional expertise. Collectively, these insights point to the necessity of a qualitative and theory informed study that generates contextually relevant knowledge to enhance assessment practices in early childhood education.

Summary of The Review of the Related Literature

Scholarly works on kindergarten assessment practices revealed that formative assessments, observational assessments, and performance-based assessments foster students learning by gathering information about what they know and can do. Theoretical perspectives of the studies were based on Constructivist Learning Theory (Piaget, 1950; Vygotsky, 1978), which state that assessment practices should be learner-centered, interactive and embedded in learning. Elements that were found to affect teachers' assessment practice included pedagogical beliefs, level of training, curriculum guidelines, class size, and materials available for teachers to use for learning assessments. Studies focused on how kindergarten teachers should gather data to assess learners effectively but left gaps that could be bridged by the current study. The decision making processes that teachers use to assess kindergarten learners are not well known locally (in the Awutu Senya East Municipality). Few studies have explored how contextual factors (large classes, inadequate training, and lack of materials) affect kindergarten teachers' decisions about assessment practice. Very few studies analyzed how contextual realities influence teachers' chosen methods of assessment or connected

teachers' pedagogical beliefs to their assessment choices. These studies just described methods of assessment used and failed to critique them against teachers pedagogical beliefs or contextual realities.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Chapter two discusses the design and methodology used in the study to collect information related to kindergarten teachers' assessment practices. The paradigm, approach, and design that were chosen for the study are discussed and justified based on how they fit with purpose of the study. Procedures on the study population, sample, and sampling procedures used for collecting information are discussed ensuring proper participants are selected. Information about the instrument used to collect the data is included as well as validity, reliability, and appropriateness of the instrument being used to gather teachers' experiences and perceptions. This chapter also discussed steps taken to ensure credibility, transferability, dependability, and confirmability of the data collected. Procedures used to analyze the data collected are also discussed, helping illustrate how the information was used to answer the research questions. Ethical considerations needed when conducting research with human beings are also discussed.

3.1 Research Paradigm

The study adopted the interpretivist paradigm because it recognises participants' feelings, experiences, and viewpoints as valid sources of knowledge and emphasises understanding social phenomena from the perspectives of those involved (Creswell & Poth, 2018). This paradigm is particularly appropriate for qualitative studies that seek to explore how individuals interpret and make meaning of their experiences within specific social and cultural contexts (Denzin & Lincoln, 2018). Focusing on subjective meanings and social interaction, interpretivism enables the collection of rich verbal data through sustained researcher participant engagement, where knowledge and social reality are co-constructed rather than objectively measured (Tracy, 2020). This approach is therefore well suited for exploring teachers' lived experiences and contextual interpretations of assessment practices in natural classroom settings (Creswell & Poth, 2018).

3.2 Research Approach

This study employed a qualitative research approach. Creswell (2014) has noted that when little information or research is known about a phenomenon, it merits a qualitative approach. The phenomenon under study has been identified as an area little research has been done on and therefore requires a qualitative approach. Qualitative research approach helps researchers to explore and understand the meaning individuals or groups ascribe to a social or human problem (Creswell & Creswell, 2018) hence its adoption. This study also sought to explore the nature of the assessment practices employed by the rural and urban KG teachers therefore it was justifiable to adopt it.

Denzin and Lincoln (2017) also posit that qualitative research involves the adoption of an interpretive and naturalistic approach to research. This means that the qualitative researchers "study things in their natural settings, attempting to make sense of, or to

interpret, phenomena in terms of the meanings people bring to them” (p.3). In tandem with the above, this study was conducted in the natural milieu of participants to examine their assessment practices of rural and urban Kindergarten teachers. Creswell (2013), Hatch (2002), and Marshall & Rossman (2006) have all demonstrated several important characteristics that qualitative research must have. They incorporate the researcher as a vital instrument throughout the research process.

3.3 Research Design

According to Creswell (2014), the choice of an appropriate design is dependent on the nature of the research, the research topic and questions, the researcher's own experiences, and the sort of audience for the study. Qualitative study designs include; narrative research, phenomenology, grounded theory, ethnography, and case study are examples of qualitative research designs (Creswell, 2014). The case study design was used in this study.

Case study is a design of enquiry in which the researcher develops an in-depth analysis of a case, often a programme, event, activity, process, or one or more individuals (Yin, 2014). This design was selected because Wimmer and Dominick (2011) indicate that a case study can be applied if a researcher is seeking to understand and explain a phenomenon. In the context, the study sought to explore the nature of the assessment practices used by KG teachers, find out factors influencing teachers choice of assessment methods, examines the effectiveness of the assessment practices employed by the rural and urban Kindergarten teachers and identify the challenges encountered by the teachers in the Assessment process in the Awutu Senya East Municipality. The case study design, therefore, is resourceful in gathering detailed information on the phenomenon to explain it hence its adoption.

Additionally, a case study is an empirical inquest that examines a phenomenon within its real-life context. According to Yin (2014), the case study approach is especially useful in situations where the context of the events being studied is critical and where the researcher has no control over the events as they unfold. The current study examines the effectiveness of the assessment practices employed by the rural and urban Kindergarten teachers and identify the challenges encountered by the teachers in the assessment process in the Awutu Senya East Municipality an activity that occurs in the real-life of rural and urban teachers. Therefore, adopting case study design was appropriate.

3.4 Population

Awutu Senya East Municipality's has 47 basic schools with 32 schools with KG attached. ASEM has a total of about 56 KG teachers. The population of the study was all KG teachers in the municipality for the purpose of this study. The Awutu Senya East Municipality was selected as the study site due to its representative characteristics in relation to early childhood education in Ghana. Municipalities in the Greater Accra region, including Awutu Senya East, exhibit a mix of urban, peri-urban, and rural settlements, providing a diverse educational context for examining kindergarten assessment practices (Ghana Education Service, 2018; Osei-Akoto, 2017). This diversity allows the study to capture variations in resource availability, teacher qualifications, parental involvement, and administrative support, which are key factors influencing assessment practices in early childhood centres (Amoah & Mensah, 2016; Danso & Appiah, 2018). Research further indicates that regional disparities exist in the implementation of early childhood programs across Ghana, with variations in infrastructure, teacher training, and curriculum delivery affecting educational outcomes (UNICEF, 2019; Opoku, 2015). Selecting Awutu Senya East Municipality therefore

provides a contextually relevant site to explore these factors and generate findings that can inform policy and practice both locally and nationally. In addition, the municipality's accessibility and the presence of multiple kindergarten centres facilitate data collection and the inclusion of a representative sample of teachers, making it an appropriate and scientifically justified choice for this study.

3.5 Sample Size

Ritchie, Lewis, and Elam (2013) believe that it is better to keep depth of a data collection rather than breadth in terms of sample size to have in-depth coverage of the phenomena being examined. According to Wolcott (1994), the need for a large sample size is based in quantitative research where there is a need to generalize. He contends that, rather than enhancing qualitative research, a big sample may hinder it by reducing the depth and complexity of the research. A small sample size allows you to record participants' precise reactions and perceptions. When large samples are employed, this characteristic is frequently lost (Daymon & Holloway, 2011). Therefore, in the 32 public schools that also housed kindergartens, 12 kindergarten teachers were purposively involved in the study based on their professional qualifications as kindergarten teachers in the Awutu Senya Municipality (6 from urban schools and 6 from rural schools). Based on the principles of saturation 12 teachers were involved in the study. The study sought to explore the assessment practices used by KG teachers in the urban and rural schools, to assess their views on the effectiveness of the assessment practices and to identify the challenges encountered by the teachers hence involving both urban and rural schools in ASEM.

3.6 Sampling Technique

The purpose of the current study was to explore the assessment practices employed by kindergarten teachers in both urban and rural schools within the Awutu Senya East

Municipality. To achieve this, the researcher employed a combination of purposive and convenience sampling techniques to select participants and schools that were most relevant to the study objectives.

Convenience sampling, a non-probability sampling technique, was used to select the schools because all the schools in the municipality met the inclusion criteria for the study and were accessible for participation. This approach allowed for efficient data collection given the constraints of time and resources, while ensuring that the schools selected were representative of the urban and rural contexts under investigation. Although findings derived from convenience sampling are context-specific and cannot be generalized to all schools, this approach ensured that the study could obtain rich, contextually relevant data.

Purposive sampling was adopted to select teachers within the chosen schools who possessed significant experience and demonstrated willingness to participate in the study. Creswell (2013) defines purposive sampling as the deliberate selection of sites or participants that can provide the most relevant information to address the research problem and objectives. Similarly, Oliver (2013) explains that purposive sampling involves selecting individuals based on specific criteria, such as knowledge of the research topic or capacity to provide meaningful insights. Following Tongco's (2007) perspective, the study used this technique to ensure that participants were both knowledgeable about kindergarten assessment practices and willing to share their experiences.

The selection criteria for teacher participants included: (1) having at least three years of teaching experience in kindergarten, (2) actively engaging in classroom assessment practices, and (3) willingness to participate voluntarily in the study. By combining convenience sampling for school selection and purposive sampling for teacher

selection, the study ensured that participants were both accessible and able to provide in-depth, relevant information on assessment practices in urban and rural early childhood settings.

3.9 Data Collection Procedure and Instruments

The study sought to assess the effectiveness of the assessment practices employed by the rural and urban KG teachers and identify the challenges encountered by the teachers in the assessment process in the Awutu Senya East Municipality. Teachers in both urban and rural areas were observed two weeks. Prior to the observation, the researcher obtained introductory letter from the Department of Early Childhood Education at the University of Education, Winneba in order to gain access to the study location. A permission letter was also written to the Education Director to be allowed to collect data. According to Creswell (2013), letters were written to the heads of the Early Childhood centers to request permission to collect data from the teachers.

I adopted the face-to-face format for all the interviews after introducing myself as an overt researcher. All the interviews took place in their classrooms and lasted between forty (40) to forty-five (45) minutes. All the interviews were conducted in English. English language was chosen because they were perfectly and well understood by the interviewees. I asked probing questions that aided the participants in coming out with answers. The questions asked were free of ambiguities and gave room for participants to also bring on new ideas. The questions were also proofread by my supervisor and we both ensured that the identities of the interviewees were anonymized. The interview also took into consideration the demographics of the interviewees including age, ethnic background, and educational background.

In qualitative research, common data-gathering methods include in-depth interviews, group discussions, observations, and the analysis of documents and material culture (Marshall & Rossman, 2006). For this study, data were collected through observations and semi-structured interviews, which allowed the researcher to capture both the observable practices and the perspectives of kindergarten teachers in the Awutu Senya East Municipality.

Qualitative interviews are described as interactions in which the researcher collects information directly from participants, either face-to-face, by telephone, or via the internet (Creswell, 2014, p. 189). Fetterman (2019) emphasizes that interviews are among the most important data collection methods in qualitative research, as they enable researchers to obtain rich, detailed, and context-specific information. This study employed semi-structured interviews to explore participants' experiences, opinions, and reflections on assessment practices, including aspects that may not be directly observable during classroom observations. According to Braun and Clarke (2018), formal conversations with participants allow researchers to probe deeper, clarify responses, and capture nuanced perspectives, enhancing the depth and reliability of the data collected.

The semi-structured interview guide used in this study was organized into five sections to systematically address the research objectives. Section A collected demographic information of the participants, including age, gender, qualifications, and years of teaching experience. Section B focused on the assessment practices adopted by kindergarten teachers in the municipality. Section C explored how teachers implement these assessment practices in their classrooms, while Section D examined the effectiveness of these practices in supporting children's learning and development. Finally, Section E investigated the challenges that kindergarten teachers face in the

assessment process. This structure ensured that the data collected were comprehensive, relevant, and aligned with the objectives of the study.

3.12 Validity of Instruments

Validity refers to the accuracy and appropriateness of the content of an instrument in assessing the desired outcomes. There are different types of validity that researchers consider when evaluating research instruments. There are several types of validity but this work was underpinned with face and content validity.

3.13 Face validity

Face validity is the degree to which a test appears to measure what it is supposed to measure. It concerns whether a measure initially appears relevant and appropriate for the subject matter it is evaluating. In the field of research, face validity is the first stage in assessing a test or technique's overall validity. It offers a rapid and simple method for determining if a measure initially seems beneficial. Face validity guarantees that the measure's elements are pertinent, suitable for the participants, and sufficient for the intended use.

In order to determine whether their measurement methods and items are appropriate for measuring the variable of interest, researchers can ask other people to evaluate their face validity. This was done by the researcher's supervisor. Common inquiries during this evaluation process include those regarding the measurement method's suitability, applicability, and relevance. The study employed face validity because it helps ensure that the test measures what it claims to measure and aligns with the research objectives.

3.14 Content Validity

Content validity is a type of validity that assesses how well a measure covers all aspects of a construct (Almanasreh, 2019). The interview guide was given to colleagues in the Department of Early Childhood Education at the University of Education, Winneba to

see if it lends itself to any biases while examining the validity of a qualitative instrument. The researcher's supervisors also went over the interview guide and helped modify it. Piloting an instrument to ensure its validity is crucial.

3.15 Piloting the Instrument

A pilot test was organized and carried out prior to commencing data collection. This enabled the researcher to reassess and reorganize the data collection tools in order to better understand the subject matter of the study and collect data relevant to the research aims. Researchers must practice the data collecting tools that they will use in their studies before completing the real study to assist them become acquainted with these tools before conducting the actual research (Drew et al, 2008). The instrument was pilot tested by interviewing four kindergarten teachers in Awutu Breku East Municipality using interview guide questions. Also, an observation was made with the aid of check list. This is due to the fact that they had the same features as the pre-testing responders. Following the pilot testing, more changes were made to the interview guide questions. This aided in improving the instrument's suitability and the quality of the data obtained.

3.18 Data Analysis Procedures

Data analysis is the process of labeling and breaking down raw data and reconstituting them into patterns, themes, concepts and propositions (Braun & Clarke, 2018). In order to make sense of the bulk of data gathered from this study, it was important to analyse the data by way of themes. In line with this, the data analysis was done to draw patterns and themes from the data collected. The data analysis started from the observations and was followed by interviews. This study employed Braun and Clarke's (2018) six-step approach for a thematic analysis. This comprises becoming familiar with the data, generation of initial codes, searching for themes, reviewing themes, defining themes, and write-up.

The first step of the analysis was to enable the researcher to familiarize herself with the data. The recorded interview was transcribed. Following the transcribing process, I looked over the field notes and interview transcripts numerous times to detect description problems and to ensure that the transcription was verbatim. This was accomplished by playing the tapes back and forth to obtain the precise replies made by the interviewees during the interview session. This was done to find trends and patterns that appeared often in the data. It also aided in locating in-depth and direct statements provided by participants to substantiate the precise descriptions provided during discussions of specific study topics. To make the data complete and appropriate for future analysis, any irrelevant replies and elements of the documents were either combined or eliminated.

The second stage involved coding all pertinent data. To preserve anonymity, participants were issued codes. Data coding generates categories that enable for further interpretations and the development of theoretical knowledge of the event under study (Braun & Clarke, 2018). By undertaking comprehensive iterative and repeated readings (Braun & Clarke, 2018), I was able to immerse myself in the data, familiarize myself with the material, and categorize the results under the defined codes in order to develop the themes. Step three involved the researcher identifying and noting noteworthy themes that arose from the data. Words and phrases that were deemed significant to the study were underlined for future use. In step four, the researcher used the coding procedure to develop themes from the data, which were then examined. At step three, the researcher identified important themes that emerged from the data and noted them down. Words and phrases seen as relevant to the study were highlighted for later use. In step four, the researcher generated themes from the data using the coding process and reviewed the themes coded logically.

After transcribing the interviews verbatim and reviewing the observation notes, the researcher familiarized herself with the data by reading and re-reading the transcripts. Initial codes were then generated by identifying recurring ideas, patterns, and significant statements related to kindergarten assessment practices. These codes were systematically organized into broader categories, which were reviewed, refined, and grouped into themes that reflected the main issues and perspectives emerging from the data. Themes were generated inductively, allowing the participants' experiences to guide the development of the findings, while also considering the study's research objectives to ensure relevance and coherence. This process ensured that the analysis captured both common patterns and unique insights from the participants.

3.20 My Positionality

Positionality in qualitative study refers to the stance or positioning of the researcher in relation to social and political context of the study- community, the organization or participant group (Jacobson, & Mustafa, 2019). The social and political context that creates your identity in terms of race, class gender, sexuality, and ability status. Positionality in qualitative study describes how your identity influences, and potentially biases, your understanding of and outlook on the world (Jacobson & Mustafa, 2019). Also, positionality may be described as the researcher's position, perspective, and background that influence how they approach the study, interact with participants, and interpret data (Fenge, 2019). It involves acknowledging one's own biases, beliefs, values, and experiences that may impact the research process.

There are two types of positionality; Insider-researcher and Outsider-researcher. Insider-researcher is a member of the community, group, or organization where the study is being conducted. Their role within the study setting, they have better access to data, respondents, and information. Compared to external researchers, insider

researchers are better able to collect qualitative data since they have a greater awareness of the research environment (Fleming, 2018). The researcher assumes the position of Insider-Researcher. I am an ECD practitioner in the ASEM directorate who has a level of knowledge and experience on ECD principles and practices. As an Insider-Researcher I ensured fairness during the data gathering process. I was conscious of personal biases I therefore, took precautions against them in order to minimize their impact on the study by employing transparent research practices by openly sharing my research methods, data, and analysis. Asselin observes that “building techniques into the study design and analysis is required to avoid issues of bias associated with insider research and enhance the credibility of the study” (Asselin, 2003, p. 103).

3.19 Trustworthiness

Trustworthiness is a crucial aspect of qualitative research, as it ensures the accuracy, rigor, and validity of the study findings (Lincoln and Guba, 1990). Golafshani (2003) and Lichtman et al. (2010) conceptualize trustworthiness through four key criteria: credibility, dependability, transferability, and confirmability. The following measures were adopted in this study to ensure that these criteria were met.

3.19.1 Dependability

Dependability refers to the consistency and reliability of the research process. To ensure dependability, the researcher maintained detailed records of all data collection and analysis procedures. Interviews were conducted in a distraction-free environment using familiar language to ensure participants could express themselves clearly. The researcher also included participants with diverse experiences and perspectives to capture a range of views, and regularly reviewed and verified the data to ensure accuracy and reliability of the findings (Johnson, 2020).

3.19.2 Transferability

Transferability refers to the extent to which the findings of a study can be applied to other contexts or settings (Shenton, 2004). To enhance transferability, the study included participants with rich and relevant experiences in early childhood assessment practices. Detailed descriptions of the research context, participant characteristics, and findings were provided so that readers can determine whether the results are applicable to similar kindergarten settings elsewhere.

3.19.3 Credibility

Credibility ensures that the study's findings are accurate and reflect the participants' experiences. In this study, credibility was enhanced through prolonged engagement with participants, careful observation, and thorough data transcription. Member checking was also conducted by sharing key findings with participants to confirm that their perspectives were correctly represented. Triangulation of data sources, combining interviews and classroom observations, further strengthened the credibility of the findings (Thomas et al., 2017; Nosek and Errington, 2020).

3.19.4 Confirmability

Confirmability refers to the extent to which the study findings reflect the participants' perspectives rather than the researcher's biases (Kyngäs, 2020). To establish confirmability, the researcher maintained an audit trail documenting all steps of data collection, coding, and analysis. Reflective journaling was used to monitor personal assumptions and minimize bias. Decisions regarding theme development were based on the participants' words and experiences rather than preconceived notions, ensuring that the findings accurately represent the participants' realities (Nyirenda et al., 2020). Through these measures, the study ensured that the findings were trustworthy, accurate, and grounded in the experiences of the participants.

Confounding Variables in the Study

In this study, several confounding variables may have influenced the assessment practices of kindergarten teachers beyond the primary variables under investigation. These include differences in teachers' years of teaching experience, professional training in early childhood education, exposure to the Standard-Based Curriculum, and personal beliefs about assessment. Teachers with more experience or specialised training may demonstrate more varied and effective assessment practices compared to less experienced teachers, which could affect the interpretation of findings. Additionally, contextual factors such as class size, availability of teaching and learning resources, school location (urban or rural), parental involvement, and administrative support may have shaped how assessment practices were implemented. These factors could influence teachers' choices of assessment methods and their perceived effectiveness, independent of their assessment knowledge. Although the qualitative design allowed for in-depth exploration of teachers' experiences, these confounding variables were acknowledged and considered during data analysis to ensure that interpretations reflected the broader contextual realities of kindergarten assessment practices rather than attributing outcomes to a single factor.

3.21 Ethical Considerations

Ethical considerations are moral standards that the researcher should consider in all research methods and stages of the research design (Gaus, 2017). This means that the research must be planned to comply with ethical consideration and ethical acceptability (Allen & Israel, 2018). The protection of research participants should be paramount to the researcher (Gaus, 2017). The individuals taking part in the study were informed about the aim of the research and the identity of the researcher involved. The participants were provided with details regarding the potential risks, advantages, confidentiality, privacy, and anonymity so that they could make a knowledgeable

decision on whether or not to take part. The study participants were requested to express their willingness to take part in the research and, were provided with information about the purpose of the study, and their consent was obtained. The freedom of the respondents and their rights were protected by not forcing any respondents. The primary data was handled with care to protect the privacy of the respondents, and anonymity was guaranteed to ensure that their identities were not linked to the data. The respondents provided the information voluntarily, and no unethical means were used to obtain it.

Confidentiality in research involves various procedures and policies to ensure that participants' data is kept secure and not disclosed without proper consent (Surmiak, 2020). The confidentiality of the information and the identity of the respondents were maintained, and the information obtained was solely used for the study. Respondents were informed that any information obtained during the study was solely for academic purposes. Therefore, they were free to withdraw or pull out of the study without prejudice.

Anonymity in the context of research ethics is the status of being unidentified or unknown within a study (Bos, 2020). When a study project assures participant anonymity, it means that no personally identifiable information is gathered or kept in a way that would enable the researcher to connect study participants' responses to particular subjects (Favaretto 2020). In order to safeguard research subjects and ensure their privacy, anonymity is essential since it reduces the possibility of data breaches or unauthorized disclosures (Rafiq, 2022).

To ensure anonymity, participants' names were not disclosed. They were rather represented with alphanumeric codes. The following were the codes for the interviewees of kindergarten instructors in the Urban centers: UKT1 (Urban

Kindergarten Teacher 1); UKT2 (Urban Kindergarten Teacher 2); UKT3 (Urban Kindergarten Teacher 3); UKT4 (Urban Kindergarten Teacher 4); UKT5 (Urban Kindergarten Teacher 5) and UKT6 (Urban Kindergarten Teacher 6). The following codes were generated for kindergarten instructors in rural centers: RKT1 (Rural Kindergarten Teacher 1); RKT 2 (Rural Kindergarten Teacher 2); RKT 3 (Rural Kindergarten Teacher 3); RKT4 (Rural Kindergarten Teacher 4); RKT5 (Rural Kindergarten Teacher 5) and RKT6 (Rural Kindergarten Teacher 6). With the aid of this code no response can be trace to any participants of the study hence their anonymity being ensured.

Conflict of Interest and Justice

In this study, issues of conflict of interest and justice were carefully considered to ensure ethical integrity throughout the research process. Conflict of interest was addressed by the researcher maintaining professional neutrality and ensuring that no personal, professional, or institutional relationships influenced the selection of participants, data collection, analysis, or reporting of findings. The researcher did not occupy any supervisory or authoritative role over the participants, and no incentives were offered that could unduly influence participation. This ensured that participants' responses were voluntary and free from coercion, thereby safeguarding the credibility of the study.

The principle of justice was also upheld by ensuring fairness and equity in the selection and treatment of participants. All eligible kindergarten teachers within the selected schools were given equal opportunity to participate in the study, and no individual or group was unfairly excluded based on gender, experience, or personal characteristics. Participants were treated with respect and dignity throughout the research process, and

their views were valued equally during data analysis and reporting. Adhering to the principles of conflict of interest and justice, the study ensured ethical transparency, fairness, and trustworthiness in line with accepted standards of educational research.

CHAPTER FOUR

DATA PRESENTATION

4.0 Introduction

This chapter presents the analysis and discussion of the data collected on the assessment practices of kindergarten teachers in the Awutu Senya East Municipality. A total of twelve interviews were conducted, comprising six teachers from urban schools and six teachers from rural schools, to capture diverse perspectives across different contexts. The findings are organized into two main sections.

The first section describes the demographic characteristics of the participants, providing context for understanding their experiences and responses. The second section presents the analysis and discussion of findings in relation to the research objectives. For each objective, the presentation is structured in two parts: first, the perspectives of teachers from urban schools are discussed, followed by the insights of teachers from rural schools. This approach allows for a clear comparison of practices,

challenges, and experiences across urban and rural settings, providing a comprehensive understanding of kindergarten assessment practices in the municipality.

4.1 Participants' demographic characteristics

The participants' demographic characteristics investigated include age, qualification, number of years served as K.G teachers and rank in Ghana Education Service.

Summary of the results are presented in Table below.

Table 1: Analysis of demographic characteristics

Variable	Urban teachers(n=6) Frequency	Rural teachers(n=6) Frequency
Age:		
30-39	3	5
40-49 years	1	1
50-59 years	2	
Academic/Professional		
Qualification:		
First Degree	5	2
Cert A	0	4
Diploma in ECD	1	
Experience as K.G		
1-3 years	2	1
4-6 years	5	5

Rank in Service:

Principal superintendent	4	5
Superintendent 1	2	1
Superintendent 2		

Source: Fieldwork data (2022).

4.2 Nature of assessment practices used by kindergarten teachers in the Awutu Senya East Municipality

Under this objective the results were presented under themes.

4.2.1 Views of KG Teachers in Urban Schools on Assessment Practices

Kindergarten teachers in the urban areas who were interviewed pointed out that they mostly use observations, portfolio building, checklists, and diverse technology assessment practices, among others. For instance, one teacher indicated that:

I employ observation-based assessment, portfolio, checklist, technology assessment, and photography class test. Examination at the end of the term and role play [UKT1].

This was further stressed by another teacher who explained that *I use observation-based assessment daily, I build portfolios, I use the checklist and technology assessment [UKT6].* One teacher who mentioned his usage of the observation-based assessment explained that:

I use observation-based assessment a lot because my interest is to let them be able to read and write well before they move to the next class. I assess them through writing, reading, drawing, brainstorming and written test. I also use rating scale for to assess my learners [UKT2].

This view was also stressed by another teacher. For him, the use of drawing, rating scale-based assessment, and end of term exams are familiar to him. That is the reason

he employs these assessment practices. He stated that *I use drawing, rating scale-based assessment and observation-based assessment which is very familiar to me as well as end of term exams* [UKT4].

These views points to the fact that kindergarten teachers in the Awutu Senya Municipality employ several assessment practices that are familiar to them to ensure that students are able to exhibit the potentials that is expected of them. The rural kindergarten teachers also shared their view on the assessment practices used.

4.2.2 Views from Rural Kindergarten Teachers

Data from the kindergarten teachers in the rural areas also showed that, the teachers employed assessment practices like observation, building of portfolios, checklists, and technology assessment. When asked the assessment practice she employs in her class, one teacher who was interviewed stated that:

I employ the observation-based assessment on a daily basis. I build portfolios, checklists, frequency counts, rating scale, technology assessment and examination in the form writing which is done at the end of the term only. I also assess them using jolly phonics, writing, group work and drawings [RKT1].

Another interviewee pointed out that;

I mostly employ observation, writing of end of term exams, portfolio building. I wish to employ different techniques of assessment but I am not all that familiar with these assessment techniques such anecdotal records and rating scales. Some of these techniques are associated with challenges when implementing them [RKT2]

Contrary to what other teachers reveled;

I use a variety of assessment practices at the level. I build portfolios for each learner, I use observation which is a daily routine, I use technology assessment where I record and take pictures of most of the activities I do with my learners, I also use the checklist, and frequency counts where I tally the number of times a behaviour recurs as well [RKT3].

In a similar way, one interview highlighted that

I use observation-based assessment where I observe every learner in the class. I build portfolios for every learner too, I use checklists, frequency count, Technology assessments where I use my smart phone to record most activities performed in and outside the classroom [RKT5].

These are views from different teachers and from different schools, nonetheless, they show some strong similarities in terms of their assessment practices. Observation-based assessment, portfolios, checklists, and technology assessments appears to be mostly employed. Other teachers also indicated similar assessment practices with few additions such as physical exercises, jolly phonics, writing, end of term exam, others.

4.3.1 Factors influencing the choice of assessment practices used by kindergarten teachers

Teachers in the urban areas shared their views on how they implement some of the assessment practices they mentioned earlier.

The Standard-Based Curriculum (SBC) clearly requires us as early childhood educators to adopt informal modes of assessment in our classrooms. These assessments are meant to be continuous, child centered, and integrated into daily classroom activities rather than

administered as formal tests. As a teacher, I do my best to comply with this directive because I understand its importance in promoting a more holistic and developmentally appropriate learning environment for young children.

That said, I am facing a number of significant challenges in adhering to this mode of assessment. Firstly, I do not have sufficient expertise in conducting and documenting informal assessments. The training we received during the curriculum orientation was brief and did not provide practical examples or follow-up support. While I understand the theory behind observing children during play or daily activities, I find it difficult to consistently interpret what I see, decide what is worth recording, and how to translate those observations into useful feedback or lesson planning.

Secondly, lack of resources is a constant problem. We are expected to use observation checklists, learning portfolios, and play based tools, but most of these materials are not provided by the school. I often have to create makeshift versions using paper, markers, and whatever I can find this takes time and adds pressure to my already full teaching workload. There are also not enough manipulatives, educational toys, or materials that would support play-based learning and effective informal assessment [UKT2].

With regards to the factors that influence KG teachers' assessment practices, another teacher expressed her concern, she revealed that;

Finally, the challenge of large class sizes makes it nearly impossible to observe and assess each learner meaningfully. I am currently handling over 45 children in my class, and with so many young learners needing attention, I am unable to focus on individuals for more than a few seconds at a time. Informal assessment is meant to be done through

close and thoughtful observation, but in such an environment, I find myself rushing and missing important developmental cues. I still try my best, but I know that the quality of my assessments is compromised. Despite my dedication to the curriculum's ideals, the reality of the classroom environment often limits my ability to apply them effectively

[UKT3]

Another urban KG teacher also shared her expertise on factors that influence the choice of assessment practices due to persistent pressure from parents. She revealed that;

Even though I know that it is not appropriate to have Kindergarten learners take formal end of term examinations, I still go ahead and conduct them. This is mainly due to persistent pressure from parents. Many of them believe that without these exams, their children are not truly being educated or assessed. They often compare their children to those in private schools, where formal exams and test scores are more common, even at the early childhood level. These parents frequently ask for test results, want to know the class rankings of their children, or inquire about what grade their child got at the end of the term. As an early childhood educator, I understand that at this developmental stage, assessment should be informal, continuous, and based on observation, play, and practical activities. Formal exams are often inappropriate and stressful for young children, as they may not yet have the cognitive, emotional, or physical maturity to handle structured testing environments. But the expectations of parents force me into a difficult position. I worry that if I don't provide these exams, parents will think I'm not doing my job properly, or worse, transfer their children to another school where

traditional testing is practiced. To cope with this, I usually prepare very simple written tasks as 'exams' that still allow the children to engage in hands-on or pictorial responses. But deep inside, I know this doesn't reflect what early childhood assessment should look like. It's more of a compromise to satisfy parents, not what's best for the children's learning

[UKT4]

A teacher in the rural area revealed how she creatively balance ways of assessing her students due to pressure from my head teacher and the SISO (School Improvement Support Officer) to present tangible 'outputs of work usually in the form of written assignments, worksheets, and formal records. She revealed that;

As an early childhood practitioner, the knowledge and training I have received significantly influence the type of assessment methods I choose to use in the classroom. I understand that, especially at the Kindergarten (KG) level, assessments should be informal, flexible, and developmentally appropriate. This means using observational techniques, anecdotal records, learning stories, and checklists rather than formal tests or written exercises. I believe children at this stage learn best through play and hands on activities, so assessing them should also align with these natural methods of learning. However, despite my professional understanding, there is often pressure from my head teacher and the SISO (School Improvement Support Officer) to present tangible 'outputs of work' usually in the form of written assignments, worksheets, and formal records. This can be challenging, as these outputs may not truly reflect the holistic development of a young child. Sometimes, I am forced to include more structured tasks just to

meet those expectations, even though I know it may not be in the best interest of the child's learning style or stage of development. Still, I try to balance both demands by finding creative ways to document informal assessments in a format that satisfies administrative requirements while staying true to child-centered practices [RKT 1]

Another teacher also has revealed that

Observation, writing of end of term exams, portfolio building is the assessment practices I have been using since I started teaching. To me, they are the effective means of assessing my learners. I wish to employ different techniques of assessment but these are what I know well. assessment techniques such anecdotal records and rating scales, and rubrics are not used because I am not familiar with them and for that matter I do not want to mess up [RKT2]

These factors influenced the choice of teachers' assessment practices as they indicated varying factors which forced them adopt some particular mode of assessment practices.

4.3.1.1 Observation

For observation, most of the teachers pointed out that observation is very important to a teacher in assessing the progress of the students. Observation according to the teachers involves looking keenly at how the learner acts. One teacher said that:

Observation is very important because without observing it will be very difficult to know how your learner's progress. I keenly observe my learners in the classroom. This helps me know them better. I concentrate on eye contact. I also make some learners also observe everything I say and do so they can replicate it later. I also observe to know if they have any specialty or disability and I then report to

parents for further action to be taken. So, observation helps me to know each learner's strengths and weaknesses and give a helping hand [UKT5].

The view of this teacher was detailed. He explained how he employs eye contact in the observation, and how through observation, he is able to identify students with special needs. Another teacher's view also explained how she uses observation to understand her students' attitudes, likes and dislikes. She highlighted that:

I do a lot of observation since I see it as one of the best ways to assess learners. I observe every learner in and outside the classroom mostly. Some learners do not talk or participate in classroom activity but when they are out the classroom with their friends or even alone, they do or say whatever that is done in the classroom. So, with that I get to know my learners better. Observation also helps me to know the behaviour, attitude, skills likes and dislikes of each learner [UKT3].

This was also stressed by another teacher. She stated how observation helps her to know the behaviours of her learners and how they progress.

Observation is very important. I watch each learner in my class. As a teacher I go round the class to see how my learners are actively involved in the learning process, I get to know how they progress in the class. I also get to know the behaviour of all the learners [UKT4].

Three things can be derived from these views. From these interviewees, observation is very important, it helps the teacher to know and understand the learners, and it help the teachers to know the progress of the learners.

4.3.1.2 Portfolio Building

Under portfolio building, all the urban teachers interviewed mentioned the use of transparent bags to keep or store works done by learners. One teacher explained that:

I get a clear bag or file for all the learners in my class with their names boldly written on them. I help learners file every work they do on pieces of sheet of papers especially creative art activities. I also have group files with group names written on them so every group work is filed in the group files. If the learners do any artwork that cannot be filed, I keep them safe in a box which is a form of portfolio [UKT1].

Similar views were expressed throughout. For instance, another teacher indicated that

I make sure each learner in my class has a clear bag. Exercises r any work made on sheets of papers are kept in each learner's file or clear bag for safe keeping. I do have boxes that I keep learners' artworks that cannot be filed in [UKT5].

All the other teachers expressed similar ways of building portfolios for students. From these explanations, the indication is that, portfolio building is about storing the works of the learners for future reference.

4.3.1.3 Checklists

From the interviews, data showed that the checklist allows the teacher to assess the students by ticking yes or no to any expected value, skill, or attitude that the teacher wants learners to exhibit. One interviewee expressed that:

I write down learning areas and I write down the skills, attitude, behaviour and values I want learners to acquire down with a yes or no attached. I tick yes or no on a particular skill, behaviour or attitude or whatever am looking out for. I do that for all the learners in my class [UKT1].

In a parallel manner, another teacher explained that

As a teacher I have attitudes, skills and values and competencies that I want my learners to acquire. So, I tabulate a checklist for each learner with the skills and competencies well listed with a yes / no correspondent attached. The checklist is for each learner, so I add a yes / no indicators which interprets whether a learner is or is not able to perform a skill [UKT6].

Also, another teacher has this to say,

lack of resources for assessment at KG level makes it difficult to use developmentally appropriate assessment method compelling me use formal methods to assess my learners sometimes for example there are no checklist worksheets for kindergarten, most parents don't provide portfolios for learners and lack of electricity make it difficult for me to use my smart phone to record my learners' activities or even take pictures [RKT2]

These views as expressed by the teachers points out that, the teachers have specific things they want to see the learners express. When these things are expressed or otherwise, the list is checked to show whether or not the student has acquired the said potential.

4.3.1.4 Technology Assessment

As explained by the informants, technology assessment the use of technologies to record the actions and inactions of the learners. This is to help the teacher identify the strengths and weaknesses of each learner. One teacher stated that:

I mostly record most of the activities performed by learners, both indoor and outdoor activities. I later playback to see how they performed and how well they did it. I also playback for them to see and appreciate themselves. This makes them happy and makes most of them get involved in the participation of activities during teaching and learning [T3].

Another view that was expressed outlined that

I like technology assessment because I am able to record all activities that the learners undertake like sports, games, role-play, artwork and later play to them to see how they perform this make learners very excited. I also replay the videos and pictures and analyse learners' strengths and weaknesses, know their uniqueness's and level of involvement [UKT5].

These explanations represent the ideas that the interviewees shared on technology assessment. This, according to the interviews help the teacher to recapture most actions and inactions that the teacher may have missed in his traditional observation. It also helps the learner to know where he or she is.

These views from kindergarten teachers in the urban areas are not totally different from the views of kindergarten teachers in rural areas in the Awutu Senya Municipality. Such views are presented next.

4.3.2 Implementation of Assessment Practices by Rural Kindergarten Teachers

On the same common practices that was observed, the teachers in the rural areas also shared their views on how they implement these assessment practices. These are observations, portfolio building, checklists, and technology assessment.

4.3.2.1 Observation

The views of the kindergarten teachers on observation were in synch with each other. The teachers expressed that observation is a daily activity to know the likes and dislikes of the learners. One interviewee indicated that:

Observation is a daily activity. I observe all the learners in the class to know their likes and dislikes, their strengths and weakness. I observe both in the classroom. I observe how they write, read and speak and relate with others [RKT2].

This view was supported by the words of another teacher where he stated that

When I use observation base assessment in the classroom, I go round to see how learners actively involve themselves in classroom activities and even outside the class. I observe how they socialize and get know their temperaments [RKT3].

These are indications that observation is done both inside and outside the classroom to get to know the student in question. This is also expressed in the views of another teacher. He pointed out that

With the observation base assessment, I use it on daily bases where I take time to observe my learners both indoor or outdoor activities. I observe how they write, how thy read, how they relate to colleagues and how effectively they participate in activities I also observe them during playtime and sporting activities [RKT1].

The views above highlights that kindergarten teachers in the rural areas also make use of observation both inside and outside the classroom setting to get to know the likes and dislikes, including the academic growth of the learners.

4.3.2.2 Portfolio Building

From the interviews, it showed that these teachers help students to build portfolios by keeping activities on paper in transparent bags. For instance, one teacher said that:

In my class, I make sure that parents provide each learner with a clear bag with their names written on them. I file every form of assignment given to my learners as evidence of work. I also have boxes where I put other forms of learner's work that cannot be filed, like their clay works [RKT1].

Another teacher also mentioned craftwork as part of the portfolio of learners. He pointed out that

I build portfolios for all my learners in the class using clear bags with their names fully written on them. I pack all works done by learners in their files as evidence. I also have boxes where I put their works that are not done on pieces of papers examples of craft work [RKT2].

These views aside highlighting the keeping of records of paper works, other works such as craft works are kept as evidence of learners' works out of which assessments are made. This shows that portfolio building is very important to both the learner and teacher. As stated by one teacher,

Portfolio building is a very important assessment tool that I use in my classroom. I make sure each parent provides a clear bag for his/her ward. I write their name on them and I file all their written works in their work output [RKT4].

Portfolio building is therefore important assessment practice for teachers as it helps to keep a record of evidence of students' work done.

4.3.2.3 Checklists

The teachers pointed out that checklist is a way of identifying which targets or expectation learners have been able to meet or otherwise. It is for the teachers to know what the students have achieved or not. One teacher indicated this by explaining that:

For me to easily identify what my learners can and cannot do, I list all the skills, content, standards, and core components that I am looking out for and attach each with a yes/no. If the learners are able to perform or has acquired the skill, I tick either yes/no indicating whether he/she can or cannot [RKT1].

Another interviewee expressed that

I am always particular on how my learners are able to perform a skill or respond to questions or perform activities or even socialize. So, I write what I'm looking for with a yes or no attached to them. so I either tick yes/no depending on whether or not they are able to perform or not. I later go through each and analyse and help those with colleagues [RKT4].

Other views expressed similar explanations on using the checklist to identify what students can or cannot do. From these explanations, it helps teachers to know which areas students need improvement for necessary remedial to be conducted.

4.3.2.4 Technology Assessment

Data from the interviews show that these teachers employ technology assessment where they capture performances and activities of learners for further assessment. As one teacher explained, it is mostly done with their smartphones. He stated that:

I make very good use of my smart phone by taking picture and videos of learners during activities. I take pictures and videos of both indoor and outdoor activities [RKT5].

These pictures and videos bring excitement and are used to review the performance of each student for further assistance to be provided if needed. This was indicated by one of the teachers who explained that:

I take snap shots and videos of my learners during activities both indoor and outdoor. I show it to them afterward and it brings excitements. I also show them online videos and learning for them to see [RKT1].

Another teacher explained that *...almost every activity that learners perform, I do record always to later playback and see how they did it and also for future reference [RKT6].* These videos and pictures when stored for future helps to improve assessment accuracy. Teachers get the opportunity to revisit these images and videos to improve assessment accuracy. One teacher clarified that:

For evidence and accurate assessment's sake, I record and take my time to go through. I do that for both indoor and outdoor activities. I later playback the videos and watch picture help me do accurate assessments [RKT5].

All these statements show that technology assessment is one assessment practise that teachers employ to ensure they are able to get the best out of their students. As they are

able capture the activities of the students, they can have time to go through and provide remedies to those who need them. It also improves assessment accuracy.

A careful analysis of data from both the urban and rural areas show close similarity between how the assessment practices are implemented. The various statements show that the teachers involved themselves directly in the implementation of the assessment practices. Where there is a need, they involve parents to provide certain items that will help improve the assessment quality.

4 Factors influencing Teachers' Choice of Assessment Methods

Kindergarten teachers in the urban areas who were interviewed pointed out that their choice of assessment methods is influenced by multiple factors such as teacher beliefs, institutional policies, parental expectations, and available resources amongst others. For instance, one teacher indicated that:

4.4 How Effective are Teachers Assessment Practices in the Kindergarten Classroom in the Awutu Senya East Municipality

The idea behind this objective was to find out how the assessment practices employed by the teachers have contributed to improving learners' academic growth. Views expressed from both urban and rural teachers showed that, these assessment practices contribute to improving two of the three domains of the students: cognitive and psychomotor. The cognitive deals with how the learners are able to store and process information from the mind. The psychomotor, or fine motor skills involve the ability to perform moveable skill with the hands or other parts of the body in a systematic and structured way with meaning. From the data, the most common psychomotor skill the assessment practice is the writing skill of learners. Aside improving of the domains, it was also discovered that, the assessment practices help in class control. Data from the urban kindergarten teachers is presented first.

4.4.1 Effectiveness of Teachers Assessment Practices Implemented by Urban Kindergarten Teachers

Urban kindergarten teachers pointed out two main ways the assessment practices are effective. First, the improvement of the learning domains of the learners, and also control of the class.

4.4.1.1 Developing the Cognitive and Psychomotor Skills of Learners

The teachers showed that the various assessments they employ is useful in supporting some of the domains of the learners. One teacher stated that *All activities that my learners undertake are activities that have positive impact on most of the domains if not all* [UKT1]. These domains as mentioned here were mentioned to be the cognitive and psychomotor by one of the interviewees. He noted that:

My main purpose of assessing my learners is to let them develop the cognitive fine and gross motor skills because those two domains are so important to me so engage my learners in writing activities, numeracy and physical exercises that improves their cognitive and gross and fine motor skills [UKT4].

This was reiterated by another teacher. In his view

When assessing learners using the checklist, I list down activities that involve the psychomotor development, intellectual, social and emotional development and I tick to be sure if the learners have acquired skills or not. If learners have not acquired any of the skills or domains, I reinforce them. Assessing learners' literacy and numeracy skill through portfolio building also help develop learners' cognitive and fine motor skills [UKT6].

Even though these statements show that the assessment practices benefits both the cognitive and psychomotor skills of learners, one teacher opine that he focuses more on the cognitive development which his assessment practices help to improve. For him, the other domains of learning will be developed in subsequent classes:

My main aim is to make sure my learners can read and write. So, I engage them in activities that will develop their cognitive skills or domain. The other domains or skills will follow up as they move to upper classes [UKT2].

This statement seems that the teacher does not pay much attention to the students' fine and gross motor skills. Nonetheless, she stated that as part of her objective as a kindergarten teacher is to ensure the learners can read and write. Writing is one key psychomotor skill. Hence, in ensuring that is developed, he is actually taking care of that aspect of learning domain.

4.4.1.2 Contributes to Class Control

The teachers again pointed out that assessment practices being implemented helps them in controlling their classes. This was explained that:

...classroom is always quiet, because its either my learners are reading, writing or performing numeracy activities that keeps them very busy. No time for unnecessary noise making and too much play [UKT2].

One teacher agreed with this statement and further added that

...assessment helps in classroom control in a sense that all learners are busy doing one activity or the other. When I use technology mode of assessment where I take pictures and videos, every leaner gets actively involved and also comport themselves [UKT6].

Another also emphasised that despite it not being the main purpose for using the said assessment practices, class control happens to be a byproduct of the implementation of the assessment practices. He noted that:

Even though my main purpose of assessing my learners is not for classroom control, it goes a long way to help in a sense that learners always engage in individual, group or whole class activities which goes a long way to help in good class control [UKT3].

These views point out that the assessment practices being implemented contributes to ensuring that teachers are able to control their class with ease. All these contributes to the overall development of the learners as highlighted by one teacher:

The multiple assessment strategies I use for teaching and learning has positive effects in my learners' holistic development. This is because I write a list of activities that help in the total development and get them actively involved to know their strengths and weaknesses and give the necessary remedy [UKT5].

The indication is that assessment practices is effective as it contributes to the holistic development of the learners.

The data presented from the urban kindergarten teachers in the Municipality indicates that most of these teachers are focused on the cognitive and psychomotor domains of learning whilst the affective part of the learners receive little or no attention. Also, these assessment practices make it easier for teachers to control their classes. In all, the data show that all these contributes to the overall development of the learners. Similar situation was seen in the rural areas as presented below.

4.4.2 Effectiveness of Teachers Assessment Practices Implemented by Rural Kindergarten Teachers

The rural kindergarten teachers outlined some ways in which the effectiveness of the assessment practices can be seen. The focus of their responses indicates that these teachers see their assessment practices as contributing to the holistic development of the students by touching on the domains of the learners. Also, they pointed out that the assessment practices help to monitor students' academic progress.

4.4.2.1 Holistic Development of Learners

For instance, one teacher explained that the assessment practices that is implemented ensures the holistic development of the learners. He noted that:

As a teacher who deals with young learners who needs much attention, care and skills for holistic development, I use proper assessment practices that are age appropriate that aims at helping learners acquire the needed skills attitude and values that caters for all their domains. With the use of the Checklist, I make a list of activities that caters for all the domains and make sure learners are actively involved [RKT1].

Another teacher highlighted that the holistic development is realised because the assessment practices implemented help them to touch on all the learning domains of the students. He stated that:

As an effective teacher, I set goals for myself and learners to achieve at a particular stage in the teaching and learning process. So, I work towards achieving these goals. Example, development of fine and gross motor skills, speaking and listening skills and all other domains that the learners need to develop holistically. If there are challenges

that can be solved. I give the needed support if the challenges are medical conditions, I call the parents for discussions and referrals is given for appropriate intervention [RKT3].

These views highlight the effectiveness of the assessment practices being implemented in the rural areas of the Municipality by teachers within the area. Thus, ensuring the holistic development of the learners by addressing all the learning domains of the learners on what they need.

4.4.2.2 Track Students' Academic Progress

The teachers also mentioned that the assessment practices are useful in monitoring the academic performances of the learners. One interviewee said that *the portfolio building helps me track the progress of my learners and also motivates as they get the opportunity to do their own works and see how they progress [RKT1]*. Another teacher also supported this view by highlighting that:

Technology assessment helps me reflect and analyse the activities done, involvement and level of development of learners. Frequency counts helps me monitor the behaviour of each learner and also track their level of development as well as strengths and weaknesses which I work on them [RKT3].

These views were shared by another teacher who pointed out that *...if my assessment analyses indicate their weakness on any aspect of the learning areas, I then work on their weakness which makes them develop holistically [RKT2]*. One teacher affirmed this again by stating that *...it helps me know the challenges of learners and build on that by giving the needed attention and even give referral to learner's special needs for special care [RKT5]*.

These views as expressed by the rural teachers show that assessment practices being implemented ensures that the teachers are able to track the academic growth and progress of the learners.

The data presented under this third objective of the study show that the assessment practices being implemented by kindergarten teachers in the urban areas of the Awutu Senya Municipality contributes to improving the learning cognitive and psychomotor domains of the learners which trickles into ensuring a holistic development of the students. Also, they pointed that it contributes to making class control easy for teachers. For teachers in the rural areas, even though they pointed out that these assessment practices touch all the domains of the students, their focus was on how it contributes to the overall development of the learners. They again highlighted on how the assessment practices helps in tracking the performances of the learners.

4.5 Challenges Faced by Kindergarten Teachers in the Assessment Process in Awutu Senya East Municipality

Data from the kindergarten teachers in the rural areas and the urban areas shows that in the implementation of the stated assessment practices, teachers face several challenges. The challenges include absenteeism, large class sizes, lack of parental commitment due to financial challenges, ignorance on the part of parents, and the time-consuming nature of some of the assessment practices. These are presented below.

4.5.1 Absenteeism

The teachers, both in the urban and rural areas indicated that absenteeism is one key challenge facing kindergarten teachers in the implementation of the assessment practices. For instance, one teacher in the urban area explained that:

Absenteeism is one challenge I have with observation assessment.

The poor socio-economic nature of parents and the occupation of

parents affects the learners because most learners do not come to school on Tuesdays and Fridays because they are market days and for that matter parents do not have the time to bring their wards to school. So, observation becomes ineffective [UKT3].

Similar views were expressed by some teachers in the rural areas. One mentioned that:

Absenteeism on the side of learners is a challenge because at times I am not able to completely finish a learning area or sub strand with the intention of continuing the next day but because they are absent, am not able to achieve my set target thereby making assessment very difficult [RKT1].

Another teacher highlighted that the absenteeism makes the assessment practice difficult since some of the students' portfolios become incomplete. She said,

Absenteeism of some learners is a great challenge because it makes them miss some lessons or activities making their portfolios not to be up to date making assessment irregular or incomplete [RKT2].

These assertions point to the fact that absenteeism distracts the assessment procedure making it difficult to complete a lesson or get access to a student's complete portfolio for assessment.

4.5.2 Large Class Sizes

From the data gathered, the interviewees noted that large class size is also a great challenge to the implementation of assessment practices. One of the urban kindergarten teachers noted that:

Large class size makes individual observational assessment very difficult and time consuming. Observation based assessment can sometimes be frustrating due to my large class size. I also find it very

difficult going round the class to observe and supervise learners freely due to lack of space in and outside the classroom [UKT2].

Another urban teacher emphasised that

I have a very large class size which makes observation assessment challenging for me. There are no learning resources or manipulative and learning centres for learners to use for me to observe how they do things so teaching becomes a one-way thing [UKT5].

Similar concerns were raised by another teacher regarding the lack of spaces in the classroom due to the large class size.

Large class size is a challenge. When I am observing my learners, there are no spaces between desks in the classroom which makes it difficult for me to move round and observe what learners are doing. This makes ineffective. [UKT6].

Some of the rural kindergarten teachers also affirmed this view by highlighting that

Observation assessment is challenging because I have a very large class size. No learning resources for learners to work and no play ground to take learners out for outdoor games for learners to exercise their fine and gross motor for me to observation how they are developing which is quiet worrying [RKT2].

Another teacher in the rural side of the Municipality stated that:

Observation assessment is challenging because of the large class size. I am not able observe the learners as expected. It is time consuming and so demanding as I am expected to observe and assess

all the developmental areas as well as learning areas which most at times am not able to. [RKT6].

The data presented here indicates that large class size is one of the main challenges to the effective implementation of assessment practices. Specifically, it can be observed that most of these teachers mentioned observation in relation to the class size challenges, implying that the large class sizes make observation assessment very difficult to practice.

4.5.3 Lack of Parental Commitment Due to Financial Challenges

Most of the teachers also pointed out that parent's commitment in providing the needed resources to support the learners are usually low due to their financial status. The understanding is that most of the parents are poor and, in these schools, hence, they are not able to afford to buy some basic things that will help both the learners and the teacher in assessment. One teacher in the urban area stressed that:

Most parents do not buy the flat file for putting learners' output or work with the mentality of free education so it affects me financially since I have to buy for those who do not have. The learners sometimes hide and send their work home out of excitement to show to family she also added. [UKT1].

Another also added that.

Parents do not get involved when it comes buying of clear bags and other learning materials making work difficult for and financially draining since I have to sacrifice and buy for some of those who do not have. I also find it challenging how to file and even share group activities to individuals [UKT3].

This was again opined by another teacher in the urban area. For her, *It is financially draining; this is because some parents do not buy clear bags and other learning resources for their wards so I have to provide for those who do not have* [UKT2].

Teachers in the rural areas had no different views on the matter. One highlighted that

Lack of parental contribution in providing clear bags and other learning materials which makes it difficult for us to do hands on activities that can be put in their [RKT1].

Similar concerns were raised by another teacher in the rural area of the Municipality.

He shared that;

Working with parents in a rural area like here is very challenging because they do not want to buy any learning resource due to high poverty rate, so learners do not get the chance to do most of the activities needed for portfolio building thereby making the assessment process incomplete [RKT3].

For another, the lack of commitment even though may be borne out of lack of enough finance, the mentality of students getting everything free from the government is the main reason for their lack of commitment.

Getting clear bags and other learning resources is quite challenging because parents in these rural areas do not buy learning resources for their wards because they believe that everything is free in government schools so no need for them to buy anything so the learners come to school empty hands. [RKT6].

These statements were mostly in relation to the lack of transparent bags by students to keep records of their activities, which is translated by the teachers as a lack of commitment by the parents due to the financial difficulties.

4.5.4 Ignorance on the Part of Parents

Aside parents' commitment being low as a result of financial challenges, which go a long way to impacting the smooth implementation of the assessment practice, data indicates that for some, the lack of better understanding and knowledge about education hinders the implementation of assessment practices. This was expressed in some of the views of the teachers that were interviewed. For instance one urban teacher claimed that

Most parents have little or no knowledge on the mode or nature of the assessment's practices at the kindergarten level hence no show of interest [UKT5].

A teacher from the rural side also intimated that

Parents do not understand the informal nature of kindergarten mode of assessment so they are always expecting standardized ways of assessment [RKT1].

A similar view was shared again by another teacher from the rural side. He explained that

Most Parents in the rural areas do have any in-depth knowledge on assessment practices in the kindergarten, so, they do not contribute their quota in supporting teachers during assessment, making the assessment process challenging [RKT5].

These views indicate how important the parent is to ensuring that assessment practices are implemented and implemented effectively. Less knowledge means less

commitment which distract teachers' ability to implement assessment practices freely. It will also mean that due to their little knowledge, parents do not assist learners to respond to critical issues of their wards to enable the teachers perform their tasks convincingly.

4.5.5 Time Consuming

The last theme that emerged from the data is that these assessment practices are time consuming. A teacher in the urban area mention that *...it is time consuming and so tiring due my large class size since I have to work on each learner* [UKT1]. This points out the relationship between the class size and the time it takes for an effective observation to be done and done well.

Another urban teacher also said that *I normally do not use checklist because it is time consuming and stressful due to my large class size* [UKTT4]. Here, the teacher even though appreciating how useful the use of checklist is to her in achieving his goals, she highlights that she is not able to do it regularly since it is time consuming looking at his class size.

Another teacher complained so much about noise especially on market days due to the closeness of the school to the market. Sometimes is very difficult for students to hear me when I am teaching. I Sometimes have to shout on very loud which at times affects my throat. And you cannot say that because of the noise you will not teach for the day. This further disrupts students' attention as some may even be imitating the noise coming from outside rather than concentrating on the lesson this impedes our assessment practices especially formative assessment. [UKTT5].

Struggling to get access to enough playing grounds on the school compound was revealed as one of the challenges of the teachers as one has this to say;

Lack of Space for outdoor activities. This has led to complains from colleague teachers that we disturb when we are having outdoor activities. Outdoor activities for KG students are very important for their holistic development but due to lack of space in the school compound we find it difficult to engage our students in outdoor activities. Complains from our colleagues that we are disturbing them makes us curtail or do not even undertake such activities all in most cases which negatively affects our student's development. Sometimes if want to assess our students during this outdoor activity it becomes difficult since will have stop in order not to disturb other colleagues. [UKTT2].

A teacher in the rural area expressed same concerns. She noted that *...it is time consuming since I have to work on every learner's form either weekly or after every sub strand which is so stressful so I do not do it at all. [RKT6].*

These all show the interconnection between large class size, tiredness, stressful, and time-consuming nature of the assessment practices that were indicated as being implemented.

Under this section, data from the interviewees outlines some of the challenges to the effective implementation of assessment practices in the Awutu Senya Municipality. Some of the issues highlighted included absenteeism, large class sizes, lack of parental commitment due to lack of finances, and the time-consuming nature of some of the assessment practices. The next chapter shall look at the analysis and discussion based on the data gathered.

4.6 Analysis and Discussion of Findings

This section provides a thematic discussion on the findings of the study based on the research objectives of this study. It explores how the findings in the study relate (or

otherwise) to other studies. The chapter provides the discussion under five themes; demographic characteristics of the respondents, assessment practices employed kindergarten teachers, factors that influence the choice of teachers' assessment methods, implementation of the assessment practices, the effectiveness of teachers' assessment practices and challenges kindergarten teachers face in their assessment processes in the Awutu Senya east municipality.

4.6.1 Demographic Characteristics of Informants

The first section entails discussion of demographic characteristics of the respondents. The participants' demographic characteristics investigated include age, qualification, number of years served as K.G teachers and rank in Ghana Education Service. The study involved more teachers who were between (30-39) the age bracket. This means that there were more relatively young matured teachers who participated in the study. Moreover, cognitive abilities and memory decline with age, which can affect the accuracy and reliability of the data collected. Older adults may have difficulties recalling information or understanding complex survey questions, leading to potential biases or errors in the data (Fawns-Ritchie et al., 2020). This implies that they are more likely to give current information as they are expected to be very active teachers. Also, there were more rural teachers involved in the study as compared to the urban teachers. This is because more rural teachers made themselves available to the study as compared to the urban teachers. This implies that, the views expressed in this study represents more rural teachers than urban teachers.

On the qualification, there were more teachers with First degree as compared to other certificates holders. This implies that, the information provided for this study is likely to come professional teachers hence reliable for the study. Among the teachers with degree holders, majority of them were participants from the rural areas. In terms of

teaching experience, five teachers have 4-6 years teaching experience which implies that their contribution to this will be influenced by their professional carrier experience. This is in consist with (Podolsky et al., 2019) who assert that professional experience contributes much to teaching.

4.6. 2 Assessment Practices Employed Kindergarten Teachers in the Awutu Senya East Municipality

The purpose of this objective was to explore the assessment practices used by the kindergarten teachers in Awutu Senya East Municipality. The study revealed that, observations, building of portfolios, technology assessments and checklists were the common assessment practice by the teachers in these in both urban and rural areas.

Findings from the urban kindergarten teachers showed that they mostly use observations, portfolio building, checklists, diverse technology assessment practices, among others. This finding is in consistent with Peterson and Elam (2020) who assert that using checklists to gather data on a child's progress is a timesaving and convenient option. They further stressed that checklists reflect "developmental norms" established by theorists of human growth and change. This could be that the teachers studied belied in the effect usage of this mode of assessment hence employing it as their technique of assessing KG school children. Teachers can make their own skill-based checklists or use a formal developmental milestone checklist from a reliable source to evaluate a child's progress across multiple domains (Abrahams et al., 2019).

Also, on the assessment practices both urban and rural teachers confirm that they employ portfolio building to assess their students. This is in consistent with Peterson and Elam (2020) who argues that portfolio system is used to keep track of each student's progress in school and in life. Teachers effectively utilize portfolios by focusing on ongoing student work collection and appraisal, rather than relying on occasional

gatherings to demonstrate positive class progress. (Popham, 2017; Shani and Noumair, 2021). Also, portfolio allows individuals to demonstrate their growth and development over time. It provides a historical record of their progress and shows how they have improved their skills and knowledge (Mak & Wong, 2018). KG teachers in both rural and urban areas may employ portfolio assessment by comparing earlier work with more recent work, assessors can see the progress that has been made and identify areas where further development is needed (Kryshtafovych et al., 2019).

The study showed that the usage of diverse technology assessment practices by both urban and rural KG teachers. This aligns with Peterson and Elam (2020) who posit that teachers can use the technology to record students' interactions with one another in order to monitor their linguistic growth. Some of the technology employed by rural teachers are their own smartphones. I use checklists, frequency count, Rating scale and technology assessments where I use my smart phone to record most activities performed in and outside the classroom. This is an indication that rural teachers used appropriate technology to assess their students. Technology has revolutionized the way formative assessment is conducted in classrooms, offering innovative tools and methods to enhance the assessment process. The use of technology in for (Elmahdi,2018).

The study discovered that, most of the teachers are going contrary to the standardize assessment practices by making students to write examination as a means of assessing them this is in appropriate. This is in agreement with Liz (2018) who revealed that standardized testing can actually hinder young children's development by leading to a narrow focus on rote memorization and paper-and-pencil tasks, rather than encouraging creativity, problem-solving, and critical thinking. KG learners may not be able to demonstrate their knowledge in a written format and undue pressure and stress on

young children, can lead to anxiety and negatively impact their mental health. Examination can disrupt this natural process (Dewey, 2024).

Lack of anecdotal records, teachers are not able provide comprehensive understanding of each child's strengths, weaknesses, and learning needs, making it challenging to provide targeted support. (Kostelnik et al., 2017). Teachers not having knowledge on anecdotal records makes struggle to track progress and identify areas where learners need extra support. (Gronlund & James, 2017). This prevents teachers to learn gaps to know where learners require additional support. Without these anecdotal records, identifying learning gaps becomes more challenging. (Wiggins & McTighe, 2014). Lack of Anecdotal records poses the problem of limited communication potentially leading to misunderstandings. (Epstein, 2018). Rubrics assessment helps evaluate children's mastery of skills and knowledge. Without rubrics, teachers may rely on subjective judgments, potentially leading to inaccurate assessments. (McTighe & O'Connor, 2017). This will not truly reflect on the actual problems of learners. But ispite of this, KG teachers were not making use of this assessment practice. Also, Price et al. (2011) argue that rubrics can enhance the entire learning process from beginning to end by, among other things, making it easier to communicate expectations for a given assignment and providing constructive criticism as work progresses. The study further reveled that teacher are not using it because they have no idea about this assessment practice.

4.6.3 Factors influencing the choice of assessment methods used by kindergarten teachers

This section presents discussion on factors that influence both urban and rural teachers' choice of assessment practices. These were in relation to the use of observations, portfolio building, checklists, and technology assessment. The study revealed that most

teachers accentuated the importance of observation in assessing student performance. The study revealed that some learners do not talk or participate in classroom activity but when they are out the classroom with their friends or even alone, they do or say whatever that is done in the classroom. These findings align with existing literature on factors influencing teachers' choice of assessment methods in early childhood education.

These perspectives resonate with Lestari and Wiranata (2025), who found that observation-based assessments provide teachers with deeper insights into students' behaviors, attitudes, and learning progress. Additionally, Imad et al. (2025) highlighted that observation is particularly effective in flexible curriculum settings, where teachers focus on holistic child development rather than rigid academic performance. Teachers from both urban and rural areas echoed similar sentiments about the value of observation, as seen in RKT2's statement that daily observation helps assess learners' reading, writing, and socialization skills. Dereje et al. (2025) also pointed out that teachers in resource-constrained settings rely more on observation due to the limited availability of standardized assessment tools. The importance of portfolio assessment aligns with the findings of Putra and Irwanto (2025), who emphasized that portfolios serve as tangible evidence of students' learning, allowing teachers to track development systematically. Huliyah et al. (2024) also pointed out that portfolios support formative assessment, helping educators tailor their instructional methods based on documented progress. Another key advantage of portfolio assessment, as supported by Handayani and Kristianto (2025), is that it enables parental involvement. Since student work is stored systematically, parents can review their child's progress, strengthening the connection between home and school learning.

The role of checklists in early childhood assessment has been highlighted by Febriani et al. (2025), who found that checklists provide a structured way for teachers to ensure that learning outcomes are met. This aligns with Qomariyah and Jamil (2025), who noted that teachers using checklist-based assessments can quickly identify students needing additional support and provide targeted interventions. The benefits of technology-enhanced assessments have been explored by Mohamed et al. (2025), who found that digital tools, such as video recordings, provide a more accurate assessment of student engagement. Similarly, Chao (2024) noted that technology-based assessment methods can help capture nuances that traditional observation may miss, making them a valuable supplement to conventional assessment tools.

This aligns with Imad et al. (2025), who noted that institutional factors, such as school infrastructure and available resources, influence the adoption of assessment methods. Schools with better technological resources tend to integrate digital assessment tools more effectively, whereas those with fewer resources rely on manual methods. Moreover, Putra and Irwanto (2025) found that curriculum demands also impact assessment choices. In highly structured education systems, teachers are more likely to use standardized checklists and portfolio assessments to document students' progress for institutional reporting purposes.

4.6.4 Assessing the Effectiveness of Teachers Assessment Practices in the KG Classroom in the Awutu Senya East Municipality

The goal of this objective was to determine how teachers' assessment procedures impacted learners' academic growth. According to both urban and rural teachers, these assessment approaches help to improve two of the three domains of students' learning: cognitive and psychomotor skills. Cognitive, concerns how learners may store and process knowledge in their minds.

The psychomotor, or fine motor skills involve the ability to perform moveable skill with the hands or other parts of the body in a systematic and structured way with meaning. From the data, the most common psychomotor skill the assessment practice is the writing skill of learners. Aside from improving the domains, it was also discovered that the assessment practices help in class control. The study revealed that teachers' assessment practices are effective as they impact the psychomotor of learners. These findings are in consistent with Ambarwati et al. (2022) who observed that observational assessments involve direct observation of an individual's movements and behaviors in a natural setting can provide valuable insights into how an individual psychomotor. This could be one of the reasons most of the participants tend to employ observation as their assessment practice. This implies that as teachers assess students not only their academic performance can be obtained but also their psychological wellbeing is also assessed. Effective assessment help identify areas of strength and weakness in an individual's psychomotor skills. This information gathered from the assessment can be used to tailor interventions or instruction to meet the individual's needs (Fakoya et al., 2020). Effective assessment can help monitor progress over time, allowing for adjustments to be made to instruction or intervention as needed (Dawson et al., 2018).

Also, the study revealed that the assessment practices employed by the teachers were effective since it impacted on the cognitive aspect of the learner's brain. The mode of assessment ensures that students are tested on their cognitive aspect. Assessments provide valuable insights into an individual's cognitive abilities, strengths, weaknesses, and areas for improvement (Schunk & Greene 2017). The students assessed by these teachers not far different from other students since cognitive abilities are found in every student hence their assessment effectiveness being similar to other studies. On the other

hand, one rural teacher assert that he is much concern about the cognitive aspect of his learners' brain make the statement seems that the teacher does not pay much attention to the students' fine and gross motor skills. Nonetheless, he stated that as part of her objective as a kindergarten teacher is to ensure the learners can read and write. Writing is one key psychomotor skill. Hence, in ensuring that is developed, he is actually taking care of that aspect of learning domain (Lund & Kirk, 2019).

On the quest to explore the effectiveness of assessment practices employed by the teachers. The study revealed that assessment helps in classroom control in a sense that all learners are busy doing one activity or the other. This finding aligns with Chafouleas et al. (2013) who confirmed that assessment tools such as the CLASS and the BASC can evaluate class control and inform instructional practices that promote positive classroom behaviour. This could be that as students are engaged there is no free time for them to misbehave and hence the teacher can monitor the learners strictly to create good atmosphere for teaching and learning (Ali et al.,2020). The study further revealed that assessment help in the total development and get learners actively involved to know their strengths, weaknesses behavioural pattern and give the necessary remedy. In effect, KG teachers can use assessment data to make informed decisions about the types of instructional strategies and support that will most effectively promote positive classroom behaviour (McLeskey, 2017). Assessment can help early childhood educators identify behaviour patterns that may be disruptive to the learning environment. Educators can use assessment data to create individualised behaviour plans for children requiring additional support (Bambara & Kern, 2021). These assessment practices make it easier for teachers to control their classes.

4.6. 5 Challenges Kindergarten Teachers Face in their Assessment Processes in the Awutu Senya East Municipality

The last objective of the study sought to identify some of the challenges kindergarten teachers in the Awutu Senya East Municipality face in their assessment process. The data showed that both urban and rural kindergarten teachers face similar challenges in some instances but the urban teachers have some peculiar challenges in their assessment practices in the Awutu Senya East Municipality. Against the views expressed by Banerjee and Luckner (2013), Son and Senk (2014), Kruse and Roehrig (2005), and Roehrig et al. (2007) that the attitudes and knowledge of educators influence the way curriculum is delivered and, in turn, how well assessments are carried out, data from the study highlights that teachers are quite knowledgeable at what they do. They know the types of assessments they employed and how to involve students in the assessment process. Also, contrary to Meuwissen (2013), and Stiggins (2002) that argues that many teachers still think assessment is just about tests, the teachers showed that they were knowledgeable in the designing and sustaining of a variety of assessment methods in the classroom that reflected on effective practice and embody the social-participatory nature of learning. The challenges that the KG teachers encountered during the assessment processes were therefore not the lack of skilled and knowledgeable facilitators. From the data, the challenges recorded included absenteeism, large class sizes, lack of parental commitment due to financial constraints, ignorance on the part of parents, and the time-consuming nature of the process.

According to the data gathered, some of the teachers pointed out that absenteeism is a serious issue that serves as a major challenge in their assessment processes. That is, some of the learners do not come to school especially on market days which causes them to skip some of the topics, strands and sub strands studied. Unable to study some

of the topics makes it difficult to gauge the performance of the learner at the level they are. Since learners are unable to study some of the topics they need to, a complete and holistic assessment becomes difficult because learners are unable to complete their portfolios which is key to the assessment process.

The data again showed that large class size is one of the challenges facing kindergarten teachers' assessments processes in the Awutu Senya East Municipality. According to the teachers, large class size makes it difficult to go about effectively implementing what they know and want to practice which is contrary to the assertion made by Meuwissen (2013), and Stiggins (2002). The teachers explained that some of the assessment practices need careful interaction with students which the classroom environment and arrangements do not provide. They argued that the large class size affects the class environment which further hampers observation technique in the assessment process. Observation type of assessment according to the teachers suffer the most since the crowded classroom restricts movements.

While the rural teachers were not suffering from the challenge of space to carry out outdoor activities the urban teachers were faced with inconvenience of playing grounds for students. Teachers therefore are unable to carefully observe and assess their students well and not that they lack the needed knowledge and skill as raised by Banerjee and Luckner (2013), and Son and Senk (2014). The problem of space due to poor spatial planning and urban sprawl which has led to the inconvenience enough space for KG students to have enough space to play. The consequences of play deprivation can be severe and long-lasting. A study indicates that it may lead to isolation, depression, reduced self-control, poor resilience, and even criminal behavior in adulthood (GHOSH, 2018). Play is essential for learning crucial skills such as communication,

problem-solving, and empathy. It also encourages creativity, fosters imagination, and helps build resilience (Parker & Thomsen, 2019).

The teachers further highlighted those financial constraints reduce parents' commitments to improving the child's academic growth which consequently trickles to obstruct the teacher's assessment process. The findings support the argument raised by Ozden and Atasoy (2020), Luckin (2008), Dermo (2009), and Rolim and Isaias (2019) that resources, both tangible and intangible resources including technologies affect the assessment process of the teacher. For these teachers, clear bags that serve as a storage bag for students' portfolios is their concern. They observed that most of the students lack the same and causes regular misplacement of students' achievements and creation. In contrast to the views of Ozden and Atasoy (2020) that schools in poor locations usually suffer severe shortages of essential supplies, the views expressed by the teachers show that these lack of resources as a result of financial challenges of parents transcends schools in the rural areas. The teachers in the urban schools also highlighted a similar challenge indicating that it is not only a problem in the rural areas.

One other challenge that the data pointed out was that most of the parents were ignorant about what assessment really meant rural teachers indicated. Data from the teachers clearly depicted that the lack of better understanding and knowledge of parents about their ward's education hinders the implementation of assessment practices. The teachers bemoaned that kindergarten mode of assessment differs from what most of the paper-pen assessment that most of the parents are used to (Francisco, (2022). Data indicates that most parents are unaware of the informal nature of the kindergarten assessment processes. They therefore fail to support their children in working to develop their portfolios, including providing relevant feedback to teachers (Bader et al., 2019).

However, on the part of the urban teachers, some parents even argue that they want formal mode of assessment for their ward as the current mode of assessment to the parents does not adequately measure the concepts grab by students. On this, only one teacher in the urban alluded to this as a challenge. But more teachers in the rural areas pointed to this issue as a challenge. This gives an indication that most parents in the rural areas lack knowledge and in-depth understanding of assessment practices as used in the kindergarten. This goes to buttress that role of parents in a child's academic progress as pointed out by Gillanders et al. (2021), Harris and Brown (2016), and Nieminen et al. (2021) where they asserted that in order to give continuous feedback and inform instructional decisions, formative assessments necessitate a cooperative effort from educators and parents.

Proximity of the school to commercial centers, a different instructor frequently voiced complaints about loudness, particularly on market days. It can be somewhat challenging for my students to hear teachers when teaching. This was peculiar to the urban teachers due to poor siting of schools. I occasionally have to yell really loudly (Schmidt & Morrow, 2016). This further diverts students' attention from the lecture since some may even be mimicking the outside noise instead of paying attention. This is detrimental to our evaluation procedures, particularly formative assessment (Shepard, 2017). On the part of the rural teachers' schools were located far from commercial centers and hence they have siren environment which means they not suffer from same problem as the urban teachers.

Lastly on the challenges, Bonner (2016) and Turner et al. (2017) emphasize that continuous teacher preparation plays a critical role in ensuring that teachers stay current with changing assessment practices. These works further state that the lack of teacher preparation is exacerbated by instructors' lack of time. From the findings of the study,

the large class size means that teachers spent too much time assessing a student. The teachers expressed that they are usually unable to employ some of the assessment practices because they get too tired and stressed due to the large sizes of the classes they handle. This therefore affects the assessment process and the holistic academic growth of the learners this was found among the urban teachers.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, a summary of the study on teachers' assessment practices is presented, alongside conclusions and recommendations for stakeholders. It includes major trends and theories identified during interviews and observations, emphasizing how findings connect to the study's purpose and framework. Recommendations target district policymakers, school administrators, and teachers to enhance assessment practices in

both urban and rural schools. Future research suggestions focus on regional strategies for improving early childhood assessment and teacher training, addressing systemic, environmental, and pedagogical issues identified in the study.

5.3 Summary of the Findings of the Study

Results from factors affecting kindergarten teachers' assessment practices showed teachers were knowledgeable about informal assessments and assessments that are developmentally appropriate. However, teachers were affected by several factors that included inadequate professional development opportunities on assessment, a lack of resources, overcrowded classrooms, and duplicating work for administrators. Teachers also face pressure from parents who are unaware of how assessments should take place and continually compare their schools to private schools. Urban teachers reported that limited space to take students outdoors and noise pollution were other factors that deterred proper assessment practices. Rural kindergarten teachers reported factors that included parental ignorance when it came to assessments, student absenteeism, inconsistent electricity, and a lack of teaching materials as some of the factors that affect their assessment practices.

Results from the effects of assessment practices on kindergarten learners showed that assessment practices have a positive effect on learners' cognition, psychomotor skills, and affect. Observation allows teachers to document information that they can use to help students make instructional decisions in the moment. Keeping portfolios on students allows teachers to track their students' progress. Checklists allow teachers to easily mark skills, behaviors, and attitudes that students may or may not demonstrate. Finally, technology was discovered to allow teachers to take videos of students and use educational games that keep students engaged and allow teachers to gather data on

student performance. Kindergarten teachers were able to use assessment practices in their classrooms.

Kindergarten teachers use assessment practices such as observation, portfolios, checklists, and technology to allow learners to showcase what they know in authentic ways. However, teachers are impacted by internal and external factors that cause them to assess students improperly.

5.4 Conclusion for Study

Based on the findings, the study concludes that;

1. Kindergarten teachers used observations, portfolios, checklists, and technology-based assessment methods, but their knowledge about how and when to use them differed. Some teachers' understanding and use of these assessment techniques was inadequate.
2. The kindergarten teachers in the study used observation because it allowed them to capture learning as it took place and make instructional decisions on the spot. Portfolio development was able to track children's development over an extended period of time.
3. The respondents in this study utilized checklists to monitor students' grasp of specific skills or learning targets. The use of technology-based assessments helped students feel more engaged while also providing teachers with insight into how they were doing.
4. Few teachers inappropriately used formal tests as one of their assessment techniques. These teachers also lacked knowledge of assessment methods like anecdotal notes, rating scales, frequency counts, and running records. This inadequate knowledge prevented them from identifying learning gaps,

informing parents and students about their progress and helping students where necessary.

5. Kigternhood assessment impacted cognitive and psychomotor skills in positive ways that supported learning and engagement.
6. The assessment methods teachers used aided learning even when faced with challenges like absenteeism, large classrooms, lack of parental support, lack of resources, inadequate space, noise from the surrounding environment, and lack of time to conduct the assessments. However, these challenges affected teachers' ability to use assessment methods that would yield 100% effectiveness.

5.5 Recommendations

The following recommendations were developed on the findings and conclusions of this study:

1. NGOS, parents, and the Ghana Education Service (GES) should train and develop kindergarten teachers' within Awutu Senya East knowledge and skills in using assessment methods such as observation, portfolio, checklist, and technology.
2. The Awutu Senya East Municipal Education Directorate should hold workshops and organize short learning programs for kindergarten teachers on how to best conduct assessments.
3. Schools within Awutu Senya East should find ways to educate parents on why their children's learning is assessed at such an early age. They could host workshops that teach parents how to support their children's learning and also how to help students with their portfolios and provide feedback to teachers.

4. Teachers, school administrators, Parent Teacher Associations, and NGOs within Awutu Senya East could help in lobbying for classrooms with the best infrastructure and enough learning and assessment materials to help alleviate these problems.

5. Teachers in Awutu Senya East should be trained on how to use principles of constructivism during teaching and learning during their trainings, and should also include activities like “play” in their classroom’s daily routines. Constructivism learning allows for students to learn by doing and will aid in the development of the child’s knowledge as a whole. Students have different learning styles and should be allowed to learn in ways they find most comfortable. This technique will improve how teachers conduct observations, build portfolios, use checklists, and utilize technology when assessing young children.

5.6 Implications of the Study

The results of this study have several theoretical and practical implications for future research, educational practice, and policy related to assessment in early childhood classrooms, specifically those found in Ghanaian contexts.

Teachers in this study lacked knowledge and did not regularly implement certain assessment practices including anecdotal records, rating scales, frequency counts, and running records. Why teachers do not practice certain assessment types or how to help teachers implement specific types of assessments given the context are potential areas of future research. In addition, this study was able to uncover the lived experiences of teachers using assessment in early childhood given the current context. More qualitative research should be done to help paint a fuller picture of the way assessment is used with young children across diverse contexts within urban and rural areas of Ghana.

Teachers in this study use of practices such as observation, portfolios, checklists, and technology demonstrated that when implemented with fidelity assessments can

promote children's development across cognitive, psychomotor, and affective domains. However, issues outside of teachers' control such as class size, lack of resources, and lack of parent awareness/preference made teachers' efforts less effective. Teacher preparation programs should train teachers to know how to use a wide variety of assessment practices, how to implement assessment through a constructivist lens, and have tangible tools for teachers to use to document and monitor children's individual progress. Additionally, efforts should be made to include parents and the community in efforts to support learning so that practices could continue outside of the classroom. Findings from this study demonstrate a clear disconnect between policy around early childhood education and what is occurring within classrooms. Government bodies such as the Ghana Education Service and municipal level education departments should prepare educators to use authentic and developmentally appropriate assessment practices by not only including it in policy but also providing resources, consistent training, and concrete examples of what it should look like in the classroom. Policies should be revised to fit the contexts in which teachers work. Class size, infrastructure, and access to technology are all aspects of the context that could be addressed through policy changes to better allow teachers to implement recommended practices.

5.7 Recommended Areas for Further Studies

Based on the findings and discussions in the study, here are three recommended areas for further research:

1. A longitudinal study to investigate how the assessment practices employed by kindergarten teachers in the Awutu Senya East Municipality impact students' long-term learning outcomes.
2. An investigation into the role of parental involvement and support in early childhood education, particularly in relation to assessment practices.

3. A comparison of assessment practices used by kindergarten teachers in urban and rural settings within the Awutu Senya East Municipality.



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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF APPLIED BEHAVIOURAL SCIENCES IN EDUCATION

DEPARTMENT OF EARLY GRADE EDUCATION, UEW

INTERVIEW GUIDE FOR TEACHERS

My name is Gloria Beniwinde

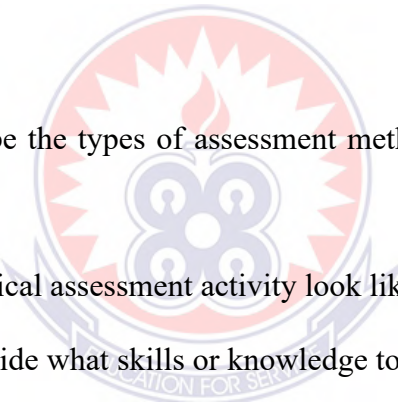
You have been selected to be part of this interview on the topic Assessment practices of kindergarten teachers in the Awutu Senya East Municipality because of your responsibility as a teacher in KG class.

Agreeing to participate in the interview, you affirm that you give your consent for me, to record this interview and use your answers in my research work. All responses will be kept anonymous and there is no way one can trace responses back to you. You are free to withdraw from this interview at any point in time.

If you agree to participate in the study kindly append your signature.

Participant's Signature: _____ **Date:** _____

Researcher's Signature: _____ **Date:** _____

- 
1. Can you describe the types of assessment methods you currently use in your classroom?
 2. What does a typical assessment activity look like in your KG class?
 3. How do you decide what skills or knowledge to assess in your learners?
 4. How often do you assess your learners during the term?
 5. What tools or materials do you use when assessing your pupils?
 6. Do you incorporate observation into your assessment practice? If yes, how?
 7. How do you record or document your assessment outcomes?
 8. In what ways do your assessment practices align with the Standard-Based Curriculum?
 9. Do you assess learners individually or in groups? Why?
 10. How do you communicate assessment results to parents or guardians?
 11. What influences your decision when choosing how to assess your learners?

12. How does your training or professional background affect the way you assess learners?
13. Are there specific guidelines from the curriculum or administration that shape your assessment practices?
14. Does the availability or lack of resources influence your choice of assessment methods?
15. How do class size or the number of learners affect your assessment approach?
16. To what extent do parent expectations influence the assessment strategies you use?
17. Do your colleagues or school heads play a role in shaping your assessment methods?
18. How does time availability during the school day affect how and when you assess?
19. In what ways does your own understanding of child development influence your assessment choices?
20. Have you ever had to adjust your assessment methods based on feedback from school supervisors (e.g., SISO)?
21. How effective do you think your current assessment methods are in understanding your learners' progress?
22. Do you feel that your assessment methods help you identify learners' individual needs? Why or why not?
23. How do your assessments inform your daily teaching strategies?
24. Are there any assessment methods you find particularly helpful or accurate?
Please explain.
25. How do your learners respond to the way they are assessed?

26. Do you believe informal assessments like observation are as valuable as formal tests? Why?
27. How do you evaluate the overall impact of your assessments on learning outcomes?
28. In your opinion, what would make your current assessment practices more effective?
29. How do you determine whether your assessment practice is developmentally appropriate?
30. Are there examples of how your assessment has improved a child's performance or behavior?
31. What challenges do you face when assessing children in your classroom?
32. How does class size affect your ability to conduct assessments?
33. Do you have enough time in your schedule to carry out effective assessments?
Explain.
34. Are you provided with enough training to confidently conduct informal assessments?
35. How does a lack of resources (e.g., materials, recording tools) affect your assessment work?
36. Have you experienced difficulties in interpreting or using assessment data?
37. Are there any expectations from school authorities or parents that conflict with best practices in assessment?
38. How does language or communication barriers with children affect your assessment process?
39. Do you face any emotional or physical stress due to the demands of assessment?

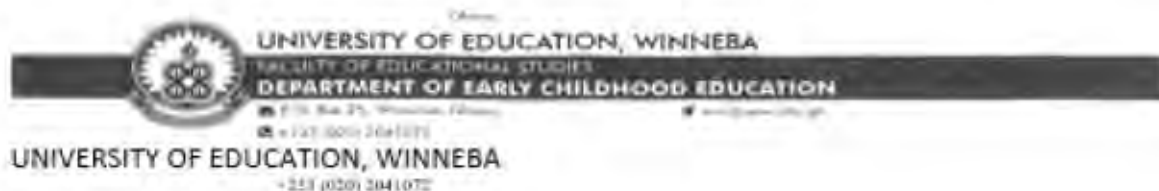
40. What kind of support do you wish you had to improve your assessment practices?

Thank you for your Time



APPENDIX B

INTRODUCTORY LETTER



UNIVERSITY OF EDUCATION, WINNEBA

+233 (0)20 2041075

FES/DECE/11

24th September, 2022

The Director
Ghana Education Services
Ayumu Senya East Municipal

Kasoa

Dear Sir/Madam

INTRODUCTORY LETTER

We write to introduce to you Ms. Gloria Beniwinda with index number 202122651 who is an M. Phil student in the above department. She was admitted in 2020/2021 academic year and has successfully completed her course work and is to embark on her thesis on the topic: "Assessment practices of kindergarten teachers in Ayumu Senya East Municipality".

Ms. Beniwinda is to collect data for her thesis, and we would be most grateful if she could be given the needed assistance.

Thank you.
Yours faithfully,

A handwritten signature in blue ink, appearing to read "Michael Subbey Ag.", is written over a horizontal line.

DR. MICHAEL SUBBEY AG. HEAD OF DEPARTMENT



APPENDIX C

PERMISSION LETTER

GHANA EDUCATION SERVICE

In case of reply the number and the Date of this letter should be quoted



Municipal Education Office
Private Mail Bag
Awutu Senya-East Municipality
Kasoa

Email: asenmdac@gmail.com
Mobile: 0244374897/0244085748

My Ref: GES/CR/KAS/P/78/VOLA/96
Your Ref: _____

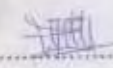
7th November, 2022

PERMISSION LETTER

Gloria Beniwinde who is a teacher in Amuzakorpe Real Faith M/A Basic 'B' School and a final year M.Phil student of the University of Education, Winneba has been granted permission to administer her instruments to Kindergarten teachers in the Municipality based on her Research Topic title: "Assessment Practices of Kindergarten Teachers in the Awutu Senya East Municipality".

Your cooperation is highly anticipated.

Thank you.


MS. FAUSTINA ALIMATU BRAIMAH
MUNICIPAL DIRECTOR OF EDUC.
AWUTU SENYA EAST - KASOA

ALL BASIC SCHOOLS' HEADTEACHERS
AWUTU SENYA EAST, KASOA

Cc: Gloria Beniwinde
Amuzakorpe Real Faith M/A Basic School
Kasoa