

**CLASSROOM ASSESSMENT PRACTICES IN PUBLIC  
SECONDARY SCHOOLS REGARDING  
ACADEMIC PERFORMANCE**

**MWEMA JOYCE NDANU**

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PSYCHOLOGY IN PARTIAL FULFILLMENT OF THE REQUIREMENT  
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## DECLARATION

My research topic is completely unique, and to the best of my knowledge it has never been submitted for credit toward a degree at any institution.

Signature.....

Date: 15<sup>th</sup> August 2023

Joyce Ndanu Mwema

E58/80442/2015

This project has been sent in for review with my authorization as a member of the university supervisory staff:

Signature.....

Date: 15<sup>th</sup> August 2023

**Dr. Karen Odhiambo**

Department of Psychology

University of Nairobi

## **DEDICATION**

I would like to dedicate this project to my late mum Scholastica Munanie Mwema, who was once my teacher at my very tender age and had a lot of confidence in me. I am also very grateful to my family my dad, George Mwema Syengo for financial support and guidance, my sister Monica Ngalia for material support, my sons Leon and Kaycean for always been there for me.

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## ABSTRACT

Assessment of Christian Religious Education show that CRE performance trend have gradually dropped, and certain factors are responsible for the declining standards which include learners' attitude, teacher competence and skills, as well as the types and format of assessment. This study sought to investigate the Classroom Assessment Practices in secondary schools especially in CRE subjects within Kitui County. The objectives were; to learn about the many methods of in-class evaluation that are often used by CRE instructors, to find out the structure of the classroom assessment instruments, determine how CRE teachers' competencies and skills in classroom assessment practices influence academic performance, and to examine the degree to which students' opinions regarding classroom assessment techniques impact academic achievement in CRE. The study adopted the Constructivism Theory, Social Learning Theory, and Title's Theory for Classroom Assessment Practice. The study selected descriptive survey research design to collected quantitative and qualitative data. The target population was drawn from all 42 public high schools in Kitui Central Sub County. Principals, CRE department heads, CRE instructors, and students in Form 4 across 42 public secondary schools made up the target audience. Purposive sampling was used to sample a third of the teachers, while census sampling picked 13 principals and 13 HODs from the schools that meet our criteria for this research. Thus, the total sample comprised of 13 principals, 13 HODs, and 26 CRE teachers. The study will use questionnaires for data collection. Descriptive analysis was done on collected information. The results of this study stressed the importance of preparing educators to employ a wide range of assessment strategies, including students' own self- and peers'-evaluations, classroom observations, portfolios, and graded performances. The results also highlighted the need of using assessment data to influence instruction, inspire students, and initiate conversations with parents, highlighting the importance of this topic as a whole. The study recommends that the Kenyan Government's Ministry of Basic Education has to institute rules and procedures to guarantee that secondary schools in the country employ a variety of case-separated values (CAPS). There has to be a unified stance on this that all institutions can benefit from.

## **LIST OF ACRONYMS**

<b>AFT-</b>	American Federation of Teachers
<b>CA -</b>	Classroom Assessment
<b>CAPS-</b>	Classroom Assessment Practices and Skills
<b>KCPE-</b>	Kenya Certificate of Primary Education
<b>KCSE-</b>	Kenya Certificate of Secondary Education
<b>NCME -</b>	National Council on Measurement in Education
<b>NEA -</b>	National Education Association
<b>SE-</b>	Standardized Examinations

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

It is often held that a nation cannot hope to develop and flourish without investing heavily in its people's education. In spite of the fact that this is the case, it is critical to evaluate how well education accomplishes its goal (Genlott & Gronlund, 2013). The importance of classroom evaluations cannot be overstated, since they allow instructors to tailor their teachings to the individual requirements of their pupils (Gichuru, 2014). Generally, classroom assessment refers to the different methods used to collect information about students' learning abilities, knowledge, attitudes and understanding of concepts. Assessment could connote different things depending on the context, whichever the case, they are correlated to attitudes, prejudices and values of the learners. According to (Ames, 1992), the growing interest in assessment procedures in the classroom stems from the fact that they may reveal crucial details about the educational experience, such as the impact that schooling has on students and how it affects their chances of success.

Classroom assessment is an essential educational tool and a key objective of education. Generally, the assessment of a student's academic performance provides information to the administration and educators about a specific component of the classroom setting (Eltahir et al., 2021). As teachers are not always aware of their students' strengths and weaknesses in the classroom, it is obvious that a single, isolated evaluation cannot be used to draw judgments about a student's overall performance. It has the potential to aid education in a variety of ways, if it is perceived and developed correctly. It may aid educators in

determining where their pupils need the most support, keeping tabs on their academic progress, and developing more effective lesson plans (Dontre, 2021). Similarly, it is a good source of motivation, bonding, determining exam preparedness, and monitoring the effectiveness of current learning methods. Of importance is that the methods of assessment, the assessment strategies and method of communication could make all the difference between a successful assessment and an ineffective one (Ferreira et al., 2020). Because designing effective assessment methods require deliberate and informative strategy, proper assessment planning around the actual goals of learning is the prerogative of each teacher.

Assessment is of immense value to the learning fraternity. It provides evidence on student learning, it is an agent for improving the learning experience of students by obtaining the most favorable mode of instruction and is one of the cheapest ways of educational reform as compared to increasing teachers' salaries or total curriculum overhaul. Since assessments are so important, many different types of assessment-related activities take up a large chunk of class time. Identifying and evaluating the different classroom assessment practices is crucial to student's success and is one thing educators and other stakeholders need to consider critical (Genlott & Grönlund, 2013).

Additionally, measuring the impact of the different assessment procedures plays a pivotal role in ensuring learners reaps the fruits of learning process to the maximum. (Chappuis, Chappuis, & Arter, 2012) As Ioannou-Georgiou suggests, assessment evaluation or measurement implies gathering information in order to determine whether the assessment

procedures in place meet their goals. The relevant information could be examination results, attitudes of teachers or parents, quality of textbooks and other teaching material. The evaluation process could be done using tests, observation, questionnaires and textbook analysis. Since the implementation of a multi-faith-based RE curriculum in Kenya that employs the interpretative teaching method, the overall academic performance of students in CRE has been on the decline over the course of many years (Sianipar et al., 2021). The poor performance has been linked to a number of different issues, some of which include a lack of material and pedagogical understanding on the part of the instructors as well as insufficient evaluation skills. In addition, a number of studies have shown that kids' poor academic performance is attributable to issues that are connected to both their personal histories and the conditions of their schools in general (Egalite, 2016; Foley, 2008; Schaps, 2005). It is for this reason that the present research intends to raise and address the varied impacts of classroom assessment practice on academic performance in different CRE students' scores in Secondary schools located all across Kitui County.

## **1.2 Statement of the Problem**

Many students continued to do poorly in CRE on the KCSE examinations despite the many opportunities for learning about Christian Religious Education available to them, such as Young Christian Students, Christian Union, Christian Youth Crusades/rallies, Youth retreats, Pastoral programmes in schools, and Christian Religious Education lessons. The Kenya National Examination Council administers a final test in Assessment of Christian Religious Education at the end of each of Kenya's four-year secondary school cycles.

However, CRE performance trend have gradually dropped in the recent past, thus certain factors are responsible for the declining standards in the performance of CRE which include learners' attitude, teacher competence and skills, as well as the types and format of assessment impacting students' performance in CRE. Therefore, the purpose of this research is to determine whether or not CRE students may benefit from continuous classroom evaluation, and how different types of assessments are employed at different secondary schools in Kitui County.

### **1.3 Purpose of the Study**

The goal of this research is to improve students' CRE performance in secondary schools in Kitui central sub-County by identifying and implementing effective assessment techniques.

### **1.4 Objectives of the Study**

The following objectives served as a roadmap for this research project:

- i. To learn about the many methods of in-class evaluation that are often used by CRE instructors working in secondary schools.
- ii. To find out the structure of the classroom assessment instruments that CRE instructors use in secondary schools.
- iii. To determine how CRE teachers' competencies and skills in classroom assessment practices influence academic performance.
- iv. To examine the degree to which students' opinions regarding classroom assessment techniques impact academic achievement in CRE.



## **1.5 Research Questions**

The study was guided by the following questions:

- i. What kinds of classroom assessment methods are most often employed by CRE instructors in secondary schools?
- ii. What kind of an impact does it have when CRE instructors in secondary schools use different formats for the evaluation tools they provide their students in the classroom?
- iii. How do CRE teachers' competencies and skills in classroom assessment practices influence academic performance?
- iv. To what extent do students' attitudes towards classroom assessment practices influence academic performance in CRE?

## **1.6 Study Hypothesis**

**H<sub>01</sub>:** Common types of classroom assessment practices has no significant influence on the performance of student in secondary schools

**H<sub>02</sub>:** Format of classroom assessment has no significant influence on the performance of student in secondary schools

**H<sub>03</sub>:** Teachers' competencies and skills has no significant influence on the performance of student in secondary schools

**H<sub>04</sub>:** Students' attitudes towards classroom assessment practice have no significant influence on the performance of student in secondary schools

### **1.7 Significance of the study**

The project's ultimate objective is to raise students' CRE performance via investigation and the provision of recommendations for enhanced classroom assessment practices. Since the research analyzes the many classroom evaluation procedures that might help instructors enhance their pedagogical abilities that are utilized to improve students' performance in CRE, it will therefore be vital for the teachers of CRE to participate in the study. At the same vein, quality assurance and standards departments in educational institutions might benefit from the research as a method of evaluating the level of academic achievement. The study results will form a platform for future scholars to fill in the gaps created by the study.

### **1.8 Limitations of the study**

There are a few challenges that might limit the research. They include: the secondary schools in the study area are vastly distributed in the Sub-County thus accessibility of the sampled schools might be hectic. To mitigate this, the researcher used alternative means of transport to ease moving from one school to the next like motor bikes or car hire. The respondents may be reluctant to give information for the study since most teachers may be of the perception that the provided information may reflect their professional competence in teaching CRE in public secondary schools. As such, the researcher reassured respondents that their information was to be kept anonymous and utilized solely for scientific analysis.

## **1.9 Terminologies**

**Assessment-** a systematic process used by CRE teachers for gathering data about student achievement.

**Classroom assessment practices-** The phrase classroom assessment practices refers to a broad variety of topics, such as instructors' ideas and the emphasis they place on assessing students, their opinions of assessment training, the design and building of their tests, as well as the grading and use of assessment findings (McMillan, 2008).

**Classroom assessment tools-** The techniques used by teachers to evaluate the academic progress of students for assessment. Examples include; Continuous Assessment Tests (CATS), classroom discussion, open-ended questions, peer-peer discussions etc

**Academic performance-** refers to the degree to which students, teachers or academic institutions achieve their set out short or long-term educational goals.

**Assessment evaluation-** refers to CRE teachers gathering information in order to determine whether the assessment procedures in place meet their goals.

**Learning-** is the planned process of secondary schools students gathering and synthesizing information.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This section offers a literature analysis of Christian religious education classroom evaluation procedures and student performance in Christian religious education classes. In addition to this, it provides a presentation of the theoretical and conceptual frameworks associated to the study's independent and dependent variables.

#### **2.1 Review of Related Literature**

The purview of classroom assessment has gained meaningful attention among scholars in measurement and evaluation studies over the past few years. Since the role of instruction, assessment and evaluation is singlehandedly bestowed on teachers, there are widespread concerns over the quality of the entire learning process (Earl, 2012). There is variety of literature with differential concentration with regard to classroom assessment and its effects on student performance. There is consensus among scholars that teachers utilize different assessment techniques despite their little training in assessment. According to a survey by Stiggins and Bridgeford (1985), most teachers use their own set of objective testing as a classroom assessment tool.

These objective tests were mostly used by science and CRE teachers. Published tests, like the tests in textbooks were also popularly used. Overall, among the 228 teachers involved in the survey, a number of them indicated the preference for objective tests for grading and

reporting. Chappuis, Chappuis, and Arter, (2012) here identify the various modes of assessment used by teachers. They also argued that classroom assessment is a major indicator of educational outcomes and a guide to instructional treatment (Chappuis, Chappuis, & Arter, 2012).

## **2.2 Empirical Literature on Classroom Assessment and Students' Performance**

According to Olapola, classroom assessment is the practice of using a variety of techniques to ascertain whether or not a student is paying attention during a given session and, if so, to what extent they have internalized the information presented in that lesson (Udoh & Joseph, 1999). Thanks to the different classroom assessment practices educators have an easier time assessing how well a student understands certain subjects. This also helps the educators gain a better understanding of the different student's performance abilities thus coming up with effective learning strategies geared towards improving students learning.

Moe (2012) found that teachers rely on classroom assessment to gauge learner achievement (Moe, 2012). Crooks (2011), on the other hand, said that assessment may provide students with crucial information, provide students with counteractive feedback, assist students in monitoring their own development, and impact the degree of drive that a student has. Black and William (2010) conclude that formative evaluation, which refers to evaluation for the improvement of performance, had positive influence on a student's ability level (Black & William, 2010). Cardelle-Elawar and Corno (2009) found that the performance and attitudes of students towards CRE in elementary school improved upon the feedback provided by

their teacher on their homework. Page (1984) while conducting a study among 74 high school teachers, found that, brief written feedback on examination improved student performance as opposed to no feedback at all.

Whilst, most of the studies on the impact of assessment on student performance have recorded a positive correlation, other studies have shown no significant relationship at all. Story and Sullivan (2017) determined that teacher feedback had no motivation among fifth and sixth graders but a combination of comments and easy task had some impact on student motivation (O'sullivan, 2017).

### **2.2.1 Classroom Assessment**

Classroom assessment involves a wide scope of activities and strategies. Such as grading, testing, interpreting results and communicating them. Overall, the items being tested should correspond with the course objectives and should cover meaningful amounts of instructional material and seek the higher-order comprehension skills in students (Earl, 2012). The test should have comprehensive scoring protocols, numerous samples of behaviors thoroughly evaluated and teachers should be able to improve and revise those tests accordingly (Stecher, 2010).

The main elements of classroom assessment are testing and grading. Studies have shown that grading and related decisions have long-term academic and social impacts on the students hence the grading components should be carefully weighed by teachers to ensure they emphasize on the instruction methods. The grading should also be based on

achievement related factors (Russell & Airasian, Classroom assessment: Concepts and applications. New York: McGraw-Hill., 2012).

The manner of grading should be systematic and the criteria should be communicated to the students. Non-achievement factors such as attitude, motivation and ability should not be part of the grading because of the difficulty in determining them (Stiggins & Chappuis, 2012). During administrations of the standardized tests, teachers should abstain from giving hints, interpreting the test items and allotting extra time ( (Martínez, Luskin, & Kloser, 2012).

Communicating results effectively depends on the understanding of the assessment methods in question. Precise comments as opposed to judgmental criticism like “fair” are better motivating factors to the students (Russell & Airasian, Classroom assessment: Concepts and applications. New York: McGraw-Hill., 2012). Teachers should also ensure confidentiality when applying assessment results in student placement, graduation or promotion (Stiggins & Chappuis, 2012).

### **2.2.2 Classroom Assessment Types**

There are several forms of evaluation to choose from, and their characteristics are determined by the purposes of the evaluation. The following is a summary of some of the evaluation methodologies that are included in the report that was published by UNESCO (2000).

### **2.2.2.1 Public Examinations**

These are basically assessments that select learners for particular roles or levels within the education system such as high school or university admission, credentials for employment, or data for staff accountability on school performance. Public examinations are standardized and centrally administered with focus on certain instructional pillars and subjects. The level of feedback for these examinations is scanty.

### **2.2.2.2 School Based Assessments**

Educators like instructors and curriculum developers create them. Typically, they help pupils get into better schools or get higher grades. They are also more valuable for performance tracking because there is a direct teacher-learner influence with more comprehensive feedback. According to Watts and Becker (2008), school-based assessments have a positive impact on learning because the questions are directly connected to certain learner goals (Watts & Becker, 2008).

### **2.2.2.3 National and International Assessments**

These are geared at the development of educational policy or the attempt to influence them. In order to ensure responsibility and facilitate decision-making, the outcomes are used. They are administered to a given sample of people with the most meaningful context. This research is more interested in the school-based assessment and public examinations (Kenya Certificate of Secondary Education).



### 2.2.3 Classroom Assessment Practices

Assessment methods may be arranged into the conventional or alternative-based categories, depending on how they were developed. Questions with numerous choices, true or false identification, and item matching are typical components of the conventional evaluation. They are less complex and require minor scoring and administration commitment (Genlott & Grönlund, 2013). Alternative assessment on the other hand includes: portfolio, group assessment, peer assessments, projects, and self-assessment. Alternative assessment is viewed as intrinsically motivating as opposed to traditional assessment (Briggs, Ruiz-Primo, & Yin, 2012). Traditional assessment is normally relates to summative assessment while alternative assessment is relates to as formative assessment.

**Table 2.1: Classroom Assessment Techniques**

<b>ASSESSMENT FORMATS</b>		
<b>Format</b>	<b>Nature/Purpose</b>	<b>Stage</b>
Baseline Assessments	Oral and written replies based on each person's unique experience; evaluation of past knowledge	Baseline
Paper and Pencil Tests	Multiple-choice tests, short-answer tests, essays, constructed replies, and written reports may all be used to evaluate a student's grasp of a topic or subject.	Formative
Embedded Assessments	Evaluate one facet of student growth within the overall framework of their educational experience.	Formative
Oral Reports	Demand that the learner produce a message that proves that they comprehend the CRE.	Formative
Interviews	Assess how well individuals and teams did before, during, and after engaging in a CRE activity.	Formative
Performance Tasks	Instruct students that they must produce something or participate in an activity that is connected to a problem, issue, or CRE idea.	Formative and Summative

Checklists	Take notes on any interesting anecdotes you may encounter.	Formative and Summative
Investigative Projects	Tell your students they need to look into a problem or question that has been raised in class.	Summative
Extended or Unit Projects	Participate in the application of one's knowledge and talents within a setting that lacks framework.	Summative
Portfolios	Assist the students in compiling and commenting on a relevant set of data they have generated themselves.	Formative and Summative

Angelo & Cross (1993) Classroom Assessment Techniques: A Handbook for College Teachers. San Francisco: Jessey-Bass Eberly Center for Teaching Excellence, summer 2000.

#### **2.2.4 Christian Religious Studies Assessment Strategies**

Christian Religious Education is an optional subject in Secondary Schools according to the Kenyan education curriculum. The objective of CRE is to provide spiritual, social and moral knowledge that would impact the learner's social skills in the future. Apart from Kenya, CRE is an examinable subject in other African countries like Nigeria and Uganda. There have been debates on whether CRE is suitable for examination with those against it claiming that the scripture is not examinable. Treating religious knowledge as a subject for examination leaves a lot of room for speculation by teachers and learners. CRE is a unique subject because the demands on teachers are beyond the curriculum requirements and effective learning depends on other issues altogether. For instance, a teacher's integrity in terms of faith and lifestyle will affect their approach towards instruction (Lucas & Spencer, 2013).

Teachers must develop teaching methodologies that stimulate interest in the subject. CRE may require special instructional techniques such as life approach. This is the use of real life examples to explain concepts. As scholars explain it, God speaks through experiences and circumstances (O'Grady, 2013). Yegon (2015) observed that the majority of CRE teachers are preachers since they fail to observe the requirements for adequate planning and proper delivery. Learning, assessment and instruction of CRE is therefore a significant inquiry in the science of measurement and evaluation (Yegon, 2015).

### **2.2.5 Christian Religious Studies Competencies**

The success of students at times depends on the professional and personal qualities of the teacher. Byaruhanga (2018) outlined the following as the qualities of a good teacher of Christian Religious Education: acculturation, guide, competence, communicator, Christian religious principles, perseverance, responsible. Imaginative, and humor. According to Amugah (2017) acculturation entails the teacher's competency in modifying groups' and individuals' culture, behavior, beliefs and values by borrowing from or adapting to other cultures. Njoku and Njoku (2015) state that a good teacher of Christian Religious Education should be seen as a provider of culture and one who is cultured. He or she must be knowledgeable in culture and its values and be ready to transmit it to the students.

Byaruhanga (2018) argue that a good teacher of Christian Religious Education should have the ability to identify a potential in a student and help such student to realize the potential. As in the past a good teacher of Christian Religious Education tried to mold the student to be like him or her or still better than him or her. In the contemporary times, a good teacher of Religious Education notices the student's fears, anxieties, and shortcomings, and has the confidence that there is something that needs to be developed in the student and works towards it by having a friendly relationship with the student which eventually arouses the interest of the student to learn (Njoku & Njoku, 2015). A good teacher of Religious Education should know the level of understanding of the students for him or her to know the appropriate teaching methods or techniques to teach the students.

A good religious education teacher should be conversant with the syllabus (Byaruhanga, 2018). This can only be realistic if the teacher is able to overcome some of the uncommon

failures in the teaching of the subject. These uncommon failures in the presentation of the subject matter can be overcome if, the teacher knows the general aim of teaching the subject. This knowledge helps the teacher in gathering important materials and in choosing relevant methods to be used in teaching. The teacher of Religious Education should be well trained in the skills of teaching the subject. Teachers should engage in refresher courses, seminars and conferences to get updated and add to their former training as the teaching skills change from time to time.

According to Amugah (2017) good teacher of Christian Religious Education should have communication skills. Communication is more than writing notes on the chalkboard or lecturing. It is more than asking questions about facts and term it a discussion. Communication means transmitting facts from the teacher to the students. If the student does not get the message, it then means that communication has not taken place. Good teachers are those who have developed strong communication skills to enable them transmit messages to different students with different temperaments.

Furthermore, Lase et al. (2021) state that good Christian Religious Education teacher is expected to follow the Christian Religious Principles which will help the students to reach the required highest religious purpose in life. In the course of teaching the Christian Religious principles to the students, the teacher should not in any way present the traditions and dogmas of other religions in a sense that is inappropriate, but speak positively about other religious denominations and traditions (Ferreira et al., 2020). Care should be taken by the teacher not to stick to his or her own religious views, thereby disregarding the views of the students. Eltahir et al. (2021) argue as usual teachers experience difficulties in the

teaching – learning process. This is as a result of the existing nature of the teaching and learning process. The teacher should be courageous not to accept defeat. The teacher of Christian Religious Education should develop a positive attitude towards the subject, and this attitude comes from preparing lessons, schemes of work and methodology in delivering the lesson. With this the teacher will enjoy the teaching-learning process as he or she will enter the classroom fully prepared to deliver lessons to the students for the acquisition of knowledge, skills and development of acceptable attitudes.

Good teachers of Christian Religious Education should be responsible. In Christian Religion, this quality is measured in terms of how much the teacher is interested in the subject and in the students. If a teacher has no interest in the subject and in the students, the result is a negative attitude portrayed by the students towards the subject. The teacher must be committed to the students to enable the student achieve his or her purpose (Dontre, 2021). According to Lase et al. (2021) responsible teacher enjoys teaching the subject and places students at the centre of everything. Njoku and Njoku (2015) add that a good teacher of Christian Religious Education should be able to instill imaginative quality in the students for them to be interested in the subject. For this quality to be developed, the teacher should have well-prepared lesson plans. When a teacher is imaginative, the teaching-learning process becomes lively as he or she answers correctly questions posed by the students. In this way, the teacher will be able to guide the students in facing challenges from scientific and social changes. For the teacher to develop imagination he or she should be flexible and always ready to accept suggestions from students. A sense of humor is useful in the Christian Religious Education class. A teacher's sense of humor is seen in the way he or

she shares with students some amusement in a situation (Ene, I. & Iuliana, 2015). Such amusement might be a joke. A teacher will gain his or her students' confidence by being efficient and showing polite respect for students and humor. The teacher's sense of should be such that he or she exercises order and control of the class. The teacher should be conscious of making jokes so that the students will not be tired of constant jokes. The ability to employ humor to yield good result and establish a friendly atmosphere without being too friendly, requires high discipline on the teacher's side.

### **2.3 Theoretical Basis**

The theoretical basis for studying classroom assessment features several areas in the educational psychology learning theories, and motivation. Social learning theory and learning measurements ensure validation, reliability of the theory, formative and summative assessment theories.

#### **2.3.1 Theoretical Basis of Classroom Assessment**

#### **2.3.2 Theories of Learning Guiding CA**

##### **a) Constructivism Theory**

In the realm of education, constructivists use both the learning theory and the epistemology, both of which combine how people learn and knowledge of the natural world. The philosophy of constructivism advocates for a more active role for students in the educational process than passively receiving content. Each person's view of the world is a product of their unique combination of past experiences and internal processing of those

events. They also incorporate newly learned material into their existing body of information (schemas). According to John Dewey cognitive psychology support the central ideologies of the constructivism for educators, curriculum developers, and psychologists in classroom Assessment. Piaget, Plato, and Vigotsky concur that learning is not understanding the actual nature of lessons on the principles of learning.

### **b) Social Learning Theory**

Social Learning Theory, developed by psychologist Albert Bandura (1969), posits that individuals learn through observing and imitating the behaviors, attitudes, and emotional reactions of others. This theory emphasizes the importance of social interactions and modeling in the learning process. When applied to classroom assessment practice and student performance, Social Learning Theory offers valuable insights into how students acquire knowledge, skills, and attitudes through their interactions with peers, teachers, and the learning environment.

In the context of classroom assessment, Social Learning Theory highlights the significance of modeling and feedback. Teachers play a pivotal role as models, demonstrating effective study strategies, problem-solving approaches, and critical thinking skills (Alkharusi, 2008). By showcasing these behaviors, educators provide students with concrete examples of successful learning methods. For instance, when instructors discuss their own learning experiences or showcase how they approach complex problems, students are more likely to internalize these strategies and apply them to their own assessments.

Moreover, Social Learning Theory underscores the importance of peer interactions in the assessment process. Students observe and learn from their classmates, witnessing diverse



approaches to challenges. Collaborative learning activities, such as group discussions or peer reviews of assignments, encourage the exchange of ideas and the sharing of different perspectives (Andrade, 2013). Through these interactions, students not only enhance their understanding of the subject matter but also develop crucial skills such as communication, teamwork, and constructive feedback.

Assessment feedback, a fundamental aspect of the learning process, aligns with Social Learning Theory principles. Constructive feedback, provided by both teachers and peers, serves as a powerful tool for shaping student behavior and improving performance (Shepard, 2019). When feedback is specific, actionable, and focused on the learning process rather than just outcomes, students are more likely to integrate it into their strategies for future assessments. Observing how others use feedback to refine their work further underscores the social nature of learning and assessment.

Furthermore, Social Learning Theory sheds light on the role of self-efficacy in student performance. Self-efficacy refers to an individual's belief in their ability to succeed in a particular task. In the context of classroom assessment, students who witness their peers' success and receive positive feedback from teachers are more likely to develop higher levels of self-efficacy (Shepard, 2019). As their confidence grows, they approach assessments with a more positive attitude and are more motivated to invest effort in their learning.

Therefore, Social Learning Theory offers valuable insights into the dynamics of classroom assessment practice and its impact on student performance. By emphasizing the influence of modeling, peer interactions, feedback, and self-efficacy, educators can create an

environment that fosters effective learning and supports student success. Implementing strategies that align with Social Learning Theory principles can lead to improved assessment outcomes and contribute to the holistic development of students as capable and confident learners.

### **c) Title's Theory for Classroom Assessment Practice**

The assessment framework and theory developed by Title (1994) may be used to conceptualize a teacher's views. Title did this so educators would have a better grasp of who their kids were as people. The following are highlighted as crucial components of this theory's approach to evaluating teaching and learning in the classroom: (a) Understanding and other forms of information processing and storage; (b) Assessment characteristics, embedding in practice, format and technique, scoring, assessment, preparation, and feedback.

In addition, Title (1994) brings up the point that there are two aspects of assessment that one must have a solid understanding of: the knowledge associated with teaching, and the knowledge about the assessment process. This research includes a broad variety of topics and topics related to teachers' belief systems, thus the self-knowledge of instructors on assessment techniques in the classroom plays a significant role. Such misunderstandings may extend beyond evaluation to other areas, such as teachers' understandings of professional expectations, norms, values, and their own efficacy. In addition to this, it was discovered that the belief systems of teachers have a significant role in shaping their overall pedagogical approaches (Black & Wiliam, 2010).

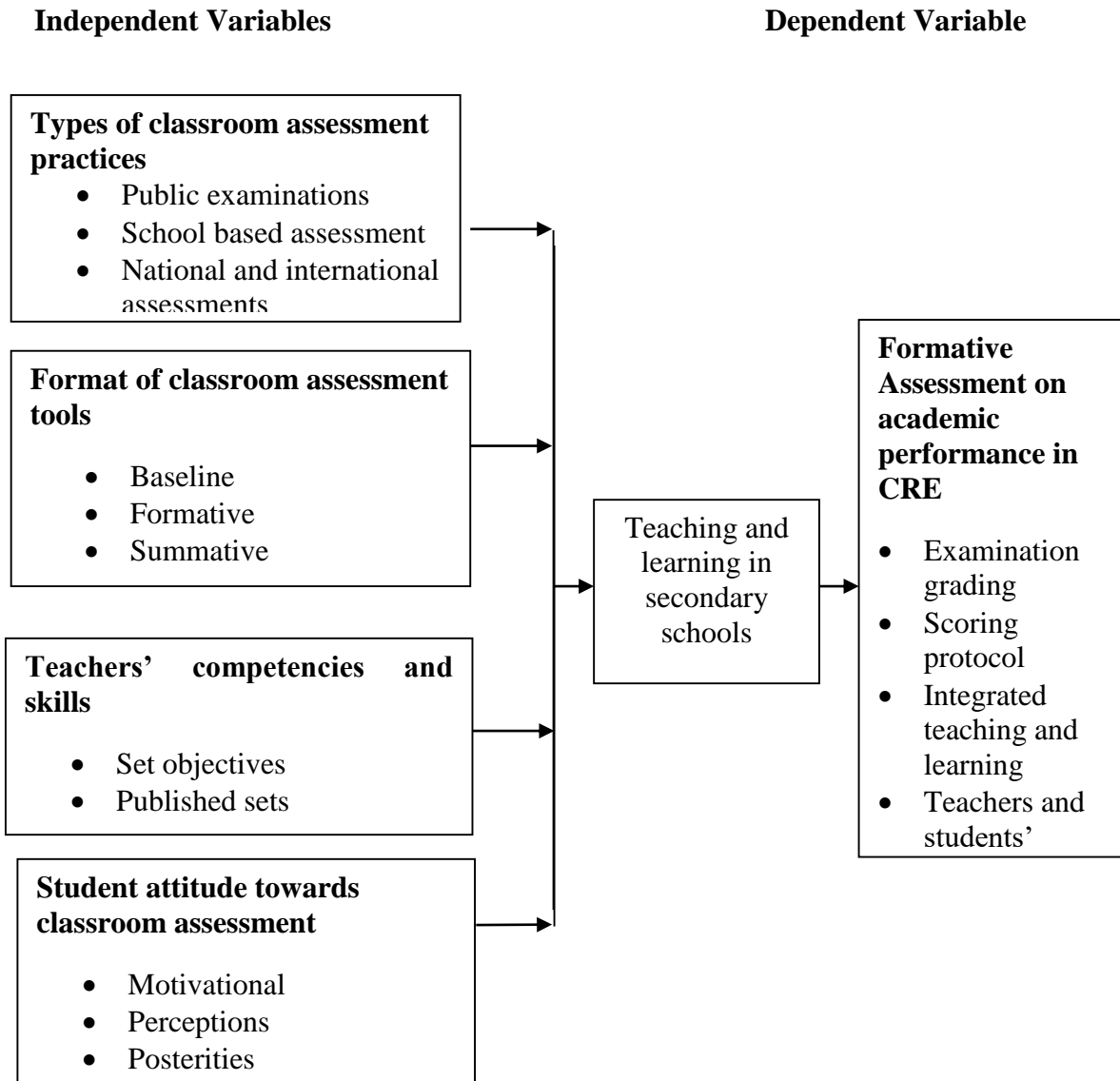
Teachers are more likely to view assessments as fair, meaningful, and useful if they are aware of how they affect students before, during, and after taking them. This is because teachers can use this knowledge to better tailor their instruction to meet their students' needs. There is a possibility that teachers have preconceived notions regarding the effects that standardized testing has on them personally, such as the necessity of receiving training on specific subjects or problems, or the provision of, or lack of provision of, information that is helpful in the classroom (Black & Wiliam, 2010).

These are some of the factors that were considered while designing this research. This theory is thus applicable for this study as it will show how teachers will evaluate different methods of students' learning assessment in CRE as well as adopt different formats of assessing knowledge abilities in the continuous pedagogical process. The theory's tenets on the beliefs of both the students and the teachers will give a synchronic balance on the measure of acquired attitudes, beliefs and perceptions about CRE subject.

## **2.4 Conceptual Framework**

The idea implies that several factors, such as assessment instruments, how instructors in schools utilize assessment tools, teachers' abilities and competences, and assessment procedures to evaluate students' learning, all have an impact on assessment activities in the classroom. Later on, a presentation might be structured using a conceptual framework,

which can be thought of as a collection of key concepts and principles drawn from relevant areas of study. The schematic diagrams that are provided below will not only serve to direct the investigation, but they will also demonstrate the interplay among the important factors that are being investigated, as is seen in the following illustration:



**Figure 2.1: Relationship between classroom assessment practices and academic performance in CRE**

The interplay of the variables presented in the figure above shows the relationship between the independent variables (classroom assessment practices) and the dependent variables (academic performance in CRE). The variables show the indicators that influence the

significant relationship between the assessment factors and learners' achievement in public secondary schools.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter covers the study design, sample selection techniques, research instruments, validity and reliability of the research tools, as well as ethical aspects. In addition to that, this chapter provides an overview of the procedures that were implemented for the data analysis and field research.

#### **3.1 Research Design**

Because of its suitability and usefulness in gathering the data needed for the investigation, the quantitative research design of a descriptive study was selected. Using statistical or numerical methods, quantitative studies provide measurable data from surveys and questionnaires (Babie, 2010). Conducting qualitative research emphasizes on the use on computational techniques in manipulating pre-existing statistical information (Muijs, 2010). In order to generalize about a population or issue, quantitative studies gather massive volumes of numerical data. This study's research plan is the best option since it aims to provide a snapshot of how teachers are currently using assessment data to inform instruction and improve CRE students' academic outcomes.

#### **3.2. Sample Selection**

Students from all 42 of Kitui Central Sub County's public high schools were considered for this study. The purpose of taking a sample is to have a manageable subset of the overall

population to study (Morkeh, 2011). Principals, CRE department heads, CRE instructors, and students in Form 4 across 42 public secondary schools made up the target audience. Purposive sampling was used to sample a third of the teachers based on the recommendations from Best and Kahn (2006) that 30 percent sample is representative for the any social science studies.

### **3.2.1. Selection of Schools**

In Kitui Central Sub County, which is one of the county's sixteen sub-counties, there are 42 public secondary schools. Thirteen schools, or 30% of the schools in the system, were selected at random to take part in the research. Given the researcher's time and resources, a sample of this size was selected to ensure that each region's schools would be adequately represented. Simple random sampling was used sample the schools by giving them a fair chance for selection. The researcher designated the schools a number and pick pieces of papers representing the schools and the first selected schools took part in the study. Thus, the study participants were drawn from the selected schools.

### **3.2.2 Population Selection**

Determining a sample size depends on how much information is needed to establish sound conclusions about a research. The likelihood of reducing the amount of mistake increases as more data is available (Abraham & Russell, 2008). The study's sample of respondents were selected on the basis of certain characteristics deemed necessary for reliable participation in order to guarantee that they are representative of all relevant subgroups



(Gay & Airasian, 2009). Using census sampling, we picked 13 principals and 13 HODs from the schools that meet our criteria for this research. A total of 26 CRE instructors were chosen by a systematic selection of 2 teachers from each of the sampled schools' 4 classes. Thus, the total sample comprised of 13 principals, 13 HODs, and 26 CRE teachers.

### **3.3 Data Collection Instruments**

The study will use questionnaires for data collection because they are time saving and anonymous to ensure confidentiality of the respondents' privacy. Because of the brevity and literate nature of the intended respondents, as well as the consistency with which the questions were asked, the questionnaire will be a good choice. Similarly, if respondents are not identified, they are more likely to answer honestly to even the most personal inquiries (Nkongolo, Chinthu, & Vokhiwa, 2008). There were four sets of questionnaires which include principals' questionnaire, HODs questionnaire, CRE teachers' questionnaire and students' questionnaire.

#### **3.3.1 Description of Instrument**

The CAPS survey was used to obtain information on teachers' methods of conducting classroom evaluations. The research adopted a questionnaire from Jophiel Ekhuya Mukhwana, a M. Ed students from Moi University, who authorized the use and modification of the research tool to fit to the needs of the current study. There were 68 questions in the poll, and they were all designed to help shed light on certain parts of new international standards for measuring what are known as "global competences" in the twenty-first century. The group has settled on four main sections for the survey. The report

begins with a breakdown of the sample population's demographics. Such details as gender, age, education, years of experience, speciality, normal weekly session length, and the degree of extracurricular test practice, if any, are included (7 items).

Two subparts make up the second section. The first is designed to collect data (through closed-ended questions) on how often teachers include various forms of assessment into their regular lesson plans and pedagogical practices (15 items). The second section consisted of a three-point scale that aimed to ascertain how important teachers saw the item's Bloom-taxonomy-related capacity in guaranteeing 21st-century growth and, by extension, high-quality teaching (12 items).

In the third part, the degree to which different classroom evaluation procedures are used by instructors is discussed. A scale of three points, ranging from "Not used" to "a greater extent" will be used, and 19 including a total of sixteen elements was used. The goal of classroom assessment, their thoughts on how tests should be constructed, and how they should be graded were discussed in the fourth session, which focused on the quality of the assessment training that instructors get (18 items). A 5-point Likert- Scale ranging from "Strongly Disagree" to "Strongly Agree" options will be used to measure such perceptions.

### **3.4 Validity and Reliability**

The validity and reliability of the research instrument was determined by conducting a pilot study in two schools in the Sub-County that were not included in the main study. The

instruments were revised or eliminated once the pilot study is finished if it is determined that they are not adequate for use in the evaluation of the study variables. A test-retest approach was utilized to check on the dependability of the research tools, and expert views or judgment was used to guarantee that the content is genuine; this enabled for suitable modifications to be made on the instruments.

### **3.5 Data collection Procedure**

After clearing with the university department, the researcher sought a research permit from the National Commission for Science, Technology and Innovations (NACOSTI). The researcher then proceeded to notify the Sub-County director of Education on the intentions to collect data from the selected secondary schools. Further prior booking with the principals and rapport created with the sample respondents to give them the intentions of the study by assuring them of confidentiality. Data was collected using self-administration procedure where the researcher booked appointments with the appropriate respondents and drop-and pick latter method for the questionnaires in the sampled schools.

### **3.6 Data Analysis technique**

The provided information was first checked for completeness and accuracy. Following that, the data was coded to ensure that they provide answers to all of the study variables. SPSS was used to compile the results of the questionnaires, which included all of the data collected. This software was used to produce illustrative statistics, as well as images, tables, and charts. The qualitative data was coded into themes, patterns, and concepts to answer

the research questions posed by the independent variables. To find out what kind of relationship exists between the two sets of data, we'll use inferential statistics like the coefficient of correlation and the chi-square test. Insightful inferences about classroom evaluation methods may be gleaned from the descriptive statistics analysis.

### **3.7 Ethical Considerations**

Ethical and logical concerns of the study were considered to ensure that the study is collected within the appropriate boundaries. First, the researcher convinced the subjects that their privacy would be protected since their responses would be utilized only for scientific study. No monetary incentives were awarded to the respondents as motivation for them to take part in the study. The researcher issued respondents with a consent form to ensure that provided information is truthful and also censured that they commit to giving their feedback in timely manner.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF THE FINDINGS

#### 4.0. Introduction

The topics of data analysis, presentation, and discussion of the data gathered in the field were covered in chapter four. The data were then scrubbed, coded, and put into the SPSS program in order to prepare it for analysis. The presentation starts with demographic analysis of the respondents, analysis of the dependent and independent variables in terms of means, percentages.

#### 4.1 Background information of the respondents

The goal of this section was to compile basic demographic information on the respondents, such as their age, gender, education level, and years spent in school. Table 4.1 displays the results of their replies.

**Table 4.1: Background Information**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	33	65
Female	10	35
<b>Total</b>	<b>43</b>	<b>100</b>
<b>Age</b>		
25 - 29yrs	9	31
30 - 39yrs	25	49
40 - 49yrs	8	18
50 or more yrs	1	2
<b>Total</b>	<b>43</b>	<b>100</b>
<b>Academic qualification</b>		
Diploma	4	8
Bachelor degree	36	86
Masters	3	4
<b>Total</b>	<b>43</b>	<b>100</b>
<b>Teaching experience</b>		
1-5 years	11	22
5-10 years	10	29
10 years and above	22	49
<b>Total</b>	<b>43</b>	<b>100</b>

According to Table 4.1, the majority of instructors (65%) are men, whereas only 35% of teachers are women. This disparity can be seen when comparing the two numbers. Table 4.1 further shows that 49% of the instructors were between the ages of 30-39 years old; 31% were between the ages of 40-49 years old; 18% were between the ages of 25-29 years old; and just 2% of the instructors were 50 years old or older. No educator who was younger than 25 years old took part in the research. According to the data, the majority of instructors in secondary schools had Bachelor of Education degrees, accounting for 86% of the teaching force. In comparison, teachers with diplomas made up 8% of the teaching force, while teachers with master's degrees made up just 4% of the teaching force.

#### 4.2 School's Background

**Table 4.2: School's Background Information**

<b>School characteristic</b>		<b>No. Of Schools(n)</b>	<b>Percentage of Schools (%)</b>
Class size	30 - 39	23	45
	40 - 49	18	35
	50 or more	10	20
Lessons per week	12 - 19	10	20
	20 - 29	40	78
	30 or more	1	2
School average mean in the last 3yrs	Below 4.000	16	31
	4.000 - 8.000	26	51
	8.001 - 12	9	18

Class sizes of 30–39 students were reported by 45% of schools, as seen in the data table (4.2) above. There were no schools in the study with class sizes below 30, while 35% of schools had class sizes of 40-49 pupils. Only 20% of schools had classroom sizes of 50 or more students. The workload for the majority of instructors, as shown by the chart, is between 20 and 29 lessons per week, accounting for 78% of all teaching positions. Only 2% of the teaching staff had workloads that were more than 30 classes per week, while 20% of the teaching staff had workloads that were lower than 20.

According to the table, the majority of the CRE teachers who took part in the research came from schools with an average performance on the national public examinations known as the KCSE. The data shows that 51% of the educators came from institutions with a mean performance between 4.000 and 8,000 over the past three years, while 31% of the educators came from institutions with a mean performance below 4.000 and 18% of the educators came from institutions with a mean performance above 8,000. Due to the fact that they were too busy preparing their students for the 2014 KCSE test, the vast majority of CRE instructors working at schools whose three-year average in KCSE scores was higher than 8,000 could not be located to fill out the questionnaire.

### **4.3 Classroom Assessment Practices**

Regular methods of evaluation used by CRE instructors at the secondary level.

**Table 4.3: Common Classroom Assessments Practices used in teachingCRE by CRE teachers**

<b>Assessment Practices</b>	<b>Never</b>	<b>Seldom</b>	<b>Sometime</b>	<b>Often</b>	<b>Always</b>	<b>Never</b>	<b>Seldom</b>
Discourse	0%	0%	2%	43%	55%	Discourse	0%
Observation	2%	0%	20%	65%	14%	Observation	2%
Student Self-Assessment	0%	4%	58%	26%	12%	Student Self-Assessment	0%
Peer Assessment	2%	20%	58%	14%	6%	Peer Assessment	2%
Own Production	2%	41%	27%	14%	16%	Own Production	2%

According to Table 4.3, the majority of instructors' classroom assessment procedures consisted mostly of speech (55%) and observation (14% always and 65% frequently). This was the case for most classes. The utilization of student self-assessment (26% of the time) and students' own creation (14% of the time) is common in CRE classrooms. The CAPs with the lowest use rates were the peer evaluation (6%), projects (6%), and portfolio (2%). The researcher came to the conclusion that educators had received a little amount of training in the use of these CAPs. This was made more obvious by the fact that the majority of DOSs were unable to explain the phrases in accordance with the interview schedule.

#### **4.4 Structure of the Classroom Assessment Instruments**

Common evaluation strategies and formats utilized by CRE teachers in CRE classes taught at the secondary school level. The question was posed to CRE instructors working in secondary schools, asking them how often they used the various assessment tools and



formats mentioned for grading in their CRE courses.

**Table 4.4: Common Assessment Tools/Formats used in the CRE Classes by CRE Teachers**

<b>Attribute</b>	<b>Never</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
Select-type items	67%	22%	6%	6%	0%
Closed-open questions	12%	33%	47%	8%	0%
Open-open questions	4%	20%	46%	18%	12%
Extended response open					
Questions	2%	6%	69%	16%	8%
Super items	2%	37%	31%	16%	14%
Multiple-question items	8%	49%	29%	8%	6%
Essays	10%	10%	39%	37%	4%
Oral tasks and interviews	6%	24%	45%	22%	4%
Journals	8%	51%	27%	8%	6%
Concept mapping	8%	55%	20%	8%	10%
Progress-overtime tests	8%	49%	10%	16%	18%

Sixty-seven percent of CRE educators surveyed in the research reported never using select-type items in their classes, while only six percent reported using them often. These results are shown in Table 4.4. Forty-seven percent of the instructors reported sometimes using closed-open questions, while just eight percent said they did it often when assessing pupils. 12 percent of CRE teachers claimed to always use open-ended questions, while 4 percent claimed to never use the same assessment method again.

Only 6% of the instructors who took part in the research claimed that they only used extended answer open questions very seldom, whereas 8 % said that they regularly utilized

them. Only 2% of teachers said they never use anything like a super item in the classroom, whereas 14% said they usually did. Although 49% of respondents seldom used multi-question questions and 8% claimed they had never used this, 6% of instructors indicated they regularly used it in the classroom. Participants reported using essays as an assessment tool 39% of the time, 37% of the time, 4% of the time, and 10% of the time, respectively.

Participants were also asked how often they used essays as an assessment tool, and 10% of those polled reported never using them. Only 4% of those who participated in the survey stated that they always used oral tasks and interviews as an assessment tool in their CRE classes. However, 45% of those who participated in the survey stated that they sometimes used the same, and 6% of those who participated in the survey stated that they never used the same. Fifty-one percent of those surveyed responded that they only sometimes use journals as an assessment tool, and eight percent answered that they never use journals at all.

The percentage of CRE instructors who reported always using journals as evaluation methods was just 6%. 10% of those polled indicated they always utilized idea mapping, while the other 55% stated they only used it seldom. A ratio equal to 8% of respondents indicated they never used idea mapping, while 8% of respondents claimed they used it regularly. 18% of those who participated in the survey said that they have continuously employed progress-overtime exams. In the evaluation process, 49% of respondents

answered that they had very seldom used the same tool, whereas 16% said that they had used the tool often, and 6% said that they had never used the same tool.

#### 4.5 CRE Teachers' Competencies and Skills

Information gleaned through in-class assessments is used by high school CRE teachers. Teachers of CRE courses were polled on how often they would utilize assessment data gleaned from their students to award grades or marks, give feedback, identify learning issues and report to parents, place students in various courses, and prepare for future lessons. Table 4.5 and picture 4.5 indicate the outcomes of their responses.

**Table 4.5: Use of Assessment information gathered from Students by CRE Teachers in the Classroom**

Attribute	Don't use	To some extent	Extensively	To a great extent
1. Student's grades or marks	2%	4%	57%	37%
2. Commentary given to the pupils	0%	6%	63%	31%
3. Determine the causes of the pupils' academic struggles	0%	25%	47%	27%
4. Communicate with the parents	0%	57%	37%	6%
5. Put pupils in the appropriate classes or on the appropriate paths.	0%	71%	24%	6%
6. Plan for future Lessons	2%	31%	49%	18%

Table 4.5 and Figure 5 demonstrate that 37% of CRE teachers used the results of the exams to determine students' final grades, 31% used the results to provide constructive criticism,

and 27% used the exams to identify students' strengths and weaknesses in learning. Only one-eighth of teachers used student evaluation data to shape future lessons. Fewer than one-in-ten CRE teachers said they had used the data to influence parent communication or student placement.

#### **4.6 Students' Attitudes Towards Classroom Assessment Practices**

When evaluating students' progress in the CRE classroom, CRE instructors use the skills outlined in the CRE curriculum. Teachers were polled on whether or not they considered having students engage in CRE-related activities like communicating, representing, analyzing relationships, problem solving, using aids and tools, using symbols and formal language, modeling, creating CRE arguments, and reasoning as they created assessment tools and how often they used the same in classroom assessment. The replies of the CRE instructors who took part in the research are shown in Table 4.6 below.

**Table 4.6: CRE Competencies applied by CRE Teachers when assessing students in the CRE class**

<b>CRE Competencies</b>	<b>Never or almost never</b>	<b>Some lessons</b>	<b>Most lessons</b>	<b>Every Lesson</b>
1. Communication	2%	31%	65%	2%
2. Representation	0%	65%	29%	6%
3. Problem solving	0%	35%	51%	14%
4. Aids and tools	0%	78%	22%	0%
5. Symbols and formal language	4%	61%	27%	8%
6. Modeling	8%	75%	16%	2%
7. CRE argumentation	6%	73%	20%	2%
8. CRE reasoning/thinking	4%	57%	29%	10%

According to Table 4.6, the CRE instructors utilized items that assessed on communication in most of their courses, but just 2% of them used them in each and every one of their sessions. 51% of the instructors utilized things that assessed students' ability to solve problems in the majority of their lectures, whereas 14% used the same thing in each and every one of their classes. However, just 10% of the instructors utilized the same item in each and every class whereas 29% of the instructors used things that assessed on CRE reasoning and thinking. Furthermore, 29% of CRE instructors who responded to the study said they utilized assessment tools with questions that evaluated on representation in the majority of the courses they taught, and 6% said they used the same assessment tools in every class they taught.

Only 8% of CRE teachers reported using objects in every class that encouraged students to use symbols and formal language, while 27% reported using such items sometimes. 22% of the CRE teachers in the study said they used items in most of their courses that tested on the use of aids and tools to solve CRE problems; however, no one used the same item in every single session. In most of their classes, 20% of the instructors stated they utilized things that were assessed on the CRE argumentation, but just 2% claimed they used the same thing in each and every one of their classes. In conclusion, 16% of the CRE instructors said that they included activities that required students to model into the majority of their classes, while just 2% claimed to have done so in each and every one of their courses.

## **CHAPTER FIVE**

### **SUMMARY, IMPLICATIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides an overview of the study, as well as its results, the conclusions that were drawn from the findings of the study, and the suggestions for various courses of action by the responsible authorities and for further research.

#### **5.2 Summary**

The results presented in chapter four of the research indicated that CRE instructors in secondary schools located in the Kitui Central Sub-County were using a wide range of classroom assessment procedures (CAPs), as were shown by the findings of the study. The primary CAPs consisting of students' own creation and projects, as well as dialogue and observation from other sources.

Conversations, talks, and other types of discourse with students fall under the umbrella of "personal communication" (Stiggins and Chappius, 2002). This kind of evaluation includes, but is not limited to, the use of questions posed by the instructor during the course of teaching, monitoring student responses to classroom activities, and oral exams. The instructor can articulate, elaborate, demonstrate, and defend CRE principles and concepts. Observation, on the other hand, falls under the rubric of performance evaluation since it requires the observer to take in external data (such as actions or outcomes) and formulate an appropriate response (Kuls, et al., 2001; Angelo and Cross, 1993) Oosterhof (2003).

Projects provide students the opportunity to work on assignments over a longer length of time, instilling a sense of responsibility and the needed organizational and research skills, while student productions give students a platform to share their own ideas for tackling CRE challenges. Using student self-evaluation, peer assessment, and portfolio usage were all found to be underutilized or ignored by CRE instructors at secondary schools in the Kitui Central Sub-County. Researchers revealed that CRE educators lacked familiarity with and knowledge on how to effectively use CAPs. When asked to define these CAPs, different DOSs came up with different meanings, proving that there is no universally accepted description.

Written tests/quizzes and class exercises/assignments, frequently created by instructors themselves, were the most prevalent CAPs being employed, as reported by the DOSs contacted. Teacher-created assessments are extensively utilized in schools and classrooms, which is consistent with the findings of Gaume and Naidoo (2004) and Omoifo (2006). In most high schools in Kitui Central Sub-County, interviews with directors of studies revealed that projects, tasks, and presentations were not often employed as CAPs.

The research showed that CRE educators consistently used a wide variety of assessment strategies and forms, including but not limited to open-ended questions, essays, super items, oral activities, and interviews. Most schools never or seldom employed CRE CAPs that included select-type items, open-open questions, multiple-question items, diaries, or concept maps.

Based on the provided examples in Chapter 4, it seems that CRE instructors in secondary schools in Kitui Central Sub-County routinely utilized assessment information acquired from students in CRE courses to award grades or marks, offer feedback to students, and diagnose students' learning issues. The purpose of giving students feedback is twofold: to help them correct their mistakes and to open a dialogue about how they might grow as learners. Results showed that CRE teachers seldom used CAP data to accomplish things like report to parents, place students in appropriate programs or tracks, or plan for future sessions. Findings from this study indicate that problem-solving, communication, and CRE reasoning/thinking items predominate on the assessment instruments and tools designed by CRE instructors at secondary schools in Kitui Central Sub-County for use in classroom assessment. In addition, most classes had tasks that called for the use of symbolic notation and the application of proper English language skills. Few or none of the resources designed for use in CRE courses actually tested students' ability to argue, model, or otherwise utilize CRE-specific aids and tools effectively.

### **5.3. Implications**

Assessment in the classroom is most beneficial to students' learning when it is carried out in line with assessment for learning principles (William & Black, 1996). The level of commitment to applying assessment procedures formatively for the benefit of students is inversely linked to the quality of assessment conducted in the classroom. According to the latest thinking in the field of assessment, classroom evaluation should be seen as a collaborative effort between the teacher and the students. This new paradigm encompasses



the forms of CAPs known as self- and peer-evaluation by students, as well as personal creations and portfolios. The inference here is that the new CAPs relate assessment to assisting students in learning, in contrast to the old focus on tying assessment to categorizing and evaluating pupils (Buhagiar; 2007). Based on the results, the kinds of CAPs that were used often and those that were used seldom, as indicated above and shown in figure 4.3, were universal across the different types of schools. The thinking behind this is that since all CRE teachers have equivalent university training, they would most likely use comparable methods of assessment and grading with their students. Recent research has shown that children in middle school gain the most from classroom experiences that are meaningful and practical, have a collaborative focus, and give students a voice in the classroom's decision-making process (Eggen et al.,2001; Messick et al.,1992).

When it comes to evaluating the CRE process and CRE abilities, it is important to keep in mind that the complexity of CRE and the interdependence of the processes that make up CRE have significant consequences for evaluation. An evaluation scheme that relies only on written examinations taken using a pen and paper will fail to take into account a significant portion of the CRE procedures. When it comes to capturing the complexity of CRE, an evaluation program that makes use of a wide array of methods and instruments will be more suited. Students are given the opportunity to develop and demonstrate their problem-solving, communication, critical thinking, and persistence abilities via the completion of rich CRE activities. In addition, students who make timely use of self-assessment are better able to cultivate metacognitive skills, which are widely

acknowledged as being essential to the process of learning CRE. These skills include having a favorable attitude toward CRE and taking responsibility for one's own learning, among other things. Assessing students in a way that involves observing them and having conversations with them provides instructors with a window into their students' thought processes and the approaches they use to resolving issues. Students benefit from having comments and anecdotal feedback provided to them so that they may assess the procedures that they have mastered successfully as well as those that need additional growth. A job as challenging as administering such a testing scheme falls on the shoulders of the educators.

However, Suurtamm (2004) suggests that the complete spectrum of material and CRE processes should serve as a basis for curriculum, teaching, and, most importantly, evaluation if students are to acquire CRE expertise. Lastly, the OECD's CRE Literacy framework for PISA (Cappo & de Lange, 1999) suggests that all levels of competencies should be included in all examinations, but that the lowest ones should be emphasized since they need less time to administer. Time rather than money should be used to divide the three levels. For both group and individual feedback, it is essential to keep track of how many items are at each level and how well each student is doing relative to those levels. As a result of this investigation, it seems that there should be a change made to the way that measuring is taught in undergraduate programs for teacher education.

## **5.4 Conclusion**

The best practices for assessment in secondary schools should encourage the use of a variety of assessment tools to ensure that the "whole range of outcomes intended; namely, knowledge, thinking processes, products, and attitudes" are measured (Gripps, 1994). In general, the outcomes will be more accurate and dependable if more assessment techniques are used. The results of this study stress the importance of preparing educators to employ a wide range of assessment strategies, including students' own self- and peers'-evaluations, classroom observations, portfolios, and graded performances. These CAPs push students to become more proactive in their education by requiring them to think creatively, come up with original answers to challenges, and work in groups.

The results also highlighted the need of using assessment data to influence instruction, inspire students, and initiate conversations with parents, highlighting the importance of this topic as a whole. Equal access to assessment data is required for all stakeholders in the educational process if desired outcomes are to be realized. It was found that there is no one method or instrument that can be relied upon to provide a valid and reliable evaluation of the whole breadth of CRE competences. A wide range of skill sets are required for various CAPs. For this reason, a battery of CAPs is used to ensure that the whole spectrum of CRE skills is accurately reflected during evaluation.

## **5.5 Recommendations**

- a) The Kenyan government's Ministry of Basic Education has to institute rules and

- procedures to guarantee that secondary schools in the country employ a variety of case-separated values (CAPS). There has to be a unified stance on this that all institutions can benefit from.
- b) In order for CAPs to be used effectively in secondary schools, educators need get training on their usage in higher education institutions. The interviews revealed that when the DOS's were asked to define various sorts of CAPs, it was clear that CRE instructors had little to no expertise with or training in the usage of these CAPs.
- c) Considering the intricacy of in-class assessment and the lack of available information concerning instructors' knowledge and techniques in this area, it is clear that a systemic approach is required to aid in the enhancement of its quality. Teachers should be provided with ongoing professional development in the form of seminars and workshops so they can stay abreast of developments in the CAP implementation process, thereby increasing the likelihood that their students will achieve their stated learning goals and being assessed in a manner that takes into account teachers' CRE competencies.

## **5.6 Areas for Further Research**

This study's findings can only be taken as indicative of a larger trend if they are replicated in a larger number of Sub Counties and then compared and tested to see how widely they apply.

The idea that different parts of classroom assessment are interconnected was not supported by the findings of this research, which found no evidence that CRE instructors' frequent use of the suggested CAPs had any influence on the performance of their students. To evaluate the extent to which the proposed assessment techniques have an impact on student accomplishment, further study will need to examine each component of the practices on its own.

There is a need for further research to be done on the abilities of CRE instructors in terms of the development of assessment tools for CRE competencies, which are taught in CRE education. It will be fascinating to see, over the course of the next several years, how CRE skills will evolve, both from a research and a practice point of view. At the very least, putting the competencies on the agenda of CRE education would spark fresh perspectives on the purpose and value of such programs.

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**APPENDICES**

**APPENDIX I: QUESTIONNAIRE**

**SECTION A: DEMOGRAPHIC INFORMATION OF THE RESPONDENTS**

1. Choose your gender.:
  - Female
  - Male
  
2. Kindly indicate your age bracket
  - Below 20 years
  - 21 years to 30 years
  - 31 years to 40years
  - 41 years to 50years
  - 51 years and above
  
3. Indicate the highest education level attained.
  - Secondary education
  - College Diploma
  - Bachelor's Degree
  - Post Graduate Degree
  - Other academic qualifications

(Specify).....

4. For how many years have you taught
  - Less than one year
  - 1 to 3 years
  - 4 to 7 years
  - 8 to 11 years
  - More than 11 years

**SECTION B: Classroom assessment practices**

5. Please grade the following on a 5-point scale format where 1-*Never*, 2-*Seldom*, 3-*Sometimes*, 4-*Often*, 5-*Always*. Put 1,2,3,4 or 5 in the Ratings column. Think about the following things that happen every day in the classroom.

Item	Classroom assessment	Ratings
1. State how often you employ the following for assessment purposes in the daily classroom practice: -	Discussion, elaboration, justification, illustration, and comparison are all examples of discourse. (Aspects of logical thinking taught in CRE classrooms)	
	The purpose of observation is to evaluate students' individual and group performances, as well as to gauge how well organized students are and to gauge students' degrees of self-assurance when they participate in debate.	
	Students evaluate their own knowledge and progress via the process of self-evaluation, which encourages increased personal accountability for academic growth.	
	Students evaluate one another by providing feedback on oral presentations, grading paper-and-pencil exams, creating their own test topics, etc.	
	Students' own creations, in which they exhibit their own solutions to the challenges posed by CRE	
	Projects are work carried out over an extended period of time by individuals or organizations.	
	A portfolio is a collection of various pieces of work that are generally done on the same subject or issue for the aim of conducting an overall evaluation.	
2. Comment on how frequently you use the following evaluation methods	Decision-making items, such as multiple-choice, true-false, blank-filling, and matching questions	
	Both open-ended and closed-ended questions may be answered with a simple numerical or yes/no answer, definition, basic graph, or formula.	

and formats in your CRE course:-	Open-ended questions in which the student is expected to provide a response in the form of a number or formula, but the steps involved in arriving at that answer demand higher-order thinking.	
	Extended response, open-ended questions, with the expectation that the student would explain his or her thinking process as part of the answer.	
	Super items are activities or assignments that provide students with the chance to get engaged with a context or issue scenario by asking a succession of open questions that increase in level of difficulty.	
	<b>Essays-</b> efficient in assessing complex outcomes such as the capacity to develop, organize, integrate, and express oneself, as well as other capabilities that entail the generation and synthesis of ideas.	
	<b>Oral Tasks and Interviews</b> Appropriate subjects for a verbal conversation include common CRE issues, topics that include a take-home assignment and that are presented to the students for 20 minutes before to the discussion, and topics that cover a take-home task after the students have accomplished the work.	
	<b>Concept mapping-</b> used to illustrate how students perceive the interconnections between fundamental ideas or phrases included within a corpus of information.	
	<b>Progress- overtime tests-</b> The use of items or problems that are essentially identical in exams that are administered at various periods but are designed to be more difficult than the ones that came before them.	

**SECTION C: Use of Classroom Assessment information.**

6. How often do you use the assessment information you gather from students to...  
*Check one box in each row.*

<b>Item</b>	<i>None</i>	<i>Little</i>	<i>Quite a lot</i>	<i>A great deal</i>
a) Provide students' grades or marks?				
b) Give students feedback on their performance?				
c) Identify the problems that students are having with learning?				
d) Report to parents?				
e) Put students in different programs or courses?				
f) Prepare for future lessons?				

7. In your CRE lessons, how often do you ask students to:-

Check *one* box in *each* row.

<b>CRE competencies</b>	<b>Indicators</b>	<i>Never or almost Never</i>	<i>Some lessons</i>	<i>Most lessons</i>	<i>Every lesson</i>
Communication	A wide range of vocal and/or written expression on issues using CRE elements is possible (numbers, forms, objects, patterns, and data, etc.).				
	Acquire an understanding of the perspectives of others, whether they be written or vocal.				
Representation	Decode, understand, and differentiate between the many forms in which CRE things and situations are presented.				
	Tables, charts, and graphs should be used to illustrate and examine the connections.				
Problem solving	The numerous types of CRE issues (such as pure, applied, open-ended, and closed) should be posed, formulated, and made as specific as possible.				
	Find unique solutions for each kind of CRE challenge using a number of different approaches.				

Aids and tools	CRE practitioners should be familiar with and capable of using a variety of aids and tools, particularly those related to information technology, that may facilitate their work.				
	Be aware of the constraints imposed by such instruments and help.				
Symbols and formal language	Learn to decipher and analyze symbolic and formal language, as well as the connections between these types of language and normal language.				
	Work with expressions and statements that comprise symbols and formulae; make use of variables, solve equations, and carry out computations.				
Modelling	Interpret CRE models in terms of reality, and then reflect on, evaluate, and give criticism of both the models themselves and the outputs of the models.				
CRE argumentation	Acquire familiarity with the concept of CRE proof, how it distinguishes from other forms of CRE reasoning, and the steps necessary to build CRE arguments.				

	Ask questions typical of the CRE				
CRE reasoning/ thinking	Does there exist...? if there any, how many?				
	How can we locate...?				

## APPENDIX II: RESEARCH AUTHORIZATION



### UNIVERSITY OF NAIROBI

FACULTY OF ARTS

DEPARTMENT OF PSYCHOLOGY

Telegram: Varsity Nairobi

Telephone: 3318262-ext 28439

Telex: 22095

P.O Box 30197

NAIROBI

KENYA

22<sup>ND</sup> JUNE 2019

To whom it may concern

**RE: JOYCE NDANU MWEMA E58/80442/2015**

The above named is a student in the department of psychology undertaking a master's degree in MED (measurement and evaluation) at the university of nairobi. she is doing a project on '**Classroom Assesment Practices On Academic Performance**'

The requirement of this course is that the student must conduct research project in the field and write a project.

In order to fulfill this requirement, I am introducing to you the above named students for you to kindly grant her permission to collect data for her master's degree project

Yours sincerely

DR Karen Odhiambo

Coordinator

MED (MEASUREMENT AND EVALUATION) PROGRAMME

CC: CHAIR OF PSYCHOLOGY DEPARTMENT

DR. KIMAMO CHARLES



Jophiel Bahati Mukhwana Ekhuya  
St. Charles Humwend Secondary School  
14/08/2023

Mwema Joyce Ndanu  
M.Ed Student  
University of Nairobi

Subject: Letter of Authorization to Use Research Tools and Edit for Study

Dear Madam,

I am writing to allow your request for authorization to use my research tools and materials from my previous Masters project “TEACHERS OF CHRISTIAN RELIGIOUS EDUCATION IN THE TEACHING AND EVALUATION OF THE AFFECTIVE DOMAIN ACHIEVEMENTS IN SECONDARY SCHOOLS IN EMUHAYA SUB-COUNTY, VIHIGA COUNTY” for a study that you are currently conducting. The purpose of this study is for examination for the reward of your masters of education project.

Following your request to adopt my research tools I have made careful consideration to allow you to use my questionnaire and authorize that you can restructure or edit the items to suit your current study to ensure that the research tools and materials would greatly contribute to the quality and depth of your study. Therefore, if you identify the need to make certain modifications and edits to adapt these tools to the specific context of your study and the target population, please feel free to do so.

I am allowing your permission to use these research tools and materials for the following purposes:

**Data Collection:** The research tools will be used to gather valuable data from participants, enabling a comprehensive analysis of the research questions and objectives outlined in your study.

**Adaptation and Editing:** Make necessary modifications and edits to the research tools to ensure their alignment with the scope and focus of your study.

**Analysis and Reporting:** The data collected through these research tools will be analyzed to derive meaningful insights and conclusions.

I write this authorization following your request for formal authorization to use the aforementioned research tools and materials, as well as the permission to adapt and edit them as required.


Thank you for considering to adopt my past work to further the research needs. I am available to discuss any terms, conditions, or requirements you may have in connection with this authorization. I look forward to your positive response.


Sincerely,

Jophiel Mukhwana

[mukhwanajophielekhuya@gmail.com](mailto:mukhwanajophielekhuya@gmail.com)


**APPENDIX III: RESEARCH PERMIT**

  
**REPUBLIC OF KENYA**

  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **331794** Date of Issue: **16/November/2022**

**RESEARCH LICENSE**



**This is to Certify that Ms., Joyce Ndanu Mwema of, University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kitui on the topic: CLASSROOM ASSESSMENT PRACTICES IN PUBLIC SECONDARY SCHOOLS: ACADEMIC PERFORMANCE for the period ending : 16/November/2023.**

License No: **NACOSTI/P/22/21904**

**331794**

*Walter Mburu*