AN ASSESSMENT OF USE OF COMPETENCY BASED ASSESSMENT METHODS IN PUBLIC PRIMARY SCHOOLS IN MASINGA SUB COUNTY, MACHAKOS COUNTY, KENYA

BY

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DECLARATION

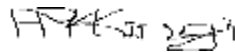This research project is my original work and has not been presented for an award in any university.

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This research project has been submitted for examination with our approval as University Supervisors.

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DEDICATION

I would like to dedicate this project research work to my dear husband Joseph

Musyoki and my beloved children Bryan, Victor and Elliana Florence. I also

dedicate it to my parents.

ACKNOWLEDGEMENT

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LIST OF ABBREVIATIONS AND ACRONYMS

CBA   Competency Based Assessment

CBC   Competency Based Curriculum

IAPS   Indirect assessment of Practical Skills

ICT   Information, Communication and Technology

KCPE   Kenya Certificate of Primary Education

KICD   Kenya Institute of Curriculum Development

MOEST   Ministry of Education Science and Technology

NACOSTI   National Council for Science and Technology Innovation

ABSTRACT

The objective of this study was to analyze the assessment methodologies employed by teachers in Competency Based assessment in public primary schools in Masinga Sub-County, Machakos County, Kenya. The study aimed to achieve the following objectives: to investigate the utilization of portfolios in assessing pupils' performance in Competency Based Assessment in public primary schools in Masinga Sub County; secondly, to determine whether teachers employ practical tasks to evaluate pupils' performance in Competency Based Assessment in public primary schools in Masinga Sub County; thirdly, to ascertain whether teachers utilize oral presentations in assessing pupils' performance in Competency Based Assessment in public primary schools in Masinga Sub County; and finally, to examine the methods employed by teachers in using skills rating scales to assess pupils' performance in Competency Based Assessment in public primary schools in Masinga Sub County. The study utilized a descriptive research approach and was based on the Constructivism Learning Theory. The study included 21 head teachers of English, 65 grade three instructors, and 1540 children. A proportionate random sampling technique was employed with a sample size of 394. The collection of primary data involved the use of self-administered questionnaires comprising both open-ended and closed-ended questions, an interview schedule for head teachers, and a focus group discussion guide for children. The study's reliability was assessed utilizing the test-retest approach. The data was analyzed utilizing the Statistical Package for Social Sciences (SPSS) and provided as frequency tables, percentages, and mean analysis. The principal assessment methods employed in evaluating Competency Based Assessment in public primary schools in Masinga Sub County were portfolios, practical tasks involving cleaning, washing, planting, and molding. Teachers in Masinga sub county evaluated students' oral presenting skills through activities such as reading stories, narrating stories, reciting poems, singing songs, and engaging in debates on certain topics. These activities were commonly employed in their classes. The majority of grade three instructors in Competency Based Assessment public primary schools in Masinga Sub County utilized skill rating assessment books and rubrics as their primary method of assessment. Teachers lacked sufficient training to effectively administer and evaluate the Competency-Based Curriculum (CBC). Insufficient staffing, class size, resource availability for assessment, and parental support are additional issues that impact competency-based examinations. The study determined that Competency Based Assessment public elementary schools in Masinga Sub County utilized portfolios, practical assignments, oral presentations, skill rating assessment books, and rubrics. The study suggests that the Ministry of Education should organize additional In-Service training sessions for teachers to enhance their proficiency in utilizing portfolios and integrating technology into practical assignments. It also recommends that head teachers provide well-designed skill rating scale assessment books and scoring rubric sheets. Furthermore, the Ministry of Education should hire more teachers and raise awareness among parents to encourage their support in implementing competency-based assessments.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Assessment is a fundamental component of all educational endeavors, as the validity and success of every educational activity relies on assessment. The assessment's quality directly impacts the quality of educational inputs, procedures, and results, therefore influencing the overall quality of education experienced by society. Evaluating and enhancing the quality of education is determined by the process of assessment. Any progress in learning is contingent upon the quality and enhancement of evaluation methods (Roosevelt, 2012). Luckerson's (2015) article in America's life info magazine, titled "Schools ought to teach life skills," asserts that educators should evaluate students' practical abilities in order to equip young individuals for the realities of the "real world."

According to a study conducted by Noonan and Duncan (2011) in Canada, it was found that the learning process is enhanced when teachers utilize information from classroom assessments to determine the knowledge, skills, and attitudes of their students. This information is then included into their lesson design. Crook (2014) states that selecting the right classroom assessment method in America enables instructors to identify the challenges learners have in achieving desired learning outcomes. This allows teachers to develop suitable strategies to manage the situation effectively. Nevertheless, assessments are inadequate for evaluating the knowledge and abilities that

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students require for their daily lives beyond the confines of the educational institution.

Various countries in Africa have made efforts to facilitate the acquisition of essential skills by teachers. Ensuring that South Africa has suitable and sufficient resources to evaluate the abilities of students is crucial for the progress of education. The ministry of education assures that teachers' training colleges provide comprehensive instruction and education to instructors regarding assessment. The curriculum of South Africa, implemented in 2005, embraced a learner-centered pedagogy, formative and authentic assessment methods, and placed emphasis on the cultivation of competences and the practical application of information in real-world scenarios. UNICEF facilitated the evaluation of students' practical abilities in Malawi, covering a total of 5,168 schools and over 2.5 million children. Additionally, UNICEF assisted in the creation of a curriculum that focuses on developing students' competencies, providing guidance to teachers on how to assess practical skills (Marzano, 2010).

The Tanzania Education curriculum encompasses various aspects of student learning, such as content proficiency, cognitive growth, social and psychological development, and the evolution of humanistic spiritual ideals. The primary objective of this initiative was to ensure that students effectively showcase the real-world applicability of their academic pursuits (Tanzania Institute of Education, 2013). A 2008 study conducted by TIE in Tanzania examined the curriculum for A-level secondary schools. The study revealed

that a significant number of form six students lacked essential competencies such as fluency in spoken and written English, entrepreneurial skills, creativity, self-confidence, patriotism, and mastery of ICT with practical application.

The necessity for educational reform in Kenya, namely in the fields of science and technology, to align with the requirements of the modern workforce in the 21st century cannot be overstated. Schools must cultivate graduates who possess the ability to generate information, exhibit innovative thinking, and effectively solve the intricate social, technological, and economic challenges currently confronting society. The 8-4-4 educational system yielded graduates who were deficient in marketable abilities. Kenya implemented reforms aimed at fostering students' acquisition of lifelong learning, critical thinking, problem-solving, and collaborative working abilities.

The Kenya Vision 2030 aims to develop a nation that provides excellent education at all levels. This includes producing a sufficient number of well-educated individuals who possess the necessary knowledge to address societal issues, tackle development challenges, and achieve competitiveness in the regional and global economy (RoK, 2013). Upon its implementation in Kenya, the competence-based curriculum education was hailed as a solution to the social, political, and economic concerns of the 21st century. While the curriculum has shifted from focusing on material to emphasizing competency, the assessment method does not allow learners the autonomy to participate in practical task evaluations.

The 2009 evaluation of primary school educational development in Kenya, conducted by the Kenya Institute of Curriculum Development (KICD), revealed deficiencies in the assessment of practical skills within the Kenyan educational system. This study concluded that there is a significant demand for competency-based education in the country. The findings indicated that the acquisition of practical skills was essential for fostering economic development. The deficiencies in evaluating practical skills within the Kenyan educational system have hindered the abilities of many learners who may have otherwise completed elementary education with a solid basis for the advancement of their skills and competencies. The KICD study proposed the implementation of a competence-based curriculum in Kenya to foster the acquisition of practical skills by learners, as opposed to a content-based curriculum. The identified skills gaps in the content-based curriculum include communication skills, agricultural skills, entrepreneurial skills, vocational and technical skills, innovation and creativity, and ICT skills. Consequently, the content-based curriculum failed to sufficiently incorporate progressive, vocational, and technical skills that are deemed crucial for fulfilling the need for trained workforce and the nation's objective of industrialization (KICD, 2009).

The Kenya Institute of Curriculum Development (KICD) states that practical skills assessment would focus on evaluating learners' comprehension, logical thinking, and analytical abilities, rather than their capacity to memorize and respond to examination questions. A portfolio is a deliberate compilation of students' work that showcases their endeavors, advancement, and

accomplishments in one or more domains. The collection should incorporate pupil involvement in the selection of topics, explicit criteria for evaluating value, and clear evidence of pupil self-reflection.

Portfolio evaluation allows learners to evaluate their actual performance, identify their areas of weakness and strength, monitor their development along the learning journey, and fosters a sense of accountability for their own learning. Additionally, it promotes self-evaluation and introspection while offering a platform to demonstrate one's abilities and accomplishments (Baki & Birgin, 2014). Practical refers to educational situations when learners engage with resources to observe and comprehend taught topics (Luneta, 2013). Practical activities facilitate increased student engagement in the educational process, foster creativity, self-reliance, and problem-solving abilities, and offer a platform to demonstrate skills and accomplishments.

Engaging in a thorough and inquisitive dialogue with learners during an oral assessment allows the instructor to evaluate their capacity for critical reasoning in domains that cannot be evaluated through written exams (Kehm, 2011). Oral presentations are a valuable and efficient method for enhancing students' understanding of communication skills. Verbal communication allows for unrestricted dialogue between a student and an instructor during an oral evaluation. Oral assessment is a highly individualized process that requires knowledge of the issue and careful planning in order to effectively deliver arguments (Nejad & Mahfoodh, 2019).

A rating scale evaluates the proficiency of various activities, skill levels, procedures, processes, characteristics, quantities, or final products, such as reports, drawings, and computer programs (Razzi, 2011).Educators have the ability to employ rating scales for the purpose of documenting observations, while students can utilize them as instruments for self-assessment. The tool's reliability increases as the phrases used for each scale point become more specific and descriptive. Rating scales enable teachers to assess and quantify the extent or frequency of the behaviors, skills, and strategies demonstrated by the learner (Michelle, Ruffalo, Carlson & Busse, 2015). In Machakos County, instructors lacked enough preparation for the implementation of the competency-based curriculum. According to a study conducted by KICD, only 3% of public primary instructors expressed confidence and felt sufficiently equipped to assess kids in the new curriculum (KICD, 2018). The researcher aimed to determine whether instructors in Masinga sub county, Kenya utilized the mentioned evaluation methodologies in the competency based curriculum.

1.2 Statement of the Problem

The 8-4-4 system received criticism for its excessive focus on content recall and examination-oriented approach. The system instructed the students in the practice of memorizing and successfully completing examinations. Detractors of the method believed that it failed to enable students to recognize their aptitudes and capitalize on them at an early stage (Wanzala, 2018). Conversely, a competency-based curriculum prioritizes the acquisition of practical skills rather than academic credentials (Njengere, 2017). The implementation of a competency-based curriculum was initiated in Kenyan

schools in 2017 as a pilot program, with the official adoption taking place in January 2019. The implementation of the competency-based curriculum, scheduled for January 2018, was deemed unfeasible due to the country's lack of preparedness. Teachers were inadequately trained while the learning resources were still being developed. A research conducted by the Kenya Institute of Curriculum Development (KICD) in Masinga Sub-County found that a mere 3% of public primary school teachers were confident and fully equipped to assess students under the new curriculum (KICD, 2018). Consequently, it was necessary to carry out a study to determine if teachers employed the prescribed assessment techniques to evaluate students in the competency-based curriculum at public primary schools in Masinga Sub-County.

Multiple research were carried out on learner assessment both internationally and specifically in Kenya. A study conducted by Amunga, Were, and Ashioya (2020) revealed that the implementation of a competency-based curriculum encountered numerous obstacles, such as insufficient resources, limited parental assistance, inadequate time for lesson preparation, and huge class numbers. In Marion's (2020) study, it was found that large class sizes and the lack of teaching materials for practical learning areas such as Music and computer literacy were significant obstacles to the successful implementation of the Competency-Based Curriculum (CBC) in public primary schools. Teachers expressed that the CBC trainings were brief and insufficient in equipping them with the necessary skills for implementing CBC. The literature review revealed a scarcity of studies on the assessment methods

employed by teachers to evaluate learners' competencies in the competency-based curriculum in Kenya. The study aims to address the research gap by evaluating the assessment procedures employed by teachers in public primary schools in Masinga Sub-County, Machakos County, Kenya, within the context of the Competency Based Curriculum.

1.3 Purpose of the Study

The objective of the study was to determine the evaluation techniques employed by educators in Competency Based assessment within public elementary schools in Masinga Sub-County, Machakos County, Kenya.

1.4 Objectives of the Study

The study addressed the following objectives:

  i.   To establish the use of portfolios on pupils' assessment in Competency Based Assessment in public primary schools in Masinga Sub County, Machakos County, Kenya.

 ii.   To determine whether teachers use practical tasks to Asses pupils in Competency Based Assessment in public primary schools in Masinga Sub County, Machakos County, Kenya.

iii.   To determine whether teachers use oral presentations on pupils' assessment in Competency Based Assessment in public primary schools in Masinga Sub County, Machakos County, Kenya.

 iv.   To examine how teachers use skills rating scales to assess pupils' in Competency Based Assessment in public primary schools in Masinga Sub County, Machakos County, Kenya.

1.5 Research Questions

This study was guided by the following research questions:

    i.   How do teachers use of portfolios to assess pupils' in Competency Based Assessment in public primary schools in Masinga Sub County, Machakos County, Kenya?

    ii.   To what extent do teachers use practical tasks to assess pupils' in Competency Based Assessment in public primary schools in Masinga Sub County, Machakos County, Kenya?

    iii.   To what extent do teachers use in assessing pupils' in Competency Based Assessment in public primary schools in Masinga Sub County, Machakos County, Kenya?

    iv.   How often do teachers use skills rating scales to assess pupils' in Competency Based Assessment in public primary schools in Masinga Sub County, Machakos County, Kenya?

1.6 Significance of the Study

The study's findings would be advantageous for primary school teachers as they would get insight into learners' evaluation methods, potentially leading to an increase in practical activities during the teaching and learning process. The study will also provide valuable insights to KICD for the development of policies aimed at implementing learner assessments in primary schools in Kenya. This has the potential to result in a suitable implementation of the life skills curricula, primary teacher training, and other important participants in the education sector of the country. The findings may also be advantageous for planners and policy makers at the Ministry of Education in terms of

implementing the current shift in education from a theory-based approach to a competency-based approach. The study findings will offer a structure to assist educators in enhancing the applicability of the new assessment methods to current evaluation procedures. This study enhances the researchers' understanding of evaluating different assessment methods, as the researcher will actively participate in the study and acquire direct information. This study could potentially contribute to the expansion of knowledge regarding assessment methods in public elementary schools.

1.7 Limitations of the Study

Kombo and Tromp (2006) defined constraints of a research investigation as the anticipated or encountered challenges experienced by the researcher. The researcher had difficulties in obtaining timely completion of the surveys from the respondents due to their preoccupation with teaching and administrative responsibilities at school. The problem was alleviated by the researcher's proactive approach of doing follow-up visits to the respondents and making direct telephone calls, either to the respondents themselves or to their head teachers.

Another obstacle arose when certain participants expressed apprehension of completing the questionnaires due to concerns about their personal security and privacy being violated. Nevertheless, the problem was overcome by clarifying to the participants that the requested information was solely for scholarly purposes. The instructions were provided both orally and in a written introduction, specifying that the data was intended solely for academic

purposes. Participants were explicitly instructed not to include their identities or the names of their schools in the questionnaires. This instilled confidence when completing the questionnaires.

Certain head teachers were reluctant to provide candid information due to concerns about potentially revealing unfavorable aspects of their schools. The researcher explicitly guaranteed the responder that the findings would solely be utilized for academic purposes and would not be employed for policy choices. Another obstacle encountered was the little collaboration from grade three students. However, the researcher sought assistance from their class teachers to facilitate the organization of focused group talks. The researcher employed plain language to facilitate a more comprehensive comprehension of the study's topic among the students.

1.8 Delimitation of the Study

The research was carried out at public elementary schools located in Masinga Sub County, within Machakos County. The research study aimed to examine the assessment methods employed by teachers in Competency Based Curriculum in public primary schools in Masinga Sub County, with a particular focus on the utilization of portfolios, practical assignments, oral presentations, and skills rating scales. The study focused on the head teachers, grade three teachers, and grade three kids as the target group. The study focused on grade three kids who had undergone the National Assessment conducted by KNEC. Similarly, grade three teachers were selected as they were responsible for administering the assessment.

1.9 Basic Assumption of the Study

The study was predicated on the idea

  i.   That teacher actions in the classroom adhered to published plans. In other words, there existed a connection between theory and practice.

  ii.   All instructors in the selected schools received training on the Competency Based Curriculum.

  iii. The public primary schools in Masinga Sub-County have maintained complete records of CBC assessments from previous years.

1.10 Definitions of Significant Terms

Assessment methods: refers to use of portfolios, practical tasks, oral presentations and skills rating scales to collecting information and documenting what the learner knows and can do before they learn, as they learn and as they transit from one level to another.

Assessment: refers to the process of collecting, synthesizing and interpreting information to aid classroom decision making.

Competency Based Assessment (CBA): refers to a systematic way of collecting information and documenting what the learner knows and can do before they learn, as they learn and as they transit from one level to another based on specified competencies and criteria

Competency: refers to a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in an individual

Competency-based curriculum: refers to a learning system aimed at developing learners' ability to know and learn how to do things. It provides pupils with life skills

Oral assessment- refers to any assessment of learning which is conducted by the spoken word

Portfolio- refers to a collection of pupil's work or artifacts that can be used to assess their progress, understanding of concepts or skills, and attitudes towards learning

Practical Task: -refers to work in which learners interact with materials or with secondary sources of data to observe and understand the material world.

Rating scale- refers to a tool used for assessing the performance of tasks, skill levels, procedures, processes, qualities, quantities, or end products, such as drawings.

1.11 Organization of the Study

The study is organized into five chapters. Chapter one covers the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, limitation of the study, delimitation of the study, assumption of the study and definition of significant terms. Chapter two comprises of literature review of related literature on assessment methods used by teachers in Competence Based Assessment. It includes; use of portfolios, practical tasks, oral presentations and skills rating scales in Curriculum Based Competency, summary of literature and research gaps, Theoretical framework and conceptual frame work for the study. Chapters three describes the research methodology. This

include research design, target population; and sample size and sampling techniques, research instruments, validity and reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four covers data presentation, interpretation and discussion of findings. Chapter five deals with summary of the study, conclusions, and recommendations. Suggestions for further research will also be presented.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The literature offers a comprehensive review of previous studies on assessment methods employed by instructors in the Competency Based Curriculum. This chapter also includes a concise overview of the literature review, as well as the theoretical and conceptual framework. According to Saunders, Lewis, and Thornhill (2016), a literature review serves as the fundamental framework upon which a research study is constructed, as it facilitates the development of a comprehensive understanding and perspective on a research subject.

2.2 Achievement of Learning Outcomes

Pupils' acquisition of learning outcomes is what they carry with them as they join the labor market and engage in lifelong learning. Evaluating learning can greatly influence the educational experiences of students. Engaging in activities such as critical thinking and creative art equips students with the skills to effectively address a wide range of difficulties typically encountered in everyday life. Life skills foster the development of learners' speaking abilities, enhance their self-awareness and self-confidence, cultivate mindfulness, and promote an understanding and respect for others (Cdadmin, 2020).

Children are unique individuals who possess a wide range of abilities, accomplishments, and future possibilities, which they bring with them into the

classroom. Educators have the duty to provide instructional experiences that optimize the growth of skills in every kid. Educators should possess comprehensive training to effectively identify and cultivate outstanding abilities and talents. Self-expression refers to the act of conveying one's personality, emotions, or viewpoints through the mediums of sketching or dancing. It is crucial to educate children about self-expression, particularly during their early years when they have not yet encountered significant peer pressure to conform. According to Kepule and Strode (2019), when children prioritize conformity above personal expression, it results in diminished self-esteem, despair, and sorrow.

2.3 Overview of Learners Assessment in Competency Based Assessment

Pupils' attainment of learning outcomes is what they carry with them when they transition into the workforce and throughout their further education. Evaluating learning can have a significant impact on the educational experiences of students. Engaging in activities such as critical thinking and creative art equips students with the skills to properly address the numerous types of difficulties typically encountered in everyday life. Life skills foster the development of pupils' speaking abilities and cultivate a heightened sense of self-awareness, self-assurance, mindfulness, and empathy towards others (Cdadmin, 2020).

Children are unique individuals who contribute to the classroom environment. Sorry, but I don't understand what you mean by "roo". Can you please provide more context or clarify your message? Assessment in the Competency Based

Curriculum is an integral component of the curriculum implementation process and should align with the focus on developing competencies. Riess (2015) suggests that competency can be evaluated using either direct or indirect assessment methods. Direct assessment involves evaluating learners' skills in the presence of the assessor, such as observing the manipulation of objects in science or recording oral skills in modern foreign languages through audio-tape. The assessment is then sent to the person responsible for awarding marks. Indirect assessment of practical skills (IAPS) refers to the evaluation of learners' skills through means such as written examinations or other forms of secondary assessment, when their skills are inferred rather than directly observed. Evaluating the efficacy of teaching practices can be facilitated by utilizing assessment-generated information. Utilizing evaluation feedback is crucial for making informed judgments regarding teaching and learning in order to guarantee the occurrence of significant learning (Ndalichako, 2004).

This highlights the significance of assessment in education, wherein evaluating the capabilities of students by teachers at the classroom level aids in the development of their abilities across a wide range of aptitudes, accomplishments, and potential. Educators have the duty to provide instructional experiences that optimize the growth of skills in every kid. Educators should possess thorough training in order to effectively identify and cultivate outstanding abilities and aptitudes. Self-expression refers to the act of conveying one's personality, emotions, or viewpoints through the mediums of sketching or dancing. It is crucial to educate children about self-expression, particularly during their early years when they have not yet encountered

significant peer pressure to conform. According to Kepule and Strode (2019), when children prioritize conformity above personal expression, it results in diminished self-esteem, despair, and sorrow.

2.4 Use of Portfolios in Competency Based Assessment

A portfolio is a deliberate compilation of a student's work that has been carefully chosen and arranged to demonstrate their progress in learning (developmental portfolio) or to highlight examples of their greatest work (showcase portfolio). A portfolio can provide learners with a comprehensive view of their learning experience and facilitate ongoing feedback. Furthermore, it allows learners to engage in self-assessment of their studies and learning, as well as to evaluate their progress. The portfolio, which is a systematic compilation of a learner's studies, gives visual and dynamic evidence of their interests, talents, strengths, successes, and development over a specific time period. This comprehensive assessment tool allows for a holistic evaluation of the learner (Baki & Birgin, 2014).

One issue with using portfolios is the management, organization, and control of portfolios in a packed classroom. Furthermore, requesting learners to bring their portfolio materials to every class can be onerous. In order to address this issue, one can utilize electronic portfolios (e-portfolios) that offer convenient storage, management, and control. An additional challenge associated with portfolio assessment is the lack of parental or community endorsement for this novel and unfamiliar assessment method. The majority of parents are familiar with the practice of their child being assigned a letter grade on a report card at

the conclusion of a certain grading period. Parents may find it challenging to accept or adapt to such a shift without making significant efforts to educate them about the characteristics and benefits of the new system (Thomas, Britt & Williams, 2015).

In their study, Aziz and Yusoff (2015) examined the advantages of utilizing portfolio assessment as a method for evaluating young learners. The study was done in junior schools, with a sample size of 150 learners. The data was gathered through the utilization of focus group talks facilitated by the teachers. The study findings indicate that employing portfolios as an assessment tool for young learners is advantageous and efficient in facilitating their acquisition of the English language. Salema (2017) conducted a study that specifically examined the evaluation methods utilized in secondary schools in Tanzania. The researcher utilized a combination of research methods, including both qualitative and quantitative approaches, to gather and analyze data. This study collected data from a total of 580 students, 115 educators, and 6 administrators. The results suggested that a substantial proportion of educators utilize portfolios as a means of evaluating students. Furthermore, it was discovered that both teachers and learners exhibited a pessimistic disposition towards the evaluation methods employed in the learner-centered approach, presenting numerous obstacles.

In Nairobi County, Maate (2016) conducted a study on the use of portfolios for assessing learners in education. The study utilized an exploratory research approach. Portfolios can be used to evaluate student ability qualities and

personal abilities, as indicated by the findings. The aforementioned studies demonstrate the significance of utilizing portfolios to evaluate the learners' proficiencies in a Competency Based Curriculum. Nevertheless, the research mostly concentrated on secondary schools. The research also examined the importance of utilizing portfolios for evaluating learners, but did not explore whether this tool is commonly used in classrooms. This study primarily aimed to evaluate the utilization of portfolios by teachers for measuring the proficiency of students in public primary schools in Masinga Sub County, Machakos County, Kenya. The research included both quantitative and qualitative methods for data collecting and analysis.

2.5 Use of Practical Tasks in Competency Based Assessment

Practical work refers to educational activities where students engage with materials or secondary sources of data to directly see and comprehend the natural world (Luneta, 2013). In America, Crook (2014) did a study examining the influence of classroom evaluation procedures on learners. Data collection was conducted through the use of questionnaires, and the collected data was subsequently analyzed using descriptive statistics. Evidence has demonstrated that tests are not suitable for evaluating the knowledge and abilities that learners require for their daily lives beyond the school environment.

In their 2014 study, Judith and Declan examined the evaluation of hands-on assignments in Irish schools. Data collection was conducted using questionnaires. Evidence has demonstrated that practical assignments serve as a dependable and accurate measure of various practical skills. Furthermore,

there was compelling evidence of advantages for the examiners and teachers engaged in the practical activities in relation to their own professional growth. In a study conducted by Romero (2012), the impacts of an activity-based learning technique on pupils' performance were examined. The study demonstrated that learners engaged in practical tasks exhibit enhanced performance compared to the group receiving conventional mathematics instruction. Thomas's (2017) study emphasized the significance of hands-on activities in the evaluation process. Data gathering was conducted using qualitative methods. The findings indicate that the use of practical activities enables teachers to effectively and precisely prepare for future instruction and comprehension of concepts. This is achieved through the development of tailored teaching and learning materials for specific groups of students.

In a study conducted by Sofo (2013), the main focus was on the assessment procedures employed by secondary physical education instructors in Ghana. The primary data source utilized was an unrestricted questionnaire. The data were subjected to qualitative content analysis. The analysis revealed that teachers employed the following assessments throughout their practical lessons: teacher observation, skill test, knowledge test, demonstration, and peer observation.

In a study undertaken by Mzwakhe (2017), the aim was to investigate the impact of practical work on the instruction and acquisition of knowledge in the field of Natural Sciences in South Africa. A hybrid methodology was employed. The results demonstrated that incorporating hands-on activities into

the teaching process improved learning outcomes and ensured active participation from even the most passive learners. Ng'ethe (2016) investigated the impact of hands-on activities on students' academic performance across several disciplines in Murang'a East Sub-County. The study employed a quasi-experimental design. The findings indicated that the utilization of practical assignments led to enhanced acquisition of science process abilities among learners. The study also confirmed that implementing a practical instructional strategy in physics is an effective teaching method that should be promoted among physics teachers to improve students' performance in the field. While relevant to the current study, it specifically examined the importance of incorporating practical tasks in teaching, but it did not evaluate whether teachers actually utilize them in assessing students. Although the aforementioned research examined the usage of practical tasks as a variable, they did not address the evaluation of whether teachers utilized practical activities to assess students' competencies as a mandatory component in the Competency Based Curriculum. The present study aimed to address the gap in knowledge.

2.6 Use of Oral Presentations in Competency Based Assessment

The spoken word, in its diverse manifestations, serves as the means of communication between a learner and an assessor. An oral assessment facilitates the enhancement of learners' communication abilities. Engaging in a thorough and inquisitive dialogue with learners during an oral assessment might assist the teacher in evaluating the learners' capacity for critical reasoning in domains that cannot be evaluated through written examinations

(Kehm, 2011). According to Joughin (2010), oral assessment refers to any evaluation of learning that is carried out through spoken communication. The means of communication between a student and an assessor is mostly through spoken language in its diverse manifestations. Verbal communication allows for unrestricted dialogue between individuals in an oral evaluation (Kehm, 2013).

According to Joughin (2008), individuals associate themselves with their words, but writing creates a distinction between the person who knows and the information that is known. In oral evaluation, the students possess ownership of the words and express them in their unique manner. The second component of oral evaluation is the intensity and vigor with which students articulate their views in the presence of an audience, which could consist of an evaluator or a cohort of other students. By doing this, individuals can assess the response of their audience to their arguments and adjust their presentation style accordingly, based on the perceived reaction of the audience. This allows them to make their arguments more or less impactful. Oral evaluation is inherently individualized, requiring a comprehensive understanding of the issue and meticulous organization in order to effectively express ideas. The assessor is required to not only listen to the arguments, but also to observe the student's reaction and draw inferences regarding their level of dedication to their argument. Pearce & Lee (2009) identified several key skills that are typically assessed in oral presentations. These include: subject knowledge, self-assurance, succinctness of responses, response quality, impromptu thinking, communication abilities, practical application of theory, question handling

proficiency, body language, professionalism, and clarity of responses. In finance disciplines, oral assessment can be conducted through a standalone presentation or in combination with other assessments, such as a group report.

In a study conducted by Singh (2017), it was discovered that implementing oral evaluation for a diverse group of learners resulted in significant advantages in terms of language proficiency, interpersonal connections, and readiness for the professional environment. Bhati (2012) examined the efficacy of oral presentations as an evaluative instrument in Australia. The sample comprised assessment data from 412 learners and 98 group presentations. The study on learner performance in oral presentations revealed that learners excelled in developing material, doing high-quality analysis, coordinating group efforts, and organizing their presentations.

Oral presentations in the language classroom provide students with a rare opportunity to have direct control over the content and flow of the classroom, making them student-centered (Apple & Kikuchi, 2007). The interactions between the presenters and the audience offer many possibilities for both parties to enhance their English skills by engaging with fellow students in a realistic manner. Oral presentations offer students a structured task that necessitates the use of English, both during the actual presentation and throughout the preparation phase. An illustrative instance of this phenomenon is group presentations (Živković, 2014). Oral presentations provide a dual purpose by not only allowing students to practice language skills, but also providing them with an opportunity to educate their peers. Providing

scaffolding for this activity might enhance students' motivation levels, as they can witness the tangible outcomes of their diligent efforts when they succeed in delivering their presentation (Oginde, 2020).

Afandi (2018) conducted a study to investigate the pedagogical techniques employed in the instruction of spoken English language proficiency. The study found that the instruction and acquisition of spoken English abilities were significantly impeded by the influence of the native language, insufficient opportunities for regular practice in oral communication, and inadequate resources for developing oral English skills. The aforementioned literature primarily emphasized the importance of oral presentations in language acquisition, but none specifically addressed the assessment of instructors' use of oral presentations as a means of evaluating students' competencies in accordance with the requirements of a Competency Based Curriculum. This study was based on such context.

2.7 Use of Skills Rating Scales in Competency Based Assessment

A rating scale is a tool utilized to evaluate the performance of various activities, skill levels, procedures, processes, qualities, quantities, or final products, such as reports, drawings, and computer programs. These are evaluated based on a specific level within a specified range. Rating scales provide a measure of the level of achievement, rather than simply a binary yes or no response. Rating scales present performance statements in a single column, accompanied by descriptive phrases or numbers indicating the range of achievement in additional columns. The additional columns constitute "the

scale" and can represent a spectrum of performance, ranging from subpar to outstanding, never to always, initial to exemplary, or strongly disagree to strongly agree. Certain jobs, such as procedures and processes, require observation in order to be evaluated (Razzi, 2011).

Weigle (2002) identifies three key categories of rating scales: primary trait measures, holistic scales, and analytic scales. Primary trait scoring involves evaluating students' scripts based on the extent to which they have successfully completed the specific writing task, using a rating scale that is tailored to the assignment. Rating scales enable teachers to assess the extent or frequency of the behaviors, skills, and strategies exhibited by the learner. Rating scales can be utilized by teachers to document observations, while learners might employ them as instruments for self-assessment (Bond & Fox, 2015).

Weigle (2012) identified three key categories of rating scales: fundamental trait measures, holistic scales, and analytic scales. Primary trait scoring involves evaluating the learner's scripts based on the extent to which they have successfully completed the specific writing task. The rating scale used is tailored to the requirements of the assignment. Analytic rating scales, commonly referred to as scoring rubrics, are highly advantageous in performance assessment scenarios due to their ability to offer extensive insights into learners' abilities across multiple dimensions with minimal time or specialized knowledge required. Moreover, the utilization of analytic rating scales helps ensure that assessment endeavors are closely synchronized with

teaching and learning goals, and offer significant input to instructors, administrators, and learners.

Gardon (2012) examined the school rating scale in Australian junior schools by analyzing data collected from classroom teachers. The study included over 2,000 learners between the ages of 5 and 12. The findings indicate that skills rating scales can be utilized to offer clear and specific information regarding a learner's behavioral strengths, identify areas that require intervention, aid in functional assessment, and serve as a measure to assess the effectiveness of interventions before and after implementation. Tarimo (2014) conducted a study on the readiness of pre-service teachers to evaluate practical skills in the Competency Based Curriculum in Tanzania. The sample consisted of 40 teachers. The study employed an interview guide and an observation checklist. The findings revealed that while teachers were cognizant of the prescribed teaching and evaluation strategies for implementing the Competency Based Curriculum, they were not actually implementing these methods in their classroom practices. Despite the newly adopted curriculum's requirement for modifications, pre-service teachers persist in employing traditional teacher-centered teaching approaches and relying on paper and pencil assessments.

Omondi (2013) did a study to evaluate the efficacy of the life skills education curriculum in public secondary schools in Uriri and Awendo districts in Migori County, Kenya. The study utilized a descriptive survey approach and employed stratified random sampling. The data were gathered through the utilization of questionnaires and interview schedules. The study revealed that

teaching strategies such as discussions, debates, storytelling, case studies, Q&A sessions, and the incorporation of songs and dances were not sufficiently utilized in the teaching of LSE. Although previous research have examined the use of skills rating scales to assess students' competencies, none have specifically investigated whether primary school instructors are utilizing this method to evaluate students as mandated by the Competency Based Curriculum. The present study aimed to address the gap in knowledge.

2.8 Summary Literature and Knowledge Gaps

The section examined the evaluation techniques employed by educators in the Competency Based Curriculum. The evaluation examined the utilization of portfolios, practical assignments, oral presentations, and skills rating scales as assessment methods for evaluating students' proficiency in the Competency Based Curriculum implemented in public primary schools. Research indicates that employing portfolios as a means of evaluating young learners' language skills is advantageous and efficient in facilitating their acquisition of the English language (Aziz & Yusoff, 2015). The research found that there is a lack of empirical studies examining the use of portfolios to measure children' competencies as a requirement in Competency Based Assessment in public primary schools. Practical tasks are a dependable and accurate way to assess various practical abilities (Judith and Declan, 2014). The use of practical tasks leads to enhanced acquisition of science process skills by learners (Ng'ethe, 2016; Singh, 2017). No study was found in the evaluation that evaluated the use of practical tasks as a way of measuring kids' competencies, as mandated under Competency Based Assessment in public primary schools. In a study

conducted by Singh (2017), it was discovered that employing oral presentations with a diverse group of learners resulted in significant advantages in terms of language proficiency, interpersonal connections, and readiness for the professional environment. Implementing scaffolding techniques during oral presentations might result in increased levels of student motivation, as stated by Oginde (2020). No existing literature has specifically examined the use of oral presentations as a means of evaluating students' competencies, as required in Competency Based Assessment. Skills rating scales can be utilized to offer clear details regarding a learner's behavioral strengths and areas that require intervention (Gardon, 2012).Although relevant to the current research, no study was conducted in Masinga Sub-county to evaluate the utilization of skills rating scales as a means of measuring students' competencies, as mandated by Competency Based Assessment in public primary schools.

2.9 Theoretical Framework

The foundation of this study was rooted in the Constructivism Learning Theory, which was formulated by Hall and Greeno in 2008. The core principle of constructivist theory posits that learners must autonomously uncover and modify intricate knowledge in order to generate their own constructive revelations. The idea posits that learners engage in a continuous process of comparing new information with existing rules, and subsequently modifying those rules when they become ineffective. The idea of constructivism has significant implications for the teaching and learning process as it advocates

for a more active role for learners in their own education, as opposed to the traditional instructional classroom approach (Slavin, 2012).

According to Epstein and Ryan (2012), learners acquire knowledge by active engagement rather than passive observation. They also enhance their learning by applying their existing knowledge and critically evaluating it in order to demonstrate their understanding of the subject. Constructivists recognize the active involvement of learners in acquiring knowledge. They argue that learners should have a greater say in evaluating their own progress. Therefore, they propose that assessment should be integrated into the learning process and used as a tool to improve both the learner's learning and the teacher's understanding of the learner's current level of comprehension. Avoiding the use of assessment as a tool for accountability is recommended by constructivists, as it can have a positive impact on some students' self-esteem while causing others to lose motivation. Consequently, constructivists advocate for the eradication of grades and standardized testing (Doolitle & Camp, 1999).

Willard and Holt (2000) highlight the notion of dynamic assessment, which involves a comprehensive and interactive assessment procedure that explores the student's genuine capabilities. This method entails active engagement between the instructor and the learner. During the encounters, the assessor assumes the role of evaluating the learner's accomplishments and also discerning their strengths and weaknesses in completing a task. Subsequently, the assessor imparts potential methods to enhance the learner's performance.

The Competency Based Curriculum involves students actively constructing schemes to comprehend the subject. They are active participants in the learning process, engaging in self-evaluation and reflection, and collaborating with the teacher and fellow learners. Students can actively participate in a valuable learning experience by completing engaging and genuine assessment tasks that evaluate both the end result and the steps taken to get it (Baartman et al., 2007). The study centers on evaluating the overlooked aspects of education, such as attitude, values, and skills, which cannot be effectively examined by traditional paper and pencil methods.

2.10 Conceptual Framework

The diagram in figure 2.1 provides a concise overview of the evaluation techniques employed by educators in a competency-based curriculum.
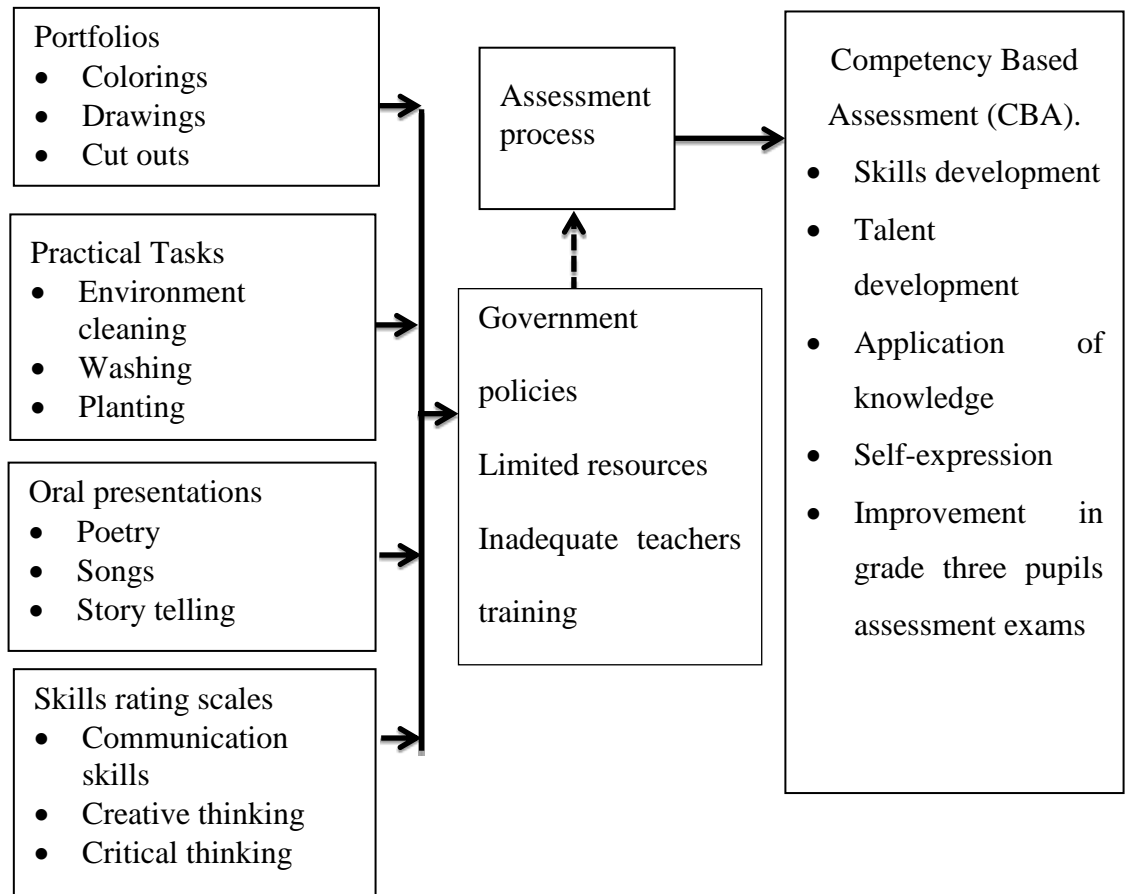
Figure 2.1: Conceptual Framework

The study examined the usage of portfolios, practical exercises, oral presentations, and skills rating systems as independent factors. Conversely, the variable being measured in this study was Competency Based Assessment (CBA).The potential intervening/mediating variables between the independent and dependent variables include government policies, limited resources, and insufficient teacher training. The utilization of portfolios, hands-on assignments, verbal presentations, and skills evaluation scales results in the

attainment of Competency Based Assessment. Hence, by employing portfolios, practical assignments, oral presentations, and skills rating scales as assessment tools, instructors can proficiently carry out Competency Based Assessment in public primary schools in Kenya. The students would also acquire diverse life skills and cultivate their talents, which constitutes the primary objective of the new curriculum. Through assessment, teachers also identified learning areas that posed significant challenges to the kids, thereby aiding in the improvement of their academic progress.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the several methodologies and procedures employed for data collection in the study. The chapter provides a comprehensive overview of the research design, target population, sampling technique, research instruments, data collection procedures, data processing techniques, and ethical considerations.

3.2 Research Design

The study employed a descriptive survey research strategy, as suggested by Ahiadeke (2008), which involves collecting data by posing questions to individuals, known as respondents, either verbally or in writing. Neuman (2007) defines survey as a research method that employs tools like questionnaires and interviews to collect data from several participants. This approach allows researchers to analyze the attributes of various groups or assess their perspectives and opinions on a certain matter. Similarly, Fisher (2010) observed that if researchers aim to acquire a comprehensive and inclusive understanding of a situation, then utilizing the survey method would be suitable. The objective of this study was to evaluate the efficacy of competency-based assessment methodologies in public primary schools in Masinga Sub County, located in Machakos County. The design was informed by both qualitative and quantitative information, with data interpretation followed by an explanation of the responses. The source cited is Creswell (2009).

3.3 Target Population of the Study

Masinga Sub-county, located in Machakos County, Kenya, is home to a total of 21 public primary schools. Hence, the target population consisted of 21 head teachers, 65 grade three teachers, and 1540 grade three kids. The study focused on grade three kids who had undergone the national assessment conducted by KNEC. Similarly, grade three teachers were selected as they are responsible for administering these examinations.

Table 3.1: Target Population

Category	Target population
Head teachers	21
Teachers	65
Pupils	1540
Total	**1626**

Source (Masinga sub-county director of education, 2020).

3.4 Sample size and Sampling Technique

A sample is a small representative subset of a larger population that is chosen for analysis. Mugenda (2013) states that a sample size ranging from 10 to 30% of the population is sufficient for sampling. The study aimed to have a sample size of 21 head teachers, 65 teachers, and 308 grade three kids. In order to do this, stratified random sampling and purposive sampling techniques are employed. Given the accessibility and manageability of the target population, the study employed purposive sampling, involving the participation of the full target population of 21 head teachers and 65 grade three teachers as

respondents. The students were categorized based on their gender. The primary schools functioned as distinct layers. The researcher selected a sample of 308 children, which represents 20% of the total number of pupils. A total of 394 respondents were included in the study sample.

Table 3.2: Sampling Framework

Study population	Target population	Sample size	%	Sampling Method	Data collection
Head teachers	21	21	100	Purposive	Interview Schedule
Teachers	65	65	100	Purposive	Questionnaires
Pupils	1540	308	20	Stratified random sampling	Focus Group Discussion Guide
Total	**1626**	**394**			

3.5 Research Instruments

Research instruments refer to the tools utilized to gather data from individuals who are being surveyed or studied (Kothari, 2008). The study employed questionnaires, a focus group discussion guide, and an interview guide as the instruments for data collection. A questionnaire allows the researcher to gather a substantial amount of data at a low cost from a diverse group of participants, who may be located in different geographical areas (Orodho, 2012). Questionnaires were specifically tailored for the teachers. The questionnaires

were segmented into five sections. Section A provided an overview of the relevant information, section B focused on the use of portfolios, section C addressed the implementation of practical activities, section D explored the incorporation of oral presentations, and section E examined the utilization of skills rating scales. Data from children was collected using a focus group discussion guide. The interview guide was specifically tailored for the head teacher. The interview guide gathered data on instructors' background information and the evaluation procedures employed in competency-based curriculum.

3.5.1 Validity of the Instrument

Kothari (2010) argues that validity refers to the extent to which an instrument accurately measures what it is intended to assess and can also be considered as usefulness. The researcher use content validity to assess the extent to which data obtained using a specific instrument accurately reflects the indicators or content of a particular idea within a given area. The assessment of content validity was conducted by two supervisors affiliated with the department of curriculum studies at the University of Nairobi. These supervisors assisted in determining if the collection of items accurately reflected the concept being studied and if content validity was established.

Prior to the actual data collection, a pilot test was conducted to ensure the reliability and validity of the study instruments. The pilot test reveals the tool's vulnerabilities, allowing for subsequent enhancements and revisions. Best and Kahn (2006) state that a pre-test consists of 1 to 10% of the target population.

Consequently, a pilot study was conducted in a single school, with one head teacher, three teachers, and 15 kids. The headteachers, teachers, and kids involved in the pilot test were excluded from the final data collection.

3.5.2 Reliability of Research Instruments

According to Cooper and Schindler (2003), reliability of a research instrument is defined as its ability to consistently produce the same results across time. According to Ngechu (2004), reliability refers to the research instrument's capacity to produce consistent outcomes or data when tested multiple times. The Cronbach's Alpha Coefficient approach will be used to assess reliability. Mugenda and Mugenda (2013) state that this method is typically used when a questionnaire has many Likert questions. The Cronbach's Alpha Coefficient will be employed as it evaluates the internal consistency of the items in the research instrument. The alpha coefficient varies between 0 and 1, and a higher number indicates stronger internal consistency of the items in the scale (Zikmund, Babin, Carr, & Griffin, 2013).The authors suggest that a minimum reliability coefficient of 0.70 is necessary for research purposes. Therefore, in this study, a reliability coefficient of 0.7 was considered sufficient for the instrument. In order to assure the dependability of the interview schedule, the researcher meticulously verified the transcripts to ensure the absence of any errors. Table 3.3 displays the reliability coefficient for the different sections of the questionnaires used by grade three teachers:

Table 3.3: Reliability coefficient for grade three teachers' questionnaire

Item	Number of Items	Cronbach's Alpha
Use of Portfolios	10	0.893
Use of Practical Tasks	9	0.752
Use of Oral presentations	6	0.809
Use of Skills Rating Scales	3	0.936

Table 3.3 demonstrates that every item within each aim has a Cronbach's Alpha coefficient over 0.7. The questionnaires completed by the grade three teachers were considered sufficient for the study (Fraenkel et al., 2011).

3.6 Data Collection Procedures

Upon verifying the authenticity and dependability of the study instruments, the researcher traveled to the field to gather data. Approval was requested from the National Council for Science Technology and Innovation (NACOSTI). A formal request was issued to the sub-county director of education in Masinga sub-county, as well as to the head teachers of the primary schools involved, to obtain official permission to conduct the study in that specific location. Prior to data administration, the consent of the respondents was obtained. Once the respondents agreed to take part in the study, they were given the research tools. The questionnaires were gathered upon completion by the respondents. The researcher individually conducted the interviews and organized the focus group discussions. Data was documented on magnetic tape.

3.7 Data Analysis Technique

Data analysis, as defined by Kombo and Tromp (2006), is the process of transforming gathered raw data into valuable and meaningful information. Following the data gathering exercise, the researcher ensured the tools provided by the respondents were complete, accurate, and consistent. Orodho (2017) argues that the primary objective of altering research instruments after data collection is to ensure completeness, correctness, and uniformity. Following the data collection process in the field, the researcher employed a combination of qualitative and quantitative analysis techniques. The quantitative data was subsequently inputted, processed, and analyzed using the SPSS version 22.0 program. The Likert scale data was analyzed using descriptive statistics, namely frequencies, percentages, means, and standard deviations. The results were presented in tables.

The qualitative data obtained from the open-ended questions was subjected to conceptual content analysis and subsequently presented in prose format. Qualitative data was summarized using interpretive and coding procedures, with the help of themes. While the interpretive technique was used to provide the researcher's deductions in a systematic manner, coding was used to arrange the data and facilitate the incorporation of interpretations into quantitative findings. A concise code was employed to designate datasets that were to be incorporated into particular research goals. The objective was to elucidate and elaborate on the significance of quantitative data (Alhojaclan, 2012; Creswell, 2014; Brooks, 2013). The qualitative data were presented in a narrative format, capturing the voices of the respondents in the study.

3.8 Ethical Considerations

Creswell (2014) emphasizes the significance of ethical issues in all scientific endeavors. The ethical considerations in this context involve guaranteeing anonymity and secrecy, preventing any harm to the participants, ensuring voluntary involvement, avoiding any form of deception, and providing fair reporting (Babbie, 2009). Ethical considerations were adhered to at the commencement, during the research process, and upon completion of the study. The participants were guaranteed the confidentiality of the information they supplied and the anonymity of the data source, as the questionnaire did not necessitate the admission of their identify. In order to promote impartiality in the research, measures were taken to prevent the researcher's personal bias from influencing the research process, and all parties involved were given equal and impartial consideration. The researchers faithfully depicted the acquired data when presenting their conclusions. The data was intended exclusively for the purposes of the aforementioned study.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND

DISCUSSION

4.1 Introduction

This chapter specifically addresses the rate at which questionnaires are returned, the processing of the acquired data, the display of the data, and the interpretation of the results. This chapter focuses on the analysis of data in accordance with the study objectives. It includes an evaluation of the following methods used by teachers to assess pupils' Competency Based Assessment in public primary schools in Masinga Sub County: portfolios, practical tasks, oral presentations, and skills rating scales. Obstacles encountered by teachers while utilizing different Competency Based evaluation techniques and strategies for enhancing the effectiveness of students' evaluation..

4.2 Return rate

The researcher distributed 65 surveys to grade three teachers, conducted interviews with 21 head teachers, and facilitated a focus group discussion with 308 grade three kids. The researcher manually distributed the questionnaires to the selected participants using the drop and pick approach, resulting in a high response rate. A total of 62 grade three teachers completed the questionnaires, while all 21 head teachers took part in the scheduled interview. Furthermore, a total of three hundred and eight (308) grade three kids actively took part in the focus group discussion, as indicated in table 4.1.

Table 4.1: Return rate

Respondents	Administered	Returned	%
Grade three teachers	65	62	95.40
Participated in Discussion/Interview			
Grade three pupils	308		100
Head teachers	21		21

The response percentages were as follows: 100% for head teachers (21 respondents), 95.40% for grade three teachers (62 respondents), and 100% for grade three children (308 respondents). Based on Babbie (2010) and Best and Khan (2011), a response rate of 50% is deemed satisfactory, 60% is seen as favorable, and anything beyond 70% is considered highly commendable. According to Nulty (2008), in order to get a sufficient number of targeted respondents, even with strict constraints such as a 3% sample error and a 95% confidence level, the required response rate falls between 48% and 58%. The response rate in this study exceeded the criterion, indicating that the results were not affected by non-response error or participation bias. The results derived from the sample are thus indicative of the broader community, so establishing the study's population validity (Gall, Gall & Borg, 2003).

4.2.1 Demographic Information

The study aimed to ascertain the teachers' demographic information, including gender, professional qualifications, and teaching experience. Although not originally intended, the researcher deemed it necessary to collect this data in order to describe the demographic features of the sample and determine any

impact it may have had on the research findings. This information was crucial in verifying the accuracy of the acquired data. The study aimed to determine the demographic information of the instructors and head teachers, specifically their gender, as presented in Table 4.2.

Table 4.2: Response rate by teachers and students' gender

Teachers' gender	Frequency	Percent
Male	20	32
Female	42	68
Head teachers' gender	**Frequency**	**Percent**
Male	15	71
Female	6	29

The gender breakdown table 4.2 above clearly illustrates that the study involved a higher number of female teachers (42) accounting for 68% of the total, compared to male teachers (20) representing 32%. Nevertheless, the analysis revealed that a larger proportion of male head teachers (15) accounted for 71% of the total, while female head teachers (6) constituted only 29%. The research region has successfully attained the 30% gender rule, as stated in the Republic of Kenya (2010), in the public service. The majority of the population in the study area is female, while males make up the minority. The findings indicate that the study included a balanced representation of all genders.

The study also sought to find out the teachers' Professional qualification as shown in Table 4.3

Table 4.3: Professional Qualification of Teachers

Qualification	Frequency	Percent
Postgraduate	5	8.1
Graduate	23	37.1
Diploma	3	4.8
P1 Certificate	31	50.0
Total	**62**	**100**

The data presented in table 4.3 indicates that all 62 teachers (100%) have the requisite academic qualification, specifically a P1 certificate, to teach in public primary schools. This implies that all the teachers who are being trained can make well-informed decisions and effectively utilize the CBA (Classroom-Based Assessment) to evaluate third-grade students. This aligns with Maate's (2016) assertion that a teacher, in their role as a facilitator of learning, must possess a comprehensive understanding of the psychology of learning and development. Furthermore, they should be well-versed in the practical application of various learning theories within the classroom setting. Judith and Declan (2014) argue that in order for teachers to effectively impact learners at all levels, they must be trained in the skills of learning, teaching, and research.

Furthermore, the study aimed to determine the teaching experience of the teachers, as indicated in Table 4.4.

Table 4.4: Respondents by teaching experience

Years	Frequency	Percent
1-5 years	10	16.0
6-10 years	23	37.1
11-15 years	15	24.2
16 and above	14	22.6
Total	**62**	**100**

The data from table 4.4 indicates that a significant majority of teachers (52), accounting for 84%, had a minimum of six years of experience. Out of the total number of teachers, only 16% had a teaching experience ranging from 1 to 5 years. Therefore, the teachers possessed the necessary expertise to execute competency-based evaluation in primary schools. According to Ng'ethe (2016), teachers who have prior teaching experience find it easier to adapt to the new changes in the curriculum because they can draw connections to their past experiences.

The study aimed to determine if the teachers received any fundamental in-service training on the competency-based curriculum and the utilization of competency-based assessment methods, as indicated in Table 4.5.

Table 4.5: Respondents by attendance of CBC in- service training

	YES	NO
Attended any CBC training	62	0
Trained on Competency Based Assessment (CBA)	62	0
I use CBA methods to assess learners skills	62	0

Table 4.5 indicates that all 62 (100%) of the teachers in the study had participated in a training program on Competency Based Curriculum and were instructed in Competency Based Assessment (CBA) methodologies. Furthermore, it demonstrates that every single teacher (100%) use the CBA methodologies to evaluate the abilities of learners. Riess (2015) demonstrated that prior training in assessment is necessary for evaluating areas of proficiency through either direct or indirect assessment methods. Furthermore, this aligns with the findings of Kepule and Strode (2019), who argue that teachers must possess adequate training to identify and nurture extraordinary abilities, talents, and other forms of self-expression such as sketching, dancing, and creative writing.

4.3 Use of Portfolios On pupils' assessment in Competency Based Assessment in public primary schools in Masinga Sub County

The major aim of the study was to determine the utilization of portfolios in evaluating students' performance in Competency Based Assessment within public primary schools in Masinga Sub County, Machakos County. The researcher aimed to determine the frequency at which learners created portfolios using coloring, drawing, and cutouts. This was assessed using a 5-point Likert scale, ranging from 5 (always) to 1 (never), as presented in Table 4.6.

Table 4.6: Frequency at which learners to make portfolios based on the listed activities (Teachers Views).

Activities	Mean	StdDev'	N	5	4	3	2	1
				%	%	%	%	%
Coloring	58.36	52.4	62	35.5	54.8	6.5	3.2	0
Drawing	50.4	51.84	62	29.0	53.2	14.5	4.8	0
Cut outs	35.4	47.19	62	3.2	8.1	72.6	12.9	3.2

Table 4.6 reveals that a significant portion of teachers, specifically 54.8%, claimed that their learners frequently created portfolios for coloring activities. Additionally, 35.5% of teachers stated that their learners always generated portfolios, while 6.5% indicated that portfolios were prepared on a sporadic basis. Merely 3.2% of individuals created portfolios seldom, with only 2 instances. Consequently, it is evident that all teachers were knowledgeable with the utilization of portfolios, and a significant majority of teachers, specifically 56 (90.3%), frequently instructed their students to create portfolios centered around coloring activities. Similarly, the majority of head teachers (20) - 95.2% - believed that grade three kids mostly created portfolios focused on drawing, coloring, and cut-out activities. The majority of grade three kids (292), accounting for 94.8%, validated these beliefs by stating that they frequently create portfolios focused on coloring, drawing, and cutouts.

Regarding drawing activities, a majority of instructors (33) said that their learners frequently created portfolios for such activities, accounting for 53.2% of the respondents. Additionally, 29.0% of teachers stated that their learners always made portfolios, while 14.5% mentioned that portfolios were occasionally created for drawing activities. Merely (2)3.2% of individuals seldom created portfolios focused on drawing activities. Hence, it is evident that a significant proportion of professors (82.2%) frequently instructed their students to create portfolios centered around drawing exercises.

In addition, a significant proportion of teachers (45, or 72.6%) indicated that their students occasionally created portfolios using cut-out activities. A smaller percentage (8, or 12.9%) reported that portfolios were rarely generated in this way, while an even smaller percentage (2, or 3.2%) stated that portfolios were never formed using cut-out activities. Only 8.1% of participants frequently created portfolios on cut-out activities, whereas 3.2% always developed portfolios on cut-out activities. These findings suggest that while teachers are familiar with the use of cut outs portfolios as an assessment method, the majority of teachers (82.2%) rarely instruct their students to create portfolios based on cut outs activities. Additionally, a small percentage (3.2%) of the sampled teachers never utilize portfolios for cut out activities.

The majority of teachers, specifically 90.3%, utilize portfolios for coloring activities, followed by drawing activities at 82.2%, and cut outs activities also at 82.2%, in order of preference. In addition, the majority of teachers and head teachers expressed the view that the usage of portfolios enhanced students'

creative abilities, facilitated teachers' monitoring of students' progress, and enabled them to identify areas of study where students needed additional support in order to design appropriate interventions.

Teachers in public primary schools in Masinga Sub County employ portfolios as a means of evaluating the competencies of kids in Competency Based Assessment. The findings align with the research conducted by Baki in 2014. According to Maate (2016), while it may be difficult to create students' portfolio records, a skilled instructor can utilize them to assess students' capabilities. The results align with the research conducted by Thomas & Williams (2015), which indicates that portfolios in lower primary school mostly focus on manual tasks such as drawing, coloring, painting, and cutting, while in advanced school, they can delve into design, creative arts, and three-dimensional creations.

In order to determine the importance of utilizing a portfolio to assess the learner's competencies, six items were employed to examine this variable. The assessment was conducted using a 5-point Likert scale, with responses ranging from 5 (strongly agree) to 1 (strongly disagree). The rating scale is as follows: 5 for highly agree, 4 for agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree. The comprehensive and specific outcomes for the target can be found in Table 4.7.

Table 4.7 Significance of using portfolio in testing the learner's competencies (Teachers views)

Statement	Mean	Std Dev	N	5 %	4 %	3 %	2 %	1 %
Portfolios provides an opportunity for learners to demonstrate their strengths and weaknesses	55.4	64.72	62	62.9	30.6	1.6	3.2	1.6
Portfolios allows the teacher to evaluate the child's strengths and weakness	52.4	64.28	62	56.5	25.8	1.6	12.9	3.2
Portfolios provide multiple opportunities for observation and assessment	53.6	65.82	62	62.9	30.6	1.6	4.8	0
Portfolios helps to assesses realistic and meaningful daily literacy tasks	59.6	105.43	62	90.3	1.6	3.2	3.2	1.6
Portfolios helps the learner to be reflective about their work and knowledge	50.6	64.53	62	22.6	67.7	9.7	0	0
Portfolios encourages teacher-learner conferencing	47.6	59.05	62	32.3	58.0	0	6.5	3.2

Based on the findings presented in table 4.7, the majority of teachers (39) or 62.9% strongly agreed that portfolios offer a chance for learners to showcase their strengths and limitations. Additionally, (19) or 30.6% agreed, (1) or 1.6% were neutral, (2) or 3.2% disagreed, and (1) or 1.6% severely disagreed. The average mean rating of 55.4 and standard deviation of 64.72 indicate that portfolios allow learners to showcase their strengths and flaws. The vast majority of head teachers (20), amounting to 95.2%, concurred that portfolios offer a platform for learners to showcase their strengths and flaws. These

findings align with Tyler's (2004) assertion that a meticulously crafted portfolio provides learners with a chance to demonstrate their learning capabilities, emphasize the processes involved, and indicate areas where they may be lacking.

In addition, a significant proportion of teachers (56.5%) strongly agreed and a smaller proportion (25.8%) agreed that portfolios enable the teacher to assess the child's strengths and weaknesses, while a negligible percentage (1.6%) remained neutral. However, 12.9% expressed disagreement and 3.2% expressed extreme disagreement, respectively. The average rating for this question was 53.6, with a standard deviation of 65.82. This indicates that the majority of instructors strongly agreed that portfolios are effective in assessing the strengths and weaknesses of students in Masinga sub-county. Similarly, the majority of head teachers (17), accounting for 81.0%, believed that portfolios enable teachers to assess the strengths and weaknesses of students. The findings corroborate Farid's (2018) assertion that portfolios are effective in assessing learners' regions of difficulty and areas of ease in learning.

The majority of respondents, including 62.9% (39 individuals), strongly agreed, while 30.6% (19 individuals) agreed, that portfolios offer several chances for observation and appraisal. A small percentage of respondents, 4.8% (3 individuals), disagreed, and only 1.6% (1 individual) expressed uncertainty. The item received an average rating of 53.6, with a standard deviation of 65.82. This indicates that most tutors in Masinga Sub County believe that portfolios offer several chances to observe and evaluate learners'

competencies. Furthermore, a significant majority of 85.7% expressed the belief that portfolios offer numerous possibilities for observation and appraisal. These findings align with the research conducted by Gominda (2014), which suggests that portfolios serve as repositories for evidence of learning achievements, reflections on learning, evaluations of performance, problem-solving, and creativity in various areas of learning.

When asked to determine whether portfolios are effective in evaluating practical and significant everyday literacy activities The vast majority of the respondents, comprising 91.9%, expressed strong agreement or agreement, while a small proportion of the respondents, totaling 3.2%, expressed disagreement or severe disagreement, amounting to 1.6%. Merely 3.2% of the data exhibited neutrality. The average rating for this item was 59.6, with a standard deviation of 105.43. This suggests that a significant percentage of respondents believed that portfolios are effective in evaluating practical and meaningful everyday literacy tasks in competency-based assessments. Similarly, Crossley (2018) found that portfolios are characterized by their realism, as learners are evaluated on a daily basis for their performance in tasks that require the practical application of theoretical knowledge in real-life, naturalistic settings. This type of assessment is commonly referred to as "authentic assessment."

The vast majority of respondents (56), accounting for 90.3% of the total, expressed strong agreement and agreement with the notion that portfolios facilitate the learner's ability to engage in reflective thinking about their work

and knowledge. Merely a meager (6) 9.7% of the participants expressed uncertainty, with none expressing disagreement or significant disagreement. The item had a mean rating of 50.6, indicating a high level of evaluation. The standard deviation of 64.53 further emphasizes the significance of portfolios in fostering learners' reflection on their work, knowledge, and skills. Wilkinson (2018) shares the same perspective that portfolios promote introspection, self-assessment, and foster students' accountability and responsibility for their own learning.

Out of the answers, 56 individuals, which accounts for 90.3% of the total, expressed strong agreement and agreement regarding the positive impact of portfolios on teacher-learner conferencing. A mere 9.7 percent of the respondents expressed disagreement, combining both those who disagreed and strongly disagreed. Everyone was certain. The item received an average grade of 47.6, with a standard deviation of 59.05. This suggests that portfolios play a crucial role in facilitating teacher-learner conferencing and debates in the classroom. The findings align with the research conducted by Thomas & Williams (2015), which suggests that portfolios might serve as a catalyst for talks between students and tutors. This is because portfolios incorporate the evaluations of many assessors.

4.4. Use of Practical Tasks in Competency Based Assessment

The study's second purpose was to ascertain if teachers employ practical assignments to evaluate students in Competency Based Assessment in public primary schools in Masinga Sub County, Machakos County. Participants were

queried about the utilization of practical assignments by teachers for evaluating students in CBA. The results are displayed in Table 4.8.

Table 4.8: Responses on Teachers use Practical Tasks to Assess Pupils in CBA(head teachers, Teachers views, and Pupils view)

Responses	Head Teachers		Teachers		Pupils	
	F	**%**	**F**	**%**	**F**	**%**
Yes	21	100	62	100	302	98.1
No	0	0	0	0	6	1.9
Total	**21**	**100.0**	**62**	**100.0**	**308**	**100.0**

The findings indicate that all instructors (62)100% and head teachers (21)100% indicated that grade three kids primarily engaged in cleaning, washing, planting, and shaping activities. The majority of kids (302, 98.1%) reported regularly engaging in duties such as washing, cleaning, planting, and molding, in that specific order of importance. Teachers, students, and school administrators have used competency-based assessment methods in their schools. Rwezaura (2016) underlines that incorporating practical skills into the teaching, learning, and evaluation process enables learners to effectively engage with material, acquire skills, and get the confidence to use them in real-life circumstances, thereby addressing the issue of unemployment.

The researcher conducted a survey among instructors to determine how often learners engaged in practical tasks related to cleaning, washing, planting, and molding. The teachers were asked to rate the frequency on a 5-point Likert

scale, ranging from 5 (often) to 1 (never). The results are presented in table 4.9.

Table 4.9: Frequency at which the learners performed practical (Teachers views)

	Mean	Stand dev'	N	5 %	4 %	3 %	2 %	1 %
Cleaning the market the near the school	27.4	22.46	62	11.3	14.5	12.9	51.6	9.7
Washing (clothes, utensils)	41.4	39.03	62	24.2	17.7	53.2	3.2	1.6
Planting (trees, maize, beans)	33.8	34.83	62	9.6	6.5	58.1	24.2	1.6
Molding (pots, flower vase)	35.6	39.8	62	0	27.4	61.3	9.7	1.6

Based on the data presented in Table 4.9, the majority of teachers (51.6%) reported that cleaning the market near the school is rarely done (32). A smaller percentage of respondents (12.9%) said they conduct it sometimes (8), while 14.5% reported doing it often (9). Additionally, 11.3% of teachers reported cleaning the market always (7), while a minimal percentage (9.7%) never did the cleaning (6). The item received an average rating of 27.4, with a standard deviation of 22.46. This suggests that teachers seldom supervised students in cleaning the market near the school, maybe due to concerns about the associated health costs.These findings corroborate the research of Thomas (2017) and Mzwakhe (2017), which suggest that practical assignments in schools, particularly in health hazard prone places, are rarely performed due to concerns about the potential consequences and the accountability involved.

Approximately 53.2% of teachers occasionally led the learners in washing clothes and utensils, while 17.7% frequently did washing chores and 24.2% usually conducted washing duties. Only 3.2% of teachers rarely performed washing tasks. Only a negligible proportion (1) of 1.6% of the learners never engaged in the task of washing clothes and utensils. The item received a mean value of 41.4, indicating that a large majority (99%) of learners in Masinga Sub County conducted washing chores. The standard deviation of 39.03 further supports the strong utilization of this assessment measure. This can be linked to the convenient availability of water near the chosen schools. The findings align with Ng'ethe's (2016) research, which indicates that science teachers in secondary schools frequently prioritize practical assignments that utilize affordable and easily accessible reagents, while neglecting those that need expensive chemicals and supplies.

Regarding planting activities, according to the data gathered from instructors' perspectives, the majority of learners (36) or 58.1% engaged in this work occasionally, (15) or 24.2% engaged in planting tasks infrequently, and (1) or 1.6% never participated in any planting task. The average grade for this item was 33.8, with a standard deviation of 34.83. This suggests that planting tasks were occasionally carried out at schools (58.1%), showing a difficulty in utilizing this assessment tool. Researchers mostly attributed this obstacle to water scarcity in the school and neighborhood resistance. Muema (2012) noted that the scarcity and severe weather conditions in Tala sub-county, located in Makueni county, deter several secondary school students from pursuing agriculture in the Kenya Certificate of Secondary Education.

The majority of respondents (38, 61.3%) reported that their learners occasionally completed molding tasks. A smaller percentage (17, 27.4%) stated that their learners frequently utilized molding tasks, while a minority (6, 9.7%) reported that their learners seldom used molding tasks. Only one respondent (1, 1.6%) revealed that their learners never conducted any molding tasks. The item received an average value of 35.6, with a standard deviation of 39.8. This indicates that the majority of teachers (96.6%) have utilized molding activities to evaluate learners' competencies. This is due to the fact that a significant number of students in grade have prior experience with molding as a childhood recreational activity in their community. According to the Kenya Institute of Curriculum Development (KICD) in 2013, engaging in molding activities in the classroom helps lower primary school children recall their childhood memories and connects their home activities with their learning environment.

Teachers were additionally requested to specify how each of the practical tasks contributes to the evaluation of learners' abilities. The findings are displayed in Table 4.10.

Table 4.10: Effectiveness of Practical Activities on Assessing learners' skills (Teachers views)

Effectiveness of Practical Activities on Assessing learners' skills	Frequency	Percentage
Cleaning the market the near the school		
Use of correct materials and equipment will enable them perform tasks well	56	90.3
Psychomotor skills utilization	44	70.9
Responsibility in general hygiene	48	77.4
Communication skills development	42	67.7
Socialization skills	54	87.1
Washing		
Washing helps in improving learner capabilities in early years	53	85.5
Washing enables a teacher to know if they used the right procedures o planning the right materials and equipment	43	69.3
Helps to assess if the learner is able to become self-reliant in future	48	77.4
Planting		
Check if the learners are ready in achieving vision 2030 on food security	58	93.5
Correct usage of the materials and tools	60	96.8
Proper care for the plants	58	93.5
Molding		
Use of the right materials and equipment	54	87.1
Check credibility of the learner in molding; can they do better than what is demonstrated by the teacher?	56	90.3
Improves critical thinking	48	77.4

The findings indicate that most teachers believe that the practical activities indicated above facilitate teacher-pupil engagement by involving assessment preparation, activity performance, and feedback discussion. The activities additionally aid teachers in evaluating the degree to which learners are acquiring practical skills. In his study, Jabbarifar (2009) asserted that instructors utilize the results of assessments to inform their instructional practices during school evaluations. The practical activities evaluation provides feedback on educational efficacy and provides learners with a gauge of their progress. Kipkorir (2015) further stated that practical challenges serve to foster problem-solving abilities, enhance instructional effectiveness, and incentivize students to refine their practical aptitude.

In order to determine the importance of employing practical activities to evaluate the learner's abilities, four items were utilized to examine this variable. The assessment was conducted using a 5-point Likert scale, with 5 indicating strong agreement and 1 indicating strong disagreement. The rating scale is as follows: 5 for highly agree, 4 for agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree. The specific and comprehensive outcomes for the target can be found in Table 4.10:

Table 4.11: Significance of using Practical tasks in testing the learner's competencies (Teachers views)

Statement	Mean	StdDev'	N	5 %	4 %	3 %	2 %	1 %
Practical tasks help to assess the knowledge and skills that learners need in their everyday life outside school	54.8	66.01	62	61.3	32.3	4.8	1.6	0
Practical tasks empowers teachers to accurately and appropriately plan for future teaching and learning	34.2	14.8	62	24.2	21.0	21.0	30.6	3.2
Practical tasks enhance the teaching process and ensure even the passive learners are engaged in learning	55.2	88.13	62	83.9	11.3	0	4.8	0
Practical instructional approach is an effective competency based teaching method	71.8	100.69	62	85.4	11.3	0	3.2	0

Based on the findings presented in table 4.11, the majority of teachers (38) or 61.3% strongly agreed, while (20) or 32.3% agreed that practical tasks are effective in evaluating the information and abilities that students require in their daily lives outside of school. Only (1) or 1.5% of teachers disagreed, with none strongly disagreeing. The average mean rating of 54.8 and standard deviation of 66.01 suggest that practical assignments play a crucial role in evaluating the knowledge and abilities that learners require for their daily lives beyond the educational environment. This aligns with the findings of Judith

and Declan (2014), who concluded that practical tasks are a dependable and accurate measure of various practical skills.

While 24.2% of the respondents strongly agreed and 21.0% agreed that practical tasks empower teachers to effectively plan for future teaching and learning, a significant portion (21.0%) remained neutral, suggesting that a considerable number of teachers were unable to make a direct connection between this assessment and their future teaching and learning plans. The findings reveal that 30.6% of the respondents expressed disagreement, while 3.2% strongly disagreed. This suggests that a significant proportion of instructors believe that practical assignments do not enable them to effectively and appropriately prepare for future teaching and learning. The item had an average rating of 34.2, with a standard deviation of 14.8. The data suggested that the majority of instructors in Masinga sub-county did not support the idea of incorporating this variable into their future teaching and learning plans. Hence, the educators seldom depend on hands-on exercises when devising their teaching strategies. The findings contradicted those of Thomas (2017) which demonstrated that the utilization of practical activities enables teachers to effectively and suitably prepare for future instruction and comprehension of concepts, as they are capable of creating pertinent teaching and learning resources for specific and diverse groups of students.

The majority of respondents (83.9%) strongly agreed that practical tasks strengthen the teaching process and engage even passive learners. Additionally, a smaller percentage (11.3%) agreed with this statement. Only a

minor percentage (4.8%) of respondents disagreed. There were no respondents who strongly disagreed or were neutral. The item received an average value of 55.2, with a standard deviation of 88.13. This suggests that a significant majority of respondents believed that practical tasks improve the teaching process and help include even passive learners in learning. These findings align with Mzwakhe's (2017) research, which demonstrated that practical practice improves the teaching process and ensures that even passive learners are actively involved in learning. According to Ng'ethe (2016), the practical instructional approach and evaluation is a very effective teaching style that should be promoted, since it significantly improves students' performance in the specific subject.

The vast majority of the respondents (60), accounting for 96.8% cumulatively, strongly agreed and agreed that a practical instructional approach is a successful strategy for teaching based on competencies. Merely a meager (2) 3.2% of the participants expressed dissent, while none remained uncertain. The item received a mean rating of 71.8, indicating a high level of satisfaction. The standard deviation of 100.69 suggests a wide range of ratings. Grade three teachers consider the practical instructional approach to be a highly effective strategy for implementing a competency-based curriculum. The results align with Ng'ethe's (2016) assertion that the utilization of practical tasks leads to enhanced acquisition of science process skills among learners. Additionally, the practical instructional approach is deemed an effective teaching method for fostering learners' competence skills.

4.5 Use of Oral Presentations in Competency Based Assessment

The third purpose is to ascertain the utilization of oral presentations by instructors for assessing children in Competency Based Assessment in public primary schools in Masinga Sub County, Machakos County, Kenya. The researcher initially aimed to determine the frequency at which teachers evaluated students' oral presentation skills in their schools using a 4-point Likert scale. The scale ranged from 4 (always) to 1 (rarely), with 4 indicating frequent assessment, 3 indicating frequent assessment, 2 indicating occasional assessment, and 1 indicating infrequent assessment. This information is presented in Table 4.12.

Table 4.12: Frequency at which teachers assessed learners' oral presentation skills in their schools (head teachers and Teachers views)

Population	N	4	3	2	1
		%	%	%	%
Grade three teachers	62	51.6	30.6	17.7	00
Head teachers	21	00	95.2	4.8	00

The data presented in Table 4.12 indicates that a significant proportion of teachers (32), accounting for 51.6%, consistently evaluated the oral presentation skills of their students. Another group of teachers (19), representing 30.6%, reported doing so less frequently. Of the learners assessed, 17.7% were occasionally evaluated on their oral presentation skills, while none were rarely evaluated on this aspect. This indicates that every instructor in Masinga sub county evaluated the oral presentation abilities of

the students. The majority of head teachers (95.2%) agreed with these views, stating that teachers in their schools frequently examined learners' oral presentations. Only a small percentage (4.8%) assessed the learners occasionally. The results align with the research conducted by Nejad and Mahfoodh (2019), which indicates that experienced tutors predominantly favor utilizing oral presentations to assess learners' proficiency in language learning. Oral presentations in the language classroom provide students with a rare opportunity to have direct control over both the content and the flow of the classroom, making them student-centered (Apple & Kikuchi, 2007).

In order to determine the types of oral presentation activities that learners are assessed on, all teachers (62)100% and the majority of pupils (304) 98.7% identified reading stories, narrating stories, reciting poems, singing songs, and debating on given issues as the most frequently used oral presentation activities in their classrooms. Similarly, the vast majority of grade three kids (305), accounting for 99.0%, stated that they are evaluated based on their ability to read stories, narrate stories, recite poems, sing songs, and engage in debates on assigned topics. All (21)100% head instructors agreed that grade three teachers frequently evaluated their students' abilities in oral presenting tasks, such as reading stories, narrating stories, reciting poems, singing songs, and engaging in debates. The findings align with Joughin's (2010) assertion that oral presentations typically assess one's understanding of the topic, level of confidence, ability to provide concise responses, quality of responses, ability to think on the spot, communication skills, application of theoretical

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knowledge to practical situations, capacity to handle questions, body language, professionalism, and clarity of responses.

In order to assess the oral presentation skills of the learners, teachers were requested to evaluate their performance in the subsequent domains: Phonetic articulation, Lexical positioning, Prosody, Aural perception, and self-assurance. The variable is assessed using a 4-point Likert scale, ranging from 4 (Exceed Expectation, EE) to 1 (Below Expectation, BE). The scale includes the following ratings: 4 (EE), 3 (Meet Expectation, ME), 2 (Approaching Expectation, AE), and 1 (BE), as displayed in Table 4.13.

Table 4.13: Rating of learners' acquisition of oral presentation skills (Teachers' views)

Oral presentation skills	Mean	Stddev'	N	4 %	3 %	2 %	1 %
Pronunciation of sounds	41.5	31.48	62	16.1	51.6	30.6	0.6
Placement of words	41.2	34.49	62	14.5	58.1	25.8	1.6
Intonation	39.8	33.25	62	9.7	54.8	33.9	1.6
Auditory awareness	40.3	33.62	62	12.9	54.8	27.4	4.8
Confidence	39.5	38.52	62	4.8	61.3	30.6	3.2

The findings reveal that a significant proportion of learners, specifically 32 individuals or 51.6%, were assessed as meeting the expected standards in terms of sound pronunciation. Additionally, 19 individuals or 30.6% were found to be approaching the expected level in this aspect. Out of the total, only

10 individuals, which accounts for 16.1%, surpassed expectations in their pronunciation of sounds. Conversely, only 1 individual, equivalent to 1.6%, failed to meet the expected standard. The item had an average rating of 41.5, with a standard deviation of 31.48.The majority of learners in Masinga sub County demonstrated a high level of proficiency in sound pronunciation. This supports Joughin's (2010) assertion that "any evaluation of learning that is carried out through verbal communication is likely to produce favorable outcomes," since the spoken word in its different manifestations serves as the means of interaction between the student and the assessor.

Furthermore, a majority of teachers (58.1%) believed that most learners successfully satisfied the goals in word placement, whereas a smaller percentage (25.8%) claimed that their learners were making progress towards meeting these standards. Merely 1.6% fell short of the expectation, whilst 14.5% surpassed it. The item received an average rating of 41.2, with a standard deviation of 34.48.This indicates that a large proportion of learners in Masinga sub County achieved the desired level of proficiency in word placement.Živković (2014) noted that the arrangement of words in a phrase offers students a task that focuses on the process of using English pronunciation to classify different words.

Regarding the utilization of intonation variables, the majority of learners (34) or 54.8% successfully reached the expected standards, while (21) or 33.9% came close to meeting the expectations. Merely 1.6% fell short of the expectations, but 9.7% surpassed them. Regarding aural awareness, 54.8% of

individuals met the expected level, while 27.4% came close to meeting the expected level. In addition, a small proportion (8, or 12.9%) surpassed the anticipated outcome, while a smaller proportion (3, or 4.8%) fell short of expectations. These findings corroborate the findings of Afandi (2018) that oral presentations have a purpose beyond providing students with a chance to practice language, intonation, and stage performance skills. They also offer learners an opportunity to utilize language to bring joy to their peers.

Regarding learners' confidence during oral presentations, the majority of teachers (61.3%) noted that learners met the expectations, while a smaller percentage (30.6%) approximated the expectation. The item had a mean rating of 39.5 and a standard deviation of 38.52, indicating that a large majority of learners shown confidence during oral presentations. This corroborates the findings of Singh (2017) that implementing oral assessment for a diverse group of learners resulted in significant advantages in terms of language proficiency, interpersonal connections, self-assurance, and a harmonious social environment inside classrooms.

4.6 Use of Skills Rating Scales in Competency Based Assessment

The fourth purpose aimed to investigate the utilization of skills rating scales by instructors for evaluating students' competencies in Competency Based Assessment within public primary schools in Masinga Sub County, Machakos County, Kenya. Initially, the researcher aimed to determine the specific types of abilities rating scales employed by grade three instructors through gathering input from both students and principals. The pupils and head teachers were

surveyed about their awareness of the perception that grade three instructors utilize skill rating assessment books and scoring rubrics. The findings are displayed in Table 4.14.

Table 4.14: Awareness on use of Skill Rating Assessment Books and Scoring Rubrics (Head Teachers' and Pupils views)

Responses	Head Teachers		Pupils	
	F	**%**	**F**	**%**
Yes	21	100	298	96.8
No	0	0	10	3.2
Total	**21**	**100.0**	**308**	**100.0**

The findings indicate that all 21 head teachers, or 100% of them, as well as the majority of kids (298, or 96.8% of them), believed that grade three teachers utilized skill rating evaluation books and scoring rubrics. The results align with the conclusions of KICD (2019) and Weigle (2012) that the most suitable approach for achieving competency-based assessment is through the utilization of skillfully crafted assessment books and scoring rubrics. These tools are particularly advantageous in performance assessment scenarios as they can offer extensive insights into learners' abilities across various dimensions, requiring only minimal time and specialized knowledge.

The researcher aimed to determine the frequency at which learners were evaluated using Skills Rating Scales at their schools. The evaluation was conducted on a 4-point Likert scale, ranging from 4-Monthly to 1-Never. The

specific frequency categories were 4-Monthly, 3-Once per term, 2-Annually, and 1-Never, as displayed in table 4.15.

Table 4.15: Frequency at which teachers assessed learners' using Skills Rating Scales in their schools (head teachers and Teachers views)

Population	N	4	3	2	1
		%	%	%	%
Grade three teachers	62	71.0	17.7	11.3	00
Head teachers	21	76.2	14.3	9.5	00

Based on the findings presented in table 4.15, the majority of grade three instructors, specifically 44 individuals or 71.0%, utilized skills rating assessments on a monthly basis. Additionally, 11 teachers or 17.7% used these assessments once every academic term, while 7 teachers or 11.3% employed skill rating assessments on an annual basis. Similarly, the majority of head teachers (16) said that teachers utilized skill rating scale assessments on a monthly basis, with 76.2% indicating this frequency. In contrast, 14.3% reported using the skill rating scale once each term, while 9.5% reported using it annually. All grade three instructors are proficient in utilizing the abilities rating scale as a way of competency-based assessment and have implemented it in their instructional practices.

The findings align with Wanzala's (2018) assertion that it is the teachers' duty to create an effective method for assessing the acquisition of skills by students when adopting a competency-based curriculum. In addition, the majority of teachers (59, or 95.2%) and head teachers (19, or 90.5%) ranked writing,

reading, listening, and speaking as the most often evaluated skills in schools, in descending order of importance. The results align with Waksman's (2016) assertion that interpersonal competences encompass many language skills such as writing, reading, listening, and speaking. Therefore, it is recommended that teachers create a personalized rating scale to assess students' social and linguistic abilities.

The study aimed to determine the importance of utilizing rating scales to evaluate learner skills in Masinga Sub County. Three items were utilized to examine this variable, which was evaluated on a 5-point Likert scale spanning from 5 (indicating strong agreement) to 1 (indicating severe disagreement). The comprehensive and specific outcomes for the indicator may be found in Table 4.16.

Table 4.8: Significance of using of rating scales to assess learner skills (Teachers Views)

Statement	Mean	StdDev	N	5 %	4 %	3 %	2 %	1 %
Skills Rating scales help to indicate the degree of the skills displayed by the learner.	52.6	63.93	62	64.6	27.4	3.2	3.2	1.6
Rating scales help learners to do self-assessment	40.0	36.70	62	27.4	51.6	1.6	14.5	4.8
Rating scales provide explicit information about a learner's strengths and weaknesses	43.4	41.11	62	32.3	50.0	0	16.1	1.6

According to the data presented in table 4.16, a significant majority of teachers (57, or 91.9%) agreed or strongly agreed with the statement that skills rating scales are useful in assessing the level of skills demonstrated by the student. Merely a meager (3) 4.8% expressed extreme disagreement and disagreement, while an additional (2) 3.2% remained neutral. The item had an average rating of 52.6, with a standard deviation of 63.93. The skills rating scales are an effective technique used to measure the level of skills demonstrated by the learner, as evidenced by a high average rating, a large standard deviation, and a high percentage of responses in agreement. The findings align with the research conducted by Mitchelle and Demaray (2019), which suggests that skill rating scales and rubrics are precise instruments that effectively demonstrate the specific skills acquired by a student. These tools provide a systematic approach for gathering data on certain behaviors, knowledge, and abilities.

The results indicate that 79.0% of the teachers agreed and strongly agreed with the second item, stating that rating scales assist learners in self-assessment. Only 19.3% severely disagreed or disagreed, while a mere 1.6% of the teachers remained neutral. The item's mean was 40.0 and its standard deviation was 36.70. Rating scales facilitate learners in doing self-assessment in order to achieve desired skills through diligent efforts to address their weaknesses. The results align with Burns' (2017) assertion that teachers can utilize skills rating scales to document the extent or frequency of the behaviors, skills, and strategies exhibited by the learner, while students can employ skills rating scales as a self-assessment tool.

The study findings reveal that a significant majority of the respondents (51) or 82.3% agreed and strongly agreed that rating scales offer clear information regarding a learner's strengths and weaknesses. Conversely, a small minority of respondents (11) or 17.7% strongly objected and disagreed, with none expressing a neutral stance. The item's average rating was 43.4, with a standard deviation of 41.1.The significant level of consensus indicates that the skills rating scale, functioning as a dimmer switch, allows for a wide range of performance levels by offering clear information regarding a learner's strengths and shortcomings. These findings align with Karel's (2010) assertion that an effective skills rating scale should be inherently self-improving, offering a comprehensive assessment of learners' behavior, abilities, attitudes, and areas of weakness.

4.7 Challenges facing teachers while using various Competency Based Assessment methods

The study findings indicate that teachers received training in Competency Based Assessment (CBA), albeit for a duration of less than one week. They lacked sufficient training.This suggests that they possess a basic understanding of CBC training, but they lack adequate expertise in teaching. Only a small number of teachers comprehended the methods of competency-based evaluation. The majority of individuals were encountering difficulties comprehending the topic and were lacking the necessary aptitude required by the program. The inadequate training program, which lacks comprehensive content, effective delivery, and appropriate evaluation methodologies, hinders

grade three instructors from effectively completing learner assessments. There were scant reports of teachers receiving training in CBA methods.

The training was done for a duration of one to two days. The majority of the training conducted involved peer training, wherein a chosen group of teachers were trained and subsequently assigned to instruct their colleagues inside their respective schools. Teachers observed that peer teachers may become distracted from their jobs when working with their friends. They also indicated that learning may be challenging because peer teachers lack the same level of expertise as the CBC trainers, resulting in subpar delivery of content. Harris and Brown (2013) conducted a study on the utilization and integration of peer response in the classroom. The research findings indicate that students generally placed a higher level of importance on the feedback provided by their teachers compared to the feedback received from their peers. Furthermore, it was highlighted that peer teaching was undermined due to the fact that peers lack the necessary qualifications and appropriate training to provide effective instruction (Hu & Lam, 2009). All grade three teachers, without exception, said that the training was completed within a week. This demonstrates that the CBC training was inadequate, as it required participants to quickly acquire the skills necessary to undertake CBC learning and assessment. These typically result in inept implementers who lack expertise in curriculum and assessment in education.

The absence of teachers' empowerment was seen as a significant obstacle in implementing Competency based assessments in schools. There have been reports indicating that instructors have very limited authority when it comes to arranging CBA assessments in schools. This is due to the fact that 92% of respondents reported feeling empowered in some way, while 8% expressed a sense of empowerment. In order for a teacher to gain empowerment, it is essential to have enough training and engage in ongoing professional development. It was discovered that the government, namely the ministry of education, lacked effective ways for empowering teachers who were implementing the Competency-Based Curriculum (CBC). Although instructors received training, the instruction was not effective. Opondo, Afwande, and Kamau (2023) argue that comprehensive teacher training at the college level, along with Continuous Professional Development (CPD) and support from school administration and the government, can play a crucial role in successfully implementing competency-based evaluations in CBC schools.

Furthermore, teachers' lack of confidence in conducting CBA is attributed to their insufficient knowledge and skills. In this study, it was found that 80.6% of grade three teachers expressed a certain level of confidence in conducting CBC assessments. Nevertheless, the findings indicate a requirement for additional training and coaching to enhance their proficiency in CBC assessment. Teachers' lack of confidence in conducting CBC stems from insufficient knowledge and abilities in CBA assessment. Many teachers have insufficient expertise in implementing specific parts, particularly when it comes to conducting competency-based assessments in the context of CBC.

Teachers expressed concerns about the absence of proper instruction on how to carry out learning and evaluation. Concerns were made over the lack of training provided on conducting classroom activities and understanding the required responsibilities. According to Mulenga and Kabombwe (2019), teachers' confidence primarily relies on their level of content knowledge. Educators avoid unfamiliar topics due to their fear of revealing their lack of knowledge or skills, as stated by Moon (2007).

The study results indicate that the structure of the CBC curriculum poses a significant obstacle to the successful assessment of CBA. Teachers have indicated that the CBA assessment procedure is intricate. The curriculum is structured to facilitate concurrent activities, making it challenging for instructors to conduct assessments effectively in the event of student or teacher absences (Amunga et al., 2020). In addition, all 62 teachers unanimously identified a shortage of resources, including textbooks, funding, learning materials, internet connection, and ICT tools, as a significant obstacle in adopting competency-based assessments. The availability of resources significantly influenced the implementation of CBA assessments. It was observed that teachers faced a scarcity of resources, including textbooks, learning materials, internet connections, and ICT tools. The lack of access to resources utilized in learning CBC has a significant impact on the assessment process. Teachers indicated that the inadequate assessment procedures were a result of a deficiency in well-written instructions to assist them in evaluating students.

The study conducted by Okongo et al (2015) examines the impact of the presence of teaching and learning resources on the successful implementation of inclusive education in preschool centers. The study findings indicated that insufficient teaching and learning resources hindered the implementation of inclusive education. Adeogun (2001) established a robust and statistically significant positive correlation between instructional resources and academic performance.

The significant class size that disrupts CBC instruction and assessment is also highlighted. A majority of grade three teachers, specifically 95.2%, indicated that they have a student population ranging from 60 to 80 in their classrooms. Due to the ongoing nature of CBC assessment, teachers face difficulties in evaluating the progress of each individual learner. The presence of a high number of students in a class hinders the ability to carry out regular evaluations and deliver prompt feedback to pupils, which is essential for enhancing their academic performance. A study conducted by Cuseo and Joe (2007) revealed that big class sizes have a substantial and detrimental impact on students' academic performance.

Moreover, a significant proportion of instructors (58, accounting for 93.5%) indicated that the severe shortage of teachers in public schools poses challenges in addressing emergency situations that require teachers to be absent. Additionally, a single teacher is responsible for delivering a multitude of demanding lessons. The results align with Soare's (2015) assertion that in order to carry out evaluations in CBC effectively, schools should be

adequately staffed to reduce teachers' burden, hence enhancing their concentration and performance.

Insufficient parental assistance was identified as an additional obstacle. The majority of parents whose children are currently enrolled in the CBC curriculum have completed the 8-4-4 system, while a minority are unable to read or write. Their understanding of the new curriculum is limited. This hinders their comprehension of the curriculum and prevents them from aiding their children with schoolwork and other necessary home activities like shaping and gardening. The absence of parental support and involvement poses challenges for the implementers of CBC. However, successful implementation of the new curriculum requires teachers and parents to collaborate and work together as co-educators (Amunga et al., 2020).

4.8 Ways of making pupils' assessment more effective

In order to achieve successful CBC assessment results, it is imperative for the government, specifically the Ministry of Education, to allocate resources such as learning materials, conduct regular and comprehensive CBC training sessions, raise awareness among teachers and the public about the significance of the CBC curriculum, provide sufficient and enhanced training on CBC assessment, and ensure the provision of all necessary learning materials (as the current supply is insufficient) as well as the installation of internet connectivity. The government aims to enhance the capabilities of teachers by providing them with training in ICT knowledge, skills, and CBC pedagogical skills through the ministry of education. Teachers should also integrate the

utilization of technology in the evaluation process. This will facilitate the exploration and utilization of novel ideas and tasks, while also aiding in the discovery of innovative approaches to task management.

The government, in collaboration with the Ministry of Education and education stakeholders, aims to raise public awareness about the Competency-Based Curriculum (CBC). Additionally, they seek to educate parents about the significance of their involvement in CBC education and provide funding for continuous professional development training in schools. This training will enhance teachers' understanding of different aspects of CBC assessments. The Teachers Service Commission should provide adequate staffing in all schools to address situations where teachers are unable to attend to learners due to emergency circumstances. This will reduce the workload of teachers, while enhancing teacher-student interaction and ratio. According to Soare (2015), in order to carry out evaluations in CBC effectively, schools need to have sufficient staff to reduce the strain of instructors, thereby enhancing their concentration and performance.

A study conducted by Nsibande (2002) reveals that principals who possess inadequate understanding of the curriculum are unable to effectively support instructors. Insufficient curriculum knowledge and an inability to comprehend the curriculum result in subpar planning and a lack of confidence in teaching. Therefore, it is imperative to provide training for head teachers to ensure their support for teachers adopting the Competency-Based Curriculum (CBC).

CHAPTER FIVE

STUDY SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a concise overview of the key findings of the study, as well as the conclusions and recommendations that have emerged from the conversation.

5.2 Summary of the study

The objective of this study was to examine the evaluation techniques employed by educators in the Competency Based assessment system within public elementary schools located in Masinga Sub-County, Machakos County, Kenya. The study aimed to achieve four main objectives: firstly, to investigate the utilization of portfolios for assessing pupils in Competency Based Assessment in public primary schools; secondly, to assess whether teachers employ practical tasks to evaluate pupils in Competency Based Assessment; thirdly, to determine if teachers utilize oral presentations for assessing pupils in Competency Based Assessment; and finally, to examine the methods employed by teachers in using skills rating scales to assess pupils in Competency Based Assessment in public primary schools in Masinga Sub County, Machakos County, Kenya.

The study employed a descriptive survey research approach, which allowed for the collection of accurate information from respondents while ensuring the preservation of their anonymity. The study focused on a target group

consisting of 21 head teachers, 65 grade three teachers, and 1540 grade three kids. The study aimed to have a sample size of 21 head teachers, 65 teachers, and 308 grade three kids. In order to achieve this, the study employed stratified random sampling and purposive sampling techniques. These methods involve selecting individual sampling units in a way that is proportionate to the size of the unit, thereby increasing the likelihood of a representative sample (Singh & Singh, 2012; Orodho, Khatete, & Mugiraneza, 2016).Due to the ease of access and manageability of the target population, the study employed purposive sampling, involving the participation of the complete target population of 21 head teachers and 65 grade three teachers as respondents. The students were categorized based on their gender. The primary schools functioned as distinct layers. The researcher selected a representative sample of 308 pupils, which accounted for 20% of the total population. A total of 394 respondents were included in the study sample.

Prior to the actual data collection, a pilot test was conducted to ensure the reliability and validity of the study instruments. Best and Kahn (2006) state that a pre-test typically involves a sample size ranging from 1 to 10% of the total target population. Consequently, a pilot study was carried out in a single school, involving one principal, three teachers, and 15 students. The sophisticated instruments were applied, filled, and the replies were examined. The study utilized the method of collecting primary data. This was accomplished by employing questionnaires, an interview schedule, and a focus group discussion guide. The data obtained from the questionnaires were subjected to quantitative analysis using the SPSS version 22.0 software. The

Likert scale data was analyzed using descriptive statistics, which produced information that was then presented in tables, percentages, and figures. The qualitative data obtained from the open-ended questions was subjected to conceptual content analysis and subsequently presented in prose format. Themes were employed to condense qualitative data and facilitate the incorporation of interpretations into quantitative conclusions through the use of interpretive and coding methods. The study's conclusions, derived from a thorough data analysis, are described in the following sub sections:

5.2.1 Use of Portfolios in Assessment in Competency Based Assessment

The major aim of the study was to determine the utilization of portfolios in evaluating students' performance in Competency Based Assessment within public primary schools in Masinga Sub County, Machakos County. The results obtained from the questionnaires, interview schedule, and focus group discussion guide provided both quantitative and descriptive evidence that portfolios were widely utilized as an assessment method in Competency Based Assessment public primary schools in Masinga Sub County.

The results revealed that portfolios focused on drawing and coloring activities were frequently created, but portfolios centered around cut-out activities were infrequently developed. Moreover, the findings revealed that portfolios offer learners a chance to showcase their skills and weaknesses, enabling the instructor to assess the child's strengths and weaknesses while also providing numerous possibilities for observation and evaluation. Furthermore, the findings indicated that portfolios facilitate the evaluation of practical and

significant literacy activities on a regular basis, while also promoting the learner's introspection regarding their work and knowledge. Furthermore, portfolios play a crucial role in facilitating teacher-learner communication and debates within the classroom.

5.2.2 Use of Practical Tasks in Competency Based Assessment.

The study's second purpose was to ascertain if teachers employ practical assignments to evaluate students in Competency Based Assessment inside public primary schools in Masinga Sub County, Machakos County, Kenya. The quantitative and descriptive findings about the frequency of practical cleaning chores undertaken by the learners indicate that cleaning the market place and nearby areas of the school is infrequently carried out. This is primarily owing to the health risks involved and the associated financial implications. Consequently, learners in Masinga Sub County are seldom assessed on their ability to do cleaning duties in market and communal areas.

Furthermore, the quantitative descriptive results indicate that learners in Masinga Sub County frequently engage in washing tasks, indicating a high level of utilization of this assessment method. Nevertheless, planting activities are occasionally carried out in educational institutions. The utilization of tree planting, maize cultivation, or bean farming as a means of evaluating competences faces a significant obstacle primarily due to water scarcity in both schools and the surrounding population. In addition, whereas most teachers have occasionally utilized molding tasks in assessment, nearly all

teachers in Masinga Sub County have employed molding tasks as a means of evaluating learners' competencies.

The results demonstrate that practical assignments play a crucial role in evaluating the information and abilities that learners require for their daily lives beyond the educational environment. This aligns with the findings of Judith and Declan (2014) who concluded that practical tasks are a dependable and accurate measure of various practical skills. Nevertheless, practical assignments do not immediately enable teachers to effectively and suitably prepare for future teaching and learning.

The results additionally demonstrate that practical tasks augment the instructional process and guarantee the involvement of even the passive learners in the learning process. Reaffirming Mzwakhe's (2017) assertion that practical practice improves the teaching process and ensures that even passive learners actively participate in learning. Furthermore, the findings suggest that implementing a practical instructional strategy is an efficacious method for teaching based on competencies.

5.2.3. The utilization of oral presentations in competency-based assessment

The third purpose is to ascertain the utilization of oral presentations by instructors for assessing children in Competency Based Assessment in public primary schools in Masinga Sub County, Machakos County, Kenya. All teachers in Masinga Sub County evaluated the oral presenting skills of the pupils, as indicated by the outcome. Furthermore, the most prevalent oral

presentation activities employed in their schools include reading stories, narrating stories, reciting poems, singing songs, and engaging in debates on specific topics. Moreover, the evaluation method of oral presentations is highly successful in evaluating the learners' mastery of abilities like as pronunciation, intonation, confidence, and aural awareness. The findings additionally indicate that a significant proportion of students in Masinga sub County satisfy the desired standards in terms of pronouncing sounds, placing words correctly, using appropriate intonation, demonstrating auditory awareness, and displaying confidence during oral presentations.

5.2.4 Use of Skills Rating Scales in Competency Based Assessment

The fourth purpose aimed to investigate the utilization of skills rating scales by instructors for evaluating students' competencies in the context of Competency Based Assessment in public primary schools in Masinga Sub County, Machakos County, Kenya. The quantitative descriptive findings derived from the questionnaires, interview schedule, and focus group discussion guide indicate that skill rating assessment books and rubrics are predominantly employed for evaluating the proficiency of learners using a rating scale. Teachers in third grade conduct this assessment on a monthly basis. Furthermore, schools typically prioritize the evaluation of writing, reading, listening, and speaking skills in descending order of importance.

The quantitative descriptive results demonstrate that skills rating scales effectively identify the level of abilities exhibited by the learner and assist learners in self-assessment by providing explicit information about their strengths and limitations.

5.3.5 Challenges facing teachers while using various Competency Based Assessment methods

The study reveals that teachers received training in Competency Based Assessment (CBA), albeit for a duration of less than one week. They lacked sufficient training. This suggests that they possess a concept of CBC training, but they do not possess an adequate understanding of pedagogy. Only a small number of teachers comprehended the methods of competency-based evaluation. The CBA assessment necessitates endorsement from fellow educators, school leadership, and the education ministry. The teachers contended that they are devoid of governmental assistance, family backing, and institutional support. The main concepts that were discussed include inadequate training, little parental support despite the requirement of parental involvement by CBC, and a shortage of resources for conducting CBC assessments. The rate of continuing professional development in schools is significantly low, since a majority of teachers have reported receiving minimal or no help from the administration. Teachers identified a scarcity of resources, including textbooks, funding, learning materials, internet connectivity, and ICT tools, as a significant obstacle to the implementation of competency-based assessments. Teachers' lack of confidence in conducting CBA stems from insufficient knowledge and abilities. School administrations have little involvement in CBC assessments due to their lack of knowledge and experience in CBC curriculum. As a result, instructors have low authority in designing CBA evaluations in schools.

5.3.6 Ways of making pupils' assessment more effective

In order to achieve successful CBC assessment results, the government, specifically the Ministry of Education, must provide essential resources such as learning materials, conduct regular and comprehensive CBC training, raise awareness among teachers and the public about the significance of the CBC curriculum, offer sufficient and enhanced training on CBC assessment, and ensure the provision of all necessary learning materials, including internet installation. Teachers should also integrate the utilization of technology in the evaluation process. The government, via the ministry of education, should allocate funds for the ongoing professional development training of teachers in schools. The Teachers Service Commission should ensure optimal staffing levels in all schools. It is necessary to provide training for head teachers in order to ensure their support for teachers adopting the Competency-Based Curriculum (CBC).

5.3 Conclusion

Teachers in public primary schools in Masinga Sub County employ a range of tools to evaluate the proficiency of pupils in the Competency-Based Curriculum (CBC). The primary instruments employed include portfolios, hands-on assignments, verbal presentations, and skills assessment. Portfolios are created by utilizing techniques such as drawing, coloring, and cut outs. The portfolios provide students the chance to showcase their strengths and faults. The teachers also get the opportunity to assess the child's strengths and weaknesses during the learning process. Portfolios facilitate teachers in evaluating authentic and significant literacy activities on a regular basis, while

also encouraging learners to engage in self-reflection regarding their work and knowledge. Furthermore, portfolios play a crucial role in facilitating teacher-learner communication and debates within the classroom.

The learners engage in practical activities such as market place cleaning, washing, tree planting, and shaping jobs, which may use corn or beans. Furthermore, practical tasks play a crucial role in evaluating the information and skills that learners require in their daily lives beyond the classroom. However, these tasks do not immediately enable teachers to effectively and suitably plan for future teaching and learning. The practical instructional approach is a very effective teaching method that focuses on competency-based learning. It assures that even passive learners are actively engaged in the learning process.

Every instructor in Masinga sub county evaluated the oral presenting skills of the learners. The assessment mostly emphasized reading stories, narrating stories, reciting a poem, singing a song, and engaging in debates as the most prevalent oral presenting activities. Additionally, the evaluation method of oral presentations is highly successful in evaluating the learners' mastery of pronunciation, intonation, confidence, and auditory awareness skills. Furthermore, the majority of grade three students demonstrate proficiency in pronunciation, word placement, intonation, auditory awareness, and confidence during oral presentations. However, there are a few students who slightly surpass expectations and a few who fall below expectations.

Skill rating assessment books and rubrics are mostly utilized to evaluate the proficiency of learners using a rating scale. Teachers in grade three conduct a monthly assessment that primarily evaluates students' proficiency in writing, reading, listening, and speaking, which are the most often evaluated abilities in schools. Skills rating scales provide a measure of the proficiency level exhibited by the learner. This assessment method facilitates self-assessment for learners by offering concrete information regarding their strengths and limitations.

5.4 Recommendations

The ministry of education should increase the frequency of In-Service training for instructors regarding the utilization of diverse portfolio activities in assessments. This will enhance teachers' understanding of the utilization of Portfolios and provide them with guidance on instructing students on the creation of portfolios.

The Ministry of Education should increase the frequency of in-service trainings for teachers, focusing specifically on the integration of technology and the implementation of practical projects that promote innovation. The school administration should also collaborate with parents to ensure that students are provided with resources to engage in hands-on activities. Cleaning requires the use of cleaning equipment such as brooms, washing necessitates the use of detergents, and planting requires the use of seeds or seedlings. The school administration should therefore endeavor to raise awareness among parents on their responsibility to supervise the effective

execution of the Competency-Based Curriculum (CBC). This could enhance parents' inclination to assist their children in executing several duties in CBC.

Headteachers should promote the consistent use of oral presenting skills evaluation by instructors to evaluate students in the classroom, particularly in language subjects. These activities may encompass presentations, storytelling, or reading exercises inside the classroom. This will enhance learners' audacity in reading aloud and bolster their self-assurance in delivering oral presentations. The head teachers and schools board of management should assist teachers by supplying appropriately crafted skill rating scale assessment books and scoring rubrics sheets. The ministry of education should exercise meticulous deliberation when distributing resources, especially teaching staff. This will guarantee a favorable teacher-to-student ratio, allowing teachers to allocate sufficient time to each individual learner.

5.5 Suggestions for Further Research

1. This research did not take into account the impact of mediating, moderating, and/or intervening variables. Additional investigation may elucidate the impact of government policies, resource constraints, and insufficient teacher training on the implementation of Competency Based Assessment (CBA) by educators.

2. The research was restricted to public secondary schools and public primary schools specifically located in Masinga Sub County. Additional investigation is required to determine the applicability of

the observed status, results, and suggestions to additional sub-counties and counties in Kenya.

3. This study examined the utilization of Competency Based assessment techniques employed by educators in public elementary schools within Masinga Sub-County. Additional research could encompass both teachers and students in both private and public elementary schools, either separately or collectively.

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APPENDICES

Appendix I: Letter of Introduction

School of Education

 University of Nairobi

The Head teacher

.........................school.

Dear Sir/ Madam.

RE: PERMISSION TO CARRY OUT STUDY IN YOUR SCHOOL

I am a post graduate student at the University of Nairobi, department education, educational administration and planning. I am conducting a research on **"An Assessment of Use of Competency Based Assessment Methods in Public Primary Schools in Masinga Sub County, Machakos County, Kenya"**. Your school has been selected to participate in this study. Kindly allow me to administer the research tools to you, the teachers and the learners. I assure you that the information you provide will only be used for academic purposes and your identity will be treated with strict confidentiality.

Yours faithfully,

Agnes Mutunga.

Appendix II: Questionnaire for Teachers

Please complete this questionnaire as truthfully as possible by indicating your choice by a mark (√) where appropriate or fill in the blank spaces. The information given will purely be used for the purpose of this study and will be treated with the strictest confidence.

Section A: Background Information

1. What is your gender? Male ( ) Female ( )

2. What is your highest academic qualification?

    Post graduate( )   Graduate ( ) Diploma ( )   Certificate level-P1 ( )

3. Indicate your teaching experience in years.

    1-5 years [ ]   6-10 years [ ]   11-15 years [ ]   16 and above [ ]

4. a) Have you attended in-servicing training on learners' assessment in

    CBC?   Yes ( )   Not yet ( )

    b) If yes, have you been trained on competency Based Assessment?

        Yes ( )   No ( )

c) Do you use assess learners' skills using CBA methods?

        Yes ( )   No ( )

Section B: Use of Portfolios in Assessment

5. Rate the frequency at which you ask your learners to make portfolios based on the listed activities.

Activities	Always	Often	Sometimes	Rarely	Never
Coloring					
Drawing					
Cut outs					

6. Kindly explain how each of the listed activities help to assess learners' skills.

_____

7. Kindly indicate your level of agreement on the following statements on significance of using portfolios to assess leaner skills.

Key: 5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree

Statement	5	4	3	2	1
Portfolios provides an opportunity for learners to demonstrate their strengths and weaknesses					
Portfolios allows the teacher to evaluate the child's strengths and weakness					
Portfolios prove multiple opportunities for observation and assessment					
Portfolios helps to assesses realistic and meaningful daily literacy tasks					
Portfolios helps the learner to be reflective about their work and knowledge					
Portfolios encourages teacher-learner conferencing					

Section C: Use of Practical Tasks in Assessment

8. Rate the frequency at which you ask your learners to perform the listed activities. Always =5 Often=4, Sometimes=3, Rarely=2, Never 1

Activities	5	4	3	2	1
Cleaning the market the near the school					
Washing (clothes, utensils)					
Planting (trees, maize, beans)					
Molding (pots, flower vase)					

9. (a). Kindly explain how each of the listed activities help to assess learners' skills_____.

10. Kindly indicate your level of agreement on the following statements on significance of using practical tasks to assess learners.

Key: 5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree

Statement	5	4	3	2	1
Practical tasks help to assess the knowledge and skills that learners need in their everyday life outside school					
Practical tasks empowers teachers to accurately and appropriately plan for future teaching and learning					
Practical tasks enhance the teaching process and ensure even the passive learners are engaged in learning					
Practical instructional approach is an effective competency based teaching method					

Section D: Use of Oral presentations in Assessment

11. How often do you assess learners' oral presentation skills?

Always ( )   Often ( )   Sometimes ( )   Rarely ( )

12. Which oral presentations are the learners' in you class involved in? -

_____

13. Kindly rate the learners based on the listed capabilities?

Exceed Expectation (EE)   Meet Expectation (ME)

Approaching Expectation (AE)   Below Expectation (BE)

Oral presentation skills	EE	ME	AE	BE
Pronunciation of sounds				
Placement of words				
Intonation				
Auditory awareness				
Confidence				

Section E: Use of Skills Rating Scales in Competence Based Assessment.

14. How often do you use rating scales to assess the learners' skills?

Monthly ( )   Once per Term ( )   Annually ( ) Never ( )

15. Kindly indicate your level of agreement on the following statements on

significance of using rating scales to assess learner skills.

Key: 5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree

Statement	5	4	3	2	1
Skills Rating scales help to indicate the degree of the skills displayed by the learner.					
Rating scales help learners to do self-assessment					
Rating scales provide explicit information about a learner's strengths and weaknesses					

16. What challenges do you face while use various assessment methods?

_____

17. Kindly suggest ways of making pupils' assessment more effective.

_____

Thank you for your participation

Appendix III: Interview Schedule for Head Teachers

1. What classroom assessment modes do the teachers in your school apply?

2. How can you rate grade three teachers competency on the use of assessment methods in CBC?

3. Have all the teachers attended training on assessment of practical skills since implementation of Competency Based Curriculum?

4. Use of Portfolios in Competency Based Assessment

   a) Do the grade three pupils make portfolios?

   b) How often do the grade three pupils make coloring, drawing and cutouts?

   c) What is the effectiveness of portfolios in assessing leaner skills?

   d) Kindly explain how portfolios help in assessing leaner skills in Competency Based Curriculum?

5. Use of Practical Tasks in Competency Based Assessment

   a) Which are the main practical activities that the grade three pupils are involved in?

   b) How do these practical activities help to assess learners' skills and abilities?

6. Use of Oral Presentations in Competency Based Assessment

   a) How often do the grade three teachers assess learners' oral presentation skills?

   b) What is the effectiveness of oral presentation in assessing leaner skills?

7. Use of Skills Rating Scales in Competency Based Assessment

   a) Kindly describe the Skills Rating Scales used by grade three teachers

b) How often do teachers use rating scales to assess the learners' skills?

8. What is the best classroom assessment modes that you would recommend to teachers and why?

Appendix IV: Focus Group Discussion Guide for Pupils

1. Do the teachers assess your skills?

2. If yes, how do teachers assess learners' skills in the daily classroom practice?

3. Do you make portfolios (cut outs stuck in books using glue)? If yes which type of portfolios?

4. Which practical tasks are you involved in?

5. Do you make oral presentations in class? If yes, which ones?

6. Does your teacher use skills rating scales (assessment books) If yes, which skills do they assess using the scales?

7. Assessment methods used by teachers in Competency Based Curriculum (Probe for pupils' agreement level on the statements)

   a) Teachers always include practical activities in the teaching process

   b) The school has special assessment mode to help a learner who cannot explain themselves in term of pen and paper

   c) The mode of assessment discriminate the learners

   d) The competency of each learner is developed through assessment mode.

Appendix V: Research Authorization

REPUBLIC OF KENYA

MINISTRY OF EDUCATION

State Department of Early Learning & Basic Education

Telegrams: 'SCHOOLINO' Machakos
Telephone: Machakos
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COUNTY DIRECTOR OF EDUCATION
EDUCATION
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MACHAKOS

MKS/ED/CDE/R/4/VOL.4/288

Date: 6th June, 2023

Ms. Agnes Kathina Mutunga
University of Nairobi

RE: RESEARCH AUTHORIZATION

Reference is made to the letter from National Commission for Science, Technology and Innovation Ref: NACOSTI/P/23/25952 dated 24th May, 2023 .You are hereby authorized to carry out your research on "An assessment of use of competency based assessment methods in public primary schools in Masinga Sub County, Machakos County, Kenya" for a period ending 24th May, 2024.

SIMON NJIRU
FOR: COUNTY DIRECTOR OF EDUCATION
MACHAKOS.

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Appendix VI: Research permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 674707

Date of Issue: 24/May/2023

RESEARCH LICENSE

This is to Certify that Ms.. Agnes Kathina Mutunga 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 Machakos on the topic: AN ASSESSMENT OF USE OF COMPETENCY BASED ASSESMENT METHODS IN PUBLIC PRIMARY SCHOOLS IN MASINGA SUB COUNTY, MACHAKOS COUNTY, KENYA for the period ending : 24/May/2024.

License No: NACOSTI/P/23/25952

674707
Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

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