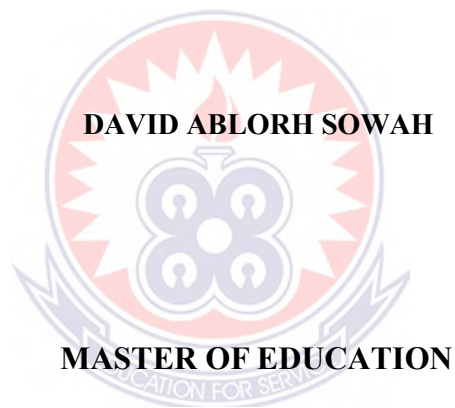


**UNIVERSITY OF EDUCATION, WINNEBA**

**KINDERGARTEN TEACHERS' PERCEPTIONS ABOUT USING  
OBSERVATION AS AN ASSESSMENT TOOL IN THE ASUOGYAMAN  
DISTRICT**



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AS AN ASSESSMENT TOOL IN THE ASUOGYAMA DISTRICT**

**DAVID ABLORH SOWAH**

**(220014110)**



**A dissertation in the Department of Early Childhood Education,  
Faculty of Educational Studies, submitted to the School of  
Graduate Studies, in partial fulfillment  
of the requirements for the award of the degree of  
Master of Education  
(Early Childhood Education)  
in the University of Education, Winneba**

**JUNE, 2025**

## DECLARATION

### Student's Declaration

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

Signature.....

Date.....



### Supervisor's Declaration

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

Supervisor's Name: Adam Awini (PhD)

Signature.....

Date.....

## DEDICATION

I dedicate this work to all Kindergarten teachers of the Asuogyaman District.



## ACKNOWLEDGEMENTS

Sincerest gratitude to my supervisor, Adam Awini (PhD), of the Department of Special Education, University of Education, Winneba, for encouraging and supporting me during my research. My lecturers and my colleagues merit a thank you for their diverse support in making this possible. I thank my wife, Stella and my children, Redeemer, Princess, Jayden, Sowah-Nyemignor and Mordecai for their sacrifices for my success. Equally deserving acknowledgements are my parents and mysiblings for their prayers and support. I make special mention of my cousin and reliableand trusted friend, Mr. Albert Nii Okang Anum for his prayers, financial and morale support for a greater part of my life.



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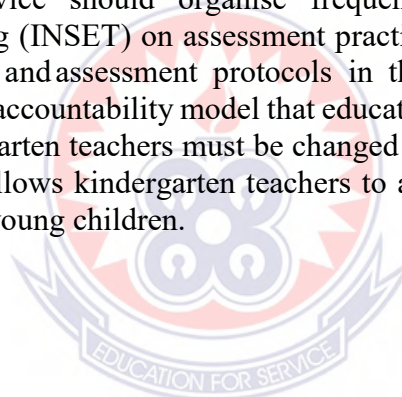
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## ABSTRACT

The purpose of the study was explore kindergarten teachers' perceptions about the use of observation as an assessment tool in the Asuogyaman District. The Simple random sampling technique was used to select forty participants for the quantitative data, whilst a sample of nine participants for the qualitative data collection was selected using the purposive sampling technique. Self-designed questionnaire and a semi-structured interview guide were used to gather data for the study. The quantitative data was analysed using the Cross-tabulation quantitative data analysis method, and the qualitative data was analysed using the thematic analysis procedure. The study unearthed evidence that shows that kindergarten teachers do assess their pupils but use only the traditional form of assessment (testing), which does not measure the learning, the growth and the development of the kindergarten child. Again, the findings suggest that the kindergarten teachers are aware of some of the more appropriate KG-level assessment modes, but their limited understanding or knowledge restrains them from using them. Another finding suggests that none of the kindergarten teachers who participated in this study used more than one assessment tool. It is recommended that the Ghana Education Service should organise frequent Workshops and In-service Education and Training (INSET) on assessment practices, then strictly supervise and enforce the standards and assessment protocols in the KG curriculum. Also, it is recommended that the accountability model that educational leaders use to measure the work output of kindergarten teachers must be changed from the numeric structure to a flexible structure that allows kindergarten teachers to account for the work they have done for and with the young children.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Overview**

This chapter presents the foundational context of the research, including the background to the study, the identification of the problem, and the overarching purpose guiding the inquiry. Additionally, it outlines the specific research objectives and questions that direct the investigation. The chapter also highlights the significance of the study, delineates its scope and provides definitions of key terms, and the organisation of the study.

#### **1.2 Background to the Study**

Assessment plays a vital role in the field of education (Chen & McNamee, 2007). However, evaluating young children requires distinct approaches compared to assessing older learners. Tailored methods and strategies are employed in early childhood education to ensure that assessment data is both accurate and relevant. Assessment functions as a monitoring tool that tracks students' academic progress, attitudes, behaviours, and overall development. Over time, the significance of assessment within educational contexts has increased considerably. This is largely because assessment practices are recognised as having a profound influence on children's learning experiences (Hyson, 2003). Although the role of assessment in education cannot be overemphasised, its understanding is generally limited to the result of an activity. It is considered as a test or report (Hyson, 2003). Most students are taken through achievement tests, IQ tests, admission tests and grading tests for each of the periods during their educational journey. However, assessment in education is more than just the test that it has been associated with by people. Many researchers have their own opinions about assessment, but they all describe assessment as being more than

the test people are familiar with. Assessment is understood as a continuous process of listening, observing, and collecting evidence to monitor children's learning progress within the classroom setting. It also involves evaluating, through observation or testing, individual traits or behaviours, the attributes of educational programs, or the characteristics of other relevant factors. This evaluation often culminates in the assignment of a numerical value, rating, or score to represent the findings. Assessment starts and goes beyond the test. It is simply more than the test.

Assessment is carried out at all levels of education and different assessment strategies are employed for the different levels. It is important to highlight that assessing young children differs significantly from assessing older students, as accurate and appropriate data must be gathered to reflect the unique developmental characteristics of each child. Educational assessment experts typically recognize two primary forms of assessment: formal and informal. Formal assessment generally involves standardized tests where a child's performance across various developmental domains is quantified into a score. This score is then compared either to the performance of peers or to predetermined criteria or objectives. However, such an approach is often unsuitable for young children due to the wide diversity in their abilities and needs (Wortham, 2012). Applying standardized measures to early learning can impose undue academic pressure at a formative age, making it inappropriate.

Consequently, informal assessment is advocated as the preferred method in early childhood education. This approach relies heavily on observation, interviews, and naturally occurring classroom interactions (Wortham, 2012). Continuous assessment within the classroom environment offers a more accurate and contextually appropriate means of data collection and evaluation. Assessing young children presents unique challenges, as their competencies are often dependent on specific situations, and their

performance in standardized testing environments may not reflect their true abilities. Therefore, early childhood educators and caregivers are encouraged to prioritize informal assessment methods over standardised testing when evaluating young learners.

Various forms of observational assessment can be effectively implemented in classroom settings to evaluate whether children are performing by age-appropriate developmental milestones, rather than relying solely on traditional formal assessments such as tests (Wortham, 2012).

In the assessment of young children, early childhood educators and caregivers utilise a variety of informal tools to support learning and development. These tools include observation, checklists, anecdotal records, running records, portfolios, rubrics, teacher-designed strategies, and performance-based assessments (Wortham, 2012). While multiple strategies are employed to evaluate children's progress, observation remains the cornerstone of informal assessment. This is because much of the essential information about a child's development can be effectively gathered by carefully observing their behaviours. Alongside documentation, observation is widely regarded as the central component of informal assessment. Historically, the earliest forms of assessment in early childhood education relied primarily on observational analysis. According to Wortham (2012), the recognition of childhood as a distinct and unique stage in human development prompted numerous studies aimed at understanding the growth and development of young children. Following the nineteenth century, research in this area expanded significantly, with observation becoming a primary method for studying children's development.

In Ghana, the observation measurement tool available to kindergarten teachers to use in assessing their young children is the Observation Notebook module that can be found in the National Council for Curriculum and Assessment (NaCCA) Teacher Resource Pack for Kindergarten (2019). It emphasises that assessment of kindergartners must be done through daily observations and conversation during learning activities, with the teacher recording learners' progress. This form of assessment will tell the teacher and the parents the specific indicators a child is achieving, those yet to be achieved and those the child has moved beyond.

When employing observation as an assessment tool, the perspectives of teachers are crucial, as they serve as the primary observers within the classroom. The comprehensiveness and accuracy of the information collected through observation largely depend on the teacher's attentiveness and interpretation. A teacher determines, through observations, if a child is meeting developmental expectations or not and recommends the next line of action for the good of that child. Teachers who receive proper training and hold a shared understanding of observation as a valuable assessment tool in early childhood classrooms are more likely to generate accurate, unbiased data that precisely reflect the intended focus of the observation. Consequently, when teachers collect information objectively within the context of routine classroom activities, they provide a reliable and representative account of children's capabilities and developmental progress.

The classroom environment provides the richest context for gathering essential information about young children's learning and development. This study centres on those best positioned to conduct such observations kindergarten teachers. Educators who maintain close, personal relationships with children are uniquely equipped to

observe and assess their learning effectively. Accordingly, this research explores kindergarten teachers' perceptions of observation as an informal assessment tool. Specifically, it investigates their views on the significance of observation in assessment, the roles they play when using observation to evaluate children, the challenges they encounter during the observation process, and the strategies they employ to address these challenges.

### **1.3 Statement of the Problem**

Methods for assessing young children's learning and development should be closely aligned with pedagogical approaches that are appropriate for their age and stage of growth. The pedagogy outlined in Ghana's Kindergarten Curriculum is designed to correspond effectively with the developmental "world" of children aged four to five years. At their level, assessment must be non-formal; teachers must therefore avoid the temptation of engaging in paper-and-pencil test to assess kindergarten learners. Assessment must be done through daily observations and conversations during learning activities with the teacher recording learners' progress (NaCCA, 2019).

In a study conducted by Kotor (2015), it was noted that although teachers were familiar with various assessment methods introduced during their training, they continued to rely heavily on traditional testing approaches. These methods tend to align with their instructional practices, which are often neither child-centered nor activity-based. Similarly, the Ghana Education Service (GES, 2012) reported that curriculum delivery in Ghanaian public kindergartens predominantly employs rote learning techniques focused on letters and numbers. Coupled with an average class size of 64 children, this context poses significant challenges to effectively assessing the progress of individual students using appropriate, child-centered assessment tools. The above descriptions aptly mirror the situation in the lower level of education in the Asuogyaman District of

the Eastern Region of Ghana. Perhaps, if the views of the kindergarten teachers are known regarding observation as an assessment tool, the innocent young children would be assessed better and thus the best pedagogical approaches would be used to educate them.

In the educational landscape, there are very few studies on assessment practices in the kindergartens in Ghana. By conducting this research, most likely, a firm basis for the critical views of the kindergarten teachers about observation as an assessment tool would be unraveled and the kindergarten teachers' role in using observation as an assessment tool would be manifestly made known; and the importance or benefits of using observation as an assessment tool in the early childhood classrooms would be reiterated too.

#### **1.4 Purpose of the Study**

The purpose of this study was to examine kindergarten teachers' perception regarding the use of observation as an assessment tool within early childhood classrooms in the Asuogyaman District in the Eastern Region.

#### **1.5 Research Objectives**

In this study, the objectives were to find out:

1. Kindergarten teachers' understanding and awareness of observation as a tool for assessing children's learning and development at Asuogyaman District.
2. The preference of kindergarten teachers between observation and test for assessment of learners at Asuogyaman District.
3. The challenges encountered by kindergarten teachers in implementing observation as an assessment tool for assessing their learners.

## **1.6 Research Questions**

The study was guided by the following research questions:

1. What do kindergarten teachers know about observation as an assessment tool in the District?
2. What are the kindergarten teachers' preference between observation and test for assessment in the District?
3. What challenges do kindergarten teachers face in using observation as an assessment tool in the District?

## **1.7 Significance of the Study**

There is a notable gap in existing research regarding the application of observation as an assessment tool in kindergarten classrooms, particularly within the Ghanaian context. This study seeks to contribute to scholarly discourse by exploring the perceptions of kindergarten teachers on the use of observation in early childhood education, with specific focus on the Asuogyaman District. By clarifying the roles that kindergarten teachers play in implementing observation-based assessments, the study aims to demystify the process and reduce resistance to its adoption. Furthermore, by identifying the practical challenges teachers face when employing observational techniques and proposing strategies to address them, this research may serve as a practical guide for both in-service teachers and teacher trainees in early childhood education programmes. Ultimately, the findings are expected to enhance the professional competence of kindergarten teachers in effectively utilising observation as a developmentally appropriate assessment method.

### **1.8 Delimitations of the Study**

This research is geographically confined to the Asuogyaman District in the Eastern Region of Ghana. The scope is limited to examining the perceptions of kindergarten teachers regarding the use of observation as an assessment strategy within their classrooms. Broader generalisations beyond this district are not within the purview of the current study.

### **1.9 Definition of Terms**

#### ***Early Childhood Education:***

Refers to structured educational and developmental services provided to children from birth up to approximately eight years of age. For the purposes of this study, the focus is specifically on children aged between four and five years.

#### ***Perception:***

That which is consciously detected as a thought of something. This study reports the perceptions of participants, regarding their experiences, thoughts and opinions about using observation as an assessment to.

### **1.10 Organisation of the Study**

Chapter One presents the introductory elements of the research, including the background of the study, problem statement, purpose, research objectives, research questions, significance, scope, and definitions of key terms. Chapter Two provides a review of relevant literature, while Chapter Three outlines the research methodology employed. Chapter Four details the analysis and discussion of the findings, and Chapter Five concludes the study with key conclusions and recommendations. Each chapter is organized under appropriate sub-headings, with a central focus on exploring kindergarten teachers' perceptions of observation as an assessment tool

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a review of scholarly literature relevant to the study, specifically focusing on kindergarten teachers' perspectives regarding observation as a key assessment tool. The review highlights the significance of assessment within early childhood education, emphasising how observation contributes to understanding and supporting young children's learning and development. Also, the various informal assessment tools are explained, and observation in early childhood education is looked at in great detail here. The use of assessment in early childhood education in Ghana and the practices associated are equally treated in this chapter. Finally, a review of a few studies done in Ghana and other parts of the world about the views of kindergarten teachers concerning assessment in early childhood education is conducted.

#### **2.2 The Importance of Assessment in Early Childhood Education**

The recognition of childhood as a distinct and significant stage in human development sparked numerous investigations aimed at understanding the growth and progress of young children (Wortham, 2012). Wortham also notes that the attention given to the needs of young children dates back to the 17th and 18th centuries. However, it was during the 19th century that the study of young children intensified, primarily through observational methods. Progressing into the 20th century, research expanded to include the development of standardised testing and the introduction of innovative educational programs. Over the past fifty years, there has been a marked increase in scholarly interest focused on early childhood development, resulting in widespread adoption of observation and other assessment techniques as essential tools for evaluating children's

learning and development (Wortham, 2012).

Assessment should be understood as a collaborative process conducted with and for the child, rather than as an action imposed upon them by educators (Wiggins, 2005). This perspective has become a central focus within early childhood education, emphasising the significance of assessments that support and involve children. Broadfoot (1998) argued that schools have numerous alternative approaches to assessment, highlighting that assessment itself is one of the most crucial issues within the educational landscape, surpassing other concerns.

Adhering to key principles of assessment in education significantly improves the effectiveness of the assessment methods employed. One fundamental principle is the utilization of multiple sources of information during the assessment process. Greenspan and Meisels (1996) emphasized that relying on a single assessment method is often inadequate, regardless of its perceived suitability. Another essential principle is ensuring fairness in assessment practices. Assessments must be free from bias and should account for the diverse backgrounds of children, including those with special needs, children from single-parent families, and those experiencing poverty. Each of these groups requires careful consideration to avoid inaccurate interpretations of their developmental progress. Furthermore, assessments should be authentic, meaning they need to be child-centered, relevant to the children's own experiences, and appropriate for their developmental stage and age. When these principles are carefully integrated into assessment practices, the overall quality and suitability of assessments for supporting children's learning are greatly enhanced (Greenspan & Meisels, 1996). Although the general principles of educational assessment apply across all levels, certain principles are specifically pertinent to early childhood education. Assessment in this context should:

- a) yield positive outcomes for young children;
- b) be purpose-driven, ensuring reliability, validity, and fairness relative to that purpose;
- c) include policies acknowledging that the reliability and validity of assessments tend to improve as children grow older
- d) be developmentally appropriate in both the content assessed and the methods used for data collection
- e) be linguistically sensitive, recognizing that all assessments inherently involve some degree of language proficiency
- f) value parents both as important contributors of assessment information and as recipients of assessment feedback (Greenspan & Meisels, 1996).

These early childhood-specific assessment principles should inform the development of assessment procedures that consider what young children can create, write, draw, or perform. Such an approach facilitates the effective collection of meaningful information about children's learning and development.

According to Wortham and Hardin (2001), evaluating the development of young children has become increasingly important in recent years. When done thoughtfully, assessment can enhance both teaching strategies and learning outcomes, ultimately benefiting the child. Through assessment, educators gain valuable insights into each child's developmental progress, allowing them to identify individual strengths as well as areas that may need additional attention or guidance. According to Steele, Humphrey, and Robertson (2019), one key advantage of assessment for teachers is that it provides valuable insights into each student's comprehension of a specific concept or topic. This understanding enables educators to tailor their support, thereby facilitating the individual progress of students.

Assessment plays a crucial role in shaping key educational decisions, including those related to grading, student placement, progression, teaching strategies, and curriculum design. In certain contexts, it can even influence the allocation of educational funding. As Broadfoot (1998) emphasizes, assessment is a fundamental component of the teaching and learning process, serving as a measure of whether educational objectives are being achieved. Assessment holds a central place in educational research because the methods and processes of assessment are understood to significantly influence children's learning outcomes. It is significant to say, therefore, that without assessment the learning standards of children at any given time would not be known (Greenspan and Meisels, 1996).

### **2.3 Developmentally Appropriate Assessment Tools for Young Children**

Informal assessment is considered to be developmentally appropriate and the most suitable form of assessment in the education of young children (Wortham, 2012). In the assessment of young children, early childhood educators and caregivers commonly employ a variety of informal tools to support and monitor learning and development. These tools include observation, checklists, anecdotal records, portfolios, and rubrics (Wortham, 2012).

Rubrics serve as scoring guides that evaluate the quality of students' constructed responses. Essentially, a rubric consists of a set of criteria used to grade assignments, clearly outlining achievement standards across various components of student work, whether written, oral, or visual. Rubrics may be applied to mark assignments, assess class participation, or determine overall grades (Facione & Facione, 1994). There are two main types of rubrics: holistic and analytical.

Holistic rubrics group multiple assessment criteria together under overarching grade categories or achievement levels. In contrast, analytical rubrics assess each criterion

separately and in detail. Typically, an analytical rubric is structured with a horizontal axis representing values such as numerical scores, letter grades, or a descriptive scale ranging from Exceptional to Poor, while the vertical axis lists the specific assessment criteria for each component. This format allows for differentiated weighting of various criteria.

The process of developing a rubric involves several key steps:

1. Identifying the essential criteria or elements necessary to demonstrate high-quality work.
2. Determining the number of achievement levels to correspond with the grading system.
3. Providing detailed descriptions for each criterion at every level of performance.
4. Allocating space for personalized comments, overall impressions, and final grades (Rhodes, 2009).

For rubrics to be effective, it is recommended that a unique rubric be created for each assignment. Although this initial development may be time-consuming, rubrics can often be adapted or reused for future assignments, thereby enhancing efficiency over time (Rhodes, 2009).

**Table 2.1: An example of Holistic Participation Rubric**

GRADE	ASSESSMENT CRITERIA
A	<p>Consistently demonstrates readiness and attends all scheduled classes punctually.</p> <p>Actively engages in class discussions and activities, exhibiting leadership qualities both individually and within group settings.</p> <p>Shows consistent preparedness and punctuality in completing classwork and participating in lessons.</p> <p>Takes initiative and shows measurable improvement without the need for external prompts or reminders.</p> <p>Actively listens to and respects diverse perspectives, striving to understand and consider others' viewpoints.</p> <p>Frequently strives to reach full potential by setting and pursuing personal challenges.</p> <p>Displays exceptional mastery of subject content, effectively applying knowledge to novel problems or contexts.</p> <p>Critically reflects on and questions personal thoughts and ideas to foster deeper understanding and growth.</p>
B	<p>Generally prepared and attends the majority of classes consistently.</p> <p>Engages constructively in class activities, collaborates effectively with peers, and contributes positively as a team member.</p> <p>Demonstrates strong knowledge of subject content.</p> <p>Completes all assigned classwork and occasionally contributes additional insights or work beyond requirements.</p> <p>Shows initiative and improvement, typically with some external encouragement or prompting.</p> <p>Actively seeks to understand and respect the perspectives of others.</p> <p>Willingly strives to achieve full potential when encouraged or challenged.</p> <p>Open to reconsidering personal thoughts and ideas in response to feedback from others.</p>
C	<p>Inconsistently prepared and attends a majority of classes, though not always reliably.</p> <p>Demonstrates an average level of content knowledge.</p> <p>Challenges ideas or thoughts only occasionally, typically when prompted by others.</p> <p>Produces assignments that reflect an average standard of work.</p> <p>Participates in class activities intermittently and collaborates moderately well with peers.</p> <p>Shows occasional acceptance of challenges and feedback, responding with varying degrees of engagement.</p>
D	<p>Seldom prepared and attends classes irregularly.</p>

	<p>Shows minimal constructive involvement during class activities. Frequently submits assignments late, incompletely, or fails to submit them altogether. Demonstrates limited understanding of the subject matter. Engages passively in class and collaborates reluctantly with peers. Occasionally exhibits resistance to feedback and challenges, showing a lack of openness.</p>
F	<ul style="list-style-type: none"> <li>• Consistently unprepared and frequently absent from class sessions.</li> <li>• Does not engage in class activities, or participation is disruptive.</li> <li>• Fails to submit any assignments.</li> <li>• Lack of submitted work prevents assessment of subject knowledge.</li> <li>• Attendance is insufficient to evaluate participation, collaboration, or comprehension of others' perspectives.</li> <li>• Displays a resistant attitude toward feedback, challenges, and course material.</li> </ul>
<p><b>ADDITIONAL COMMENT:</b></p>	

*Source: From Spreeuwenberg, R (2022). "The Importance of Observation in Early Childhood Education" In Leadership/Management Tips. New York. Routledge*

### **Portfolio Assessment**

Portfolio assessment involves the systematic collection of student work derived from natural learning activities or experiences that closely mimic such environments. The primary methods of data collection include anecdotal observations and the compilation of artefacts. Within early childhood education, portfolios should articulate a clear purpose and encompass a diverse range of work samples, including multiple drafts of specific projects. It is important that children actively participate in selecting items to include, enabling them to reflect on and evaluate their own progress.

The portfolio serves as a comprehensive record of a child's learning journey, documenting what has been learned and the processes undertaken. It reflects cognitive skills such as thinking, questioning, analyzing, synthesizing, producing, and creating,

as well as social and emotional interactions with others. Arter and Spandel (1991) define a portfolio as a deliberate compilation of student work that demonstrates a learner's efforts or achievements across one or more domains. Similarly, Meisels and Steele (1991) emphasize that portfolios empower children to engage in self-assessment, while also tracking individual progress and forming the foundation for evaluating overall performance quality.

### **2.3.1 Components of a Young Child's Portfolio**

The selection of items for inclusion in a portfolio should align with the portfolio's intended purpose. Common components may include samples of student work, records from various types of systematic observations, and results from screening assessments. Engel (1990) highlighted that work samples fulfill accountability requirements while simultaneously acknowledging and fostering individual growth.

When conducting systematic observations, it is essential to observe young children in diverse contexts—such as solitary play, small and large group interactions, different times of day, and varying situations. Bertrand and Cebula (1980) note that effective systematic observation must be objective, selective, unobtrusive, and meticulously documented. An effective portfolio ideally incorporates observations recorded through several methods, including anecdotal records, checklists or inventories, rating scales, direct questioning, and screening tests.

### **2.3.2 Using the Portfolio for Evaluation**

Portfolio contents should be systematically arranged both by category and in chronological order. Since each entry is dated, organizing materials such as work samples, interviews, checklists, inventories, and screening outcomes becomes manageable. Meisels and Steele (1991) suggested an additional layer of organization

by educational content or developmental domains like cognitive abilities and motor skills—both gross and fine.

Once the portfolio is properly structured, educators can evaluate a child’s development by comparing current work to earlier submissions. This comparison offers insight into the child’s progress toward meeting curriculum objectives and developmental benchmarks. Portfolios are intended to reflect individual growth over time rather than facilitating comparisons between students. Teachers should draw conclusions about a child’s performance by examining the documented evidence alongside their knowledge of developmental expectations and curriculum standards.

### **Anecdotal Records:**

Anecdotal records consist of objective, non-interpretive notes detailing children's activities, often capturing spontaneous moments. These records accumulate over time and, when reviewed sequentially, provide valuable insights into a child’s development. Bates, Schenck, and Hoover (2019) describe anecdotal records as brief notes teachers take during observation, covering a variety of developmental areas such as literacy, mathematics, science, arts, social-emotional skills, and physical growth.

When writing observations, specificity and detail are critical to informing future teaching approaches. For example, instead of noting “The student was on task,” a more informative observation would be, “The student constructed a tower using colored Legos and created an AB pattern after referencing a similar pattern card” (Bates, et al, 2019).

Word choice in anecdotal records is equally important. Avoid phrasing that emphasises deficits, such as “cannot” or “does not,” as these statements do not support instructional planning. Instead, focusing on abilities supports a strengths-based perspective. For instance, saying “Logan identifies uppercase letters A, B, C, G, L, N, T, X, Z” is more

constructive than “Logan cannot identify all his letters” (Bates, et al, 2019).

Daily anecdotal notes are quick to write, easy to organise, and useful for reflective teaching. Observers should focus on specific behaviours to enhance the usefulness of their notes for planning individualised instruction. This targeted approach also alleviates the unrealistic expectation of documenting every behaviour for every child each day (Bates, et al, 2019).

A practical strategy is to divide the class into small groups, assigning each group a day of the week for observation. This allows for concentrated and focused assessment of a manageable number of children.

Adopting a child-centred assessment approach encourages teachers to view students through a strengths-based lens. This approach helps tailor instruction to meet individual needs, using assessment data to reflect on learning and guide future teaching decisions (Bates, et al, 2019).

**Checklists:**

Checklists offer a structured method for observing and documenting children’s progress over time. They help identify areas where a child may be struggling or excelling by comparing behaviors to a developmental sequence or set of expectations. Observers use checklists as inventories of skills or behaviors, marking items when the child demonstrates the expected competencies.

**Table 2.2: An example of a student observation checklist:**

NAME OF STUDENT:.....

Attentive to instructions and tasks		
STRONG	AVERAGE	WEAK
Follows along with instruction/task		
STRONG	AVERAGE	WEAK
Constructively contributes to class		
STRONG	AVERAGE	WEAK
Organized work and work habits		
STRONG	AVERAGE	WEAK
Works carefully and neatly		
STRONG	AVERAGE	WEAK
Completes tasks		
STRONG	AVERAGE	WEAK
Work willingly and without frustration		
STRONG	AVERAGE	WEAK

Check the appropriate column for each of the rubrics/categories

*Source: From Spreeuwenberg, R (2022). "The Importance of Observation in Early Childhood Education" In Leadership/Management Tips. New York. Routledge*

**Observation:** Observation is widely regarded as one of the most accessible yet powerful tools for assessing young children’s development. For early childhood educators, the process begins with carefully watching how each child behaves, learns, adapts to unfamiliar situations, and interacts socially. This chapter explores observation in depth as an essential method of assessment in early childhood education.

## 2.4 Using Observation to Assess Young Children

Teachers make numerous significant decisions daily that directly impact children's educational experiences. Observation forms the foundation of many of these decisions. Through continuous practice, educators develop the skill to observe and document children's learning, abilities, and achievements—ranging from participation in classroom tasks and routines to peer interactions and engagement with educational materials.

### **Understanding Observation:**

Observation is a crucial strategy that helps educators deepen their understanding of how children learn and develop. According to Smidth (2005), it involves meticulously recording the words and actions of a child or group of children over a specific time frame and within a particular context. Similarly, Spreeuwenberg (2022) described observation as the systematic tracking of children's behavior across time. By documenting these observations thoughtfully, educators can identify learning patterns, tailor activities to developmental stages, gain insights into how children perceive their surroundings, and adjust the learning environment to better support growth and learning.

Using observation as an assessment method provides valuable information about a child's capabilities. Educators can uncover strengths, areas for improvement, personality characteristics, interests, and specific needs. These observations may occur spontaneously during daily routines or may be intentionally planned, either within the classroom setting or during outdoor activities.

**Areas to observe for assessment:** While observational assessments can be applied across all developmental domains, they are most commonly utilized to evaluate children's behavior, social-emotional skills, and language use. According to

Spreeuwenberg (2022), educators aim to nurture the child holistically by promoting growth across multiple developmental areas. The core focus generally includes cognitive, physical, emotional, and social development, as well as language and literacy skills.

Although some curricula may emphasise additional domains, these key areas remain foundational, and they often influence one another.

### **Advantages of Using Observation in Assessment:**

When educators engage in observational assessment within the classroom, they gain deeper insights into how children are progressing across various domains (Gronlund & James, 2005). Even brief moments of careful observation can reveal a child's abilities in areas such as cognition, emotional regulation, social interaction, and physical coordination. Spreeuwenberg (2022) emphasised that through focused observation, educators can identify each child's individual strengths and developmental needs. This knowledge allows teachers to tailor the learning environment and instructional strategies to better support children's growth, making observation a powerful tool for enhancing both teaching and learning outcomes.

**Principles and guidelines for observation:** There are several key principles and strategies that guide the effective use of observation as an assessment method in early childhood education:

1. Begin by clearly identifying the specific developmental area or behavior you aim to assess.
2. It is ideal for the observer to have an established rapport with the child to ensure authentic interactions.
3. Observations should take place within the child's usual environment to capture natural behaviors.

4. To gain a comprehensive understanding of a child's development, observations must occur across various activities and be conducted consistently over time.
5. Observation should be viewed as a continuous cycle that allows educators to adapt their teaching to better meet the needs of children in their program (Spreeuwenberg, 2022).

This observation cycle includes the following stages:

1. Deliver instruction
2. Identify the focus of observation
3. Observe children in diverse contexts
4. Record and reflect—ideally during or immediately after the observation
5. Interpret and assess the collected data using suitable tools based on the observation's purpose
6. Summarize findings, make plans, and share insights to support individual children and guide future instruction
7. Re-engage with instruction, thus beginning the cycle again (Spreeuwenberg, 2022).

With regard to documentation, Gronlund and James (2013) recommend that early childhood professionals develop a routine that incorporates observation and record-keeping into their daily practices. Additionally, Peterson and Elan (2020) emphasize that whether the observation is planned or spontaneous, it is important to follow certain practices to ensure the evidence collected is both meaningful and reliable.

**Table 2.3: Dos and Don'ts in documenting observations**

DOS	DON'TS
<ul style="list-style-type: none"> <li>• Include the date, time, and environment in which the observation takes place.</li> <li>• Identify the specific child or group of children being observed.</li> <li>• Stick strictly to factual information, keeping the entry brief and focused.</li> <li>• Document events in the order they occur, exactly as they happen, without interpretation.</li> <li>• Capture specific actions, vivid moments, and exact words spoken when possible.</li> <li>• Apply a range of observation techniques to get a well-rounded view.</li> <li>• Approach observation without bias, maintaining an open mind, heart, and perspective.</li> <li>• Be fully engaged and alert, making use of all your senses to notice important details.</li> <li>• Highlight what the child is capable of doing, rather than focusing on limitations.</li> <li>• Maintain a discreet presence, giving children the space to play naturally without interference</li> </ul>	<ul style="list-style-type: none"> <li>• Refrain from influencing or urging children to act in a certain way during observations.</li> <li>• Stick to what you directly observe — avoid inserting assumptions or personal opinions.</li> <li>• Only record what you witness, not what you think might have happened.</li> <li>• Describe behaviours without labelling them with interpretations or emotional tags.</li> <li>• Stay objective — avoid words that reflect personal bias or judgment.</li> <li>• Be accurate — steer clear of exaggerations or uncertain language like "maybe" or "always."</li> <li>• Present raw, detailed observations rather than summaries or conclusions.</li> <li>• Avoid making sweeping statements or generalisations about the child's behaviour or abilities.</li> </ul>

*Source: From Gronlund, G and James, M (2005). Focused Observations: How to Observe Children for Assessment and Curriculum Planning. St. Paul. Redleaf.*

**Observation methods, tools and techniques to gather evidence:** Observing children as they play, learn, and interact with others is a vital aspect of an early childhood educator's daily responsibilities. Educators employ a variety of observation techniques and tools to gather insight into children's development. Although some teachers may prefer certain methods over others, it's best practice to use a range of approaches to develop a complete understanding of each child. Common observation tools and strategies include checklists, anecdotal notes, rubrics, portfolios, running records, rating scales, frequency counts, work samples, learning stories, and the use of digital tools (Gronlund & James, 2005).

Gaining a true understanding of the "whole child" involves consistent observation and documentation over time. This process begins with collecting baseline data — initial information that serves as a reference point. Baseline data is especially useful when a child first joins a program or when new topics or activities are introduced. It helps educators identify what a child already knows or can do and provides a foundation for assessing growth and potential. By carefully reviewing observations, teachers can better understand how a child engages with learning experiences and peers. This insight allows educators to make thoughtful, informed decisions that benefit the child's development. With baseline data, teachers can tailor learning experiences, create dynamic environments, and ensure that every child feels supported, challenged, and valued (Gronlund & James, 2005).

#### **Interpreting Documented Observations:**

It's crucial for educators to distinguish between typical and atypical development. Children generally achieve specific developmental milestones within expected age ranges, and observing these helps identify whether a child's progress aligns with these norms. When development appears outside the usual range—whether accelerated or delayed—educators must recognize and respond appropriately (Gronlund & James, 2005).

#### **Using Observation Findings to Make Decisions:**

Once observations have been evaluated, educators must act based on the conclusions drawn. This might include continuing with or adjusting the current curriculum, tailoring instruction to meet individual needs, or referring the child for further evaluation by a specialist or expert in child development (Gronlund & James, 2005).

## **2.5 The Use and Practice of Assessment in Early Childhood Education in Ghana.**

Assessment in early childhood education has long been part of educational practice in Ghana. Professionals working with young children utilize diverse assessment methods to capture children's interactions, expressions, and ideas, aiming to gain a deeper understanding of each child's unique abilities, interests, and strengths. The main purpose of assessing young learners is to equip educators with relevant information that can guide them in supporting children's developmental progress. Such assessment should enhance, rather than undermine, children's self-confidence and sense of worth (Amponsah, 2004).

Monitoring how well children meet developmental goals and learning outcomes is a vital component of effective early years programming. As emphasized by the Ghana Education Service (GES, 2009), these assessments are essential in ensuring that teaching aligns with intended learning goals.

In both Ghana and other global contexts, there is growing recognition of the critical importance of the early years. Regardless of socioeconomic background, society increasingly believes that academic success in the early stages of life can significantly influence future achievements. Consequently, the way children's learning and development are assessed must reflect the values and structure of the curriculum in place (GES, 2009).

Ghana's curriculum developers, including the National Council for Curriculum and Assessment (NaCCA), have acknowledged the need for child-centred and age-appropriate approaches, especially at the kindergarten level. The curriculum framework advocates for informal assessments, carried out through continuous observation and interaction during classroom activities. Teachers are encouraged to record children's progress in real time and complement this with portfolio assessments

and checklists as additional tools (NaCCA, 2019).

Despite these guidelines and the introduction of the Kindergarten Pupil Assessment Toolkit, many kindergarten educators in Ghana still rely heavily on traditional testing methods. According to GES (2012), instruction in early childhood classrooms is largely delivered through rote learning, particularly around literacy and numeracy. Coupled with an average class size of about 64 students in public kindergartens, effectively assessing each child using developmentally appropriate tools becomes a significant challenge.

Culturally, Ghanaian society tends to value educational outcomes—the final products—more than the learning process itself. Stiggins (2007) critically noted that society as a whole is largely unskilled in meaningful assessment practices, despite placing high importance on academic success. This disconnect has led educators to prioritize covering content quickly and promoting the "right" answers over encouraging deep, critical thinking and engagement. Unfortunately, this has contributed to a perception that graduates from Ghana's education system are not fully equipped to meet 21st-century demands.

Kotor (2015) found that current assessment approaches in Ghanaian kindergartens rely almost exclusively on teacher-created written tests. These are not appropriate for young learners and do not align with the holistic developmental goals embedded in the curriculum. As a result, these practices hinder the effective delivery of the curriculum as originally intended by its designers.

## **2.6 Review of Studies on Views on Teachers on Assessment**

This section of the literature review explores several studies investigating the perspectives of teachers and experts on assessment practices. Research has consistently highlighted the significant influence that teachers' viewpoints have on early childhood

education (Brassard & Boehm, 2007). Notably, there exists a meaningful positive relationship between educators' beliefs and children's academic performance. Brassard and Boehm further emphasize that teachers' convictions substantially contribute to the developmental progress of children.

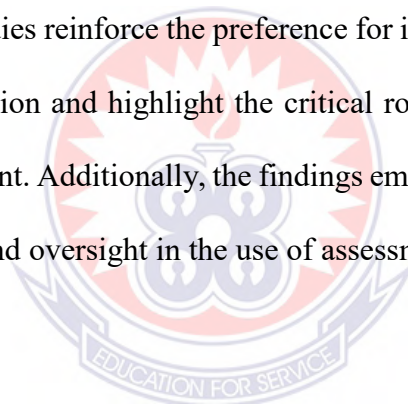
Among the key investigations into early childhood assessment practices over the past thirty years is the study by Johnson and Beauchamp (1987) conducted in the United States. Their research aimed to identify the types of assessment tools used by early childhood educators, the rationale behind their selection, and the factors influencing these decisions. Findings revealed that educators generally preferred to use at least one assessment tool, with an average of three instruments employed per program. A strong inclination was observed toward continuing the use of pre-established instruments within educational settings. Crucial characteristics of favored tools included ease of use and comprehensive scope. Teachers expressed that assessment instruments should be developmentally appropriate, cover multiple developmental domains, reflect children's needs and strengths, support curriculum planning, and provide interpretable results.

Nearly two decades later, Pretti-Frontczak, Kowalski, and Brown (2002) examined assessment and curriculum practices among early childhood professionals. Their study sought to understand which assessment tools were utilized and how these related to factors such as educators' qualifications, program type, and years of experience. Results indicated that respondents generally employed at least three different assessment tools, with approximately one-third incorporating standardized assessments alongside informal methods. The study also found that educators with higher levels of education reported using a greater variety of assessment instruments.

In contrast to studies focusing on teachers, Horton and Bowman (2002) surveyed experts to gauge professional opinions and public practices regarding pre-kindergarten

assessment. Their research, involving 25 national leaders, aimed to determine essential components of an effective assessment system. Consensus emerged that assessments should be closely integrated with the curriculum in early childhood programs. Experts favored informal assessment approaches for young children, though some supported the use of formal tools primarily for screening developmental delays and disabilities. Standardized test scores were viewed as useful for program evaluation rather than individual child assessment. Informal methods such as portfolios, parent input, anecdotal records, and checklists were identified as valuable resources. The importance of adequate training and supervision for educators implementing assessment systems was also underscored.

Collectively, these studies reinforce the preference for informal assessment methods in early childhood education and highlight the critical role of assessment in supporting educational development. Additionally, the findings emphasize the necessity for proper professional training and oversight in the use of assessment tools within early learning contexts.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the methodology employed in conducting the study. It begins by detailing the research approach, research design, population, sampling techniques, Research Instruments, Reliability of the Instruments, Validity of the Instruments, Data Collection Procedures, Data Analysis Procedures and Ethical Considerations.

#### **3.2 Research Approach**

A mixed methods research approach was adopted for this investigation into kindergarten teachers' perceptions of using observation as an assessment strategy within the context of the implemented kindergarten curriculum in Ghana. According to Russek and Weinberg (1993), the integration of both qualitative and quantitative data enables researchers to gain a more comprehensive understanding of educational assessment practices—insights that would be limited if either method were used independently. In this study, quantitative data were gathered and analyzed first, with qualitative data collected subsequently to enrich and support the findings. Although both data types were important, the study gave greater emphasis to the quantitative aspect, with the qualitative findings serving to deepen the interpretation of results.

#### **3.3 Research Design**

The study employed an explanatory sequential design. This design involves collecting and analyzing quantitative data first, followed by the collection and analysis of qualitative data. As noted by Patton (1990), the purpose of using this design is to clarify and expand upon the quantitative results with qualitative insights. In this research, after the quantitative data were collected and analyzed, the qualitative phase was conducted

to provide additional context and explanation, thereby enhancing the overall interpretation of the study's findings.

### **3.4 Population**

The target population was all the two hundred and thirteen (213) kindergarten teachers in the Asuogyaman District, in both public and private schools. These kindergarten teachers comprised both the one hundred and thirty-three (133) trained teachers in public and private schools and eighty (80) untrained teachers in private schools, with varying years of teaching at the kindergarten level. The accessible population for the study was the one hundred and eighteen (118) public school kindergarten teachers who are all trained and certified teachers and meet the criteria of 'trained and certified professional teachers' with varying degree of experience.

### **3.5 Sample and Sampling Technique**

The exact number of participants required for quantitative data collection can vary. If you test with too few, your results may not be statistically reliable. If you test with too many, you would realize that you would be overburdened with data to work with (Surendran, 2022). For this study, forty (40) participants were appropriate for the purpose. Forty (40) is approximately 19% of the two hundred and thirteen (213) target population. The choice of forty participants was based on an estimation that would most likely produce a reasonable prediction of the population's perceptions about observation as an assessment tool. Forty (40) kindergarten teachers in only public schools in the Asuogyaman District formed the sample size for this study. Simple random sampling technique was used to select participants for the quantitative data. With access to information on all the one hundred and eighteen (118) kindergarten teachers at the Asuogyaman District Education Office, forty (40) pieces of papers with

“YES” written on them and seventy-eight (78) pieces of papers with “NO” written on them were mixed together in a box two colleagues of the researcher tasked to draw out the papers one after the other. The researcher wrote “YES” and “NO” against the names of the one hundred and eighteen (118) kindergarten teachers, as the two colleagues picked ‘YES” or “NO” at the mention of the names of the one hundred and eighteen (118) kindergarten teachers. Forty (40) of the kindergarten teachers who had “YES” written against their names were subsequently contacted and their consents duly sought for the participation in the study’s quantitative data collection.

The sample for the qualitative data collection was selected using purposive sampling technique. The researcher selected the respondents for this data collection based on the number of years in teaching, length of teaching experience at the KG level and location of school taught. Nine (9) respondents were selected because they met those criteria and secondly, because the nine (9) participants were sufficient to fully give responses that fairly cover the various elements of the research questions.

### **3.6 Research Instruments**

Data for this study were collected using two main instruments: a questionnaire and a semi-structured interview guide. The questionnaire was designed to capture quantitative data on kindergarten teachers’ perceptions of observation as an assessment tool, as well as their preferences for various assessment methods. Questionnaires are widely utilized in educational research to measure variables such as teacher effectiveness, school climate, and assessment practices (Bangert, 2006; Wagner, 2006). In this study, four items within each section of the questionnaire employed a 4-point Likert scale to assess teachers’ views regarding the use of observation in assessment. Respondents were asked to indicate their level of agreement, with response options ranging from Strongly Agree to Strongly Disagree. To explore the rationale behind

teachers' preferences for particular assessment tools, an additional eleven items using the same 4-point scale were included.

The qualitative component involved a semi-structured interview guide administered to nine purposively selected participants. This guide focused on eliciting detailed perceptions of kindergarten teachers concerning the use of observation in their classrooms. The interviews were conducted to complement and validate the quantitative findings obtained through the questionnaires. As noted by Patton (1990), interviewing provides unique insights into participants' thoughts and feelings that cannot be captured through other data collection methods, allowing researchers to understand how individuals perceive and interpret their world.

### **3.7 Reliability of the Instruments**

Reliability refers to the consistency of an instrument in producing stable and repeatable results. To assess the reliability of the questionnaire and interview guide, a pilot study was conducted in Senchi Circuit, Asuogyaman District, involving a sample of ten participants for the quantitative instrument and two for the qualitative interviews. Convenience sampling was used for this preliminary phase. The test-retest method was employed by administering the instruments twice, with a two-week interval between administrations. Responses from both rounds were analyzed, and the correlation coefficient was calculated to determine consistency. The high correlation observed between the two sets of responses confirmed the instruments' reliability.

### **3.8 Validity of the Instruments**

To ensure content validity, the questionnaire and interview guide were reviewed by a Senior Lecturer and researcher specializing in Early Childhood Education at the University of Education, Winneba. Their critical evaluation helped refine the

instruments. Subsequently, a pilot survey was conducted with a small group of kindergarten teachers from the Asuogyaman District who did not participate in the main study. Feedback from this phase identified items that were unclear or ineffective in measuring the intended constructs. Necessary modifications were made, including rewording or replacing certain items to improve clarity and relevance, thereby enhancing the overall validity of the instruments.

### **3.9 Data Collection Procedures**

#### **3.9.1 Questionnaire**

The researcher obtained contact information for kindergarten teachers from the Asuogyaman District Education Office. Participants were contacted to secure informed consent before questionnaires were distributed. A total of forty questionnaires were sent out and all were retrieved within three days of distribution.

#### **3.9.2 Interview**

The semi-structured interview guide was developed based on an extensive review of relevant literature on early childhood assessment and teacher perceptions. Interviews were conducted individually with each of the nine participants in English, following ethical approval and consent. All sessions were audio-recorded with participants' permission to ensure accurate transcription and analysis. The interviews provided rich qualitative data that supplemented the quantitative findings.

Interviewing is widely regarded as a critical data collection method in qualitative research (Fetterman, 1989). Mailklad (2001) further emphasized that interviews remain one of the most frequently employed techniques for exploring teacher beliefs and practices. The interactive nature of interviews allows researchers to uncover the complex and sometimes implicit factors influencing teachers' daily assessment decisions.

### **3.10 Data Analysis Procedures**

In this study, data gathered through questionnaires and interviews were analyzed separately. The objective was to meaningfully describe, in detail, the perceptions of kindergarten teachers about observation as an assessment tool.

#### **3.10.1 Questionnaire Data Analysis**

The responses of the participants to each questionnaire were analyzed using the Cross-tabulation quantitative data analysis method. It is a preferred method since it uses a basic tabular form to draw inferences between different data-sets in the study (Surendran, 2022). Cross-tabulation helps researchers in identifying patterns, trends, and the correlation between the study parameters. Willing and supportive senior colleagues of this researcher used about ten days to manually comb through the responses of the participants to the questionnaire and came out with organized and meaningful information. The resultant descriptive data from the analysis of the three research questions were reorganized into tables of frequencies and percentages.

#### **3.10.2 Interview Data Analysis**

The qualitative data collected in this study were examined through thematic analysis. This approach involves systematically organizing interview responses into meaningful categories or themes. Thematic analysis is widely recognized as one of the most frequently employed techniques for analyzing qualitative data (Kotor, 2015). Its application extends across various qualitative methodologies, such as ethnography and phenomenology. The core process typically involves carefully reviewing transcripts, extracting recurrent themes, and compiling illustrative examples from the data to support these themes.

In this study, after the interviews were transcribed, unit themes were identified and put

together. Next, the unit themes were categorized into major themes. By regrouping the major themes, a smaller number of themes emerged which were used as the refined and discernible data used to write the report of the findings of the study.

### **3.11 Ethical Considerations**

**Informed Consent:** Each individual who expressed a willingness to participate in the study was provided with an informed consent form. This document served as a participant information sheet, detailing the nature of the research and the specific role of respondents. It also included a section where participants could formally indicate their consent. The form supplied comprehensive information about the study to ensure participants were fully aware of the research objectives, procedures, and any potential risks involved in participation. Included in the consent form were a brief introduction to the researcher, the purpose of the investigation, and the methods employed throughout the study. Importantly, the voluntary nature of participation was clearly emphasised, highlighting that participants retained the right to withdraw at any stage should they find continued involvement unsuitable.

**Confidentiality and Anonymity:** All data obtained from participants were treated with strict confidentiality. Access to this sensitive information was limited exclusively to the researcher. Consent forms, which contained identifying information, were stored separately from the collected data and securely locked in a file cabinet within the researcher's office. To protect participant identities, pseudonyms—ranging from Respondent #01 to Respondent #09—were assigned during data analysis and reporting. This measure was communicated to all participants to reinforce assurances of confidentiality and anonymity throughout the research process.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS AND ANALYSIS

#### 4.1 Introduction

In this chapter, the data of the study were analyzed and discussed. Views from forty (40) respondents for the quantitative data and nine (9) respondents for the qualitative data were collected, analyzed and discussed. All the respondents are kindergarten teachers in the Asuogyaman District in the Eastern Region of Ghana. The respondents have varying range of years of teaching at the kindergarten level. Their perceptions about observation as an assessment tool were determined through questionnaire duly responded to and one-on-one interviews.

#### 4.2 Views of kindergarten teachers about their level of knowledge of observation as an assessment tool

As a first step of this study, the kindergarten teachers were asked to indicate their level of knowledge regarding the recommended assessment tools in the Ghana KG curriculum and especially the major one, observation. All the participants showed their level of knowledge of observation through both the questionnaires and the interviews they granted for this study. Table 1 and Table 2 present data on the awareness of observation and training in observation respectively of participants for the study.

**Table 1: Knowledge (awareness) of the recommended tools of assessment at the KG**

<b>Modes of assessment</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
1. Building portfolio on the learning outcomes	0(0.0%)	0(0.0%)	3(7.5%)	37(92.5%)	40(100%)
2. Using checklist to assess learning outcomes	0(0.0%)	0(0.0%)	7(17.5%)	33(82.5%)	40(100%)
3. Observation of learning outcomes	0(0.0%)	0(0.0%)	1(2.5%)	39(97.5%)	40(100%)
4. Testing (pencil and paper test)	0(0.0%)	0(0.0%)	0(0.0%)	40(100%)	40(100%)

*Source: Field data, 2023*

Table 1 shows four items on a 4-point scale used to measure the knowledge (awareness) of the kindergarten teachers about the recommended modes of assessment in the Ghana KG curriculum they are obliged to implement. Each response category on the scale was assigned a value ranging from 1 to 4 for the positive statements with 1 representing ‘strongly disagree’ (SD), 2 = ‘disagree’ (D), 3 = ‘agree’ (A), and 4 = ‘strongly agree’ (SA).

**Table 2: Knowledge and understanding of the use of observation as an assessment tool**

	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
1. Had no knowledge of observation at institution of training	0(0.0%)	0(0.0%)	23(57.5%)	17(42.5%)	40(100%)
2. Had knowledge of observation at institution of training	16(40%)	15(37.5%)	5(12.5%)	4(10.0%)	40(100%)
3. Have had knowledge of observation after leaving the institution of training	0(0.0%)	0(0.0%)	14(35.0%)	26(65.0%)	40(100%)
4. Have not had knowledge of observation leaving the instruction of training	40(100%)	0(0.0%)	0(0.0%)	0(0.0%)	40(100%)

*Source: Field data, 2023*

Table 2 shows four items on a 4-point Likert scale used to measure the level of training in the knowledge of observation of kindergarten teachers. Each response category on the scale was assigned a value ranging from 1 to 4 for the positive statements with 1 representing 'strongly disagree' (SD), 2 = 'disagree' (D), 3 = 'agree' (A), and 4 = 'strongly agree' (SA).

All the participants for the study affirmed their awareness of the child-appropriate assessment modes (including observation) that are recommended in the Ghana KG curriculum, according to Table 1, however, it is significant to observe that while all the 40 participants (100%) strongly acknowledged awareness of Testing (pencil and paper test), despite it not being part of the recommended assessment modes in the Ghana KG curriculum, few through interviews recollected having heard of the recommended assessment tools but not remembering reading it in the Ghana KG curriculum or the Teachers' Resource Pack for kindergarten teachers.

This finding, though is revealing, is not conclusive on its own but seriously betrays the kindergarten teachers' default bias for testing which is their preferred choice (Table 3) in their implementation of the Ghana KG curriculum with regards to their assessment practices. These practices are in sync with the Ghanaian practice of rote learning and memorization as the main pedagogical strategies, in spite of one's educational training and qualification; and also, one's knowledge of the recommended pedagogical practices in the Ghana KG curriculum. It featured highly in the interview sessions as part of the qualitative phase of data collection. When asked, "*Can you mention the recommended child-friendly and KG-appropriate assessment modes in the new Ghana KG curriculum?*" the response of Respondent #03 revealed a lot:

*I know of observation, because my head-teacher designed the format and so I sometimes use it. To be frank, it is very difficult using this observation thing to assess the children because I have 58 children in my class and I am alone, without any assistant. I can also talk about portfolio which our District Coordinator recently re-educated us about on our social media platform. This is also not easy with the number of children in my class. I ask the children a lot of oral questions but I mostly rely on class exercises, class tests and end-of-term examinations in order to get something for them (pupils) to show to their parents at home.*

This is a clear manifestation of the awareness (knowledge) of the child-friendly modes of assessment. However, their default preferred choice (testing) readily comes to their minds even when its use is not recommended in the Ghana KG curriculum.

During the interview sessions, all the teachers shrugged off and were obviously disappointed when confronted with the fact that testing (pencil and paper test) is not part of the recommended assessment modes in the Ghana KG curriculum and also not child-friendly and KG-appropriate.

Though the teachers showed clearly that they were knowledgeable of observation as an assessment tool as well as the other recommended assessment modes, they still hold on to testing which obviously conforms to their pedagogical and instructional strategies. This finding gets corroboration in the National Pre-Tertiary Education Framework document by NaCCA, (2019) that says that “the assessment system is fraught with challenges; its content and its implementation are academic and examination driven”. That same document quotes The World Bank’s 2013 “System Approach for Better Education Results (SABER)” study which reported that classroom assessment practices in Ghana are generally weak and the formal mechanisms that are in place to monitor their quality are limited.

It is heart-wrenching to note that in spite of the number of training programmes organized for kindergarten teachers on the new Ghana KG curriculum, teachers are still adamant and stiff-necked in their old ways of pedagogical approaches and assessment practices, which are neither activity-based nor child-centred; owing probably to the weak and ineffective monitoring and supervision mechanisms put in place to ensure quality outcomes. If this unfortunate trend continues and persists, then the educational authorities and the nation as a whole would continue to struggle and grope in the dark, dreaming about making the pedagogical approaches and assessment practices in the kindergarten level much more child oriented and friendly to produce citizens who are assertive, think critically and creatively and are problem-solvers.

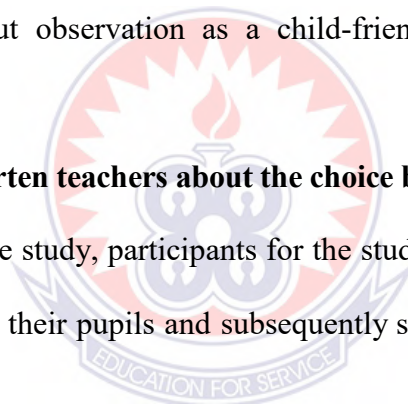
There are very few studies in the area of assessment practices at the kindergarten level in Ghana. A study by Kotor, (2015) established that the teachers further explained that much as they were aware of other forms of assessment probably learnt at the various teacher training institutions, they still hold on to this testing which obviously conforms to their instructional strategies. Frimpong & Osei (2021) in their study found out that

to a large extent, most of the ECE teachers have some level of understanding on some types of assessment. However, the findings suggested that the teachers are only exposed to the traditional types of assessment (pencil and paper test) and are likely not to go beyond those types.

Again, Kotor, (2015) quoted a study by (Gelbal & Kelecioglu, 2007) in Turkey that suggested that teachers stated that they mostly prefer to use traditional assessment techniques (pencil and paper test) while assessing their students". These three corroborating study findings simply that kindergarten teachers are using exclusively the "convenient and easy" pencil and paper test which cannot and do not measure majority of the needed domains of the child's learning. This is in spite of the fact that they are aware and know about observation as a child-friendly assessment tool for their kindergarten pupils.

#### **4.3 Views of kindergarten teachers about the choice between observation and test**

In this subsection of the study, participants for the study made their preferred choices (Table 3) for assessing their pupils and subsequently stated why (Table 4) they made those choices.



**Table 3: Mode of assessment kindergarten teachers would choose to assess their kindergartners**

Mode of assessment	SD	D	A	SA	Total
1. Building portfolio on the learning outcomes	18(45.0%)	16(40%)	5(12.5%)	1(2.5%)	40(100%)
2. Using checklist to assess learning outcomes	32(80.0%)	7(17.5%)	0(0.0%)	1(2.5%)	40(100%)
3. Observation of learning outcomes	20(50.0%)	13(32.5%)	3(7.5%)	4(10.0%)	40(100%)
4. Testing (pencil and paper test)	5(12.5%)	6(15.0%)	11(27.5%)	18(45.0%)	40(100%)

*Source: Field data, 2023*

Table 3 shows four items on a 4-point Likert scale used to measure the preferred choice of assessment mode of the kindergarten teachers to assess their pupils. Each response category on the scale was assigned a value ranging from 1 to 4 for the positive statements with 1 representing 'strongly disagree' (SD), 2 = 'disagree' (D), 3 = 'agree' (A), and 4 = 'strongly agree' (SA).

Whilst an average of four (4) out of 40 respondents made a choice of observation, or portfolio, or rating scale to assess their kindergarten children, a whopping twenty-nine (29) out of the 40 respondents chose testing (pencil and paper test) as their preferred choice of assessment mode to assess their pupils. The findings suggest that kindergarten teachers tend to favour traditional assessment methods, thus paper and pencil test. However, the results also indicate that teachers recognize the value of using observation as an essential assessment tool for assessing young children's learning and development.

This finding is not surprising, because participants mentioned Testing (pencil and paper test) in Table 1 as one of the recommended child-friendly and KG-appropriate

assessment modes, when in fact testing is not recommended as such in the Ghana KG curriculum or any Early Childhood Education curriculum for that matter.

Respondents during the interview session equally chose testing as their preferred mode of assessment. Respondent #04 stated that:

*I always use class exercise, class test and examination to assess my learners.*

Respondent #06 in response to the question of choice of preferred assessment mode said that:

*As for me, test is what I use for my pupils.*

Respondent #09 equally stated that:

*In our school here, we are used to class assignment, class work and the termly examinations at the end of each term.*

According to Kotor, (2015) this clearly shows teachers' disagreement to the use of all other modes of assessments with the exception of the pencil and paper teacher made test which is their preferred choice.

The respondents clearly expressed their views on their preferred choice of assessment tool they use in assessing their learners. After analyzing the results from the respondents of the quantitative data which showed a preference for paper and pencil test, the interview session was carried out to confirm or disprove the findings. Unsurprisingly, all the respondents during the interview session, as exhibited above, overwhelmingly chose paper and pencil test as their preferred choice of assessment tool.

To probe further on why respondents chose a particular mode of assessment to assess their learners, a question was formulated to enquire that. The table below reveals reasons respondents gave for choosing a particular mode of assessment.

**Table 4: Respondents' reasons for choosing a particular mode of assessment**

<b>Reason for choosing a particular mode of assessment</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
1. I use a particular mode of assessment in fidelity to curriculum expectation	24(60.0%)	9(22.5%)	3(7.5%)	4(10.0%)	40(100%)
2. I use a particular mode of assessment in conformity with my school's preferred choice of assessment	5(12.5%)	2(5.0%)	18(45.0%)	15(37.5%)	40(100%)
3. I use more than one mode of assessment to better understand each child	31(77.5%)	9(22.5%)	0(0.0%)	0(0.0%)	40(100%)
4. I use a particular mode of assessment that meets all the developmentally appropriate practices in assessment	18(45.0%)	15(37.5%)	5(12.5%)	2(5.0%)	40(100%)
5. I use a particular mode of assessment that meets my teaching philosophy	16(40.0%)	19(47.5%)	4(10.0%)	1(2.5%)	40(100%)
6. I use a particular mode of assessment to meet expectations of educational leaders	4(10.0%)	5(12.5%)	10(25.0%)	21(52.5%)	40(100%)
7. I use a particular mode of assessment at the behest of parents	8(20.0%)	6(15.0%)	12(30.0%)	14(35.0%)	40(100%)
8. I use a particular mode of assessment to compel children to learn	2(5.0%)	5(12.5%)	18(45.0%)	15(37.5%)	40(100%)
9. I use a particular mode of assessment to improve my instructional practices	18(45.0%)	15(37.5%)	5(12.5%)	2(5.0%)	40(100%)
10. I use a particular mode of assessment to make children like me	5(12.5%)	2(5.0%)	21(52.5%)	12(30.0%)	40(100%)
11. I use a particular mode of assessment that I consider be easy to use	3(7.5%)	2(5.0%)	11(27.5%)	24(60.0%)	40(100%)

*Source: Field data, 2023*

Table 4 shows eleven items on a 4-point Likert scale used to measure respondents' reasons for choosing a particular mode of assessment to assess their kindergarten pupils. Each response category on the scale was assigned a value ranging from 1 to 4 for the positive statements with 1 representing 'strongly disagree' (SD), 2 = 'disagree' (D), 3 = 'agree' (A), and 4 = 'strongly agree' (SA).

Respondents in this study showed a tendency of selecting a mode of assessment they consider to be easy to implement with 35 respondents out of 40 either agreeing or strongly agreeing to the statement "I use a particular mode of assessment that I consider to be easy to use". This behaviour of the teachers matches with the finding of a study in Turkey by Gelbal and Kelecioğlu, (2007) that teachers mostly prefer to use the most *familiar* assessment techniques.

Another apparent message from Table 4 is respondents' tendency to select a particular assessment mode that yields to expectations of educational leaders but not necessarily compliant to learning theories and assessment techniques that suits the level of children in the kindergarten classrooms. In addition to this, respondents choose to be more accountable to parents' demands than adhering to the dictates of the Ghana KG curriculum. All these tendencies are averse to the aims of Ghana's Early Childhood Education programme on child development and growth. Both the quantitative and qualitative data for this research point this out. The following views expressed by the respondents during the interview sessions bear out this claim:

*Our head teacher and the School Improvement and Support Officer (SISO) are always calling for "output of work" data, so we have to satisfy them and have our peace. If you don't engage the children in any exercise that gives you numerical data, then they (head teacher and SISO) would say you are not working. But that cannot be true, you*

*know! Also, when the term ends and parents don't get any marked scripts of examination of their wards, they say we are lazy teachers who don't teach their wards and therefore have nothing to test them on.....Respondent #02.*

*To be frank, in this school we are compelled by our head teacher to conduct class exercises and class tests in order to generate some figures to fill the "output of work" form that the District Education officer in charge of our circuit, now referred to as SISO always demands.....Respondent#01*

*Another reason is that the parents of the children we teach believe in seeing the exam papers of their children. Without that, at PTA meetings they would complain bitterly, which can be irritating. So, you see, to avoid the complaints and satisfy them, we just conduct the tests and exams..... Respondent #06.*

Apart from kindergarten teachers bowing to pressures from both their educational superiors and parents of the children they teach to use assessment modes that are not child-friendly and developmentally-appropriate, they, the teachers have a believe that the announcement of an imminent test or exams and the administering of same make the children to learn harder. This belief however, is amusing because there is not any known research finding that links tests to young children's seriousness towards learning. Both the data from the administered questionnaire as displayed in Table 4 and the data from the qualitative data gathered through the interview sessions point to this belief as one of the reasons for choosing particular assessment mode:

*Tests or exams make the children to sit and learn harder than usual,*

*because they know their parents would not be happy with them if they not do well..... Respondent #09.*

*For me, I know that my pupils sit attentively to listen to me and learn better when I inform them of a pending test Respondent #04*

The connotation of this belief and practice is that the kindergarten teachers are in their own world of educational practice and rather abandoning all the educational theories, principles and practices related to childhood assessment, that are child-friendly and developmentally appropriate. The likely consequences of this are that curriculum implementation would be in jeopardy and the young children would associate education to “laborious” test which is not exciting and not friendly. Then by extension, some of the children may jettison education without realizing their full academic potentials.

It would be good to address this seeming anomaly of abusing the innocence of the young children through the misuse of early childhood assessment.

Though statements like “I use a particular mode of assessment in fidelity to curriculum expectation”; “I use more than one mode of assessment to better understand each child”; “I use a particular mode of assessment that meets all the developmentally appropriate practices in assessment”; “I use a particular mode of assessment that meets my teaching philosophy”; and “I use a particular mode of assessment to improve my instructional practices” were all in the questionnaire and were chosen by insignificant few of the respondents, none of the respondents assigned them as reasons why they select particular mode(s) of assessment during the face-to-face interview sessions with the respondents.

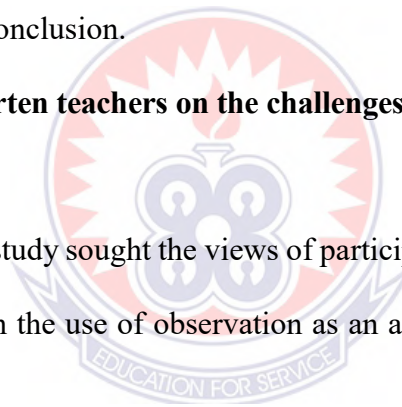
This seemingly obvious failure to readily recollect and say any of the above statements as reason(s) for selecting particular modes of assessment during the interview sessions suggests that the kindergarten teachers are probably lacking the professional

competences directly relevant to Early Childhood Education that would make them function and deliver better outcomes and services that focus on the social, emotional, cognitive and physical development and learning of young children.

One other finding from the administered questionnaire in the summary of Table 4 is the result that suggests that no kindergarten teacher sampled for the study uses more than one assessment mode to assess the kindergartners. Opong Frimpong & Osei (2021) reveals in their study that the participating teachers could not use multiple assessment tools to assess the learners. What can happen as a result is that the teachers may not get comprehensive information about their learners as they possibly use only one source of assessment tool. This has the potency of wrong interpretation and subsequently arriving at the wrong conclusion.

#### **4.4 Views of kindergarten teachers on the challenges of using observation as an observation tool**

This subsection of the study sought the views of participants concerning the challenges that confronted them in the use of observation as an assessment tool. Table 5 presents the data.



**Table 5: Challenges respondents face in using observation as an assessment tool****Challenges faced in using observation**

	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
1. Low level of knowledge and skill in using observation as an assessment tool	18(45.0%)	16(40%)	5(12.5%)	1(2.5%)	40(100%)
2. Observation is cumbersome to use	1(2.0%)	(0.0%)	7(17.5%)	32(80.0%)	40(100%)
3. Large class size	4(10.0%)	3(7.5%)	13(32.5%)	20(50.0%)	40(100%)
4. Low level supervision and enforcement of protocol on assessment at the KG level	5(12.5%)	6(15.0%)	11(27.5%)	18(45.0%)	40(100%)

*Source: Field data, 2023*

Table 5 shows four items on a 4-point Likert scale used to measure respondents' views on the challenges that confront them in using observation as an assessment tool to assess their kindergarten pupils. Each response category on the scale was assigned a value ranging from 1 to 4 for the positive statements with 1 representing 'strongly disagree' (SD), 2 = 'disagree' (D), 3 = 'agree' (A), and 4 = 'strongly agree' (SA).

Table 5 reveals some of the real hidden reasons behind the non-use of observation as the child-friendly assessment tool for the KG classrooms in the Asuogyaman District. Challenges like large class sizes at the KG level and the 'claim' of observation being a cumbersome assessment tool to use received very high agreement or strong agreement among the kindergarten teachers, with thirty-three out of the forty respondent claiming observation is a cumbersome assessment tool. The quantitative data in table 5 received corroboration in the qualitative data collection phase when Respondent #07 said that

*"I teach a class of 63 young and active children that makes even normal teaching and learning activities so stressful. To think about*

*using observation as the assessment tool is the last thing in my strategies to improve the development and learning abilities of my poor children. Besides, observation itself is very difficult to use in even averagely normal sized classes”.*

DeLuca and Pyle (2019) in their three-year study wrote that importantly, findings suggest that teachers want to practice child-centred assessment, which effectively nurtures academic and socio-personal development, but report they cannot, because of large class sizes. Many kindergarten teachers say assessment is one of their primary challenges with the current Ghana kindergarten curriculum that requires them to use multiple forms of assessment, including, mainly observation.

Thirty-three out of the forty respondents of this study mentioned large class size as a major challenge in their implementation of the assessment aspect of their work as kindergarten teachers. The teachers felt pressured to capture the multitude of learning moments occurring simultaneously among the children in a large sized busy classroom environment. This challenge has effectively deprived the poor kindergartners the opportunity to be adequately known for who they are, what they know and can do through a diversity of assessment strategies that look at their academic, learning skills and their socio-personal progress.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a concise summary of the study, draws conclusions based on the findings, and offers recommendations aimed at improving assessment practices in kindergarten classrooms within the Asuogyaman District.

#### 5.2 Summary

The primary objective of this research was to investigate kindergarten teachers' perceptions regarding the use of observation as an assessment tool in the Asuogyaman District. The study was guided by the following objectives:

1. To assess kindergarten teachers' knowledge about observation as an assessment tool.
2. To determine kindergarten teachers' preferences between observation and testing for assessing pupils.
3. To identify challenges faced by kindergarten teachers in using observation as an assessment method.

Corresponding research questions included:

1. What is the level of knowledge among kindergarten teachers about observation as an assessment tool in the Asuogyaman District?
2. What are the preferences of kindergarten teachers between observation and testing as assessment methods?
3. What challenges do kindergarten teachers encounter when using observation as an assessment tool?

The study employed an explanatory sequential mixed methods design. Quantitative data were collected from forty kindergarten teachers selected through simple random sampling, while qualitative data were gathered from nine purposively chosen participants. Data collection instruments included a self-developed questionnaire and a semi-structured interview guide. Quantitative data were analyzed using cross-tabulation, and thematic analysis was applied to the qualitative data.

Findings revealed that although kindergarten teachers regularly assess their pupils, the assessment predominantly relies on traditional testing methods. Such methods inadequately capture the comprehensive learning, development, and growth of young learners. Observation, recognized as a more developmentally appropriate assessment tool, was perceived as challenging to implement due to factors such as large class sizes and limited supervisory support.

### **5.3 Conclusions**

The study confirms that while kindergarten teachers conduct pupil assessments, they predominantly depend on traditional testing methods familiar to them. These methods, however, do not effectively encompass all domains of child development outlined in the kindergarten curriculum.

Despite some awareness of more child-centered and age-appropriate assessment approaches, the limited understanding of these methods constrains their practical use. Furthermore, the burden of managing large class sizes—averaging fifty-four pupils—poses significant obstacles, even for teachers who are well-trained and motivated to employ appropriate assessment techniques. Consequently, the authentic developmental progress of kindergarten children remains undocumented, potentially leading to pedagogical practices that do not align with their cognitive, social, emotional, and physical needs.

Moreover, none of the participating teachers employed more than one assessment tool, thus failing to adhere to the standards specified in Ghana's kindergarten curriculum. This lack of fidelity to curriculum mandates threatens the implementation of a child-friendly, standards-based program essential for fostering optimal growth trajectories and predicting future educational outcomes.

#### **5.4 Recommendations**

Based on the findings, the following recommendations are proposed:

1. The Ghana Education Service (GES), as the employer of public school teachers, should rigorously enforce Continuous Professional Development (CPD) programs, with an emphasis on enhancing knowledge and skills related to child-friendly and age-appropriate assessment methods. Regular workshops and in-service training on assessment practices should be institutionalized.
2. During Parent Association meetings and school open days, efforts should be made to educate parents about effective, child-centered assessment practices to foster a supportive home-school partnership.
3. The current accountability framework used by educational administrators to evaluate kindergarten teachers' performance should be revised. GES should adopt a more flexible accountability model that recognizes diverse indicators of teacher effectiveness beyond numeric metrics, allowing teachers to demonstrate the quality of their engagement with pupils.
4. To ensure compliance with the standards set forth in the curriculum, particularly regarding class sizes, GES must take measures to prevent overcrowding in kindergarten classrooms. Maintaining recommended pupil-to-teacher ratios is critical for the successful implementation of age-appropriate pedagogical and assessment strategies.

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## APPENDIX A

Table 1.1: Illustrated format of the Daily Observation Notebook

Name of Children	Date	11/04/22	12/04/22	13/04/22	14/04/22	15/04/22	18/04/22
	Code	K1.1.1.1.1	K1.1.1.1.2	K1.1.1.1.3	K1.1.1.1.4	K1.1.1.1.5	K1.1.1.1.6
Adjetey		A	A+	A	A	A	D
Nuhu		D	A	A+	D	D	A
Fafa		A	A	D	D	A	O
Owusu		A+	A	A	A	A	A
Adjoa		A	A+	A	A	A+	A
Mensah		D	O	O	A	A	D

Key for CODE:

K1 = KG 1 class

first digit = strand

second digit = sub-strand

third digit = content standard

fourth digit = indicator

Key for GRADE

D = developing the skill

A = achieved the skill

A+ = moved beyond achieving the skill

O = absent from school

*Source: Adapted from National Council for Curriculum and Assessment (NaCCA). 2019. Teacher Resource Pack: Kindergarten. Accra. Ministry of Education.*

## APPENDIX B

Table 3.1: Background of KG Teachers who participated in the Study

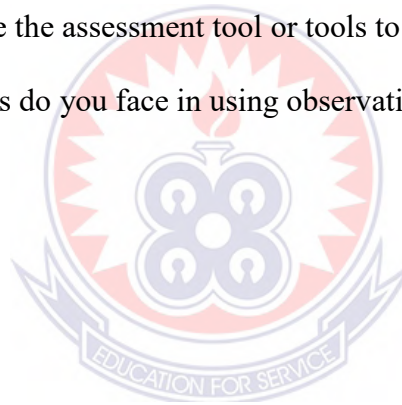
	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
<b>GENDER</b>	4	36	40
<b>AGE</b>	(18-25) - 0 (26-40) - 4 (41-60) - 0	(18-25) – 11 (26-40) – 19 (41-60) – 6	11 23 6
		<b>TOTAL</b>	<b>40</b>
<b>CERTIFIED TEACHER</b>	4	36	40
<b>ECE TRAINED TEACHER</b>	1 (out of 4)	8 (out of 36)	9 (out of 40)
<b>LEVEL OF EDUCATION</b>	(CERT. 'A') - 0 (DIPLOMA) - 3 (DEGREE) - 1  (POSTGRADUATE) - 0	(CERT. 'A') – 0 (DIPLOMA) – 28 (DEGREE) - 8  (POSTGRADUATE) – 0	0 31 9  0
		<b>TOTAL</b>	<b>40</b>
<b>NUMBER OF YEARS TEACHING</b>	(1-5) – 1 (6-10) - 2 (11-20) - 1 (21-30+) - 0	(1-5) – 6 (6-10) – 15 (11-20) - 13 (21-30+) – 2	7 17 14 2
		<b>TOTAL</b>	<b>40</b>
<b>NUMBER OF YEARS TEACHING AT THE KGLEVEL</b>	(1-5) - 3 (6-10) – 1 (11-20) – 0 (21-30+) – 0	(1-5) - 20 (6-10) - 16 (11-20) – 0 (21-30+) - 0	23 17 0 0
		<b>TOTAL</b>	<b>40</b>
<b>LOCATION OF SCHOOL</b>	RURAL - 3	RURAL - 17	20
	SUBURBAN - 1	SUBURBAN - 19	20
		<b>TOTAL</b>	<b>40</b>

*Source: Field data, 2023*



**Please, this is the section on the research questions which are to measure or gauge your perception about observation as an assessment tool. Thank you.**

1. Briefly explain in your own words what you think is the meaning of assessment in education.
2. Kindly mention the assessment tools recommended in the Ghana KG Curriculum.
3. Have you ever had training in the assessment tool called observation?
4. When and where did you have the training in observation as an assessment tool?
5. Which assessment tool do you mainly use to assess your KG pupils?
6. Do you use more than one assessment tool in assessing your KG pupils?
7. Why do you use the assessment tool or tools to assess your KG pupils?
8. What challenges do you face in using observation to assess your pupils?





Please, this section is about the research questions. Kindly read and choose by ticking (✓) the boxes provided.

**Tick (✓) as many boxes you agree with in response to the questions below.**

1. Which of the assessment tool(s) is/are recommended in the Ghana KG curriculum?

Portfolio Rating Scale  
Observation

Testing (pencil and paper test)

2. Where did you have training in observation as an assessment tool?

During my time in teacher training institution  
After leaving my teacher training institution

Never had training in my teacher training institution

Have not had training after leaving my teacher training institution

3. Which assessment tool(s) do you choose to use in assessing your pupils?

Portfolio Rating Scale  
Observation

Testing (pencil and paper test)

4. What is/are your reason(s) for choosing particular assessment tool(s) to assess your KG pupils?

I use a particular assessment tool in fidelity to curriculum expectation

I use a particular assessment tool in conformity with my school's preferred choice of assessment

I use more than one assessment tool to understand each child

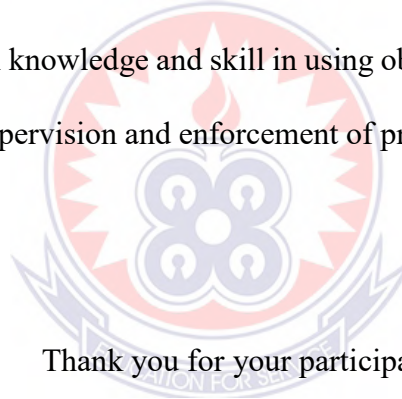
I use a particular assessment tool that meets all the developmentally appropriate practices in assessment

I use a particular assessment tool that meets my teaching philosophy

- I use a particular assessment tool to meet expectations of educational leaders
- I use a particular assessment tool at the behest of parents
- I use a particular assessment tool to compel my pupils to learn
- I use a particular assessment tool to improve my instructional practices
- I use a particular assessment tool to make my pupils to like me
- I use a particular assessment tool that I consider to be easy

5. What are the main challenges which prevent you from using observation as an assessment tool?

- My large class size
- Observation assessment is cumbersome to use
- I have low level knowledge and skill in using observation as an assessment tool
- Low level of supervision and enforcement of protocol on assessment at the KG level



Thank you for your participation.