

**TEACHERS' PERCEPTIONS ON THE ROLE OF  
SUMMATIVE EVALUATION AND ITS INFLUENCE ON  
TEACHERS' CLASSROOM PRACTICES IN RARIEDA  
SUB-COUNTY, SIAYA COUNTY, KENYA**

A Thesis Submitted to the  
Department of Education  
School of Education, Humanities and Social Sciences  
University of Eastern Africa, Baraton

In Partial Fulfillment of the Requirements for the Degree of

Master of Education  
(Curriculum and Teaching)

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July 2019

## APPROVAL SHEET

This thesis entitled: *Teachers' perceptions on summative evaluation and its influence on teachers' classroom practices in Rarieda Sub-county, Siaya County, Kenya*, written and submitted by **Odoyo Michael Olela** in partial fulfillment of the requirements for the degree of Master of Education (Curriculum and Teaching), is hereby accepted and approved.



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## ABSTRACT

Examinations can be messy when used summatively to gauge the level of attainment posing adverse influence to the process of curriculum implementation. This influence is likely to hit hard various teachers' practices such as lesson preparation, lesson implementation, classroom management, formative assessment and syllabus completion. The purpose of this study was to investigate the perceptions on summative evaluation, both classroom summative evaluation done at the end of the term/year and the national examination, and its influences on the teachers' classroom practices in Rarieda Sub-county, Siaya County, Kenya. The study was guided by motivational theory-extrinsic and intrinsic theories. This study employed descriptive and correlational research designs. Stratified sampling and cluster sampling techniques were used to obtain the desired sample of 250 teachers. Questionnaire and focus group discussion were used to gather information from the respondents. The questionnaires' construct, content and face validity was ascertained through expert judgments and the reliability was established through pilot testing yielding Cronbach's alpha coefficients of .620 and higher. The data was analyzed using frequencies, percentages, means, standard deviations, and Pearson product-moment correlation coefficient. The study revealed that there is significant relationship between perceptions on classroom summative evaluation and classroom management ( $r=.264$ ), formative assessment ( $r=.383$ ) and syllabus completion ( $r=.192$ ) and between perceptions on national examination and lesson preparation ( $r=.281$ ), lesson implementation (lower-order/higher-order) ( $r=.183$ ), ( $r=.281$ ), classroom management ( $r=.451$ ), and formative assessment ( $r=.541$ ). The study recommended that teachers

should give their focus to acquisition of attitudes, values and skills that are needful in this century and adopt good classroom practices to ensure in-depth learning.

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## ACKNOWLEDGEMENT

This far, I would like to pour my heart out to God in thanksgiving for not only keeping this noble ambition burning in my heart, but also supplying abundant grace for its completion. My heart will continually rejoice and trust in Him.

Secondly, this work would not have materialized without the support of a number of people to whom I immensely remain deeply indebted. I acknowledge Prof. Elizabeth Role and Prof. Daniel Allida in whose deep love and consideration and patience, wise counsel, immense knowledge and deep experience I have been able to script and shape this work up.

I am also thankful to all the outstanding professors namely, Dr. Vencie Allida, Dr. Millicent Ojwan'g., and Dr. Catherine Amimo at the University of Eastern Africa, Baraton for their mentoring, coaching, instruction and inspiration throughout the course. May the Lord give you grace and good life to continue with the noble work till the Day of the Lord.

Finally, I cannot forget my parents, Sila and Orpah, siblings John, Flocy, Kennedy, Nancy, Dan and Revoline, and cousin Onyango for their encouragement, message of goodwill and moral support.

## **DEDICATION**

I dedicate this work to my beloved father, Sila Olela, who instilled in me the desire of learning and the joy of purposive reading.

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## **LIST OF ABBREVIATED ENTRIES**

AIDS – Acquired Immune Deficiency Syndrome

BOM – Board of Management

HIV – Human Immunodeficiency Virus

KCSE – Kenya Certificate of Secondary Education

KNEC – Kenya National Examinations Council

MOEST – Ministry of Education Science and Technology

NACOSTI – National Commission for Science, Technology and Innovation

PE – Physical Education

TSC – Teachers Service Commission

STEM – Science, Technology, Engineering and Mathematics

SPSS – Statistical Package for Social Sciences

# **CHAPTER ONE**

## **INTRODUCTION**

### **Background of the Study**

Education has occupied an integral position in societies since time immemorial. This is because of its focus on the promotion of the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all learners so that each can develop into a complete person, for his or her own personal fulfillment and the good of society (Kelly, 2009). This received impetus further by the declaration of education as a basic human right in 1948. However, quality is one of the crucial condiments that season the whole pedagogical process just as Digolo (2006) points out that a healthy society can only be nurtured through provision of not only accessible and relevant but also quality education. This quality education is a prerequisite to the attainment of both individual and national goals (Bunyi, 2013).

At the heart of quality education is proper evaluation tool that is used to monitor learning and measure the student's specific learning objective attainment as proposed by Kafwa, Mwaka and Musamas (2014):

Through evaluation, a nation is informed on the performance of the education system and its outputs. Given this critical role, the evaluation system should be accurate, credible, and realistic in providing data to advise the stakeholders on the quality, efficiency, effectiveness, competency and reliability of both the system and products. (p. 326)

MOEST 2015 adds that the provision of quality education requires an effective quality assessment mechanism so as to ensure that the competencies spelt out in the curriculum are attained. Assessments that measure actual learner competencies are an effective method of evaluating education systems across the world. Qu and Zhang (2013) likens it to a mirror because of its timely feedback on teaching and learning thereby enabling teachers and students to see the achievements and the gaps clearly and improving teaching and learning efficiently. Whether it be weekly test, end of term examination, terminal test, joint examination or national examination administered at the end of a course of study, its contribution remain significant in shaping the quality of education.

Evaluation normally has two facets: formative and summative function. The formative function is diagnostic. It plays a vital role in improving learning by helping the teacher to identify the learner's needs as well as his/her strengths (Garrison, & Ehringhaus, 2007). Udoukpong and Okon (2012) add that it enables the teachers to improve their teaching and learners their learning. Thus it ensures better learning in the future by helping the teacher to see where the course needs to be strengthened. It is also a good progress record to students as they can trail their improvement. Kivuti (2015) encapsulates the purpose of formative assessment as one that helps learning and fosters a deeper engagement with it by breaking up the subject matter content into smaller hierarchical units for instruction.

The summative function on the other hand is concerned with the achievement at the end of a programme or a course of study through the collection of summative data to make an in-depth assessment of the learner's achievement for the purpose of grading (Al Kadri, Al-Moamary, Magzoub, Roberts, & van der Vleuten, 2011). Unlike the former, it is not used to improve learning but to summarize children's

learning for the purposes of reporting what has been achieved. Harlem (2007) canvasses two distinctive uses of the summative assessment: internal school uses, which involves keeping records, measuring what students have learnt at the end of a unit, promotion of students and giving reports on progress to other teachers, parents and children. The external uses include certification, selection, meeting statutory requirements such as for national tests. Moreover, such assessment results may also be used for the purposes of accountability (evaluation of teachers, schools and local authorities) and monitoring (within and across schools in a given region; comparing children's year by year average achievement).

Many education systems across the globe have adopted standardized tests as a means of assessment in education. Nichols and Berliner (2007) remark that examinations have been used the world over to assess students' aptitude, achievements, inform decisions about curriculum and instruction and make predictions on how successful a student may be in the future.

The widespread use of summative assessment and tests is supported by a series of arguments. The points flaunted include the reasoning that not only do tests indicate standards to be aimed for and enable these standards to be monitored, but that they also raise standard. The proponents claim that tests cause students, as well as teachers and schools, to put more effort into their work on account of the rewards and penalties that can be applied on the basis of the results of tests (Ekwue, 2015).

Kenya, not being exceptional, adopted Certificate of Primary Education (CPE), The Kenya Certificate of Education (KCE) and The Kenya Advanced Certificate of Education (KACE) after the collapse of the East Africa Community as the national assessment tools until they were overtaken by The Kenya Certificate of Primary Education (KCPE) and The Kenya Certificate of Secondary Education

(KCSE) in 1985 with the inception of 8-4-4 curriculum system. All this was borne of the curriculum innovations of the time in desperate attempts to offer quality education: one that meets both the individual and national goals.

However, this quality has somewhat been diluted by the overemphasis that has been put on examination in the past as teachers passionately seek the incentives that come with a good mean in the national examination as well as the end-of-term and/or end-of-year exams while at the same time striving to evade the penalty meted out on those who have not added value on the students' attainments (Nichols & Berliner, 2007). This has further been aggravated by the hard fact that the same learning achievement score determines the students' future life as it controls their placement in various courses at the next level of education and subsequent opportunities in life (Peacocks, 2011 as cited by Henry, Nyaga, & Oundo, 2014).

Boit, Ann, and Chang'ach (2012) reason out that learning has been condensed to studying the text especially at secondary school level because the most immediate and pressing goal is to pass tests as a master key to the academic/professional golden doors. In fact, the same mindset has also infiltrated the institutions as their success is also determined by the passing score on the examinations (Ornstein & Hunkins, 2009). Because of this, whatever is not examined or has never been the focus of the examiners is not prioritized (Hedwick, Mavies, Madungwe, & Mandiudza, 2013). Teaching becomes focused on what is needed to pass the test. Shiundu and Omulando (1992) trace this tendency back to the period after independence when many schools never offered Kiswahili even after it was recommended by the Ominde Commission. They emphatically states that the teaching of HIV/AIDS and by extension Life Skills have suffered the same fate.



It is interesting to notice that this is not a unique phenomenon akin only to Kenyan system alone as Rehmani (2003) explains that a research that was conducted in Pakistan revealed that teachers are bound to switch their teaching methods to mainly lecture methods while adopting teacher and curriculum centered approaches to teaching and learning in order to realize good performance in examination. In the United States of America, Brink (2011) states that standardized tests under No Child Left Behind program has motivated teachers to change their instructional practices. Nichols and Berliner (2007) add that high-stakes testing has tragically and permanently affected lives of individuals. He continues that some administrators and school boards had drastically narrowed the curriculum and forced test preparations programs on teachers and students, taking scarce time from genuine instruction. Hedwick et al. (2013) laments that even in Zimbabwe education is almost synonymous with passing an examination.

According to Harlem (2007), the summative evaluation has tremendous influence on learning. He strongly believes that summative evaluation has a direct bearing to motivation for learning and indirect sway on the teacher and the extent of such an influence, be it constructive or degenerative, hangs not only on the manner the assessment is conducted but also how its results are handled. To him, it is not surprising that high stakes are attached to summative assessment results particularly when the effectiveness of teachers, schools, and local education authorities is judged by the proportion of children reaching a certain level in the tests.

It should be clearly understood that achievement of schools and the quality of education is hinged on numerous factors that the quality and assurance team of The Ministry of Education, Kenya, may not have given proper focus during their frequent assessments of learning institutions. One of which is the timely disbursement of the

state sponsored resources, which includes the Free Secondary Education funds and deployment of adequate teachers. Unfortunately, the focus has always been on innovativeness of the teachers who are already under intense pressure of hefty workload and to perform in all circumstances. Undoubtedly, this has the capability of compelling the teachers to device means of appearing to be achieving through ‘good’ grades without a thought at the guiding objectives.

Examination has therefore carved for itself a niche of beliefs in the minds of educationists, learners and various stakeholders that it is an end to itself and that end somewhat justifies the means such that an institution, for example, is seen as efficient and the teacher is viewed as successful based on the students’ attainment in a single final examination at the end of the term, the year or after duration of study without giving an iota of thought to the guiding objectives. The most fundamental skills such as problem solving, scientific and social literacy skills are thus lost sight of forthwith (Boit et al., 2012). He continues that when an examination system gives prominence to knowledge alone, it poses a great influence on the acquisition of the required skills thereby working contrary to the goal of education which is production of an all-round individual who can fit compatibly in the society.

There is thus a discrepancy that ensues between the examination and curriculum aims (Hedwick et al., 2013). It is obvious that the examination does not and actually cannot address all the knowledge, skills, and attitudes spelled out in the curriculum to be developed in the learner; so, care should be taken so that curriculum aims do not condescend to examination aims.

One of the consequences of curriculum misalignment is that repeated discrepancies between what students perceive that they need to know for assessment purposes and the stated course objectives can potentially lead to a local culture,

whereby a hidden curriculum is created (Al Kadri et al., 2011). This hidden curriculum says Hafferty (2009) is "a set of influences that function at the level of organizational structure and culture" (p. 48). Its nature depends on the students' own interests, supervisors' interests, and even students' personal speculations about what might be in their summative assessments. It is the same phenomenon described by Udoukpong and Okon (2012) when they insist in differentiating between the planned and the received curriculum during curriculum implementation.

Despite its pervasive effect, examination still remains one single most important educational assessment tool with no credible alternative as Hedwik et al. puts it while he quotes Mathura as cited by Arggarwal (1997) who insinuates that, "Even in the idealised picture of society portrayed in H. G. Wells' Utopia, examinations find an important place" (p. 7). He wraps it up by emphasizing that even today it is the standard way of assessing student's work as well as ensuring the teacher's accountability. Boit et al. (2012) also adds their voice by resounding Bishop's (1985) ideology that the fault is not with the examination and so discarding it would be a case of throwing out the baby with the birth water.

### **Statement of the Problem**

Education is intended to instill invaluable intended skills, values, knowledge, habits and attitudes through the guidance of the formulated curriculum to meet the identified individual and societal needs as explicated in the broad national goals of education (Syomwene & Kimengi, 2014). Some of such goals include but are not limited to national unity, unity of purpose, foster nationalism, patriotism, social responsibility, moral and ethical values, life-long learning, science, technology and equity (Kirimi, 2016). These goals are the ones that direct teacher practices in the

classroom through formulation of more specific objectives to guide teaching and learning.

However, a report by UWEZO (2010) revealed a puzzlingly low learning achievement in schools. According to the report, one out of ten pupils in class six could not read a textbook for class two. Although this was a research conducted in primary school it may be the same unfortunate state of affair in the secondary schools as well because a survey results by the Kenya National Examinations Council (KNEC) released in February 2017 has also shown low achievement level of learners coupled with failure of teachers to manage learning accordingly (Mungai & Psirmoi, 2018).

It is upon this backdrop that this study is set to shed some light on the teachers' perceptions on the standardized summative evaluation and its influence on teachers' classroom practices in secondary schools in Rarieda sub-county; Siaya County.

### **Research Questions**

This study chiefly seeks to establish the influence of the teachers' perceptions on the summative evaluation and its influence on teachers' classroom practices in Rarieda Sub-county; Siaya County.

To achieve this end, the following research questions were formulated to guide the study:

1. What are the teachers' perceptions on the role of a) classroom summative evaluations and b) national examination?
2. What are the teachers' practices on the following?
  - a. Lesson preparation
  - b. Lesson implementation

- c. Classroom management
  - d. Formative assessments
  - e. Syllabus completion
3. Is there a significant relationship between the teachers' perceptions on the role of a) classroom summative evaluations and b) national examination and the following variables?
- a. Lesson preparation
  - b. Lesson implementation
  - c. Classroom management
  - d. Formative assessments
  - e. Syllabus completion
4. What are the challenges that teachers face in their quest to ensure proper classroom practice through: lesson preparation, lesson implementation, classroom management, formative assessments and syllabus?
5. What solutions can be proposed to address the challenges that teachers face in their quest to ensure proper classroom practice through: lesson preparation, lesson implementation, classroom management, formative assessments and syllabus?

### **Hypothesis**

One null hypothesis was tested in the study:

- H<sub>01</sub>:** There is no significant relationship between the teachers' perception on the role of a) classroom summative evaluations and b) national examination and the following variables: (i) lesson preparation (ii) lesson implementation (iii) classroom management (iv) formative assessments and (v) syllabus completion.

## **Significance of the Study**

This study remarkably contributes to the wealth of knowledge that exists in the discipline of curriculum by digging a little deeper into the subject of evaluation with an inclination on how the teachers perceive it and consequently how it influences their classroom practices. The findings therefore are likely to enhance improvement of the teaching process in secondary schools and thus improve the quality of education. This is made possible because this study will enlighten teachers on the denigrating influence that examination exact on their classroom practices. The researcher hopes that the research will motivate the teachers to teach for the sake of learning and not just students' passing the examination.

The various stakeholders and leadership such as the TSC, MOE and school administrators in education sector will also draw from this work as they seek to not only understand but also probe the challenges that teachers face in the process of curriculum implementation and come up with workable solutions. The study is also useful to the curriculum developers in evaluating the curriculum to put emphasis on formative evaluation practices in order to pacify overemphasis in examination.

Furthermore, the study is a source of literature to be reviewed by those intending to do further research on the problem being studied. The study may be consulted by other people carrying out research about the influence of teachers' perceptions on the high-stakes examination on attainment of the teachers' classroom practices in order to acquire facts and propositions on the best practices on how to maintain national examinations without compromising the quality of education.

## **Justification of the Study**

Provision of quality education and training has been the focus of the government (Ministry of Education, 2012) even amidst alarms that the free education offered was free of the most valuable skills and knowledge that would spur the country to realize the vision 2030; a situation that Kimani (2010) referred to as “school eating away the country’s skill base (p.1)”. Efforts have been made to align the education system to vision 2030 and the constitution 2010 through review of all the aspects of the system of education to make it responsive to the new reality that has so far culminated into rolling out of a new competency-based curriculum.

Despite these efforts, it has remained clear that there are still formidable challenges relating to teacher professionalism, staffing, performance and motivation that are critical to the quality of education. Wamulla (2013) holds that quality of learning is dependent heavily on the quality of the human resource capacity and teachers are the most important human resource of the educational system; therefore, their perceptions and beliefs are bound to influence learning process. The low mastery of basic skills such as communicative competencies in the official languages (English and Kiswahili); for instance, has been blamed on the poor assessment of speaking skills and lack of emphasis on it since they are never set in the national examination (Gudu, 2015). High-weight evidence from studies have revealed the effect of tests on teachers and teaching that when passing tests is high stakes then teachers adopt a teaching style that emphasizes transmission teaching of knowledge thus adversely affecting the intended curriculum and the output (Ornstein & Hunkins, 2009). Many studies on the effects of examination and overemphasis on passing examination on teaching and learning but little has been done in relation to the perception of teachers on examination and how it influences teachers’ classroom practices.

## **Theoretical Framework**

This research was guided by two streams of social science theories of motivation - extrinsic and intrinsic - which expound on the possible root cause of the teacher perception on the summative evaluation and how it influences teachers' practice. This is premised on Hanushek and Rivkin's belief that good teachers enhance student learning (Hanushek & Rivkin, 2010). According to Firestone (2014), the former theory is grounded on economics and relies heavily on extrinsic incentives to motivate educators. It is what the researcher can refer to as "carrot and stick" approach. It recommends the use of qualitative data to distribute rewards and punishment. It advocates removal of "bad teachers" and using differential rewards to improve teaching. The only most unfortunate shortcoming with this theory is that it monitors the outcome but does not give attention to the action that could have led to it. This provides a loophole in the instructional process that is intended to be systematic. The teachers are thus free to choose what methods, content and procedures to reach the target without necessarily considering the laid down processes because it is the end that matters after all.

The educational systems operating under the principles of this theory can easily condition its teachers to perceive the role of summative evaluation to be production of "good" results per se and not as an important guide to the learning process. Subsequently, that would influence how they hold and understand the place of lesson preparation and implementation, classroom management practices, formative assessment and completion of the syllabus as the teachers would seek a shortcut route to effectively "manufacture" grades. This can deepen further the disconnect between theory and practice of education such that the newly trained teachers have to learn new survival tricks in the field after being deployed.



The second theory (intrinsic motivation) is based on psychology and it stresses intrinsic incentives. It advocates improving of the current teacher through capacity building using training and professional development. This theory involves motivation of the teacher by providing them with the tools they need to succeed. Intrinsic motivation is self-motivation. Firestone (2014) while citing Deci and Ryan (1996) explains that such persons reward themselves as a response to the feedback they receive from their work: they feel good when they do certain things. Portia (2017) adds that such persons work hard and are extremely focused on their work and their goal is to do the work right. They experience both autonomy and self-efficacy and they don't need any additional incentive because they find the activity itself interesting and fulfilling (Firestone, 2014).

Such kind of teachers would work tirelessly to dispense the syllabus content using the best methodology and at all times seek to make learning as interesting and exciting as possible because their main focus is not the flaunted gifts but learning. They may be seen as slow in completing the syllabus and the students may severely complain when they compare the quantity of their covered work with other students'; however, their students receive a firm foundation that spur them to altitudinous heights with all skill and prowess.

### **Conceptual Framework**

This study was based on the teacher's perception on summative evaluation and a set of instructional practices variables that are contingent on one's inclination and understanding of the role both classroom and national summative evaluation. The independent variable is the teacher's perception while the dependent variables include the manner in which the teacher handles the following instructional aspects: lesson

preparation, lesson implementation, classroom management, formative assessments and syllabus completion as illustrated in the following paradigm:

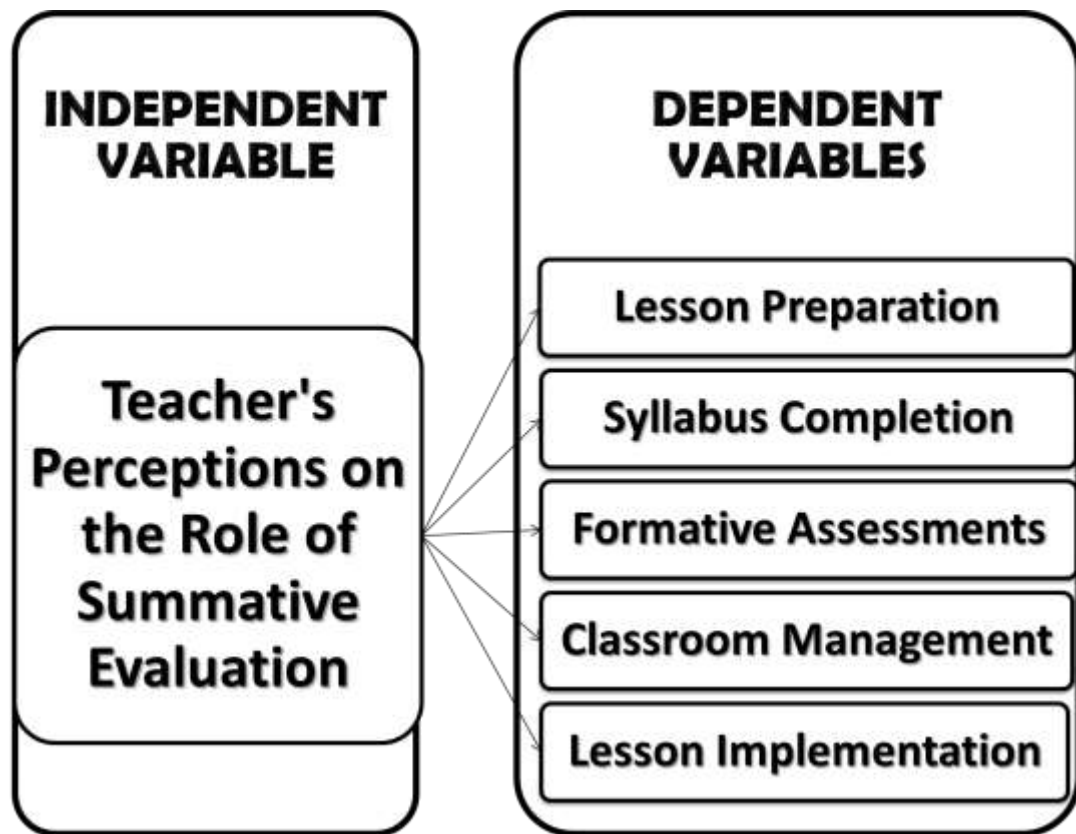


Figure 1. Relationship between dependent and independent variables of the study.

Learning involves processes whereby the learner interacts with a set of constructs (external conditions) intentionally and intelligently assembled to enable the learner to attain a given level of performance in accordance with the set objectives of each lesson. This is what is regarded as learning experiences according to the progressivists (Schunk, 2012). In the organization of these activities, the teacher plays a central role in fashioning such an environment. Ornstein and Hunkins (2009) emphasizes that the teacher makes decisions on which aspect of the curriculum to implement in a particular class as well as the quantity of time to spend in developing basic and critical thinking skills. Therefore, it is not only their knowledge, experience, skills and values that matter but also their attitudes. What he perceives to be true

education/learning or good enough learning process is bound to affect the whole process.

Figure one suggests that what the teacher perceives to be the role/use of summative evaluation, whether internal or nation-wide, would influence the way they prepare for each lesson – choosing the content to present and what content they test the learners on. In addition, the methodology chosen in implementation of the lesson would also be inclined to their perception on the summative evaluation. For instance, curriculum-centered approaches such as lecture method of delivery and rote learning may be preferred over the other methods that would be considered time consuming. Again, the syllabus may be completed early to enable thorough revision of the commonly set sections of the syllabus or rather the syllabus may not be wholesomely learnt as parts of it that are deemed relevant are extracted and learnt. The organization of the classroom; that is, the way different classes are handled would be quite varied in order to achieve the perceived valuable end (a good grade or a skill to perform a task).

### **Scope of the Study**

The study was carried out in Rarieda Sub-county which is one of the sub-counties in Siaya County in Western part of Kenya. This sub-county has about 40 registered secondary schools. Out of the 40 schools, the researcher randomly sampled 12 mixed secondary schools and involved all the 2 boys' and 3 girls' schools for data collection for the study. The data collected represented the characteristics of the teachers across the county. The researcher employed questionnaire forms and focused group discussion to gather data in order to establish the relationship between teachers' perceptions on the role of summative evaluation and their (teachers') practices on

lesson preparation, lesson implementation, classroom management, formative assessments and syllabus completion in the course of curriculum implementation.

### **Definition of Terms**

The following are some of the important terminologies used in this study defined operationally and lexically:

**Assessment -** Assessment is a process of collecting and interpreting evidence of student progress to inform reasoned judgments about what a student or group of students knows relative to the identified learning goals.

**Classroom management -** This encompasses all the actions and directions that teachers use to create a successful learning environment and to create a positive impact on student's achieving of a given learning requirements and goals.

**Classroom Practices –** There are the activities of learning and teaching processes located within the classroom as a system.

**Classroom Summative Assessment –** This is the examination done at the end of the term or end-of-year to determine the learner's mastery of the stipulated skills and competencies spelled out in the curriculum.

**Evaluation –** Evaluation refers to the making of inferences based upon students' performances on learning activities, whether the inferences are for summative or formative purposes.

**Formative assessments –**It is the assessment done throughout the learning period in form of daily/weekly class assignments, quizzes, speed tests and continuous assessment tests done periodically to assess mastery of particular knowledge and skills. The information got from this assessment is meaningful to teachers' day-to-day instruction as it may

be used as a basis for re-teaching or enriching based on the current student information.

**Formative Evaluation** – These are day-to-day testing of the learners to make inferences on what the learner has attained for the purposes of obtaining feedback to the teaching process.

**Influence** – This is the capacity to distort, affect, have sway and even change the acceptable processes in a practice.

**Lesson implementation** - This is the execution of the planned learning session as the teacher guides the learner in the learning activities that not only help them to acquire (lower-order) but also discover (higher-order) knowledge

**Lesson preparation** - This is the planning that a teacher puts up prior to attending a lesson in order to choose and organize the syllabus content that s/he intends to present.

**National Examination** – This refers to the nationwide standardized test undertaken by the learners at the end of four-year study by the learners at the secondary school level in Kenya.

**Perceptions** - These are teachers' beliefs, attitudes and expectations that shape their practice of the various elements and processes of curriculum implementation.

**Secondary school** – Refers to the second level of the 8-4-4 system of education which is a 4 years study period after the 8 years in primary school and then later 4 years of the higher education.

Summative Assessment –It specifically refers to the end-of-term and end-of-year examinations administered by the schools to determine the learner’s attainment.

Summative Evaluation – These are standardized tests given at the end of the four year course which in Kenyan secondary schools normally known as Kenya Certificate of Secondary Education or administered at the end of a school year or term to determine if the students have mastered the curriculum or they can be teacher-made to test the mastery of a unit of study.

Syllabus completion –This refers to absolute implementation of the prescribed content of the curriculum within the stipulated time which is four years for the secondary school curriculum.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND STUDIES**

This chapter presents a systematic literature review of related books, education journals and internet sources. It begins by delving into the concept of summative evaluation, its functions and the prevailing perceptions that are likely to influence the teachers classroom practices. Finally, it disassociates into six sub-topics that outline various teachers' practices that bear the brunt of examination oriented systems of education:

- ❖ Lesson preparation
- ❖ Lesson implementation
- ❖ Classroom management
- ❖ Formative assessments
- ❖ Syllabus completion

#### **The Concept Summative Evaluation**

Evaluation of instructional programmes in education has come a long way in a systematic evolution process. Educators, for decades, have sought more reliable methods of evaluating effectiveness of learning experiences and attainment of learning objectives in an attempt to meet the unique and metamorphosing needs of the society. This has occurred amidst concerns that the way the students are taught and assessed do not lead them to acquire the essential knowledge and skill, nor does it enable them apply the knowledge and skills accordingly to solve various life challenges. Brink (2011) while citing William (2010) stipulates that educators may

have no alternative but to seek viable means establishing whether learning has had an impact on the students, something that the stakeholders have a deep interest in.

Summative evaluation has been used the world over in many education systems and it is understood to mean an end of programme assessment which is often taken at the end of the implementation of an instructional programme (Ornstein & Hunkins, 2013). They continue explaining that summative evaluation strikes a balance between the actual behaviour manifested by the learner and the intended behavior as expressed in the instructional objectives. Furthermore, it provides terminal judgment on the effectiveness with which teaching and learning as processes were accomplished. Brink on the other hand views summative evaluation as the assessment that tests what the students know (Popham, 2008 as cited by Brink, 2011).

Nasibi identifies incredible roles of summative evaluation as including determining the extent to which the desired objective has been achieved, determining the effectiveness of and worthiness of a programme in order to make decision on the planning in terms of time, human power and resources, providing basis for awarding certificates, securing information for selection of learners for further education and furnishing the community with information concerning school performance (Nasibi, 2003 as cited by Kafwa, et al., 2014)

Summative evaluation can be the standardized national examination done at the end of four-year training at the secondary level of the 8-4-4 system of education or at times the end-of-year or term teacher-made examinations done at school level to determine if the students have mastered the curriculum.

In developing nations, expound Kirkpatrick and Zang (2011), the summative evaluation is often the concern of an external syndicates; the agencies that are charged with the responsibility of constructing and administering the standardized tests. In



Kenya, policy makers in the ministry of education are the ones who guide the policy on evaluation and assessment for different level of school (Kafwa et al., 2014). The Kenya National Examination Council (KNEC) is the external institution mandated by the Ministry of Education, Kenya, to appraise the results of curriculum implementation at the end of four years of learning (Ministry of Education, 2015). They (KNEC) organize, set and administer the summative examination known as the Kenya Certificate of Secondary Education (KCSE) to all secondary schools (both public and private) which is done by students across the whole country.

This examination is always very important not only to the school teachers and other stake holders but to the learners and their parents as it is the one used for placement in various courses either at the university or middle-level institutions. It has therefore engendered considerable amount of anxiety that made students somewhat think of it as a life-and-death endeavor. Moreover, this exam is just done and completed in a season and it makes no provision for emergent issues; for instance, one falling ill during the period.

The 8-4-4 system of education in Kenya has four years of learning at secondary school level. Each year is further partitioned into terms whereby each year consists of three terms. The schools normally assess the learners at the end of each and every term which culminates into an end-of-year examination in the third term using teacher-made or at times externally sourced test examinations used to measure students' mastery of a unit of study.

All of these examinations are usually summatively executed and implemented for grading and record keeping and even to give a termly and ultimately yearly report to parents on their children's performance in the respective periods of learning. The administrators also draw their report on the teacher's effectiveness and the results

obtained scrutinized thoroughly. This end-of-year examination was previously administered for advancement to the next level and giving report of progress to parents until the Ministry of Education introduced an automatic transition from one class to the next. Moss (2013) points out that if these summative classroom assessments are used to give non-judgmental feedback, it can motivate students for further effort; however, the use of grades as rewards or punishment decreases students' motivation and harms the learning itself.

### **Perceptions on Summative Evaluation**

Perception is understood to involve the way one understands the world. Rao and Narayan (1998) defines it as the process through which people select, organise, and interpret sensory stimulations into meaningful information about their work environment. They explain that perception is the most important determinant of human behavior for there can never be a behavior without perception. Teachers' beliefs, attitudes and expectations shape their perception on various elements and processes of curriculum implementation as Abobo and Orodho (2014) put it that the feeling that a teacher has about his or her work shapes his / her ability in implementing a curriculum policy. They also state succinctly that the teachers' attitude is important in the implementation of a school curriculum because teaching is an art guided educational values, personal needs and by a variety of beliefs or generalizations that the teacher holds to be true.

For effective evaluation therefore, there is need of proper understanding of what it means and its purpose for a misunderstanding of the concept would obviously be detrimental to learning. To this effect therefore, Moss (2013) identifies two categories of teachers based on their evaluation purposes: first, are those that bring students a sense of success and fairness whereas the other group involves those who

strengthen students' perception of failure and injustice. Kenyan education system relies on the summative evaluation done at the end of four years of secondary school for career placement and grading and certification which form very significant components of a student's life because it determines the course of academic and professional direction in the life of a student (Kirimi, 2016).

Because of the great significance attached to these examinations, the teachers, who are the sole implementers of the curriculum, and parents have in the past resolved to do everything it takes to achieve the best grade their children can afford (Jepkemoi, 2017). This has led to the abuse of the system which now operates in non-conformities thus raising questions if the system still serves and will serve the purpose for which it is intended. In the few years the researcher has served as a secondary school teacher, he has witnessed a teacher leaking end-of-term exam questions to students in the class (es) he taught on the pretext of revision questions and not stopping there but going forward to shamelessly teaching the set exam questions so as to register a higher mean and earn himself an appreciation and the associated favours. The questions that linger are: Is our education concerned and pursuing holistic education or academic grade? And do we expect to realize an automatic change in perception even with the current ongoing change of the curriculum? What about our cherished vision 2030?

Brink (2011) warns of an impending danger when summative evaluation tests are used to place learners on a scale of achievement. He explains that the learners may become labeled at a tender age as underachievers and this may in turn perpetuate a cycle of constant low achievement. Furthermore, Moss (2013) succinctly elaborates that, that has the tendency of creating performance ethos and can produce students who have strong extrinsic orientations towards performance rather than learning

goals. He adds that learners leaning towards performance goals focus on doing better than others rather than mastering the learning goals whenever assessment environment places value on grades. Instead, he (Brink) offers an invaluable suggestion that these tests can be put into a better use that can help the teachers to identify how best to move children to the next level and achieve their individual potentials.

A similar thought is fronted by William (2010) who argued that educational standards may be raised if the summative data is used for formative purposes. This means that the summative tests are used to drive a student's course of study which is not often the case as most institutions use it as a final measure to make judgment on the student's success or the teacher's effectiveness. Moss (2013) while citing Rodriguez (2004) projects that the judgment the teacher makes can directly influence the student's achievement, study patterns, self-perception, attitudes, effort and motivation to learn. Garrison, Garrison, and Ehringhaus (2007) summarize the thought by pointing out that the more the information we have about students, the clearer the picture we have about achievement or where gaps may occur. The summative evaluation tests results can therefore be used by the teacher for two ends according to the above discussion: either improving the quality of students learning or maximizing students' score. The former is nobler according to this study.

Another reason that has contributed to immense anxiety, tension and restlessness during the examination is the use of one single test at the end of the four-year course to gauge the learners' success. Ames (2008) disputes this and holds that no single test should ever be the sole determinant of a student's academic future, be it promotion to the next grade, special placement, or transition from middle grades to high school. Brink (2011) as he expounds on Sacks' (2000) idea on testing opines that

how students fare on standardized tests can be greatly influenced by a number of external factors. Such factors may include stress over taking the test, amount of sleep, distraction at the testing site, time of day, and emotional state. Kafwa et al. (2014) injects further differentiated infrastructures, teaching materials, professional qualification of teachers and capabilities of individual learners from various backgrounds and regions that include marginalized and minority groups as other factors that are likely to influence learners' performance in the summative test.

This evaluation therefore has high chance of influencing the behavior of not only the student but also the parent, school management and much more that of the teacher. The truth is, when every teacher well knows that the one whose students pass that exam would be evaluated more favourably than that whose students fail (Ornstein & Hunkins, 2009) they might be tempted to device ways of attaining the good performance in the examination even if it may involve sacrificing focus on the guiding objectives. It is not an uncommon phenomenon in Kenya for parents to storm into schools and flush out teachers and the management of schools whom they think or believe is not performing well particularly after the release of the national examination result. Ornstein and Hunkins elaborate further that when teachers and administrators feel that test results could jeopardize their jobs and their schools' reputation then teachers may teach to the test with the administrators urging. They affirm that with high-stakes exams, a number of teachers teach to the exam rather than the curriculum goals and objectives – coaching students with sample test questions.

Akaranga and Ongong (2013) say that such an examination is likely to have a tremendous impact on curriculum implementation especially if the assessment procedures are not well defined. This effect they identify as backwash: the effect of examination upon the curriculum.

Examinations, be they internal or national, pose a mostly unconscious level of control on what is taught, teaching methods and learning strategies (MOEST, 2015) and this may undoubtedly translate to a dreadful influence on the quality of education. Researches have revealed that there is a sway that the perception of the teacher on assessment hold not only on their assessment practices but also on a number of aspects in the implementation of the curriculum:

### **Teachers' Classroom Practices**

All learning is wrapped up in teacher classroom practices which involve all the planned activities and strategies by the teacher aimed at achieving a given objective particularly in the classroom. These are actually instructional practices. They are specific teaching methods that guide interaction in the classroom (Svanes & Klette, 2018). Teachers' beliefs and attitudes control the teacher's choice of methods and strategies in the classroom as discussed below.

### **Lesson Preparation**

Preparation is the key to the success of any endeavor. Confucious summarizes the fact in a common quote as: "Success depends upon previous preparation, and without such preparation there is sure to be failure." Teaching is no exception. Meador (2018) points out that preparation and planning are critical components of effective teaching and lack of it therefore would lead to failure. According to him, teaching is not something one can do effectively on the fly because it requires a healthy blend of knowledge, instructional strategies and classroom management tactics. Therefore, every good teacher should be over-prepared (a preparation that transcends the normal working hours and is continuous) but most significantly, he asserts that the influence of this preparation and planning is tremendous on learning and thus attainment of the learning objectives.

Researches in the past have proved that there is an adverse influence of examination on curriculum implementation. Lesson preparation being at the very foundation of the curriculum implementation process therefore receives the influence firsthand. Research conducted by Boit et al. (2012) established that examination has had significant influence on the selection of content. This, they found out, is determined by examinability of various content elements. In addition, they also corroborated that integration of life skills in various subjects is either ignored or just rushed over.

This is not any different from Hedwik et al. (2013) findings. They realized that teachers refrain from not only choosing but also teaching content that is regarded to be outside the scope of the examination simply because that might lead to unnecessary overload on the students. Moreover, the experienced teachers have mastered the art of identifying with great precision the content areas that are covered in the examinations through continual study of the examination pattern. The learners then memorize the selected knowledge which they will be expected to produce in a test or exam based on dictionary knowledge. However, this has put at peril the significant but non-examinable subject contents, competencies, skills and values under the sub-themes: guidance and counseling, life skills, moral education, peace education and HIV/AIDS Education among others which are intended to be implemented in an integrated approach (MOEST, 2012). The long-term result is concentration of teaching on the particular areas which are deemed relevant at the expense of the whole prescribed syllabus content.

A research conducted by Abobo and Orodho (2014) revealed that even though there is considerable inclination of students to learning life skills, teachers had a negative attitude against it and most of them had not been trained to handle the same

and thus low level of preparedness. In addition, the study exposed that the critical teaching and learning resources but grossly inadequate. The low level of preparedness of both the teachers and the school managers severely hampered implementation of life skills education.

## **Lesson Implementation**

Lesson implementation is the actual business of the process of learning in the classroom. Poor lesson design and implementation would therefore obviously pose an impregnable impediment to effective implementation of a lesson. A properly designed lesson begins with an assessment of how much the students already know about the topic. Moreover, as the lesson progresses the instructor takes a pause at key breaks to ask questions to evaluate understanding of the subject. The students may be tasked in groups based on the subject content or asked to explore a new concept in a non-technical way thus variation of teaching methods and techniques which is healthy for effective implementation of the curriculum. Besides, the students are given the opportunity to influence the direction of the lesson (Lesson Design and Implementation, November 3 2016).

It should not be forgotten that teaching should be focused on equipping the learner with the right attitude, knowledge, skills, understanding, ways of knowing and practical competencies needed to function independently in the society (Henry, Nyaga, & Oundo, 2014). However, one of the detrimental backwash effects of examination on the curriculum according to Boit et al. (2012) is the teacher's inability to engage all the methods of instructions to attract the learners' interest in the class. While citing Akrofi, et al. (2007), they continue to emphasize that school instruction that accentuates memorization of texts and recall of information debilitates creativity



and responsibility for reconstructing learning thereby minimizing ability to connect school information to a wider world of understanding.

Kirimi (2016) opines that education has not satisfactorily attained its objectives among which include inculcating scientific culture, enhancing morality among learners and producing an employable labor force. The disconnect between the goals and objectives of education and what is taught in the classroom has been blamed on the teaching methods that tend to be influenced by the demand on the teacher to perform; performance whose yardstick is student's score in the examination thus a lot of time being spent for preparation for examination rather than covering the syllabus to achieve the curriculum objectives (Akaranga & Ongong, 2013). In a study conducted by Mackatiani (2017) on the influence of examinations oriented approaches on quality education in Kenya, he came to a conclusion which affirms this assertion further that examination oriented approach negatively affects pupils' learning achievement.

Teachers are not only shoved to align their teaching methods to mainly the lecture model but also adopt teacher and curriculum-centered approaches to teaching and learning so as to ensure plausible attainment in examination (Rehmani as cited by Boit et al., 2012). The learning methods that are considered time consuming are compromised; instead those that enable them complete the syllabus content within the shortest time possible are preferred in order to give the learners more time to revise for their examination (Hedwick et al., 2013). They continue explaining that communicative and interactive methodologies which are needful for the development of skills in the psychomotor and affective domains are sidelined.

Moss (2013) appends that high-stakes tests impact teachers thereby making them to choose teaching practices that transmit information in activities that are

highly structured and teacher controlled. He continues that such teaching practices and activities unfortunately only favour students who prefer to learn this way but disadvantage and lower the self-esteem of students who prefer more active learner-centered experiences. Alternatively, he (Moss) hints that self-regulated and collaborative learning where students are empowered with challenging choices and opportunities inspires student engagement, self-efficacy and increased effort.

The students are thus turned into learning machines who wake up at early dawn, attend rigorous lessons up to nine in the night. The continuous assessment tests are done at night since they are considered a waste of precious time meant for teaching. Henry et al. (2014) while citing Peacocks (2011) explains that when the goal of the school is high grades in tests then other activities will have to be sacrificed. Teachers are not only bound but are willing to cut on extra-curricular activities or discourage creative activities so that the students can study longer as they concentrate on aspects that are to be examined and skip the core values. This approach has the capacity to stifle a student's imagination, creativity, and sense of self-worth which are qualities crucial for a child's ultimate success in and out of the classroom (Kirkpatrick & Zang, 2011). Drilling technique takes prominence in the classroom as the teaching and learning method (Hedwick et al., 2013). Drilling and uninterrupted teaching undermine thinking that helps to make sense of what one has been taught (Buhere as cited by Boit et al., 2012).

## **Classroom Management**

If there are any scholars who have displayed an almost perfect understanding of what classroom management is and described its importance, then it could be Soheili et al. (2015). In their Journal article, they succinctly penned down an argument that classroom management holds an integral place in the classroom as it

supports a proper execution of curriculum development, developing best teaching practices, and putting them into action. To them, classroom management encompasses all the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students achieving given learning requirements and goals. Evertson and Weinstein (2006) characterize classroom management with the actions taken with the sole aim of creating an environment that facilitates and supports academic and social-economic learning.

In the school systems whose major and only educational goal and focus is academic attainment through an excellent score of students in the examination, the understanding of classroom management is skewed. As well observed by Hedwick et al. (2013), in such school systems the senior classes (forms three and four) are assigned to only senior teachers whose records of teaching and possibility of making students pass examination is impressive and known. New teachers in the school, particularly the new college graduates are not trusted with the examinable classes but are instead assigned lower forms (classes) where their diligence will still be under assessed. This has haunted many institutions' performance because a firm foundation is needful for a stronger educational body.

Furthermore, they continue that in the examinable classes in such systems the students are grouped according to their academic capability so as to encourage competition among the academically gifted and to separate them from the less gifted who are considered disruptive and playful. The teachers give much concentration on the best classes that are able to pass the examination and give desirable grades. They encourage the academically good students to work hard and live up to the expectation (passing the examination) whereas ones who are less gifted are advised or even compelled in some instances to choose less-academic subjects which in the Kenyan

context are art subjects, something that makes them feel academically inferior while these students may be prospering in other curriculum aspects such as sports which are not examinable. No wonder Jepkemoi (2017) accuses the system of becoming a conveyor that pushes students towards academic and ignore talents such as art and craft, music, sports and other creative skills which is incongruent to the focus of Vision 2030 which aims to drive innovation around Science, Technology, Engineering, and Mathematics (STEM).

In addition, the choosing of the subjects take place either in Form One or early in Form Two and not at the end of the two years in secondary school as it is stipulated by the Ministry of Education, Kenya, in order to give maximum time to students to master the examinable concepts in the subjects selected. This is quite an injustice meted on the innocent children because such talents are worth developing into a booming future livelihood.

Hedwick and his companions also reported that the non-examinable subjects are discriminated in designing the school timetable. The examinable subjects are slotted in the morning when the students are still fresh and energetic (Hedwick et al., 2013). Moreover, the time allocated for the non-examinable subjects is abducted and used to revise the content of the examinable subjects particularly around the examination seasons. The non-examinable subject is held in low esteem and thus its teachers.

## **Formative Assessments**

Assessment is part and parcel of learning process. The teacher can only come to the knowledge of the height of his success of his lesson through a feedback attained from a continuous assessment of both the past and the current work. Ornstein and Hunkins (2013) refer to continuous assessment as an important element in the daily

professional function of a teacher as it helps the teacher to diagnose the student's day-to-day progress by revealing where any breakdown in the learning process may have occurred thus enabling re-teaching using alternative methods and materials. The cumulative judgments the teacher makes about the pupil's performance helps him to maintain a continuous impression of both the pupil's abilities and weaknesses.

Nevertheless, however important examinations are in assessment, they ought not to be the absolute yardstick for measuring learner's knowledge only because education entails much more and should be holistic. This worthwhile course is adversely influenced if examination is overemphasized on as pointed out by Hedwick et al. (2013). They say that the impact of examination on the curriculum has been negatively felt on the aims, content, organization and evaluation of the curriculum. Instead of formulating classroom objectives in line with the overall curriculum goals and testing their genuine attainment, the teachers have resorted to coaching examination techniques to students as they put emphasis on the art of answering questions in the examination.

Some teachers have since stopped creative formulation of new questions to assess their learners and instead rewind questions from past KCSE or MOCK papers to sharpen the learners' question answering wits and mastery of the predicted content. The effect ultimately is revealed when students pass the secondary school level with excellent grades but upon enrolment at the advance level studies they prove to have very little understanding of basic concepts in particular subject areas. Qu and Zhang (2013) counsels that whatever assessment that is taken, we should be clear on the learning targets. That is what invites the table of specification to ensure that all aspects are properly balanced in each of the tests.

It is obvious that the examination may not test all skills, attitudes and knowledge prescribed in the syllabus. Therefore, because of the importance ascribed the examination, the aims of the curriculum end up becoming the aims of the examination (Hedwick et al., 2013). Teachers begin to use examination approach to teaching and assessing learning right in the lower classes thereby sacrificing the noble aims of the curriculum on the altar of good examination score. Experienced teachers study the pattern of the examination over time and identify the content areas that are frequently covered and concentrate on them while focusing their formative assessments on them alone at the expense of the whole syllabus. Moss (2013) first affirms that it is indeed true that the tremendous influence from the external high stakes tests makes teachers to increasingly work towards aligning the formative evaluation with a continuum of standards and benchmarks. He then goes ahead and offers a wise counsel to educators that what they and how and why they assess it sends an unmistakable signal to students about what is worth learning, how it should be learnt and how well they are expected to learn it. What the teachers test and how they test it also creates a unique classroom climate that either fuels motivation to learn or derails it.

Furthermore, the learners are overburdened by frequent continuous assessment tests (that come in series), extra tuition, remedial teachings (longer class periods) and loads of assignment (Buhere as cited by Henry et al., 2014). These tests are then thoroughly revised and repeated for mastery of the identified concepts in preparation for the main examination instead of learning for mastery thus a great deal of time being spent on practice tests, the valuing of test performance and undervaluing of other students' achievements and the teachers' own assessment becoming summative in function rather than formative that it ought to be. However, Moss warns that such

practice reduces the assessment to routine tasks and restricts students' opportunities for learning from these assessments. Brink (2011) while citing Stiggins, (2008) observes that high-stake testing comes with the notion that testing and more testing can drive improvement in instruction and student achievement yet this approach has numerous flaws since it threatens to undermine the tenets of exemplary instructional practice.

The teachers and learners who do not attain the set targets are scolded and at times punished. In some systems, the students are compared with other learners as the top students who have scored well and those who have not performed to the expectation are paraded during the examination results release not considering at all the researches that have revealed the negative influence of ranking.

Jepkemoi (2017) observes that most work today require skills that the teachers do not know how to assess or teach to students; skills that include innovation, problem-solving, team work and learning how to learn. She counsels that rather than assessment that seeks regurgitation of facts, learners should be evaluated on what they can do with the knowledge they receive and since the national examination cannot test all the skills, it is the sole responsibility of the teacher to ensure all the other aspects of the curriculum are formatively assessed to bring out all-round graduates.

Therefore, if any meaningful and desirable result is to be obtained, it is clear that the continuous assessment tests (end-of-term or year examinations) have to be shifted from summative to formative evaluation as this is where the learning milestones and competencies acquired can be best monitored and measured. Moreover, these tests' items should be single focused on practical and application skills that outline individual learner's capabilities.

## **Syllabus Completion**

The syllabus is always prescribed a period of time for its implementation. This is the period tested and proved to be adequate for its completion at every stage of its implementation in adequacy. Henry et al. (2014) affirm that any desirable and worthwhile education system should nurture and develop human potential through a holistic implementation of the set curriculum. Nevertheless, teachers have preferred completing the syllabus as early as possible in order to give more time for revision and preparation of the students for the national exams. In the process, the student-centered learning methodologies are compromised for the teacher-centered methods that are less time consuming (Hedwick et al., 2013). This makes the teacher to rush over the syllabus as they teach for the sake of the learners to pass examination giving the least attention to the aims, goals and objectives of education and most importantly the slow learners. Schools may also make an extension of the lessons apart from the recommended nine per day aside from the extra-tuition just to ensure the syllabus is completed within the stipulated time.

Boit et al. (2012) in their paper echoes similar persuasion and further states that the very syllabus may also not be covered holistically. The topics that are not predicted to appear in the examination are not taught or if they may not be taken seriously as those aspects that frequent the examination. Not only are some practicals in science subjects ignored but also the life applications in various topics. It should not be forgotten that The Sessional Paper No.14 of 2012 provides for mentoring, molding and nurturing of learners to acquire national values since these very learners face unnumbered and heterogeneous challenges that require specific and informed life skills and values to aid them in problem solving and decision making. Therefore, a



claim of completing syllabus very early while some of these integral skills and values have not been trained adequately is great injustice to the learners.

### **Synthesis**

It is clear by now that the summative evaluation has an influence on the teacher and his practice. Many scholars have attested to this (Cheng, 2003, Boit et al. (2012, Hedwick et al., 2013). Teachers take ‘shortcuts’ in their practice to have a quick fix of their ‘problem’ at hand: getting a high mean and grades in the examinations. This influence is either direct, as in the case where the teacher intentionally takes an initiative to put measures to enhance attainment in examination or subtle. Cheng affirms that this effect of examination is fueled by the ‘traditional’ assessment paradigm of test-based accountability. The over-emphasis of examination and the use of examination as the only parameter to gauge the success of an educational system indirectly pose great danger to teaching and subsequently learning of the students (Brink, 2011).

The only safety is in the focus shift to performance-based assessments which are designed to closely link the goals and expectations of instruction to that of the examination (Cheng, 2003). This is the focus of McClarty and Gaertner (2015) who hold that the clarification of the link between the tasks students complete on an assessment and the competencies those tasks are designed to measure. This way, there could be some hope since teaching to these performance-based assessments would still remain virtuous.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

The focus of this chapter detailed an outline of the research methodology that was employed in the study. The description of the research design coupled with the setting, target population, sampling and sample size are discussed. In addition, research instruments, instrument validity and reliability, data collection procedures and data analysis strategies are also precisely unveiled.

#### **Research Design**

This study utilized a combination of descriptive and correlational research designs. The descriptive research design is quite often preferred in exploratory studies to enable researchers to not only explain what exists in a given population at a particular time (Mugenda & Mugenda, 2003; Role, 2017) but also gather information, summarize, present and interpret for the purposes of clarification (Orodho, 2008). It was valuable to the researcher as he sought to explore teachers' perceptions on the summative evaluation and their practices on different activities in the process of curriculum implementation. Correlational research design on the other hand which according to Role (2017) explores the degree of correlation between two or more variables was suitable in determining the relationship between the teachers' perceptions on summative evaluation and a number of variables which include lesson preparation, lesson implementation, classroom management, formative assessments and syllabus completion.

## **Population and Sampling Techniques**

### **Target Population**

The study targeted all the nine hundred and sixty teachers employed by Teachers Service Commission (TSC), according to TSC Rarieda Sub-county records at the sub-county office as at April 2019, and those serving under the Board of Management in 41 public secondary schools across Rarieda Sub-county according to the records at the sub-county office. Teachers are the ones who are central to curriculum implementation and therefore their perception on summative evaluation would be likely to influence attainment of learning objectives severely. They were therefore in the best position to provide the most valuable information for this research.

### **Sampling and Sample Size**

The notion of sampling is often understood to mean the process of selecting a given number of subjects from a defined population as a representative of that population and therefore should be as true as possible (Orodho, 2008). Sampling makes it possible to draw valid inferences and generalizations on the basis of careful observation with a relatively small proportion of the population (Best & Khain, 2008). In this study, teachers sampled from schools in Rarieda Sub-county were the representative sample for the entire population of all teachers in Kenya.

The researcher employed stratified sampling. He stratified the schools into girls', boys', and mixed schools. This sub-county consists of two boys' schools, four girl schools and thirty-five mixed secondary schools. The researcher then randomly selected twelve mixed schools out of the thirty-five and involve the other two boys' and four girls' schools in the study then involved all the teachers in these institutions in the study who were 250.

## **Research Instruments**

In order to explore the subject of the study, the researcher used questionnaire as the chief instrument of gathering data from respondents. The researcher chose questionnaire as the respondents were literate and as a result were able to read and respond to the items (Ary et al. as cited by Kiptum, 2015). Moreover, the respondents were able to answer closed-ended questions more easily and quickly and had greater confidence in their anonymity and thereby, feel free to express views they fear might be disapproved or might get them into trouble (Role, 2017).

The questionnaire was designed by the researcher from the literature review with the help of his supervisors. Standardized, closed and open-ended questions were used to collect data for the study. The questionnaire had four sections which include: teachers' perceptions on classroom summative evaluation, teachers' perceptions on national examination, teachers' practices on lesson preparation, lesson implementation, classroom management, formative assessments and syllabus completion and an open ended question on the challenges that teachers face in their quest to attain learning objectives.

As a supplement to the questionnaire, the researcher conducted a focus group discussion with a selected group of six teachers in ten institutions to get in-depth information on some of the practices adopted by the individual teachers and schools to execute the curriculum as well as challenges that teachers face in the process of curriculum implementation.

### **Validity of the Instrument**

Cohen, Manion and Morrison (2007) define validity as the extent to which the test (instrument) tests what it is supposed to test. To ensure accuracy of the instrument, the questionnaire for the study was subjected to a thorough face, content

and construct validity scrutiny by the help of the supervisors and research experts from the Department of Education of the University of Eastern Africa, Baraton. The validity test begun from face validity as the supervisors at first quick glance ensured that the questionnaire had a good shape and right arrangement. Content validity was then achieved by the researcher's supervisors and the specialists in curriculum and teaching reviewing the questionnaire to ensure that all the objectives under the study have adequate representation concerning the number of questions asked. Finally, the construct validity was ensured through scrutiny of the questionnaire's rating results after pilot testing to check if the inferences made from the scores were meaningful and serve the purpose of the research. With the support of the supervisors, the questionnaire was thoroughly examined for consistency, relevance of the information captured and for any revision of the content. The suggestions by the supervisors and the experts were then done before data collection.

### **Reliability of the Instrument**

Role (2017) refers to reliability as the extent of accuracy, consistency, stability or repeatability of a measurement. Kombo and Tromp (2006) add that piloting is useful in testing the feasibility of research instruments and perfected questionnaire concepts and wording. To establish the consistency with which the researcher's instrument would measure what it was intended to measure therefore, the questionnaire was pilot tested on 23 respondents drawn from 3 schools in the neighbouring Bondo Sub-County; Siaya County. The researcher chose Bondo Sub-county because it is adjacent to Rarieda Sub-county where the actual research was conducted and so the respondents were likely to share a number of qualities. The data was then analyzed to determine the Cronbach's alpha value which should be above 0.60 (Cohen et al., 2007). The Cronbach's alpha 0.808 obtained from the analysis for

the perception on the role of classroom summative evaluation, 0.727 for the perception on the role of national examination, 0.810 for lesson preparation, 0.649 for lesson implementation, 0.620 for classroom management, 0.719 for formative assessment and 0.683 for syllabus completion variables were above 0.6 proving that the questionnaire was reliable for data gathering. This pilot study helped the researcher to establish the practicability of the questionnaire and to determine what items needed refining or removing.

### **Data Gathering Procedures**

The researcher sought clearance from University of Eastern Africa, Baraton research ethics committee, which he used to seek for permission from the National Commission for Science, Technology and Innovation (NACOSTI) and subsequently from The Director of Education and County Commissioner (Siaya County, Kenya) to conduct research in Rarieda Sub-county. The researcher then obtained a letter from the Sub-County Director of Education, Rarieda Sub-county, to carry out research in the sub-county. After which, the researcher carried a reconnaissance visit to the public secondary schools that he had sampled for the study for formal introduction and making of earlier arrangements for the study.

The letter from the Director of Education authorizing the research in the institutions was presented during the visit to ease introduction and the respondents to the questionnaire were given clear instructions and clarifications concerning the purpose of the study. The questionnaires were distributed personally to the respondents by the researcher and collected immediately the respondents filled it. An interview guide for a focus group discussion with teachers was also formulated. This discussion involved a group of six from ten of the sampled institutions from which the research was conducted.

## **Statistical Treatment of Data**

The data collected from the questionnaire and the focus group discussions was analyzed. The codes from the responses in the questionnaires were keyed into Statistical Package for Social Sciences (SPSS) for analysis and interpretation. The data in relation to research questions one and two was analyzed using descriptive statistics of mean, frequencies and percentages. The third research question on the other hand established the degree of relationship between the teacher's perception and the five variables using Pearson Product-moment Correlation Coefficient. The level of significance is set at .05. If the p-value is less than .01, then this significance level is referred to. Finally, the responses of the fourth question were treated using content/thematic analysis because the data was qualitative from open ended questions and focus group discussion.

## **Ethical Considerations**

Permissions were obtained from the various offices to enable access to the institutions where the study was carried out. All the prospective participants were informed of the purpose, significance and duration of the study, their rights of participating or withdrawing from the study and then allowed to make informed decision to participate in the research voluntarily after being provided with all the necessary information for their decision to participate. Furthermore, all the respondents were assured confidentiality and that they would remain anonymous while handling the questionnaires. To ensure this, the respondents were advised not to record their personal identification details on the questionnaire and the forms were issued randomly-not consistently with the coded numbering. Moreover, the members of the focus group discussion were duly informed about the confidentiality measures and their consent obtained before the discussions.

The data collected was treated with utmost confidentiality, privacy and honesty for the purposes of the research alone. The researcher ensured that the research the documents kept safely out of reach of all unauthorized parties and the data used only for the purpose of this study. The data collected was recorded accurately and analyzed with utmost honesty without any editing, modification or manipulation whatsoever.



## CHAPTER FOUR

### PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

This chapter presents the findings of the study, its analysis and interpretation. It focuses on the teachers' perceptions on the role of classroom summative evaluations and national examination, teachers' practices on lesson preparation, lesson implementation, classroom management, formative assessments and syllabus completion and the challenges that teachers face in their quest to ensure proper classroom practice and the solutions to address such challenges.

#### Demographic Profile of Respondents

Table 1

*Gender*

	Frequency	Percent
Male	143	68.8
Female	65	31.3
Total	208	100.0

Findings on Table 1 above reveal that the respondents were blended in terms of gender with 68.8% being male while 31.3% being female. However, it also reveals a slight gender imbalance as majority of the teachers in the schools who were respondents in the study were male while a few were female. Nonetheless, the

presence of both male and female is remarkable since it meets the constitutional requirement of not more than two-thirds of same gender in public bodies (The Republic of Kenya, 2015).

Table 2

*Total Number of Years of Teaching Experience*

	Frequency	Percent
Below 1 year	22	10.6
1-5 years	85	40.9
6-10 years	37	17.8
11-15 years	12	5.8
16-20 years	12	5.8
Over 20 years	40	19.2
Total	208	100.0

With regards to the data presented Table 2, 10.6 percent of the respondents had been in the teaching profession for a period less than a year. Majority of the respondents who participated in the study had been practicing for a period of 1-5 years standing at 40.9 percent. 17.8 percent of the respondents had been in the profession for between 6-10 years, 5.8 percent for the brackets of 11-15 and 16-20 years whereas 19.2 percent had been practicing for over 20 years. This is an indication that a bigger percentage of the teachers have not had an extensive and advance experience in teaching. Notwithstanding, the composite is incredible because the more experienced would mentor the younger members in the process of their growth in the profession instead of them fumbling their path. Researchers believe that mentoring is a valuable process in education process. they have considered it as a viable option for

the ongoing need for teacher improvement and support as the key to quality education particularly support accorded the new teachers by the experienced classroom teachers grant them a strong start at the beginning of their career (Glickman et al., 2014; Koki, n. d).

Table 3

*Description of Schools*

	Frequency	Percent
Boys' school	34	16.3
Girls' School	67	32.2
Mixed School	107	51.4
Total	208	100.0

This study drew respondents from secondary schools from varied backgrounds and student compositions: 16.3 percent of the respondents practiced in pure boys' schools, 32.2 percent in girls' schools and the majority constituting 51.4 percent worked in mixed secondary schools.

The higher percentage of mixed schools points to the accessibility of secondary school education in Rarieda Sub-county. As outlined in a research by Ngware, Onsomu, Muthaka, and Manda (2006), two of the principal factors that determine access to secondary education include household's income and availability of schools. The mixed day schools have met these conditions since they are spread almost in every villages and are pocket friendly to the parents since the fees charged is moderate.

## **Perceptions on Summative Evaluations**

### **Research question 1. What are the teachers' perceptions on a) classroom summative evaluations and b) national examinations?**

This research question sought to establish the perceptions of teachers on both the classroom summative evaluation and national examination. To answer the question, the respondents filled the questionnaire to rate themselves on a four-point scale signified by the numerical 1, 2, 3, 4 which represented disagree, tend to disagree, tend to agree, and agree respectively. The data was then interpreted on the scale:

#### **Scale of interpretation of the mean on perceptions**

1.00 – 1.49	Negative
1.50 – 2.49	Tend to be negative
2.50 – 3.49	Tend to be positive
3.50 – 4.00	Positive

The analyzed data are presented on tables, interpreted and discussed.

### **Perceptions on Classroom Summative Evaluation**

In an attempt to find out teachers' perceptions on classroom summative evaluation, the respondents were asked to rate themselves on what they perceived the role of end of term and end of year examinations to be. The data collected was analyzed using descriptive statistics and the analysis presented on the Table 4. According to the analysis, the teachers rated themselves to have positive perception that the internal examination results enable the teacher get feedback on his/her objective attainment in a period of learning with a self-rating mean of 3.73.

Table 4

*Perceptions on Classroom Summative Evaluations*

	Mean	Std. Deviation
The internal examination results enable the teacher get feedback on his/her objective attainment in a period of learning	3.73	.579
The internal examination results enhance competition among the learners and boost performance	3.49	.846
The internal examination results determine a class' score in relation to other classes	3.25	.991
Assessment makes students attentive in the classroom	3.16	.972
The internal examination results make students confident (prepare students) for their final examination (KCSE)	3.52	.786
The internal examination feedback is useful in enhancing students' performance.	3.46	.767
Many internal exams interfere with teaching and learning.	2.86	1.178
The internal examinations are used make to decisions on teaching and learning.	3.33	.909
*I desire my students to pass their internal exams to avoid scolding and questioning from the leaders.	2.37	1.221
<b>Perceptions on Classroom Summative Evaluations</b>	<b>3.2674</b>	<b>.38002</b>
N = 208		

Further, the teachers tend to believe that the internal examination results enhance competition among the learners and boost performance at a rating mean of 3.49, the internal examination results determine a class' score in relation to other classes at a mean of 3.25 and assessments makes students attentive in the classroom at a rating mean of 3.16. The teachers also believed in the ability of the internal examination to make students confident (prepare students) for their final examination (KCSE) rating mean standing at 3.52. In addition, they tend to believe that the internal examination feedback is useful in enhancing students' performance, mean 3.46.

The teachers tended to believe that many internal exams interfere with teaching and learning, mean 2.86 and that the internal examinations are used make to decisions on teaching and learning, mean 3.33. However, the teachers' view was varied in their rating concerning the extent many internal examinations interfered with teaching and learning signified by a higher value of the accompanying standard deviation score of 1.178. This is likely to mean that some of them tended to believe that such interference exists while according to others there was never such interference; that is, some supported many exams which could be pointing out to drilling of the students and others support quality learning time. The teachers tended to be negative that their desire of their students passing of the internal exams is to avoid scolding and questioning from the leaders, mean of 2.37. Having a standard deviation score of 1.221 gave an impression that even though the teachers the teachers tended to be negative about the scolding and questioning from the leaders concerning the students' score in the internal exams, to some it was a reality that could have made them to do anything possible to ensure that their students pass the internal examination.

As observed by Abobo and Orodho (2014), teaching is guided by a variety of beliefs of generalizations that the teacher holds to be true. Therefore, teacher's beliefs among other factors shape their perception on various elements and processes of curriculum implementation. It therefore follows that what the teachers perceive to be the role of the classroom summative evaluation is likely to influence their classroom practices which is one most significant process in curriculum implementation.

According to Brink (2011), if the summative tests are put into better use, they help the teacher to identify how best to move the learner to the next level and achieve their best potentials. With the highest mean of 3.73 representing the ratings of

teachers that perceive that the internal examination results enable the teacher to get feedback on his/her objective attainment in a period of learning, it can be concluded that the teachers in Rarieda sub-county have understood the classroom summative evaluation tests to be an incredible means of obtaining valuable feedback to the intricate process of learning. This means that they use results to diagnose where a problem could have occurred in the process of curriculum implementation thus re-teaching using different methods would be applied to ensure that the learners grasp the content. This definitely would make students confident for the national examination because they would have learnt adequately. This is exactly what Moss (2013) suggests: the use of the classroom summative evaluation results to improve quality of the students learning. It is what William (2010) referred to as the use of summative data for formative purposes. This can also be backed by the fact that a number of the institutions have put up a framework to help underperformers through encouragement, mentorship and involvement of the parents.

From the discussion with the teachers, it came out that the exam results analysis is then done ranging from a joint staff analysis to departmental analysis. A few institutions have an academic committee chaired by the deputy principal in charge of academics that discuss the results and come up with recommendations before it is presented to the staff. Then, the most important of all is that the analysis of the results was diagnostically conducted to identify the gaps, discuss the challenges and way-forward formulated. This is quite consistent with the finding from the questionnaire analysis which revealed that the teachers believed that the results of internal examination are a useful source of feedback to their teaching as had been explained earlier. This is pointing to an in depth, quality learning taking place in this sub-county.

Nonetheless, the use of the internal examination results to enhance competition among the learners and boost performance is what Brink (2011) refers to as the danger of summative evaluation tests. He explains that when learners get labeled at an early stage as underachiever, it may create a cycle of low achievement. This is further supported by the finding that some teachers tended to be negative about the assertion that many examinations interfere with teaching and learning as well as some tending to believe that they desire their students to pass the internal examination to avoid scolding by the leadership as had been previously discussed.

This is the phenomenon Moss (2013) illustrates as producing learners with strong extrinsic orientations towards performance (doing better than others) rather than mastering the learning goals. He continues that the summative classroom evaluation can only be beneficial if it is used to give non-judgmental feedback for it would motivate the learners for further effort. The administration of internal examination could therefore only be triggering learning for the sake of passing examination as nearly all schools in Rarieda sub-county rank the students in the examinations to award the best as the most improved students are quite forgotten. In addition, this goes contrary to the non-judgmental feedback which would inspire students' further efforts.

### **Perceptions on National Examination**

In the study, the teachers were also given an opportunity to rate themselves on what they perceive to be the role of the national examination. The findings are presented on Table 5. The teachers rated themselves as tending to believe that the national examination gives them a feedback to better their content delivery with the rating mean scoring 3.40. They also tended to believe that the national examinations motivate students to study more seriously, mean of 3.33, quality grades



in the subject(s) they teach in the national examination give them high chances of getting professional incentives e.g. promotion or reward, mean of 3.25, the national examination is an instrument to create a fair competition among students, schools and counties, mean 2.73 and that having good scores in national examinations give students a good prestige, mean 3.37.

Table 5

*Perceptions on National Examinations*

	Mean	Std. Deviation
The national examination gives me a feedback to better my content delivery	3.40	.906
National examinations motivate students to study more seriously.	3.33	.853
Quality grades in my subject in the national examination gives me high chances of getting professional incentives e.g. promotion or reward	3.25	.964
The national examination is an instrument to create a fair competition among students, schools and counties.	2.73	1.174
Having good scores in national examinations give students a good prestige.	3.37	.907
The implementation of national examinations reveals justice in passing the students.	2.39	1.043
National examinations induce teachers to set higher standards.	3.14	.942
National examinations stimulate teachers to increase their use of other teaching strategies which they believe improve examination performance.	3.39	.921
*National examinations pressure teachers to teach for the sake of the students to pass the examinations.	2.63	1.240
Too much emphasis on passing the national examinations leaves out the aspects of attitudes, values, and skills that produce a wholistic individual.	3.43	.958
<b>Perceptions on National Examinations</b>	<b>3.0788</b>	<b>.47016</b>
N = 208		

\*Negative statement – recoded in the computation of the overall mean

However, they tended to be negative that the implementation of national examinations reveals justice in passing the students, mean 2.39. On the other hand, they tended to believe that national examinations induce teachers to set higher standards, mean 3.14, national examinations stimulate teachers to increase their use of other teaching strategies which they believe improve examination performance (mean 3.39), national examinations pressure teachers to teach for the sake of the students to pass the examinations, mean 2.63 and that too much emphasis on passing the national examinations leaves out the aspects of attitudes, values, and skills that produce a wholistic individual, mean 3.43.

It is important to note that from the findings of the study, the teachers of Rarieda sub-county tended to have a positive attitude towards the national examination since a number of them represented by the highest obtained means of 3.43 and 3.40 tended to believe that too much emphasis on passing the national examinations leaves out the aspects of attitudes, values, and skills that produce a wholistic individual and national examination gives them a feedback to better my content delivery respectively. This pointed out that these teachers are cautious about leaving out aspects of values, skills and attitudes and also get to improve their teaching based on the results obtained from the national examination. At the same time it also came out that the teachers pursue good mean and quality grades for professional incentives and prestige and also employ strategies that are understood to improve performance in the examination. In addition, even though some teachers tended to believe that the examination create fair competition, pressure teachers to teach for the sake of students' passing and the examination revealing justice in the passing of the student, others tended not to believe as shown by the slightly higher standard deviation values of 1.174, 1.240 and 1.043, respectively. This could mean

that some teachers were ready to do whatever it takes to ensure high mean and good grade of their students in the examination because of their belief that there is no fairness or justice in the examination. Those others who tended to be negative the examination pressurizing teachers to teach for the sake of students passing could be a resistant to the influence of examination to do some good work in the classroom.

The national examination is held in such a high esteem in Kenya that the teacher, parent, student and various school stakeholders would do anything within their powers to post a good grade (Jepkemoi, 2017) and so it is likely to affect the teachers' practice beginning with what they perceive its role to be. Despite such great influence it presents, it came out that the teachers of secondary schools in Rarieda sub-county had a perception that would influence their practice positively. The rating with the highest mean pointed out that the teachers believed that much emphasis on passing the national examinations leaves out the aspects of attitudes, values, and skills that produce a wholistic individual (3.43). This is closely followed by the belief that the national examination gives them a feedback to better content delivery (3.40). This implies that these teachers may be least tempted to device ways of attaining good performance in the national examination which may include sacrificing focus on the guiding objectives as observed by Ornstein and Hunkins (2009). Again as pointed out earlier, the use of the national examination for formative purposes as wisely suggested by William (2010) is a significant pointer to progression in improvement of learning by these teachers since they draw feedback from the performance of the students who sits the national examination to review their teaching.

However, it is also worth noting that of a higher mean as well is the teachers' belief that national examination stimulates teaches to increase their use of other teaching strategies which they believe to improve examination performance and that

quality grades in the national examination in the subjects they teach in the subjects they teach give them high chances of getting professional incentives such promotion or reward. This could mean that the teachers would compromise to let go of the opportunity to employ drilling, thorough revision and other quick shortcuts as methodologies of improving their performance so as to be evaluated more favourably as observed by Ornstein and Hunkins (2009).

The teachers always achieved this by completing the syllabus early such that many of the schools had a timeline for syllabus completion in order to give time for what the teachers termed as thorough revision of the past papers. This conclusion is supported further by the findings which shows that some teachers tended to believe that national examination pressure teachers to teach for the sake of students passing of examination pointing that there is a portion who teaches for the sake of students passing. In addition, the other portion of teachers who tended to be negative that the national examination creates fair competition among the students and that it reveals no justice are likely to resort to short-cuts to have their students pass with a high grade the examination even if their (students) learning may not be commensurate with the score.

## **Teachers' Classroom Practices**

**Research question 2. What are the teachers' practices on the following?**

- a. Lesson preparation**
- b. Lesson implementation**
- c. Classroom management**
- d. Formative assessments**
- e. Syllabus completion**

The second research question sought to find out the teachers' practices on lesson preparation, lesson implementation, classroom management, formative assessment and syllabus completion. To achieve this, the teacher respondents rated their practice on a four point Likert scale. The data was then analyzed and presented on tables and the interpretation discussed. The interpretation was done using the scale below:

#### **Scale of interpretation of the mean on practices**

1.00 – 1.49	Poor
1.50 – 2.49	Fair
2.50 – 3.49	Good
3.50 – 4.00	Excellent

#### **Lesson Preparation**

Table 6 presents the analysis of teachers' practices in lesson preparation. According to the results, the rating with the highest mean of 3.53 is that of the teachers having a copy of the syllabus and using it to organize all content outlined there into a lesson. This is followed by a mean of 3.37 which records the study national examination pattern to help me identify the content items that are often set to help me shape my teaching and prepare my students for the examination. A mean of 3.34 represented those that clearly stated/dictated the objective of each and every lesson to the students before beginning each of their lessons as a way of preparing my learners for the content to be learnt while a mean of 3.15 always planned to integrate elements of guidance and counseling, moral values, peace instruction and HIV/AIDS in each of the topics I teach in class in my subject(s).

Table 6

*Lesson Preparation*

	Mean	Std. Deviation
I have a copy of the syllabus and use it to organize all content outlined there into a lesson.	3.53	.845
I always plan to integrate elements of guidance and counseling, moral values, peace instruction and HIV/AIDS in each of the topics I teach in class in my subject(s).	3.15	1.041
I clearly state/dictate the objective of each and every lesson to the students before beginning each of my lessons as a way of preparing my learners for the content to be learnt.	3.34	.818
I study national examination pattern to help me identify the content items that are often set to help me shape my teaching and prepare my students for the examination.	3.37	.933
<b>Lesson Preparation</b>	<b>3.3462</b>	<b>.59872</b>
N = 208		

From the table, it is clear that the teachers of secondary schools Rarieda sub-county prepare for lessons adequately guided by the syllabus which many of them represented by the mean of 3.53 confessed to have and use in lesson preparation. In addition, they have clearly stipulated lesson objectives which they let the learners know prior to the lesson beginning. The study revealed that some teachers though always planning to integrate elements of guidance and counseling, moral values, peace instruction and HIV/AIDS in each of the topics I teach in class in their subject(s), others do not, as shown by the standard deviation of 1.041 which shows quite spread out ratings. This meant that not all of the teachers who participated in the study consciously plan and integrate those elements. This is quite consistent with the findings from the focus group discussion that revealed that some teachers in certain

schools use the life skills lessons to complete the syllabus content instead of teaching the life skills itself. These teachers take time to study the pattern of the national examination in terms of what is examinable thus could be giving greater emphasis to some content over others.

Lesson preparation and planning are the practices that bear the brunt of over-emphasis in exams. Unfortunately, once the preparation is inadequate the whole process is enfeebled because according to Meador (2018) they are critical components and lack of it would lead to failure. Boit et al. (2012) identified selection of content based on examinability such that other non-examined contents such as life skills, moral, guidance and counseling among others may not be favoured. However, contrary to this, the teachers of Rarieda sub-county had a copy of syllabus and used it to organize all content outlined there into a lesson implying that the syllabus content was fully implemented. This could have been successful because the teachers also dictated the objective of the lessons to prepare the learners and guide their thought in what they learnt. This is confirmed by the findings that some of the teachers who always planned to integrate elements of guidance and counseling, moral values, peace instruction and HIV/AIDS in each of the topics I teach in class in their subject(s) meaning that these non-examinable subjects suffered the influence of inclination on summative exams though not severely.

From the discussions with the teachers, it emerged that in all schools, Life Skills and P.E. lessons were timetabled even though in few cases they were not labeled on the timetable but left blank. In other schools the teachers confessed using the Life Skills and P.E. lessons to complete the syllabus. Majority of the schools attended to the lessons

All this practice in preparation did not go through without a scar of the examination focus influence as the teachers also gave attention to the examination patterns, studied it and identified the recurring content and used that knowledge to shape their teaching to prepare their students for the national examinations; this could be after completing the syllabus. This is the same thought that was advanced by Hedwick et al. (2013) that the senior teachers are tasked with the responsibility of identifying the content relevant to the examination so that the learners are drilled to master them. Even though some of the teachers of Rarieda sub-county do not ignore the non-examinable content, it is apparent that the learners there may lack noble opportunity to conceptualize the content they have learnt and develop the other skills (social) for survival in the society later on as every little time available is could be apportioned to memorization of what is branded most relevant for the sake of the national examination.

### **Lesson Implementation (Lower-order)**

Teachers were asked to evaluate their implementation of the lesson by guiding the learners in the learning activities that help them to acquire knowledge. These activities evoke lower thinking skills such as remembering, understanding, and applying. A close examination of Table 7 shows that teacher dictating notes to the students and students answering questions from past papers have the highest means of 3.25 and 3.27 respectively. This is followed closely by the teacher giving a lecture on a concept at a mean of 2.73. Students copying notes from the chalkboard and from textbooks had been fairly implemented with mean of 2.23 and 1.84, respectively.

The findings imply that teachers preferred dictating notes to the students. This could mean that the students are just passive recipients of learning. They (teachers) also guide the students in answering questions from past papers which is a way of



drilling the students to be at home with the examination questions. The teachers also gave lecture on concepts as opposed to discussing them. This lecture method denies the students opportunity to think and discover learning as the teacher remains the only repository of all knowledge. While teachers fairly had their students copy notes from the chalk board, some did not practice that as shown by the wide range of the ratings evident by the standard deviation value of 1.049.

Table 7

*Lesson Implementation (Lower-order)*

	Mean	Std. Deviation
Teacher dictating notes	3.25	.853
Students copying notes from textbooks	1.84	.853
Students copying notes from the chalk board	2.23	1.049
Answering questions from past papers	3.27	.761
The teacher gives a lecture on a concept	2.73	.991
<b>Lesson Implementation (Lower-order)</b>	<b>2.6606</b>	<b>.43576</b>
N = 208		

Boit et al. (2012) argued that the demand on the teacher to perform pushes the teacher to adopt teacher and curriculum centered approaches to learning and also align teaching methods to mainly lecture method in order to ensure a good attainment in examination. That is absolutely no different from that which is displayed on Table 7 as teachers of Rarieda sub-county chose to dictate notes to the learner and answer questions from past papers methodologies that render the learner passive and highly controlled by the teacher in the learning process; listening and writing notes and reproducing the answers to the past papers' questions as required. This is the scenario that Kirimi (2016) blames to cause disconnect between the goals and objectives of education and what is taught in the classroom. Boit et al. (2012) on the other hand

argues that they undermine thinking that helps make sense of what one has been taught.

### **Lesson Implementation (Higher-order)**

Teachers were asked to evaluate their implementation of the lesson by guiding the learners in the learning activities that help them to discover knowledge. These activities evoke higher thinking skills such as synthesizing, analyzing, and evaluating.

Table 8

#### *Lesson Implementation (Higher-order)*

	Mean	Std. Deviation
Students holding discussions	3.29	.721
Students conducting a practical learning exercise	3.04	.895
Students' mastery of concepts through verbal repetition	2.57	1.033
The students carrying out research on a subject	2.79	.818
The teacher explaining a concept to students	3.82	.487
The students taken to a learning field trip within or without the school	2.28	.964
<b>Lesson Implementation (Higher-order)</b>	<b>2.9614</b>	<b>.49408</b>
N = 208		

According to the data displayed on Table 8, it is evident that majority of the teachers prefer explaining concepts to students (mean 3.82), others guide their students into holding discussion (mean 3.29), and in conducting a practical learning exercises (mean 3.04). At the same time others guide their learners to carry out research on a subject (mean 2.79) and to master concepts through verbal repetition (mean 2.57). However, a fair proportion of the respondents involve their students in a learning field trip within or without the school (mean 2.28).

According to the findings, it is clear that the teachers endeavored to have their students master the competencies they learnt. This is evident as teachers resorted to

explaining concepts to the students for clarity and at the same time the teachers engaged the learners in discussions, conducting practical learning exercise and carrying out research on a subject which are likely to enable them to discover learning. Mastery through verbal repetition had varying score responses indicated by the standard deviation value of 1.033 showing that some teachers employed it others did not.

These findings have revealed the efforts of the teachers to ensure an in-depth learning in the classroom. However, the mixture of in the use of both student-centered methodologies such as discussion and conducting practical learning exercise and teacher-centered methodologies discussed previously under the lesson implementation (low-order) could be an indication that the teachers have an idea of how students can learn best through well-founded methodologies that would enable the learners grasp the content best but are not inclined into such probably because of the higher expectations that come with good scores in the exams for accountability.

These findings are not any different from Henry et al. (2014) findings which also revealed that the most common teaching methods that teachers in Imenti South District in Kenya were those that were teacher-centered. The learners got knowledge mainly through explanation, teachers dictating note to students and answering questions from past papers. Some of these methodologies could be in a desperate attempt to fix what is perceived as relevant knowledge to enable the learners excel in examination. This may not lead to effective learning since such involve learning activities designed to give students opportunity to learn by doing, thus promoting thinking and discovery. No wonder, Eshiwani (1993) insists that learners should be guided to take responsibility of their education and learning.

## Classroom Management

Table 9 outlines teacher classroom management practices. These practices are informed by a number of variables one of which is perception on summative examination which the learner takes at the end of term end of academic year or the national examination done at the end of four-year course at secondary school level.

Table 9

### *Classroom Management*

	Mean	Std. Deviation
I group my students according to their academic abilities to facilitate their learning	2.70	1.1582
I advise students who are not quite gifted academically to choose and focus on art subjects and not sciences to do better in examination	2.22	1.153
I guide my students in choosing optional subjects in Form One so that in Form Two they begin specializing	2.36	1.251
I teach non-examinable subjects such as Life Skills later in the day after the compulsory and examinable ones	2.68	1.157
I relate all the content I teach to the examination by giving the learners possible sample questions and instructing them how they should answer them.	3.49	.805
I often coordinate my students on important examination techniques that can help them excel in exams.	3.61	.679
<b>Classroom Management</b>	<b>2.8436</b>	<b>.61147</b>
N = 208		

Findings from the teachers in Rarieda Sub-county, Siaya County, show that the teacher respondents with the highest mean of 3.61 focus energy on coordinating

their students on important examination techniques that could help them to excel in exams. In addition, they relate all the content they teach to the examination by giving the learners possible sample questions and instructing them how they should answer them (mean 3.49). This alone is an indicator that the teachers desire above all things success in examination for their students for whatever reasons they hold.

Again, the teacher respondents represented by the mean of 2.70 and 2.68 accepted that they group their students according to their (students') academic abilities to facilitate their learning and teach non-examinable subjects such as Life Skills later in the day after the compulsory and examinable ones respectively. These two had dispersed responses shown by the standard deviation values of 1.1582 and 1.157 possibly giving the impression that some of the teachers grouped their students for the purpose of drilling and taught non-examinable content later in the day while others did not. This is followed by a mean of 2.36 representing those who guide their students in choosing optional subjects in Form One so that in Form Two they begin specializing. This also had varying levels of responses (SD=1.251) indicating that it was not a common practice acceptable by all. Some teachers also advised students who are not quite gifted academically to choose and focus on art subjects and not sciences to do better in examination (M=2.22) whereas others did not (SD=1.153).

Hedwick et al. (2013) discuss intensively about classroom management and how it is affected by overemphasis in exams. They identify practices such as senior classes (Form 3 and 4) being assigned experienced teachers, grouping students according to their academic abilities, teachers giving concentration to best classes that are able to give good grades, advising less gifted students to take less academic subjects, choosing of subjects in Form One and discrimination of non-examinable

subjects in timetabling. It is evident however from the data that teachers did not uniformly practice these as others did not find them worthwhile.

Among the classroom management practices, it only emerged that teachers of Rarieda sub-county gave focus to coordinating their students on examination techniques that could help them excel in exams and related all the content they taught to the examination by giving the learners possible sample questions and instructing them how they should answer them. It also emerged from the focus group discussions that in many schools, allocation of classes was not discriminatory, that is, it was done fairly such that any teacher could handle any class irrespective of the level of experience or whether employed by the TSC or the BOM. In fact, in many schools one picked a class from Form One and proceeded with it to the examination class.

### **Formative Assessments**

When asked to rate themselves on assessment practices (Table 10), the teacher respondents affirmed that they often set the end of term examination according to the learning objectives of the term (mean 3.57) thus giving learning a focus that is needful for a successful end. However, the emphasis in examination remained eminent as the respondents borrowed questions from past KCSE papers to give assignments, Continuous Assessment Tests and end of term exams (mean 3.47) and fashion all their internal exams to mirror the national examination in content, form and areas of concentration, mean 3.44. A number as well gave their students series of internal exams and quizzes to familiarise them with the possible questions they are likely to meet in the national examination (mean 3.37) and ranked their students in exam to enhance competition among learners and teachers and thus better learning objectives attainment (mean, 3.33).

Table 10

*Formative Assessments*

	Mean	Std. Deviation
I fashion all my internal exams to mirror the national examination in content, form and areas of concentration	3.44	.860
I borrow questions from past KCSE papers to give assignments, Continuous Assessment Tests and end of term exams.	3.47	.767
I give my students a series of internal exams and quizzes to familiarise them with the possible questions they are likely to meet in the national examination.	3.37	.864
I rank my students in exam to enhance competition among learners and teachers and thus better learning objectives attainment.	3.33	1.007
I often set the end of term exams according to the learning objective of the term.	3.57	.691
I draw table of specification and use the bloom taxonomy in setting my exams to ensure balance of different levels of performance.	3.01	.995
<b>Formative Assessments</b>	<b>3.3646</b>	<b>.57335</b>
N = 208		

The findings on Table 10 reveal the teachers' efforts in ensuring wholesome assessment of learning. The teachers set the examinations according to the objectives and drew the table of specification to ensure balance of different levels of performance. To keep up with good performance in the national examination, the teachers borrowed questions from the past KCSE papers, fashioned the internal exams and tests to mirror the national exams and gave students a series of exams. They were

however varied in responses when it came to ranking as some of them ranked the learners to enhance competition whereas others did not ( $SD=1.007$ )

Due to the examination influence, teachers can be drained of the creativity in formulating new examination questions to evaluate various aspects of the skills and knowledge prescribed in the curriculum and instead recycle questions from past papers asserts Hedwick et al. (2013) to sharpen the students' wits in answering questions and mastery of predictable content. The teachers may never consider the learning outcomes in balancing the assessment tests (Qu & Zhang, 2013) and instead use examination approach in assessment.

According to the data obtained, the Rarieda sub-county teachers' formative evaluation practices are slightly influenced by the focus in examination as they fashioned all their exams to mirror the national examination, borrowed questions from past KCSE papers, gave a series of exams and quizzes to familiarize the learners with the national examination as some also rank students in exams to enhance competition. However, it is apparent that these teachers gave attention to the learning objectives when setting end-of-term exams and drew tables of specification to guide their setting of exams to ensure balance.

### **Syllabus Completion**

On syllabus completion (Table 11), it came out that many teachers taught extra-lessons/remedial classes to help me complete the syllabus in time (mean=3.49) and complete the syllabus early to give students more time to revise for national examinations (mean=3.38). However, a number find it less meaningful and time constraining to relate all lesson topics to real life (mean=1.84), skip some sub-topics that they think would not be tested in the national examination in order to complete the syllabus in time (mean=1.64) and do not involve my students in group work,



discussions and library research frequently because they are quite time consuming (mean=1.60).

Table 11

*Syllabus Completion*

	Mean	Std. Deviation
I complete the syllabus early to give students more time to revise for national examinations.	3.38	.843
I teach extra-lessons/remedial classes to help me complete the syllabus in time.	3.49	.774
*I skip some sub-topics that I think will not be tested in the national examination in order to complete the syllabus in time.	1.64	1.030
*I do not involve my students in group work, discussions and library research frequently because they are quite time consuming.	1.60	.963
*I find it less meaningful and time constraining to relate all lesson topics to real life.	1.84	1.044
<b>Syllabus Completion</b>	<b>3.3567</b>	<b>.53138</b>
N = 208		

\*Negative statement – recoded in the computation of the overall mean

From the data obtained, it is clear that the teachers completed the syllabus in time and taught extra lessons to ensure this was realized. This could be pointing at more contact hours which gives the students adequate time to interact with the content to be learnt. In addition, as much as some teachers found it less meaningful and time constraining to relate all lesson topics to real life, others gave the life application of the content they presented as indicated by the wide spread of the response scores (SD=1.044). The same is true with skipping of topics. While some teachers think that

some topics which are not tested are not relevant, others teach them because they understand the objective for their inclusion in the syllabus (SD=1.030)

Worthwhile and holistic education patiently takes time to mold its subjects in developing their potentials (Henry et al., 2014) and desirable qualities. Emphasis in examination has however ditched teachers into rushing through the syllabus to complete it in much less time than that prescribed (Hedwick et al., 2013). The syllabus is not holistically and adequately covered as intended as some topics not deemed relevant are skipped and life application of the topics overlooked (Boit et al., 2012) making learning vague and meaningless to learners.

From this data, it can be seen that the teachers completed their syllabus early to give students more time for revision. A discussion with the teachers also revealed that in a number of schools there exists a policy guideline on exam completion timeline. A number of teachers even cited the pressure to complete the syllabus early as one of the challenges they face in the process of curriculum implementation. This in most cases disadvantage the slow learners greatly since little or no attention at all may be accorded to them. In addition, as Nyaga et al. (2014) points out, the use of extra-lessons/remedial to complete the syllabus may point to the pressure the teachers are under to complete the syllabus early to allow more time for drilling. The extra-lessons could be useful in remedial teaching and in giving the learners opportunity to assimilate, internalize, conceptualize and apply what they have learnt. This may derail the learning of practical skills and values and skills.

Nonetheless, it is still important to note that the teachers in Rarieda sub-county complete the syllabus even though chances are that they could be achieving that hurriedly to meet the set deadlines. This is indeed an insignia of valuable learning being experienced despite the nagging influence of examination in the area.

## **Relationship between Perceptions on Summative Evaluations and Classroom Practices**

**Research question 3. Is there a significant relationship between the teachers' perceptions on a) classroom summative evaluations and b) national examination and the following variables?**

- a. Lesson preparation**
- b. Lesson implementation**
- c. Classroom management**
- d. Formative assessments**
- e. Syllabus completion**

The third research question sought to investigate the significant relationship between teachers' perception on both classroom summative evaluation and national summative evaluation and the variables including lesson preparation, lesson implementation, classroom management, formative assessment and syllabus completion. The data analyzed is presented in table 12.

Table 12 presents two correlation analyses. The correlation co-efficient ranges from -1 to +1, with -1 indicating a perfect negative correlation, +1 a perfect positive correlation, and 0 indicating no correlation at all. Sig. (2-tailed) is the p-value associated with the correlation showing whether it is significant or not.

### **Correlation between Perceptions on Classroom Summative Evaluation and Various Teachers' Practices**

According to the analysis, classroom management ( $r=.264$ ), formative assessment ( $r=.383$ ) and syllabus completion ( $r=.192$ ) are directly related to the perceptions on classroom summative evaluation and the relationship is statistically significant because the p-values .000, .000 and .006 respectively are less than  $\alpha=.01$ .

Table 12

*Correlations*

		Perceptions on Classroom Summative Evaluation	Perceptions on National Examinations
Lesson Preparation	Pearson Correlation	.055	.281**
	Sig. (2-tailed)	.430	.000
	N	208	208
Lesson Implementation (Lower-order)	Pearson Correlation	.042	.183**
	Sig. (2-tailed)	.550	.008
	N	208	208
Lesson Implementation (Higher-order)	Pearson Correlation	-.025	.281**
	Sig. (2-tailed)	.718	.000
	N	208	208
Classroom Management	Pearson Correlation	.264**	.451**
	Sig. (2-tailed)	.000	.000
	N	208	208
Formative Assessments	Pearson Correlation	.383**	.541**
	Sig. (2-tailed)	.000	.000
	N	208	208
Syllabus Completion	Pearson Correlation	.192**	.126
	Sig. (2-tailed)	.006	.069
	N	208	208

\*\* . Correlation is significant at the 0.01 level (2-tailed).

On the other hand, lesson preparation ( $r=.055$ ) and lesson implementation (lower-order) ( $r=.042$ ) and lesson implementation (higher-order) ( $r=-.025$ ) have p-values of .430, .550, and .718, which are greater than the set significance level of .05, thus, they are not significantly related to classroom summative evaluation in secondary schools within Rarieda Sub-County.

Therefore, it follows that teachers who have positive perceptions on classroom summative evaluations tend to have better classroom management, formative assessments, and syllabus completion practices. The teachers' perceptions on classroom summative evaluations do not influence their lesson preparation and lesson implementation practices. This affirms the assertion by different scholars of the sway that examinations have on the curriculum: what is taught and the methodology adopted (Ornstein & Hunkins, 2009, Akaranga & Ongong, 2013, Brink, 2011). The right perception of the teachers towards examination is therefore important in implementation of the curriculum since most of the teachers' classroom practices are dependent on it.

### **Correlation between Perceptions on National Examination and Various Teachers' Practices**

Based on the analysis on Table 12, lesson preparation ( $r=.281$ ), lesson implementation (lower-order) ( $r=.183$ ), lesson implementation (higher-order) ( $r=.281$ ), classroom management ( $r=.451$ ), and formative assessment ( $r=.541$ ) are directly related to perceptions on national examination, having p-values less than .01. However, there is no significant relationship between syllabus completion ( $r=.126$ ) and perception of teachers on the national examination among the teachers of Rarieda Sub-county.

This shows that teachers who have positive perceptions on national examinations tend to have better lesson preparation, lesson implementation, classroom management, and formative assessments practices. The teachers' perceptions on national examinations do not influence their syllabus completion practices.

It should be noted, however, that one's perception has such a strong influence to his or her life orientation and the decisions made. This does not exempt teachers as Abobo and Orodho (2014) observe. The teacher's beliefs, attitude and feelings play a great role in shaping his/her choices in the process of curriculum implementation. These influences may vary depending on what the teacher either personally or collectively hold to be true. According to the findings above, it is true that a wrong perception on the role of national examination can be quite detrimental to the process of learning as it influences a number of teacher classroom practices.

### **Challenges Faced in the Quest for Proper Classroom Practices**

**Research question 4. What are the challenges that teachers face in their quest to ensure proper classroom practice through: lesson preparation, lesson implementation, classroom management, formative assessments and syllabus completion?**

During the study, one open-ended question was administered and focus group discussion conducted to establish some of the challenges that teachers faced in the process of curriculum implementation as they quest for proper classroom practice through lesson preparation, lesson implementation, classroom management, formative assessment and syllabus completion.

The respondents cited a number of challenges which have been outlined in the order of gravity. They included high student-teacher ratio that has severely affected not only the choice of methodologies for effective learning but also operative formative assessment. Others include pressure to give a good mean and produce students with quality grade, inadequate teaching and learning resources with special subjects like German, French, and Home Science hardly hit, uncooperative lazy students whose number is on rise due to limited disciplinary measures to handle such,

inadequate time to prepare thoroughly for the lessons due to unbearable number of lessons to attend to, the pressure exerted by the administrators to complete the syllabus early which does not take into consideration how quick the students can grasp the concepts.

Some respondents decried insufficient infrastructure such as laboratories which paralyzes the effectual learning of the science subjects and classrooms some of which are quite overcrowded. Absenteeism among students for personal reasons as well as fees balance collection or pregnancy was also cited particularly in day schools. Indiscipline among the learners and unsupportive parents who have abdicated their role in molding of the learners were also mentioned. The teachers also complained about lack of motivation as their efforts are rarely recognized or rewarded by the stakeholders. Language barrier presented a hurdle in some situations where the student was not well-versed with the language of instruction.

Most of these challenges bear semblance to those that Wairimu (2016) in public secondary schools in Njoro Sub-county, Nakuru County. Her study concluded that teacher-pupil ratio, workload, student absenteeism, adequacy of instructional materials and teaching methods influence teachers performance in the implementation of curriculum. Wambui's (2014) findings also pointed to lack of adequate instructional materials and physical facilities as affecting curriculum implementation. Waithera as cited by Wairimu (2016) pointed at increased enrolment in schools as a hindrance to individualized teaching and assessment of learners work in time but today, that has been further escalated by the Free Secondary Education program to almost unmanageable levels.

In adequate learning resources and infrastructure affects teachers' performance. Availability of instructional materials is a core determinant in successful

implementation of any curriculum (Ngaroga, 2007). Dahir and Faize (2011) also add that learning achievement is a cumulative function of inputs such as laboratories, textbooks and school buildings among others.

### **Measures to Ensure Proper Classroom Practices**

**Research question 5. What solutions can be proposed to address the challenges that teachers face in their quest to ensure proper classroom practice through: lesson preparation, lesson implementation, classroom management, formative assessments and syllabus completion?**

Research question 5 offered the respondents to offer solutions to some of the challenges they face in their quest to ensure proper classroom practice. Some of the proposed solutions included the government and the Teachers Service commission finding possible and viable ways of hiring more teachers to pacify the acute shortage if quality education is to be realized. Secondly, the government should stop rigidity and either supply the funds for infrastructural facelift of schools or allow for the willing parents to contribute willingly towards the same instead of blindly banning any extra-levies in schools. Thirdly, the school administrators and the government should understand that teaching resources are diverse and involve more than just the textbooks. Moreover, attention should be given to technical subjects such as Home Science and proper framework put in place to provide the unique resources needed for its teaching and learning. These resources should also be timely in provision.

The board of management was advised to come up with alternative ways of collecting the school fees other than frequent sending of learners home and also ensure that the teachers' efforts are recognized and awarded accordingly to motivate them to go the extra mile. The education systems should also be objective oriented and not grade bent. Capacity building for the teachers joining profession was



recommended as a necessary drill to keep up the standards. Guidance and counseling was also commended as an invaluable avenue that if revamped would help a great deal in handling issues such as indiscipline among the learners.

## **CHAPTER FIVE**

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

This chapter discusses the summary of the study findings together with the conclusions drawn from the findings. Furthermore, it presents recommendation for proper practice.

#### **Summary**

The main intention of education is to impart valuable skills, values, knowledge and attitudes through the guidance of the formulated curriculum (Syomwene & Kimengi, 2014) which is always expected to meet both individual and national goals. However, low achievement levels of learners in accomplishing tasks and teachers' failure to manage learning properly according 2017 KNEC survey report (Mungai & Psirmoi, 2018) coupled with deteriorating morality witnessed in radicalization of the youths that the world has to grapple with today sends shivers such that the question that lingers is whether there is still some valuable work going on in the classroom. The feeling is that the teacher and school systems may have chosen to pursue examination grade at the expense of learning which should be the core business.

It is because of this that this study chose to investigate the teachers' perceptions on the role of summative evaluation (both the classroom summative evaluation and national examination) and its influence on the teachers' classroom practice in public secondary schools in Rarieda Sub-county, Siaya County, Kenya. The research was guided by two streams of theories of motivation – extrinsic and intrinsic – which the researcher found to best explain the root cause of perceptions in

summative evaluation and its influences on teachers' practice. Extrinsic theory relies on incentives that condition the teacher to work to produce results in order to obtain the reward without considering the means to achieve the end whereas the intrinsic motivation theory gives the teacher intrinsic incentives such as capacity building which is an invaluable tool in improving the quality of his/her work.

The study employed a combination of correlational and descriptive research designs. Data for the study was collected from 18 schools; 4 girls' schools, 2 boys' schools and 12 randomly selected mixed secondary schools from across the sub-county. A total of two hundred and eight teachers participated in the study.

### **Summary of the Findings**

1. The teachers believed that classroom summative evaluation was useful in improving learning as it provided feedback that could help the teacher to improve his/her teaching and the performance of the learner through enhancing competition. They also believed that the national examination gave useful feedback to better the teacher's delivery and also served as a motivator to both the student and the teacher to study harder and use techniques believed to improve performance respectively. However, they also held that too much emphasis on the national examination left out the aspects of attitudes, values, and skills that produce a wholistic individual.
2. The teachers demonstrated good classroom practice in lesson preparation, lesson implementation, classroom management, formative assessments practices and syllabus completion but also incorporated those practices that were deemed to improve performance in examination.
3. There was positive significant relationship ( $p < .01$ ) between perceptions on classroom summative evaluation and classroom management ( $r=.264$ ), formative

assessment ( $r=.383$ ) and syllabus completion ( $r=.192$ ). The teachers' perceptions on classroom summative evaluations did not influence their lesson preparation ( $r=.055$ ) and lesson implementation practices ( $r=.042$  for lower order and  $r=-.025$  for higher order) whose p-values are .430, .550, and .718, respectively. There was a positive significant relationship between perceptions on national examination and lesson preparation ( $r=.281$ ;  $p=.000$ ), lesson implementation ( $r=.183$ ;  $p=.008$  lower-order and  $r=.281$ ;  $p=.000$  higher-order), classroom management ( $r=.451$ ;  $p=.000$ ), and formative assessment ( $r=.541$ ;  $p=.000$ ). The teachers' perceptions on national examinations did not influence their syllabus completion practices ( $r=.126$ ;  $p=.069$ ).

4. The main challenges the teachers faced include: High student-teacher ratio, pressure to give a good mean and produce students with quality grade, inadequate teaching and learning resources with special subjects like German, French, and Home Science, the pressure by the administrators to complete the syllabus, insufficient infrastructure such as laboratories and classrooms, absenteeism among students and teacher motivation.
5. The solutions to the teachers challenges included the TSC finding possible and viable ways of hiring more teachers to pacify the acute shortage, the government through the MOE to provide books for the special subjects with speed and allow the parents to help in improving the school infrastructure or provide the funds for the same and the BOM to recognize the teachers efforts and commend them and also come up with alternative means of collecting fees in a way that would not cause chronic absenteeism of students.

## Conclusions

On the basis of the findings of this study, the researcher reached the following conclusions with regards to the perceptions on summative evaluation and its influence on classroom practice in Rarieda Sub-county, Siaya County; Kenya.

1. Teachers of public secondary schools in Rarieda Sub-county had positive perception of both the classroom summative evaluation and national examination and believed that they were useful in learning because the results enabled the teacher to get feedback that could be used to improve learning.
2. Teachers of Rarieda Sub-county had proper classroom practice that would ensure successful and fruitful implementation of the curriculum. However, the desire for a better attainment in the end-of-term/year and national examination did not leave them flawless as they still adopted and practiced some unhealthy drills likely to help them realize better means and/or grades.
3. Teachers who have positive perceptions on classroom summative evaluations tend to have better classroom management, formative assessments, and syllabus completion practices. Moreover, teachers who have positive perceptions on national examinations tend to have better lesson preparation, lesson implementation, classroom management, and formative assessments practices.
4. The secondary school teachers in Rarieda sub-county faced challenges in the process of curriculum implementation which include high student-teacher ratio, inadequate teaching and learning resources, the pressure by the administrators to complete the syllabus, insufficient infrastructure among others.
5. The solutions to the challenges the teachers face lie in a proper coordination and understanding between the TSC, MOE and the school management; for instance,

hiring more teachers, improvement of infrastructure, motivation of teachers and teachers adhering to professional and beneficial classroom practices.

### **Recommendations**

Since there is significant relationship between perceptions on the role of classroom summative evaluation and classroom management, formative assessment and syllabus completion and between perceptions on national examination and lesson preparation, lesson implementation, classroom management, and formative assessment, the researcher recommended the following recommendations:

1. Teachers should give their focus to acquisition of attitudes, values and skills that are needful in this century.
2. Teachers should adopt and use good learner-centered classroom management, formative assessment, syllabus completion and lesson implementation practices that will ensure in-depth learning in the classroom.
3. The stakeholders, while keeping checks and balances by ensuring that the exams are taken seriously and the results improved, should be well informed not to take the exams as the absolute yardstick for measure of teachers' success but instead intensify classroom supervision, management and formative evaluation.
4. The government and other educational stakeholders should put up measures to ensure that infrastructural framework for schools is properly laid down in order to guarantee now that the schools almost solely depend on the government for its sustenance. More importantly, the schools, TSC and MOE should work in coordination to gather, analyze and work out solutions the challenges teachers face periodically. Open forums or conferences with the teachers can provide invaluable platform from which to begin.

## **Recommendations for Further Research**

This research has shed more light on the teachers' perception on summative evaluation and how that has influenced teacher classroom practices. However, more research could be done in the following areas to

1. Replication of this study in another sub-county to find out the perception of teachers there and how it has influenced the teacher classroom practices for the purpose of comparison with the present findings and to enrich the study.
2. A study can be conducted to investigate the students' perception on summative evaluation and how that impacts their subject choices and/or study habits.
3. Best objective based teacher formative assessment practices for optimal learning experience.
4. The influence of curriculum quality assessment practices on the teachers' perception.

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# APPENDICES

## Appendix I: Teachers' Questionnaire

Please complete the following questionnaire by **placing a tick** on the number that corresponds to the extent of your agreement or disagreement to the given statements.

**NOTE:** There are no correct or incorrect answers:

### Section A: Demographic Profile

Please indicate by a use of a tick (✓) as appropriate

1. Please indicate your gender

Male [ ]                      Female [ ]

2. Indicate the total number of years of your teaching experience

Below 1 year [ ]      1-5 years [ ]      6-10 years [ ]

11-15 years [ ]      16-20 years [ ]      Over 20 years [ ]

3. Indicate the one that best describes your school

Boys' school [ ]      Girls' School [ ]      Mixed School [ ]

## Section B: Teacher's Perception

**Instruction:** In your most honest opinion, indicate the extent of your agreement or disagreement to the statements using the following scale:

The numbers 4, 3, 2, & 1 below represents the following responses:

*Disagree (1), Tend to disagree (2), Tend to agree (3), and Agree (4)*

### 1. Teacher's perception on classroom summative evaluation

NO.	Perception on classroom summative evaluation	1	2	3	4
1.	The internal examination results enable the teacher get feedback on his/her objective attainment in a period of learning				
2.	The internal examination results enhance competition among the learners and boost performance				
3.	The internal examination results determine a class' score in relation to other classes				
4.	Assessment makes students attentive in the classroom				
5.	The internal examination results make students confident (prepare students) for their final examination (KCSE)				
6.	The internal examination feedback is useful in enhancing students' performance.				
7.	Many internal exams interfere with teaching and learning.				
8.	The internal examinations are used make to decisions on teaching and learning.				
9.	I desire my students to pass their internal exams to avoid scolding and questioning from the leaders.				

## 2. Teacher's perception on the role of national examination

NO.	Perception on the role of national examination	1	2	3	4
1.	The national examination gives me a feedback to better my content delivery				
2.	National examinations motivate students to study more seriously.				
3.	Quality grades in my subject in the national examination gives me high chances of getting professional incentives e.g. promotion or reward				
4.	The national examination is an instrument to create a fair competition among students, schools and counties.				
5.	Having good scores in national examinations give students a good prestige.				
6.	The implementation of national examinations reveals justice in passing the students.				
7.	National examinations induce teachers to set higher standards.				
8.	National examinations stimulate teachers to increase their use of other teaching strategies which they believe improve examination performance.				
9.	National examinations pressure teachers to teach for the sake of the students to pass the examinations.				

10.	Too much emphasis on passing the national examinations leaves out the aspects of attitudes, values, and skills that produce a wholistic individual.				
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### Section C: Teacher's practices

#### A. Lesson Preparation

NO.	Lesson Preparation	1	2	3	4
1.	I have a copy of the syllabus and use it to organize all content outlined there into a lesson.				
2.	I always plan to integrate elements of guidance and counseling, moral values, peace instruction and HIV/AIDS in each of the topics I teach in class in my subject(s).				
3.	I clearly state/dictate the objective of each and every lesson to the students before beginning each of my lessons as a way of preparing my learners for the content to be learnt.				
4.	I study national examination pattern to help me identify the content items that are often set to help me shape my teaching and prepare my students for the examination.				

## B. Lesson Implementation

How often do you use these techniques in your teaching?

The numbers 4, 3, 2, & 1 below represents the following responses:

1. *Not At All*    2. *Rarely*    3. *Sometimes*    4. *Quite a lot*

NO.	Lesson Implementation	1	2	3	4
1.	Teacher dictating notes				
2.	Students copying notes from textbooks				
3.	Students copying notes from the chalk board				
4.	Answering questions from past papers				
5.	The teacher gives a lecture on a concept				
6.	Students holding discussions				
7.	Students conducting a practical learning exercise				
8.	Students' mastery of concepts through verbal repetition				
9.	The students carrying out research on a subject				
10.	The teacher explaining a concept to students				
11.	The students taken to a learning field trip within or without the school				

### C. Classroom Management

The numbers 4, 3, 2, & 1 below represents the following responses:

*Disagree (1), Tend to disagree (2), Tend to agree (3), and Agree (4)*

NO.	Classroom Management	1	2	3	4
1.	I group my students according to their academic abilities to facilitate their learning				
2.	I advise students who are not quite gifted academically to choose and focus on art subjects and not sciences to do better in examination				
3.	I guide my students in choosing optional subjects in Form One so that in Form Two they begin specializing				
4.	I teach non-examinable subjects such as Life Skills later in the day after the compulsory and examinable ones				
5.	I relate all the content I teach to the examination by giving the learners possible sample questions and instructing them how they should answer them.				
6.	I often coordinate my students on important examination techniques that can help them excel in exams.				

#### D. Formative Assessment

The numbers 4, 3, 2, & 1 below represents the following responses:

*Disagree (1), Tend to disagree (2), Tend to agree (3), and Agree (4)*

NO.	Formative Assessment	1	2	3	4
1.	I fashion all my internal exams to mirror the national examination in content, form and areas of concentration				
2.	I borrow questions from past KCSE papers to give assignments, Continuous Assessment Tests and end of term exams.				
3.	I give my students a series of internal exams and quizzes to familiarise them with the possible questions they are likely to meet in the national examination.				
4.	I rank my students in exam to enhance competition among learners and teachers and thus better learning objectives attainment.				
5.	I often set the end of term exams according to the learning objective of the term.				
6.	I draw table of specification and use the bloom taxonomy in setting my exams to ensure balance of different levels of performance.				



### E. Syllabus Completion

The numbers 4, 3, 2, & 1 below represents the following responses:

*Disagree (1), Tend to disagree (2), Tend to agree (3), and Agree (4)*

NO.	Syllabus Completion	1	2	3	4
1.	I complete the syllabus early to give students more time to revise for national examinations.				
2.	I teach extra-lessons/remedial classes to help me complete the syllabus in time.				
3.	I skip some sub-topics that I think will not be tested in the national examination in order to complete the syllabus in time.				
4.	I do not involve my students in group work, discussions and library research frequently because they are quite time consuming.				
5.	I find it less meaningful and time constraining to relate all lesson topics to real life.				

**Section D: Open Ended Questions**

- 1. Challenges teachers face in their quest to ensure proper classroom practice through: lesson preparation, lesson implementation, classroom management, formative assessments and syllabus.**

<b>Challenges in Ensuring Proper Classroom Practice</b>	<b>YES</b>	<b>NO</b>
Availability of adequate learning resources		
High student-teacher ratio		
Uncooperative learners		
The pressure to complete the syllabus early		
Interference by school and co-curriculum activities		

**Any other:**

- a) .....
- b) .....
- c) .....

- 2 Solutions to address the challenges that teachers face in their quest to ensure proper classroom practice through: lesson preparation, lesson implementation, classroom management, formative assessments and syllabus.**

- a) .....
- b) .....
- c) .....

- **Thank you for completing this questionnaire. Your participation is greatly appreciated.\***

## **Appendix II: Focus Discussion Guide for Teachers**

1. Do you normally hold departmental analysis of the test questions after end of term/ end of year exams and do you go the extent of identifying the loopholes in teaching and learning?
2. How many lessons in total do you have per day on the school timetable?
3. How do you distribute lessons and classes among teachers? Do you think senior teachers and more experienced are good in handling the higher forms?
4. Are non-examinable subjects such as Life Skills, P.E. timetabled time-tabled and are they attended to?
5. Do you rank students according to performance? What happens to those who perform below the school average? Do you reward good performance in any form?
6. Does the school has a prescribed timeline for completing the syllabus or every teacher works out his/her own?

### Appendix III: Reliability Analysis

#### Reliability (Perception on classroom summative evaluation)

##### Reliability Statistics

Cronbach's Alpha	N of Items
.808	9

##### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The internal examination results enable the teacher get feedback on his/her objective attainment in a period of learning	23.50	26.929	.751	.760
The internal examination results enhance competition among the learners and boost performance	23.50	26.548	.795	.754
The internal examination results determine a class' score in relation to other classes	24.05	26.426	.628	.772
Assessment makes students attentive in the classroom	23.64	29.195	.520	.788
The internal examination results make students confident (prepare students) for their final examination (KCSE)	23.55	30.926	.430	.798
The internal examination feedback is useful in enhancing students' performance.	23.68	26.703	.679	.766
*Many internal exams interfere with teaching and learning.	24.64	29.195	.342	.814
The internal examinations are used to make decisions on teaching and learning.	23.86	27.171	.648	.771
*I desire my students to pass their internal exams to avoid scolding and questioning from the leaders.	24.86	34.123	-.019	.859

##### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
26.91	35.325	5.943	9

## Reliability (Perception on the role of national examination)

### Reliability Statistics

Cronbach's Alpha	N of Items
.727	10

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The national examination gives me a feedback to better my content delivery	27.00	23.818	.678	.652
National examinations motivate students to study more seriously.	26.70	25.221	.749	.655
Quality grades in my subject in the national examination gives me high chances of getting professional incentives e.g. promotion or reward	27.09	24.901	.562	.674
The national examination is an instrument to create a fair competition among students, schools and counties.	27.43	24.166	.574	.670
Having good scores in national examinations give students a good prestige.	26.78	31.814	.041	.746
The implementation of national examinations reveals justice in passing the students.	27.52	25.079	.553	.676
National examinations induce teachers to set higher standards.	26.74	26.474	.598	.677
National examinations stimulate teachers to increase their use of other teaching strategies which they believe improve examination performance.	26.83	27.696	.503	.692
*National examinations pressure teachers to teach for the sake of the students to pass the examinations.	28.30	32.858	-.102	.778
Emphasis on passing the national examinations leaves out the aspects of attitudes, values, and skills that produce a wholistic individual.	27.17	31.605	-.032	.780

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
30.17	32.787	5.726	10

## Reliability (Lesson Preparation)

### Reliability Statistics

Cronbach's Alpha	N of Items
.810	4

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I have a copy of the syllabus and use it to organize all content outlined there into a lesson.	9.68	5.656	.809	.680
I always plan to integrate elements of guidance and counseling, moral values, peace instruction and HIV/AIDS in each of the topics I teach in class in my subject(s).	9.95	5.665	.664	.743
I clearly state/dictate the objective of each and every lesson to the students before beginning each of my lessons as a way of preparing my learners for the content to be learnt.	9.91	5.515	.694	.728
I study national examination pattern to help me identify the content items that are often set to help me shape my teaching and prepare my students for the examination.	10.14	7.076	.382	.868

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.23	9.994	3.161	4

## Reliability (Lesson Implementation)

### Reliability Statistics

Cronbach's Alpha	N of Items
.649	11

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Teacher dictating notes	30.45	18.165	.116	.669
Student copying notes from textbooks	31.68	19.465	-.025	.696
Students copying notes from the chalk board	31.32	16.513	.334	.620
Answering questions from past papers	30.36	16.528	.481	.595
The teacher gives a lecture on a concept	30.91	17.896	.212	.644
Students holding discussions	30.32	17.656	.453	.610
Students conducting a practical learning exercise	30.18	16.537	.537	.588
Students' mastery of concepts through verbal repetition	30.91	15.610	.471	.589
The students carrying out research on a subject	30.82	15.584	.548	.576
The teacher explaining a concept to students	29.91	18.372	.421	.621
The students taken to a learning field trip within or without the school	30.86	18.504	.117	.663

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
33.77	20.279	4.503	11

## Reliability (Classroom Management)

### Reliability Statistics

Cronbach's Alpha	N of Items
.620	6

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I group my students according to their academic abilities to facilitate their learning	14.86	13.552	.215	.632
I advise students who are not quite gifted academically to choose and focus on art subjects and not sciences to do better in examination	15.05	13.093	.285	.603
I guide my students in choosing optional subjects in Form One so that in Form Two they begin specializing	14.77	12.470	.314	.594
I teach non-examinable subjects such as Life Skills later in the day after the compulsory and examinable ones	14.36	11.385	.588	.480
I relate all the content I teach to the examination by giving the learners possible sample questions and instructing them how they should answer them.	14.32	11.465	.533	.499
I often coordinate my students on important examination techniques that can help them excel in exams.	14.14	14.790	.218	.619

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.50	17.119	4.138	6



## Reliability (Formative Assessment)

### Reliability Statistics

Cronbach's Alpha	N of Items
.719	6

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I fashion all my internal exams to mirror the national examination in content, form and areas of concentration	16.09	9.265	.691	.600
I borrow questions from past KCSE papers to give assignments, Continuous Assessment Tests and end of term exams.	15.87	11.482	.483	.677
I give my students a series of internal exams and quizzes to familiarise them with the possible questions they are likely to meet in the national examination.	15.91	9.538	.794	.582
I rank my students in exam to enhance competition among learners and teachers and thus better learning objectives attainment.	15.83	11.059	.568	.656
I often set the end of term exams according to the learning objective of the term and not the whole syllabus as it appears in the full examination paper.	16.61	13.522	-.050	.855
I draw table of specification and use the bloom taxonomy in setting my exams to ensure balance of different levels of performance.	16.00	9.636	.561	.643

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
19.26	14.656	3.828	6

## Reliability (Syllabus completion)

### Reliability Statistics

Cronbach's Alpha	N of Items
.683	5

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I complete the syllabus early to give students more time to revise for national examinations.	12.57	9.439	.408	.650
I teach extra-lessons/remedial classes to help me complete the syllabus in time.	12.57	8.711	.580	.593
*There are a few sub-topics I skip because they are not relevant/ significant or my students can do it on their own in order to complete the syllabus in time.	12.91	7.265	.602	.553
*I don't involve my students in group work, discussions and library research frequently because they are quite time consuming.	12.74	7.383	.506	.600
*I find it less meaningful and time constraining to relate all lesson topics to real life because some are vague and not applicable to real life.	13.39	8.794	.220	.748

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.04	12.043	3.470	5

## Appendix IV: Letter for Pilot Study



**OFFICE OF THE DIRECTOR OF GRADUATE  
STUDIES AND RESEARCH**  
UNIVERSITY OF EASTERN AFRICA, BARATON  
P.O. Box 2500, Eldoret, Kenya

17 January, 2019

**TO WHOM IT MAY CONCERN**

**Re: PILOT STUDY OF RESEARCH INSTRUMENT**

**Mr. Odoyo Michael Olela** is a graduate student pursuing **Master of Education in Curriculum and Teaching** at the University of Eastern Africa, Baraton. He is currently writing his thesis entitled *"Perceptions on summative evaluation and its influence on Teachers' Classroom Practices in Rarieda Sub-County, Siaya County"*

To establish the reliability of his research instrument, Mr Olela is conducting a pilot study. Please allow him to administer his questionnaires to selected respondents in your institution.

Any assistance you will grant him will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours

A handwritten signature in blue ink, appearing to read 'Koso Gude', written over a horizontal line.

Prof. Koso Gude,  
Ag. Director

Cc: Chair Department of Education  
Office file

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## Appendix V: Ethics Clearance Letter



### OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON

P. O. Box 2500-30100, Eldoret, Kenya, East Africa

January 16, 2019

Odoyo Michael Olelal  
Department of Education, Humanities and Social Sciences  
University of Eastern Africa Baraton

Dear Odoyo,

Re: **ETHICS CLEARANCE FOR THESIS PROPOSAL (REC: UEAB/05/01/2019)**

Your master thesis proposal entitled "*Perceptions on Summative Evaluation and its influence on Teachers' Classroom Practices in Rarieda Sub-County, Siaya County*" was discussed by the Research Ethics Committee (REC) of the University and your request for ethics clearance was granted approval.

This approval is for one year effective January 16, 2019 until January 15, 2020. For any extension beyond this time period, you will need to apply to this committee one month prior to expiry date.

Note that you will need a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI) and clearance from the study site before you start gathering your data.

We wish you success in your research.

Sincerely yours,

A handwritten signature in black ink that reads "Jackie K. Obey".

Prof Jackie K. Obey, PhD  
Chairperson, Research Ethics Committee



## Appendix VI: Letter for Data Gathering



**OFFICE OF DIRECTOR OF GRADUATE  
STUDIES AND RESEARCH**  
UNIVERSITY OF EASTERN AFRICA, BARATON  
P.O. Box 2500, Eldoret, Kenya

---

17 January, 2019

**TO WHOM IT MAY CONCERN:**

**Re: REQUEST FOR PERMISSION TO GATHER RESEARCH DATA**

**Mr. Odoyo Michael Olela** is a graduate student pursuing the degree Master of Education in Curriculum and Teaching at the University of Eastern Africa, Baraton. He is currently writing his thesis entitled *Perceptions on summative evaluation and its influence on Teachers' Classroom Practices in Rarieda Sub-County, Siaya County*.

I am requesting you to please allow him to administer his questionnaire to selected respondents in your organization. He will gather his data within the months of March to May 2019.

Any assistance you will grant him will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Korso Gude', written over a horizontal line.

Prof. Korso Gude  
Ag. Director

Cc: Chair, Department of Education  
Office File

A SEVENTH-DAY ADVENTIST INSTITUTION OF HIGHER LEARNING  
CHARTERED 1991

## Appendix VII: NACOSTI Research Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website : www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/97717/27809**

Date: **6<sup>th</sup> February, 2019**

Michael Odoyo Olela  
University of Eastern Africa, Baraton,  
P.O. Box 2500-30100  
**ELDORET.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Perceptions on summative evaluation and its influence on teachers' classroom practices in Rarieda Sub County Siaya County*" I am pleased to inform you that you have been authorized to undertake research in **Siaya County** for the period ending **6<sup>th</sup> February, 2020**.

You are advised to report to **the County Commissioner and the County Director of Education, Siaya County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Siaya County.

The County Director of Education  
Siaya County.

## Appendix VIII: NACOSTI permit


**THIS IS TO CERTIFY THAT:**  
**MR. MICHAEL ODOYO OLELA**  
of UNIVERSITY OF EASTERN AFRICA,  
BARATON, 0-40611 Nyalima, has been  
permitted to conduct research in *Siaya*  
*County*

**Permit No : NACOSTI/P/19/97717/27809**  
**Date Of Issue : 6th February,2019**  
**Fee Received :Ksh 1000**

on the topic: **PERCEPTIONS ON  
SUMMATIVE EVALUATION AND ITS  
INFLUENCE ON TEACHERS' CLASSROOM  
PRACTICES IN RARIEDA SUB-COUNTY,  
SIAYA COUNTY**

for the period ending:  
**6th February,2020**

.....  
**Applicant's  
Signature**

  
.....  
**Director General**  
**National Commission for Science,  
Technology & Innovation**

## Appendix IX: County Commissioner Authorization



### THE PRESIDENCY

#### MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

**Fax No.**  
**Tel:** 0776 391011  
**Email:** cc.siaya@yahoo.com  
**When replying please quote Ref. & date**

THE COUNTY COMMISSIONER  
SIAVA COUNTY  
P.O. BOX 83- 40600  
• **SIAVA**

CC/SC/A.31 VOL.III/6

21<sup>st</sup> February, 2019

Deputy County Commissioner  
**RARIEDA SUB COUNTY**

#### **RE: RESEARCH AUTHORIZATION – MICHAEL ODOYO OLELA**

The person referred to above from University of Eastern Africa, Baraton has been authorized by the Director General/CEO, National Commission for Science, Technology and Innovation vide letter Ref. No. NACOSTI/P/19/97717/27809 dated 6<sup>th</sup> February, 2019 to carry out research on "*Perceptions on summative evaluation and its influence on teachers' classroom practices in Rarieda Sub County...*" for the period ending 6<sup>th</sup> February, 2020.

The purpose of this letter therefore is to ask that you accord him the necessary support as he carries out research in your Sub County.

DENNIS OBIERO  
For: COUNTY COMMISSIONER  
**SIAVA COUNTY**

Copy to Michael Odoyo Olela  
University of Eastern Africa, Baraton  
P.O. Box 2500-30100  
**ELDORET**

County Director of Education  
**SIAVA**



## Appendix X: County Director of Education Authorization



REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

**State Department for Early Learning and of Basic Education**

COUNTY DIRECTOR OF EDUCATION  
SIAYA COUNTY  
P.O. BOX 564  
**SIAYA**

E-mail: cdesiaya2016@gmail.com

When replying please quote  
CDE/SYA/URA/10/VOL.1(100)

Thursday, February 21, 2019

TO WHOM IT MAY CONCERN

**RESEARCH AUTHORIZATION - MICHAEL ODOYO OLELA**

The above named person has been mandated to carry out research in Siaya County vide an authorization letter from National Commission for Science and Technology and Innovation Ref. No. NACOSTI/P/19/97717/27809 dated 6<sup>th</sup> February, 2019. This research study ends on 6<sup>th</sup> February, 2020.

The research title is "*perception on summative evaluation and its influence on teacher's classroom practices in Rarieda Sub County Siaya county*"

Please accord him the necessary assistance in this County as she may require.

**SAMUEL ONDIEKI**  
**FOR: COUNTY DIRECTOR OF EDUCATION**  
**SIAYA COUNTY**

c.c.

County Commissioner  
**Siaya County**

## Appendix XI: Sub-county Director of Education Authorization



REPUBLIC OF KENYA  
MINISTRY OF EDUCATION  
State Department of Early Learning and Basic Education

Sub County Education Office:  
Rarieda Sub County,  
P.O. BOX 43 - 40613  
MADIANY,

E-mail: [rariedaeco@gmail.com](mailto:rariedaeco@gmail.com)  
When replying please quote

Ref: ERD/UER/57/1/95

Date: 26/2/2019

The Principal  
All Secondary Schools  
Rarieda Sub County

**RE: RESEARCH AUTHORITY FOR ODOYO MICHAEL OLELAID.NO. 26678192**

This is to authorize the student referred to above to conduct research in your institutions;

The research topic is "Perception on Summative Evaluation and its Influence on Teachers' Classroom Practices in Rarieda Sub County".

While according him the necessary assistance, it should be noted that the exercise should NOT, in any way, interfere with the instructional process in the school.

PP 

Adie E. Olero  
Sub County Director of Education  
Rarieda Sub County



## **Appendix XII: Curriculum Vitae**

**Michael O. Olela**

P.O. BOX 4-40611, Nyilima – Kenya.

**Phone No:** 0724-519-920

**E-mail:** *michaelolela@yahoo.com*

### **Personal Information**

**Nationality:** Kenyan

**Date of Birth:** 4<sup>th</sup> December 1988

**Languages:** English, Kiswahili and Dholuo

### **Experience**

#### **Professional Development in Education**

1. *January 2015 to date* | **St. Mary's Lwak Girls' High School**, Siaya.

*Teacher of English and Literature*

2. *2012 to 2014* | **Maseno School**, Kisumu.

*Teacher of English and Literature*

#### **Professional Qualifications**

2008 – 2012: **Moi University** - Eldoret

- *Bachelor of Education (Arts); English and Literature*

- *Grade: 2<sup>nd</sup> Class (Upper Division) Honors*

## **Educational Background**

2003-2006: Kanyawanga High School - Migori

- *Kenya Certificate of Secondary Education (KCSE)*
- *Grade: B+(plus)*

1995-2002: Raruowa Kadera Primary School - Migori

- *Kenya Certificate of Primary Education (KCPE)*
- *Grade: 333 marks out of 500*

## **Leadership Experience**

1. February 2019 up to date: **Deputy Director of Studies**
2. December 2016 – February 2019: **Staff Secretary**
3. January 2015 - 2018: **Class Teacher**

## **Publication**

1. Co-authored a research journal titled: Rebuilding Sustainable Foundations OF Reading as the only Hope for a Literate Tomorrow: A Critical Appraisal of Reading Culture among Students in Rarieda Sub-County in Baraton  
*International Interdisciplinary Research Journal*, April 2018. Available on:  
<https://www.ueab.ac.ke/wp-content/uploads/2019/03/Michael-Olela.pdf>
2. Co-authored a research journal titled: Best Practices in Instructional Supervision: A Study of Adventist Secondary Schools in Ranen Conference in Baraton  
*International Interdisciplinary Research Journal*, April 2018.  
Available on: <https://www.ueab.ac.ke/wp-content/uploads/2019/04/Vencie-Michael-Peter-Onesmo.pdf>
3. Co-authored “A Detailed Examination of When the Sun Goes Down and Other Stories from Africa and Beyond”

## **Referees**

### **1. Prof. Daniel Allida**

The Dean School of Education Humanities and Social Sciences

University of Eastern Africa Baraton

P.O. BOX 2500-30100 Eldoret, Kenya

TEL: *0715490162*

Email: *allidad@ueab.ac.ke*

### **2. Ms. Christine Owino**

Deputy Principal

St. Mary's Lwak Girls High School

P.o. Box 4-40611 Nyilima, Kenya

TEL: *0786977841*

### **3. Mr. Frankline Odayo**

Principal

Rockfield Senior School

P.o. Box 12616-00100 Nairobi, Kenya.

TEL: *+254 721 249 672*

Email: *frankodayo@yahoo.com*