



Influence of Teachers' Assessment Procedures on Student Achievements in Public Junior Schools in Langata Sub County Nairobi, Kenya

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ABSTRACT: This study investigated the influence of teachers' assessment procedures on student learning achievements in public junior schools in Langata Sub County, Nairobi City County, Kenya. It was guided by the hypothesis H01: There is no significant relationship between teachers' assessment procedures and student achievements in these schools. The research employed Howard Gardner's (1983) Multiple Intelligences Theory, which posits that intelligence consists of various dimensions and educators can enhance learning by addressing these diverse intelligences. A descriptive survey research design targeted 159 public junior secondary schools, 159 head teachers, 480 teachers, and 2 Curriculum Support Officers (CSOs). The sampling included 32 schools, 32 head teachers, 2 CSOs, and 96 teachers. Data was collected using interview schedules and questionnaires and analyzed through the Statistical Package for Social Sciences (SPSS) version 28. Quantitative data was analyzed using descriptive statistics such as frequencies, percentages, means, and standard deviation, while qualitative data was processed using content analysis. Findings revealed a significant relationship between teachers' assessment procedures and students' learning achievement (Chi-square = 106.222, $p = 0.000$). The study concluded that assessment procedures significantly influenced student achievement and recommended that teachers adopt assessments that evaluate core competencies like creativity and problem-solving. The Ministry of Education, KICD, and school leaders should review and track the effectiveness of assessment practices to ensure alignment with national education goals.

KEYWORDS: Influence, Teachers' assessment procedures, Students Learning Achievement, Junior schools

1.0 INTRODUCTION

In the USA, Wiliam and Thompson (2019) focused on how regular, low-stakes formative assessments tailored to students' needs enhanced their academic performance. They also highlighted that when teachers consistently provided feedback aligned with learning objectives, students showed higher engagement and achievement. In the UK, the focus has been on integrating assessment for learning (AFL) with national curriculum standards. According to Black and Wiliam (2020), formative assessments were pivotal in improving student achievement by allowing personalized feedback and adaptations in instructional strategies. The study found that students who engaged with formative assessment techniques performed better in standardized tests. In China, the effectiveness of formative assessments has been increasingly studied, particularly focusing on competency-based education. Wang and Li (2021) found that teachers who implemented formative assessments that foster critical thinking and problem-solving had students with significantly higher academic performance compared to those who relied heavily on summative assessments demonstrating the importance of continuous feedback in improving student achievement. In Canada, Brookhart, Moss & Long (2022) explored how teachers' understanding of assessment design and feedback mechanisms contributed to improved student learning outcomes and found that teachers who received professional development in assessment literacy saw their students' performance improve in reading and mathematics.

In South Africa, Moloi and Chetty (2020) examined how teachers' use of formative assessments in low-income schools contributed to improved learning outcomes and revealed that consistent use of formative assessment, particularly in mathematics, significantly enhanced students' performance when feedback was timely and aligned with learning goals. In Nigeria, research has shown that effective assessment practices play a key role in student success. Olawale and Adeleke (2019) studied the impact of continuous assessment in Nigerian secondary schools and found that it positively influenced student achievement, particularly in science subjects and emphasized that teachers who regularly employed formative assessments and provided constructive feedback saw better academic performance from their students compared to those who only used summative assessments. In Ghana, studies have



explored how teacher assessment practices correlate with student achievement in both urban and rural schools. Research by Mensah and Koomson (2021) found that formative assessment methods, especially peer and self-assessment, improved students' learning outcomes, particularly in English and mathematics and suggested that when teachers integrated these techniques, students were more engaged in their learning and performed better on national exams. In Ethiopia, Assefa and Woldehanna (2020) examined how teachers' assessment practices affected student achievement in primary education and revealed that the use of formative assessments significantly improved student learning, especially in the early grades. Teachers who regularly implemented continuous assessments reported better student engagement and achievement, particularly in reading and numeracy.

In Tanzania, Mosha and Anangisye (2019) examined the role of formative assessment in primary and secondary schools in Tanzania and revealed that teachers who incorporated formative assessments, such as quizzes and in-class assignments, helped students improve their academic achievement, especially in science and mathematics. In Uganda, Namukwaya and Ssekamanya (2021) explored the role of continuous assessment and its effect on student performance in Ugandan secondary schools and found that when teachers implemented frequent formative assessments and offered immediate feedback, students displayed higher levels of engagement and improved achievement in core subjects like mathematics and English. In Rwanda, Nizeyimana and Mugiraneza (2020) found that teachers who were trained in formative assessment techniques and applied them consistently saw a noticeable improvement in students' academic performance particularly in language and STEM subjects, where formative assessment helped bridge learning gaps.

In Kenya, Ochieng and Odundo (2019) studied the impact of formative assessments on students' learning outcomes in secondary schools and revealed that regular use of formative assessments, such as quizzes, group work, and immediate feedback, significantly improved students' performance, particularly in mathematics and English. Mwangi and Wambugu (2020) conducted a study that analyzed the impact of continuous assessment tests (CATs) on student performance in Kenyan secondary schools and indicated that students who were exposed to regular continuous assessments performed better in end-of-term and national exams (KCSE), as CATs enabled teachers to monitor progress and address gaps in knowledge in a timely manner. Muindi and Wanyama (2021) explored the relationship between teachers' assessment literacy and student performance in Kenyan primary schools and found that teachers who were well-versed in assessment strategies, particularly formative assessments, were better equipped to improve student learning outcomes. Njoroge and Wairimu (2022) examined how teachers' assessment practices under the CBC influenced student achievement and found that teachers who used continuous, competency-based assessments such as project work, oral presentations, and peer evaluations saw improved student engagement and academic performance, particularly in language and social studies.

In Langata Sub County, Nairobi, Kamau and Kigen (2020) investigated how formative assessment techniques influence academic performance in secondary schools in Nairobi County, including Langata Subcounty, and found that students who were regularly engaged in formative assessments, such as quizzes, peer assessments, and group discussions, performed significantly better in their final exams compared to those who only participated in summative assessments. Muturi and Wanyonyi (2021) examined the role of Continuous Assessment Tests (CATs) in improving student outcomes in secondary schools within Langata Subcounty and revealed that schools that administered regular CATs and provided timely feedback observed better performance in national exams (KCSE). CATs helped teachers identify learning gaps early and adjust instruction accordingly, which significantly contributed to student success. Nyaga and Kirui (2022) studied the relationship between teachers' assessment literacy and student performance and found that teachers who had received professional development in assessment procedures such as aligning assessments with learning outcomes, using rubrics, and providing constructive feedback experienced improved student performance in both primary and secondary schools. Wachira and Kariuki (2023) focused on the role of summative assessments, particularly the Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) exams, on students' achievement in Langata Subcounty and suggested that while summative assessments play a crucial role in national benchmarking, schools that balanced summative assessments with ongoing formative evaluations saw better student performance in the final exams. Gichohi and Mwangi (2023) studied the implementation of the Competency-Based Curriculum (CBC) in Langata Subcounty, focusing on how its assessment practices impacted student achievement in primary schools and revealed that CBC assessments, which emphasize practical skills, creativity, and problem-solving through continuous assessments, improved student engagement and overall performance in subjects such as science, mathematics, and social studies. According to a recent report by the Ministry of education on the Presidential Working Party on Education Reform, the CBC policy has now designated grades 7, 8, and 9 as Junior Schools within existing primary school premises, significantly impacting teacher pedagogical methods and subsequent student learning



outcomes in Kenya (Mugambi, & Chepkonga, 2022). As efforts are made to optimize infrastructure and reduce costs, concerns have been raised regarding the implementation of the CBC and its potential effects on teaching practices and academic achievements, necessitating adjustments from teachers to cater to the diverse needs of primary and junior secondary students in shared learning environments. The study took place in Langata Sub-county, situated within Nairobi County, chosen due to the ongoing need for further examination of teachers' assessment procedures despite previous research conducted by Atandi Bwira(2021).

1.1 Statement of the problem

The efficacy of classroom teaching and learning heavily relies on the presence and guidance of teachers (Stavrava, 2013). Concurrently, teachers' effectiveness is contingent upon specific attributes they possess (Wamala & Seruwagi, 2013). Hence, the pedagogical practices employed by teachers play an indispensable role in the teaching and learning process. In Kenya, the Teachers Service Commission (TSC) introduced the Teacher Performance Appraisal and Development (TPAD) system, a significant policy requiring teachers to engage in continuous professional development (CPD) to enhance their pedagogical skills and effectiveness (TSC, 2018). Through CPD initiatives, teachers receive training on contemporary pedagogical practices tailored to the specific needs of Junior School learners. Additionally, the Ministry of Education in Kenya has formulated the Competency-Based Curriculum (CBC) for JSS, emphasizing learner-centered teaching methodologies and active learning strategies. The performance of Junior Secondary Schools falls short, with 60% of students failing to meet expectations, indicating shortcomings in pedagogical practices employed for content delivery and resulting in low student achievement levels. Comprehensive training for teachers is necessary to improve outcomes in Junior Secondary Schools. Atandi (2021) observed that in the absence of textbooks and set books, teachers tended to rely on the lecture method. However, with the current adoption of the Competency-Based Curriculum (CBC), Junior Schools now employ a range of instructional methods including interactive learning activities, project-based learning, group discussions, and practical demonstrations. This shift encourages educators to employ diverse teaching strategies to accommodate students' diverse learning needs and foster active participation in the classroom. This study therefore seeks to ascertain the influence of teachers' assessment procedures on students' achievement in public junior schools in Langata Sub-County, Nairobi, Kenya

1.2 Objective of the Study

To determine the influence of teachers' assessment procedures on student achievements in public Junior Schools in Langata Sub County Nairobi, Kenya

1.3 Research Hypothesis

H01: There is no significant relationship between teachers' assessment procedures and students' achievement in public Junior Schools in Langata Sub County Nairobi, Kenya.

2.1 LITERATURE REVIEW

2.1.1 Concept of Student Learning Achievement

Student learning achievements in JSS are aligned with national goals and priorities for education, such as promoting equity, inclusivity, and lifelong learning. The KICD emphasizes the importance of addressing the diverse needs and interests of students, fostering a culture of learning and innovation, and nurturing values such as respect, responsibility, and integrity. According to Jacob, John, & Gwany (2020) Student achievement is influenced by learning facilities. Hendrick & Macpherson, (2020) concluded that teachers who use clear, explicit instructions in content delivery create more structured learning environments which helps students better understand the learning objectives and content, which improves their academic outcomes. Ball & Forzani, (2019) focused on the importance of clear instructional language in teaching and found that teachers who provided clear explanations, using language that was accessible to students, enhanced students' ability to understand complex concepts leading to higher learning achievement, especially in subjects requiring conceptual thinking, such as mathematics and science. Coe, Aloisi, Higgins & Major, (2021) found that teacher clarity is a significant predictor of student success for instance teachers who communicate clearly, especially in terms of explaining new concepts and giving directions, help students follow lessons more effectively, leading to greater engagement and academic achievement. Svinicki & McKeachie, (2022) discussed the role of teacher clarity in enhancing learning and found that students tend to perform better when instructors provide clear, organized explanations which helps students understand the material but also reduces confusion and improves retention of information.



2.1.2 Teachers' Assessment procedures and students' learning achievement

Teachers' assessment procedures significantly shape the pedagogical practices employed in junior secondary schools (JSS). The alignment between assessment practices and pedagogical approaches is crucial in fostering meaningful learning experiences for JSS students and promoting their overall academic growth (Omare, Imonje, & Nyagah, 2020). Assessment for the purpose of giving grades to the learner is a frequent practice in secondary schools (Kippers, Wolterinck, Schildkamp, Poortman, & Visscher, 2018). According to Harris and Brown (2020) who explored the effects of authentic assessment practices on students' learning achievement and found that assessments designed to reflect real-world tasks engage students more effectively, leading to higher levels of motivation and better academic performance thus when assessments are relevant to students' lives, they are more likely to invest effort into their learning. Popham (2021) examined the correlation between teacher assessment literacy and students' academic success and found that teachers who are well-versed in effective assessment procedures, including the design and implementation of assessments, positively influenced students' learning achievement. Koretz (2022) analyzed the effects of standardized testing on educational practices and student achievement and revealed that while standardized assessments can provide valuable data on student performance, overemphasis on these tests often leads to "teaching to the test," which can detract from deeper learning and critical thinking skills thus suggesting a balanced approach to assessment is essential for fostering genuine learning achievement. Topping and Ehly (2023) investigated the role of peer assessment in promoting students' learning achievement and found out that engaging students in peer assessment not only helps them develop critical evaluation skills but also enhances their understanding of content and that students who participated in peer assessment activities showed greater academic improvement compared to those who did not.

Aronson et al. (2020) explored the relationship between classroom safety and student assessment outcomes and found that classrooms perceived as safe both physically and psychologically contributed to better student performance on assessments and when students feel safe, they are more likely to engage in assessments positively, leading to more accurate representations of their learning. Patterson and Kauffman (2019) examined how the physical arrangement of classroom spaces affects the implementation of assessment procedures and found that classrooms designed with safety in mind (e.g., clear pathways, organized materials) enhance the efficiency of assessment processes and that teachers reported felt more confident in administering assessments in well-organized environments, which, in turn, positively impacted student outcomes. Benson and Schein (2021) investigated the role of emotional safety in assessment situations and suggested that when teachers create emotionally supportive environments, students are more willing to participate in assessments without fear of negative repercussions thus emotional safety is crucial for promoting honest self-assessment and peer feedback, which are essential components of formative assessment practices.

2.1.3 Theoretical Framework

The multiple intelligences theory of learning, championed by Howard Gardner (1983) will be employed. Howard Gardner's Multiple Intelligences Theory proposes that intelligence encompasses a variety of dimensions rather than a singular entity (Gardner, 1983). This theory suggests that educators can effectively enhance student learning achievement by recognizing and embracing the diversity of intelligence among their students. Gardner delineates several intelligences, including linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences, each representing distinct ways individuals perceive and interpret information (Gardner, 1983). Teachers can apply Multiple Intelligences Theory in their pedagogical practices by designing learning activities and assessments that cater to various intelligences. For instance, integrating music or rhythm-based activities can engage students with musical intelligence, while employing collaborative projects or role-playing exercises can foster interpersonal intelligence (Gardner, 1999). By adapting instructional strategies to accommodate diverse intelligences, educators create inclusive learning environments that resonate with students' strengths and preferences, thereby potentially improving overall learning outcomes and achievement in junior secondary schools in Kenya.

3.0 METHODOLOGY

Survey research design was used in this study as it allows one to describe characteristics of an individual or group as they really are (Shikokoti, Okoth and Abungana, 2024). The research targeted 159 head teachers, 480 JSS teachers and 2 CSOs in Langata sub-county in Nairobi County. Purposive sampling was used to select 32 Head teachers and 2 CSOs officials while simple random sampling for 96 teachers. Sample calculation: a sample of 20% was used and considered a large sample (Mugenda & Mugenda, 2019). Questionnaires were used to collect data from teachers, principals and TSC officials. To enhance the content validity of the



instruments a pre-test of the instruments was carried out. Piloting aimed at testing the clarity of test items, suitability of language used and the feasibility of the study. Statistical analysis Data was analyzed using SPSS version 20 (SPSS Inc., Chicago, IL). The reliability of the instruments was determined using test-retest technique. Both quantitative and qualitative data were analyzed. The descriptive statistics used included frequencies and percentages. Qualitative data was processed by transcribing and categorizing from interviews and open-ended questions, using content analysis and reported as narratives, verbatim or converted to frequency while inferential statistics used Chi-square test to compute the reliability coefficient (Cohen, Manion & Morrison, 2018).

4.0 RESULTS AND DISCUSSIONS

The researcher sought to establish the influence of teachers' assessment procedures on students' learning achievement. Descriptive statistics such as frequencies, percentages, Means and Standard Deviation were utilized. The rating was based on Likert Scale where 1=To no Extent (NE), 2=To little Extent (LiE), 3=To some Extent (SE), 4= To a Large Extent (LE), 5= To a very Large Extent (VLE). Table 1 shows Teachers' response on Availability of assessment materials

Table 1: Teachers' response on Availability of assessment materials

Statement	Frequency	Percent	Mean	Std
No Extent	1	1.1	3.78	0.639
Some Extent	26	27.4		
Large Extent	60	63.2		
Very Large Extent	8	8.4		
Total	85	100.0		

Table 1 shows that the majority, 60 teachers, accounting for 63.2% of the participants, reported that there is Availability of assessment materials to a Large Extent while 26 teachers (27.4%) stated there is Availability of assessment materials to Some Extent, and 8 teachers (8.4%) to No Extent. The mean score for this question was 3.78, with a standard deviation of 0.639. This implies that assessment materials are available. The findings are in line with Siddiq, Scherer & Tondeur (2019) who conducted an empirical study on the distribution of assessment materials in European schools and found that there was a considerable gap in resource allocation, with schools in lower socio-economic areas often lacking sufficient assessment materials. Wilson and Campbell (2020) examined how the availability of assessment materials influences teacher preparedness and efficacy and found that teachers who have access to a wide range of assessment resources, including rubrics, standardized tests, and digital platforms, feel more confident and capable in their assessment practices. Table 2 shows Teachers' response on Availability of safety in the classroom

Table 2: Teachers' response on Availability of safety in the classroom

Statement	Frequency	Percent	Mean	Std
No Extent	1	1.1	3.98	0.729
Some Extent	20	21.1		
Large Extent	53	55.8		
Very Large Extent	21	22.1		
Total	85	100.0		

Table 2 shows majority, 53 teachers, accounting for 55.8% of the participants, reported that there is Availability of safety in the classroom to a Large Extent while 21 teachers (22.1%) stated there is Availability of safety in the classroom to a Very Large Extent and 20 teachers (21.1) to Some Extent. The mean score for this question was 3.98, with a standard deviation of 0.729. This implies that there is availability of safety in the classroom. The findings are consistent with Muthoni & Mwangi, (2020) who examined the role of classroom safety in influencing the effectiveness of teachers' assessment procedures in primary schools in Nairobi, Kenya and found that safer classroom environments positively contributed to effective assessment practices, which, in turn, enhanced student learning achievement. Wachira & Ndung'u, (2022) examined how classroom safety influences student achievement by affecting the quality of teachers' assessments in Nairobi County's secondary schools and highlighted that a safe learning



environment, which included well-maintained facilities and a secure atmosphere, allowed teachers to conduct more consistent and effective assessments, contributing to better student performance. Table 3 shows Teachers’ response on Availability of clear instruction

Table 3: Teachers’ response on Availability of clear instruction

Statement	Frequency	Percent	Mean	Std
No Extent	1	1.1	3.95	0.674
Large Extent	18	21.2		
Very Large Extent	66	77.7		
Total	85	100.0		

Table 3 shows on Availability of clear instruction, Majority, 66 teachers, accounting for 77.7% of the participants, reported the Availability of clear instruction to a Very Large Extent while 18 teachers (21.2%) stated the Availability of clear instruction to a Large Extent and 16 teachers (16.8% to a Very Large Extent respectively. The mean score for this question was 3.95, with a standard deviation of 0.674. This implies that assessments do have clear instructions. The findings concur with Kariuki & Ngugi, (2023) who focused on how clear instructions can promote equity in student assessments across public secondary schools in Kenya and found that when teachers communicated the assessment criteria and instructions, students from diverse backgrounds performed more equitably, as misunderstandings related to unclear instructions were minimized. Obiero & Nyambane, (2021) investigated how the provision of clear instructional guidelines influenced student performance during assessments in secondary schools in Kisii County and found that students who received clear, well-explained instructions for assessments showed improved performance and confidence in their academic abilities, suggesting that clarity in instruction is key to student success in assessments. Topping, Maughan & Earle (2021) also examined how the clarity of assessment instructions affects student performance on tests and assignments and found that students who received clear, detailed instructions were more likely to perform better than those who received vague or incomplete guidelines since it reduces student anxiety and enhances understanding, leading to improved assessment outcomes.

The researcher further used inferential statistics Chi-square test to analyze the hypothesis which stated: *H01: There is no significant relationship between Teachers’ Assessment Procedures and Students’ Learning Achievement in Langata Sub-county, Nairobi County, Kenya.*

To test the objective one Chi-square test was done to determine the relationship between Teachers’ Assessment Procedures (M=3.90, SD=0.681) and Students’ Learning Achievement (M=4.24, SD=0.499)

Table 4 shows the Chi-square test between Teachers’ Assessment procedures on Students’ Learning Achievement

Table 4: Chi-Square test between Teachers’ Assessment Procedures and Students’ Learning Achievement

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	106.222 ^a	6	.000
Likelihood Ratio	26.277	6	.000
Linear-by-Linear Association	21.718	1	.000
N of Valid Cases	95		

a. 5 cells (66.7%) have expected count less than 5. The minimum expected count is .01.

The Chi-square result in Table 4 confirms that there is a relationship between Teachers’ Assessment procedures on Students’ Learning Achievement. Objective 4 was tested using Chi square (df=6, Pearson Chi square(χ^2)=106.222 and p=0.000 at 0.05 level of significance. This shows there is a relationship between Teachers’ Assessment procedures on Students’ Learning Achievement.



This means that Teachers' Assessment procedures have a great influence on the Students' Learning Achievement. These findings are in line with research by Otieno & Wambui, (2023) assessed the effectiveness of continuous assessment procedures on student performance in Nairobi's secondary schools and revealed that continuous assessments helped students develop critical thinking and problem-solving skills, which contributed to improved learning outcomes and academic achievement. Mwangi & Kirimi, (2022) also explored various assessment techniques used by teachers and their relationship with academic performance in secondary schools in Meru County and found that teachers who used a combination of formative and summative assessments had students who achieved higher learning outcomes, as the blend of both approaches offered continuous feedback and end-of-term evaluations. Liu, Dweck & Wang, (2019) who examined the relationship between various assessment procedures (formative, summative, and diagnostic assessments) and students' academic achievement and found a positive correlation between the use of diverse assessment methods and improved learning outcomes, suggesting that a balanced approach to assessment leads to enhanced student performance. Sadler (2020) also explored how formative assessment practices impact student learning achievement and found that formative assessments, which provide ongoing feedback and opportunities for adjustment, significantly enhance students' understanding and retention of material, leading to improved academic results.

Table 5 shows Students' focus group discussion on teachers' assessment procedures

Table 5: Students' focus group discussion on teachers' assessment procedures

Item	Students' response	Code /Theme
<p>Teacher assessment procedures</p> <p>1. In your opinion how do you find the assessment methods used ?</p>	<ul style="list-style-type: none"> "I find the assessments a bit too focused on memorization. Most of the exams test how well we remember facts, rather than how well we can apply what we've learned. I would prefer more assessments that focus on problem-solving and critical thinking." "I think the assessment methods are okay, but sometimes they don't fully reflect what we've learned. We mostly have written exams, and they don't always capture our understanding of practical topics or real-life applications." 	<ul style="list-style-type: none"> Assessment methods
<p>1. Does assessment promote deeper understanding of the content ?</p>	<ul style="list-style-type: none"> "I think assessments can promote deeper understanding if they are well-designed. For example, if we have to explain our reasoning or justify our answers, it makes us think more deeply about the content. But if it's just about choosing the right answer, it's not very helpful." "I feel that assessments like essays or presentations make me understand the content better because I have to organize my thoughts and explain things clearly." 	<ul style="list-style-type: none"> Understanding

Table 5 shows that two questions were asked on whether; In your opinion how do you find the assessment methods used, does assessment promotes a deeper understanding of the content. The researcher noted several group participants disagreed. "I think assessments can promote deeper understanding if they are well-designed. For example, if we have to explain our reasoning or justify our answers, it makes us think more deeply about the content. But if it's just about choosing the right answer, it's not very helpful." Another student said, "I feel that assessments like essays or presentations make me understand the content better because



I have to organize my thoughts and explain things clearly. This ~~ind~~ that assessments do promote a deeper understanding thus assessment procedures influence students' learning achievement.

The Headteachers were interviewed on Teachers' Assessment Procedures and Students' Learning Achievements coded as HA-HE. Their responses were as follows:

Assessments provide the necessary data to gauge whether students are meeting learning objectives and where additional support might be needed (School Head Teacher A, 2024).

Assessments guide instructional practices, allowing teachers to tailor their teaching strategies by adjusting their teaching methods based on the specific needs of their students to better support student learning and achievement (School Head teacher B, 2024).

Well-implemented assessment procedures of regular assessments help students stay on track and focused on their learning objectives leading to improved learning outcomes (School Head teacher C, 2024).

Assessments motivate students to take ownership of their learning after seeing their progress, as they provide tangible benchmarks to strive toward. (School Head teacher E, 2024).

Assessments directly influence teaching practices, helping teachers identify which instructional strategies are most effective and where changes might be needed. (School Head teacher E, 2024).

From the above Head teachers' responses, we can imply that Teachers' assessment procedures plays a critical role in supporting student learning and achievement by providing data to gauge progress toward learning objectives, identify areas needing additional support, adjusting their instructional strategies, ensuring continuous improvement in teaching effectiveness and student outcomes.

The Curriculum Support Officers (CSO) were interviewed on Teachers' Assessment Procedures and Students' Learning Achievement coded as CSO1-CSO2. Their responses were as follows:

CSO1:

Effective assessment procedures help identify specific areas of weakness, allowing teachers to provide focused support to specific areas which can significantly enhance student achievement,

CSO2:

Assessments are essential for guiding instruction, allowing teachers to tailor their teaching strategies to meet the specific needs of their students by adjusting their methods to improve student outcomes and address learning gaps.

From the Curriculum Support Officers (CSO) responses we can imply that effective teachers' assessment procedures play a critical role in identifying specific areas of weakness, enabling teachers to provide targeted support that significantly enhances student achievement.

5.0 CONCLUSION/RECOMMENDATIONS

5.1 Conclusion

The study established that Teachers' assessment procedures had a relationship with students' learning achievement. It was evident by the Availability of assessment materials, Availability of safety in the classroom, and Availability of clear instruction. This meant that Teachers' Assessment procedures had a great influence on the Students' Learning Achievement.

5.2 Recommendations

- Teachers should adopt assessments that evaluate core competencies such as creativity, collaboration, critical thinking, and problem-solving since continuous and practical assessments under the CBC will enhance students' engagement and help develop key skills for academic success.
- The Ministry of Education, KICD, and head teachers should periodically review the effectiveness of the assessment procedures being used in public junior schools and establish a school-wide system for tracking and evaluating the effectiveness of teachers' assessment practices to ensure they align with national education goals
- Schools should provide regular updates on student performance through assessment reports and parent-teacher conferences for parents to support their children's learning by addressing identified areas for improvement and reinforcing skills at home



- The Ministry of Education and the Kenya Institute of Curriculum Development (KICD) should ensure that teachers' assessment procedures are aligned with the objectives of the Competency-Based Curriculum (CBC).
- Head teachers should play a critical role in ensuring the successful implementation of effective assessment procedures and provide teachers with the necessary support, resources, and feedback to enhance their practices.

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