

Teachers' Perception on Progress Monitoring Record as a Method of Assessment of Holistic Development among Kenyan Lower Primary Schools Learners

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Abstract

The purpose of the study was to establish Teachers' Perception on progress monitoring record as a Method of Assessment of Holistic Development among lower public primary school learners in Kisumu Central Sub-County Kisumu county Kenya. The Global Holistic Human Development and Identity Formation Theory by Maehr and Braskamp guided the study. The research design employed was mixed method approach particularly the concurrent triangulation design. The target population for the study was 234 lower primary school teachers, 90 ECDE teachers, 30 head-teachers and 3 DICECE officers and a sample size of 186 participants was used. Stratified random sampling and purposive sampling techniques were used to select study participants. The instruments used in the study were questionnaires and interview schedules. Validity of the instruments was ensured by expert judgment of the university lecturers while the reliability was ensured by internal consistency and a reliability coefficient of 0.892 was reported. Trustworthiness of qualitative data was also ensured. Quantitative data was descriptively analysed by the use of percentages, frequency counts and mean while Qualitative data was analysed using Thematic Analysis. The study found that, social domain, intellectual domain, physical domain, emotional domain, spiritual domain, and moral domain are effectively assessed by progress monitoring method of assessment. The study further revealed that progress monitoring record method of assessment is very effective when teachers want to trace performance of individual learner and in organizing remedial work. The study recommended that all ECDE practitioners should be encouraged to embrace progress monitoring record method of assessment.

Keywords: Teachers, Perception, Progress Monitoring Record, Assessment, Holistic Development, Kenyan, Early Childhood Learners

1. Introduction

Every one of us is on a journey, a journey of life in which we grow, change, and develop along several dimensions-intellectual, social, civic, physical, moral, spiritual and religious. And we do so holistically, that is, we simultaneously develop our mind, sense of self, and relationships with others. As we develop, we are engaged in meaning making, that is, making sense of our journey in life. Making sense of the world in which we live is not only an intellectual pursuit since as we develop most of us become more complex and integrated in our thinking, feeling, and behaving (Maehr and Braskamp, 1986). The journey is not a linear one, however, and is filled with challenges, setbacks, failures as well as successes. Finding meaning in our experiences is motivating, these experiences become an integral part of who we are as persons with goals, values, and encounters with the world around us. Holistic education is a philosophy or world view that seeks to address the problem of fragmentation in education. The focus here is on helping students see things in terms of the whole instead of discrete parts (Miller, 2008). Assessment on the other hand is the process of collecting and analysing information about a student's development and progress towards desired learning outcome (Yu, ChongHo, 2005).

Holistic education aims at helping learners be the most that they can. Abraham Maslow (1968) referred to this as 'self actualization.' According to Maslow human beings are motivated by primary needs and drives that make them

behave in a certain way in order to fulfil these needs. The needs differ from one culture to another and from one environment to another. Punitive and harsh parents and teachers reduce children's motivation in a learning environment. Education with holistic perspective is concerned with the development of every person's intellectual, emotional, social, physical, moral and spiritual potentials Robin and Forbes,(2006). Holistic approach to child development seeks to simultaneously address the physical, emotional, intellectual, moral and spiritual aspects of a child's life. The child's whole context, the physical surroundings, the emotional context, relationship with others, the child's immediate needs at any moment will affect and modify how a particular experience contributes to the child's development. This integrated view of learning sees the child as a person who wants to learn, sees the task as a meaningful whole, and sees the whole as greater than the sum of its individual task or experiences.

Children are curious, active and learn spontaneously through play. The teacher should therefore apply approaches that are child centered, motivating and sustain interest. Children learn best through participatory activities and manipulation of play materials (Frost, 2010). The teachers/caregivers role is to provide relevant, adequate, safe and age appropriate play materials as well as a conducive learning environment that will enhance heuristic learning. Through play and use of their senses children discover new knowledge and expand their ideas as they explore and experiment with resources in their environment. This enhances holistic development. In considering curriculum using a holistic approach, one must address the question of what children need to learn. With the goal of educating the whole child, holistic education promotes several strategies to address the question of how to teach and how people learn (Whitebread, 2010). The idea of holism advocates a transformative approach to learning, rather than seeing education as a process of transmission and transaction. The idea of connections is emphasized as opposed to the fragmentation that is often seen in mainstream education. This fragmentation may include the dividing of individual subjects and dividing students into grades. Holism sees the various aspects of life and living as integrated and connected, therefore education should not isolate learning into several different components. Martin (2008) illustrated this point further by stating that, 'many alternative educators argue instead that who the learners are, what they know, how they know it and how they act in the world are not separate elements, but reflect the interdependencies between our world and ourselves'.

One of the key imperatives of the new curriculum in South Africa is the implementation of an effective assessment system for providing relevant and timely information to all roleplayers for use in improving learning in schools. In particular, the development of a national assessment system for meeting the needs of policy makers and teachers was a key priority DoE, (2007). However, current assessment systems and/or practices for addressing the learning needs of children have been found to be inadequate Kanje, (2009); Ramsuran, (2006); Sokopo, (2004); Vandeyar & Killen, (2007). No specific method of assessing ECDE learner's development and learning have been identified in South Africa.

In Uganda, ECD provision is mainly sector based. Different service types operate in different settings; provide different type of services and programs to different age groups Vergis,(2012). In this regard, it has followed that national guidelines in place on ECD are sectoral and implementation on this guidelines is not in full force. More so, the current arrangements for setting, regulating implementation, assessing and monitoring quality of existing services related to ECD are fragmented and complicated. Consequently there are apparent diversities across and within the different sectors contributing to ECD. These are indicated by overlaps, gaps and inconsistencies in implementation processes, targeting approaches, coverage as well as the service packaging across and within the various programs. As an example, the learning framework is in place as a curriculum reference but is no way mandatory. Providers of pre school education use a wide range of curriculum frameworks and guidelines that vary in terms of the age ranges covered as well as in the conceptual underpinnings.

In Kenya a lot of emphasis is given on the reduction of child mortality by many international organizations and government in the various child-protection programs; but little attention is placed on the healthy development and general welfare of the survivors of that mortality Sinyei, Mwonga & Wanyama, (2012). The Early Childhood Development and Education (ECDE) make a positive contribution to a child's long term development and learning. It facilitates an enabling and stimulating environment in these foundation stages of lifelong learning. Therefore, a shaky foundation subsequently affects the child's opportunity for holistic learning and growth. ECD is under the responsibility of the Ministry of Education, and consists of the following major services: Nursery School, Pre-Unit Class, Kindergarten, Day Nursery, Playgroup, Madrasa and Home-Based Care Centers. The individual institutions are mandated to prepare their own curriculum, which should be aimed at all areas of development –social, emotional and cognitive but unfortunately more emphasis is put on the academic preparation for primary school. What most pre-schools in Kenya have failed to understand is that, for optimal development of a child to occur, there is need to create a planned curriculum, encompassing developmentally appropriate knowledge and skills, with flexibility for contextualization.

One great concern is the government's inability to regulate and control the establishment and operations of ECDE

in the country whose total effect is the maladjustment on the child not only in terms of cognitive but both psychological and psycho-motor wise. Ultimately, the maladjustments have a long term effect on Kenya's development as a whole. In a bid to force formal learning and competition at this early age, most ECDE institutions use a punitive kind of assessment. The children are assessed through exams and assignments and are punished when they fail to meet the threshold Sinyei et al, (2012). These punitive methods deny a child the opportunity to develop holistically. The ideal assessment of the children at this early age should be formative and continuous from the experiences planned in a curriculum. This implies documenting the development of the child, by interpreting the day to day experiences of the child with the purpose of recognizing and encouraging strengths and addressing developmental gaps.

The Kenyan Constitution provides that every child has a right to free and compulsory basic education inclusive of ECDE, which entails quality services and access to educational institutions and facilities for all persons including those with disabilities. Similarly, the Kenya Vision 2030 also recognizes that education and training of all Kenyans is fundamental to the success of the vision. The Kenyan ECDE syllabus indicates that early childhood education should provide education geared towards development of the child's mental and physical capabilities, foster the child's exploration skills, creativity, self-expression and discovery, foster the spiritual and moral growth of the child and develop the child's aesthetic and artistic skills Sue, (2012). A survey conducted on the status of basic education by Kisumu County Education Network (2014) revealed that Kisumu County ECDE status is in poor state. The study further revealed that most public and community ECDE centres do not meet the national early childhood development standards and guidelines. This study therefore sought to establish Teachers' Perception on Progress Monitoring Record as a Method of Assessing Holistic Development among lower public primary school learners in Kisumu Central Sub-County, Kenya

2. Theoretical Framework and Literature Review

2.1 Theoretical Framework

This study was guided by The Global Holistic Human Development and Identity Formation Theory by Maehr and Braskamp (1986). The theory asserts that every one of us is on a journey, a journey of life in which we grow, change, and develop along several dimensions- intellectual, social, civic, physical, moral, spiritual and religious. And we do so holistically, that is, we simultaneously develop our mind, sense of self, and relationships with others. As we develop, we are engaged in meaning making, that is, making sense of our journey in life. Making sense of the world in which we live is not only an intellectual pursuit since as we develop most of us become more complex and integrated in our thinking, feeling, and behaving Maehr and Braskamp (1986). The journey is not a linear one, however, and is filled with challenges, setbacks, failures as well as successes. Finding meaning in our experiences is motivating, these experiences become an integral part of who we are as persons with goals, values, and encounters with the world around us.

The Global Holistic Human Development and Identity Formation Theory was found appropriate for the study since it encompasses two theoretical perspective of human development. The first is based on the seminal work of Kegan, (1994) who argued that three major dimensions of human development-cognitive, intrapersonal and interpersonal-need to be taken into account when humans make sense of their experiences. King and Magolda, (2005) refined these dimensions in describing students in their social-cultural development during their college years. The theory captures the variables of the study in that it is concerned with personal growth and the full development of each human's potential not on just an intellectual level, but also on an emotional psychological, creative, social, physical and even spiritual level.

2.2 Literature Review

Progress monitoring records should always be developed with sound growth and developmental milestone in mind for each group. Studies have been done on assessment methods among learners at different levels and different subjects. For example, a study was conducted in United States of America, by Downer, (2011) on individualized classroom assessment scoring system among Pre-scholars used observation as data collection instrument. An observation tool that targets children's interactions in pre-school classroom with teachers, peers and task was employed. Observation of teacher-child interactions were conducted in 721 state funds Pre-K classroom across 11 states. Direct assessment and teacher ratings of social math and literacy outcomes were collected for four randomly selected children in each classroom. The initial findings of the study revealed that class assessment has the potential to provide an authentic contextualized assessment for young children's classroom behavior. The above reviewed study used observation as the only tool for data collection missing out data from questionnaires and interviews. The present study used both the

questionnaires and interview schedule to get more information to establish the teachers' perception on progress monitoring records as a method of assessing holistic development of ECDE learners.

Another study conducted in Turkey by Kuram (2011) on examination of single subject studies conducted on individuals with disability used self management strategies on 40 single subject research articles conducted with individuals with disabilities and published in peer reviewed journals. Articles primarily had been descriptively analyzed and then examined by use of meta-analysis as the computation of effect-size. The study revealed that the most commonly used strategy is self monitoring and are mostly used for students aged between 7 and 17 which is referred to as school age. The study also revealed that individuals with disabilities need to be able to control their own behavior to achieve independence successfully, and to share a common environment with other people at school, work, home and in society. The above reviewed study was conducted among learners with disabilities only but not among the ECDE learners. Therefore, the present study carried out the research among ECDE learners without disabilities, thereby filling the gap in literature.

In Ghana, a study was conducted by Mereku, (2005) on basic education comprehensive assessment, a new assessment system developed to replace the national tests to better monitor instructional effectiveness in primary schools in English and Mathematics. To ensure that new system closely assesses what teachers actually teach, a survey of the context of teaching and learning in primary schools was carried out to better inform the development of a new comprehensive assessment system. The study examined whether or not the opportunities provided in primary schools for learning are good enough to promote learning for all pupils and to assure high levels of outcomes for all pupils. Questionnaires were used to gather information about teachers' professional qualification, instructional resources, instructional time, and coverage of the content. A major finding of the study was that opportunity to learn standards for most schools were very low and that the majority were not completing the content that they were supposed to teach. The above reviewed study only examined assessment of two subjects, English and Mathematics but not holistic development of the learners. Therefore, the present study carried out a study on teachers' perception on assessment methods of holistic development of ECDE learners thereby adding literature to the existing body of knowledge.

A study conducted in Kenya by Wasanga, Noor and Nyaga (2009) on school management factors that are likely to impact on pupils' achievement in numeracy and literacy tests used stratified random sampling to sample 328 schools from 156 districts. The school head-teachers were selected purposively while pupils were sampled at random. Data was collected using questionnaires and an observation schedule and two standardized achievement tests. While the study outcome showed that the education system in Kenya was moving in the right pace and direction towards the attainment of education for all (EFA) goals, some deficiencies in achievement tests scores, learning facilities and human resources factors were observed. The study recommended that the teaching learning process should reflect the required attributes of the future workforce and teachers to be encouraged to acquire relevant further education and training. The above reviewed study examined achievement in numeracy and literacy only but not on holistic development of learners. Therefore the present study conducted a study on teachers' perception on assessment methods of holistic development of ECDE learners, thereby filling gap in literature.

From the reviewed studies, most of them were carried out in contexts that were different from the early childhood level contexts. Moreover, in majority of studies, the approaches used were either qualitative or quantitative. The present study filled in gaps in literature by focusing on holistic development among learners in early childhood level.

2.3 Goal of the Study

The study sought to examine Teachers' perception on progress monitoring record as a method of assessment of holistic development of Kenyan Early Childhood Learners.

3. Research Methodology

3.1 Research Design

The study adopted concurrent triangulation design. The purpose of this design was to obtain different but complementary data on the same topic. The intent in using this design was to bring together the differing strengths and non-overlapping weaknesses of quantitative methods with those of qualitative methods (Creswell, 2004). The design was found appropriate for this study because the researcher wanted to directly compare and contrast quantitative statistical results with qualitative findings or to validate or expand quantitative results with qualitative data. It is an efficient design in which

both types of data are collected during one phase of the research at roughly the same time.

3.2 Study Participants

The target population for the study was 357. That is, 234 lower primary school teachers, 90 ECDE teachers 30 head-teachers and 3 DICECE officers in Kisumu Central Sub-county, Kisumu County Kenya. From the target population, a sample size of 186 respondents was involved in the study, Krejcie & Morgan, (1970) as cited by Kasomo (2010). That is, 122 lower primary teachers, 47 ECDE teachers 15 primary school Head teachers and 2 DICECE officers. The 122 lower primary school teachers and 47 ECDE teachers were selected using the simple random sampling technique, while 15 primary school Head teachers were selected using purposive sampling technique.

3.3 Research Instruments

Both Questionnaire and Interviews schedule were used to collect data. A Questionnaire was used to collect quantitative data. The questionnaire were administered to both lower primary and ECDE teachers since they are directly involved in assessment of ECDE learners. Likert's scale was used where the respondents were asked to make a choice based on their opinion whether they Strongly Agree, Agree, Disagree or Strongly Disagree based on the question asked. The questionnaires had two parts; the first with closed questions which sought to gather demographic information, and the second with closed questions which sought to establish opinions from respondents and gather more of the quantitative data about the perception of teachers on assessment methods of holistic development of the learners. In addition, semi structured interviews were used for the study and they were on conducted among head teachers and DICECE officers. This is because the number sampled under these two was manageable. The interview schedule was appropriate for the study as it provided in-depth information and a detailed understanding of the issue under research. The information in the interview schedule was tape recorded.

The researcher ensured validity of questionnaires through expert judgment that is with the help of lectures from Jaramogi Oginga Odinga University. Moreover, the items in the questionnaire were made clearer and also arranged from simple to complex. Reliability of the instrument was tested using internal consistency and a reliability coefficient of 0.892 was reported. According to Pavot, Diener, Colvin and Sandvik (1991), the questionnaires has good internal consistency, since the Cronbach alpha coefficient reported is greater than the recommended value of 0.85.

3.4 Data Collection Procedures

Data collection procedure began after the proposal had been accepted and approved by the university supervisors. An introductory letter was acquired from Board of post graduate studies of Jaramogi Oginga Odinga University. Permission to proceed to the field and collect data was sought from the National Council of Science and Technology, then permission from the Kisumu Sub-County Education office was also sought. Data collection was through questionnaires which were be administered to lower primary teachers and preschool teachers and interview schedules were administered to the head teachers and DICECE officers. With permission from the head teachers and the consent of lower primary and ECDE teachers, the questionnaires were distributed to the lower primary teachers and preschool teachers from the sampled schools. Completed questionnaires were collected as per the date of agreement with the respondents. Interviews were carried out among selected head teachers and each took an approximate time of 30 minutes. The responses were tape recorded.

Ethical considerations were also ensured in the research. According to Wolverson (2009), the researcher has to be careful to avoid causing physical or psychological harm to respondents by asking irrelevant questions, threatening language or making respondents nervous. The appropriateness and acceptability of our behavior as a researcher will be affected by broader social norms of behavior, (Saunders, Lewis and Thornhills, 2008). Some of the key ethical issues relating to research process according to Saunders, et al (2008) are; privacy of possible and actual participants, voluntary nature of participation, consent and possible deception of participation and maintenance of confidentiality of data provided. Hence consent and confidentiality factors were valued during the entire study process.

3.5 Data Analysis

Data was analysed both quantitatively and qualitatively. The quantitative data obtained from questionnaires was

analysed by using descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS) version 22. According to Wolverton (2009), descriptive analysis involves a process of transforming a mass of raw data into tables, charts, with frequency distribution and percentages. Qualitative data was analysed using the thematic framework. According to Braun and Clarke (2006), it is a method for identifying and analysing patterns (themes) within data. It minimally organizes and describes data set in details. Furthermore, thematic analysis interprets various aspects of research. Thematic analysis was found appropriate for this study because it is not grounded in any particular theoretical and epistemological framework and can therefore be applied across a wide range of qualitative research approaches, making it flexible.

4. Findings and Discussion

4.1 Findings

The purpose of the study was to find out teachers' perception on progress monitoring record as a method of assessing holistic development of ECDE learners in public primary schools in Kisumu Central Sub-county. To investigate their perception, the researcher developed a questionnaire designed to evaluate the teachers' views on progress monitoring record as a method of assessing holistic development of ECDE learners. In exploring teachers' perceptions, twelve items were drawn relating to progress record monitoring as a method of assessing holistic development of the learners. They were twelve Likert-scaled items type of statements, in which respondents chose from 4-point score; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The respondents were asked to use the scale to respond to the statements in relation to their views on progress monitoring method of assessing ECDE learners. The findings of this study revealed that teachers favoured progress monitoring record over other methods. The researcher computed percentage frequencies of the responses from the teachers and tabulated it as shown in Table 4.6.

Table 4.6: Percentage frequency response on progress monitoring record method of assessment

ITEM	SA	A	D	SD
Progress monitoring records methods of assessment effectively assess physical development of ECDE learners.	52.70	19.59	11.49	16.22
Progress monitoring record methods of assessment effectively assess emotional development of ECDE learners.	9.46	64.86	25.68	0.00
Intellectual development of ECDE learners is effectively assessed through progress monitoring record methods of assessment.	25.68	62.16	12.16	0.00
Moral development of ECDE learners is effectively assessed by progress monitoring record method of assessment	33.78	54.73	11.49	0.00
Progress monitoring records as a method of assessment effectively assess the social development of ECDE learners.	8.11	70.95	20.95	0.00
Progress monitoring records methods of assessment effectively assess the spiritual development of ECDE learners.	9.79	72.03	18.18	0.00
It is true to say that physical development of ECDE learners can be well assessed through progress monitoring records methods of assessment.	26.57	46.85	26.57	0.00
At school, learners' emotional development is assessed well when teachers monitor their progress and record them.	26.57	47.55	25.87	0.00
Assessment by progress monitoring records is the best when teachers want to assess the intellectual development of ECDE learners.	26.57	55.24	18.18	0.00
To assess moral development of ECDE learners, teachers should use progress monitoring records.	35.66	46.15	18.18	0.00
The most accurate method of assessment when assessing social development of ECDE learners is progress monitoring method.	17.48	73.43	9.09	0.00
Spiritual development of ECDE learners is assessed well when they are assessed through progress monitoring records.	8.60	72.04	19.35	0.00

In line with the generally held view that progress monitoring record is suitable especially for ECDE learners, the findings of the study showed that most (81.81%; strongly agree: 26.57%; agree: 55.24%) of ECDE teachers had a strong perception that assessment by progress monitoring records is the best when teachers want to assess the intellectual development of ECDE learners, only 18.18 disagreed. This findings is line with the belief that a lot of the formal nature of the curriculum makes it not meet the needs the learners; this true because generally it is known that children learn best when all areas of development are integrated in a carefully planned curriculum which are implemented informally using methodologies that are interactive, practical and enjoyable. Majority (87.84%) of the respondents, who felt that intellectual development of ECDE learners could be measured by progress monitoring record methods of assessment, felt that it is very effective.

73.43% of the ECDE teachers who took part in the study also agreed that physical development of ECDE learners can be well assessed through progress monitoring records method of assessment, with only 26.57% of them disagreeing with this claim. However, on its effectiveness the respondents had divergent views; whereas 52.70% of them felt that

progress monitoring records methods of assessment effectively assess physical development of ECDE learner, 37.71% of them said it is not very effective method of assessing physical growth and development.

On spiritual growth and development of ECDE learners, 80.64% of the respondents agreed that it could be assessed well when they are assessed through progress monitoring records and just slightly less than a quarter (19.35%) of respondents felt otherwise. In fact, nearly all (81.82%) the respondents who had agreed that progress record monitoring could be used to measure spiritual said it is effective. Only 18.18% of the respondents disagreed that progress monitoring records methods of assessment effectively assess the spiritual development of ECDE learners.

Emotional growth and development is key to holistic development of a learner, 74.12% of the ECDE teachers who participated in this study agreed that at school, learners' emotional development is assessed well when teachers monitor their progress and record them, a quarter (25.87%) of them felt otherwise. The study findings also revealed that, whereas only 25.68% of the respondents thought that the method is not very effective in measuring emotional development, nearly three quarters (74.13%) of the teachers who participated in the study agreed that progress monitoring record methods of assessment effectively assess emotional development of ECDE learners.

On the assessment of the moral development in a learner, majority (81.81%) of the teachers who participated in this study had a perception that to assess moral development of ECDE learners, teachers should use progress monitoring records. And nearly all (88.51%) of the teachers who supported the use of progress monitoring record as suitable method for assessing moral development said it is very effective method of assessment. Only 11.49% of the respondent had a perception that moral development of ECDE learners is not effectively assessed by progress monitoring record method of assessment.

On social aspect of growth and development, 70.95% of the teacher respondents held the view that progress monitoring records as a method of assessment effectively assess the social development of ECDE learners and only 20.95% of them felt otherwise. The analysis of the responses from the ECDE teachers who participated in this study showed that majority (90.91%) of them agreed that the most accurate method of assessment when assessing social development of ECDE learners is progress monitoring method. However, some 9.09% of the respondents did not agree that progress monitoring record is the most accurate method of assessing social growth and development.

Qualitative data from interview schedule was also sought to ascertain the extent to which progress monitoring record method of assessment assess holistic development of ECDE learners. Most of the respondents reported that progress monitoring method of assessment was very critical in assessing holistic development of ECDE learners. The respondents reported the effectiveness of progress monitoring method of assessment in assessing the cognitive, physical emotional social moral and spiritual development of the learner hence holistic development.

Holistic development would include all domains of development. Almost all the respondents reported that progress monitoring record method of assessment was very effective when assessing holistic development of ECDE learners. Three respondents reckoned that,

"Progress monitoring shows gradual development of the child, moral, physical, social and spiritual growth and also mental growth" (HT, 9)

"Progress monitoring record enables the teacher to observe the learners in all aspects".(HT, 11)

"Progress monitoring record is good and effective because it assesses all domains of development in a child". (DICECE officer, B)

This means that the respondents felt that progress monitoring record method of assessment was very effective when assessing all domains of development, hence holistic development. From the interview results, it was evident that progress monitoring record is very critical in the assessment of holistic development of ECDE learners.

5. Discussion

The study findings revealed that almost all participants held the view that progress monitoring record methods of assessment effectively assess holistic development of ECDE learners. This is in agreement with Fuchs and Douglas (2006) whose study revealed that progress monitoring was the best scientifically based practice that teachers can use to evaluate the effectiveness of their instruction for individual student. Moreover, the study also reported that progress monitoring record method of assessment was very important when assessing the cognitive development of ECDE learners. This is supported by Sheehy (2011) in Northern Ireland whose study revealed that children learn best when all domains of development are involved and the skills performed regularly captured.

In addition, some respondents reported that progress monitoring record method of assessment was very critical in

giving learners individual attention. This is supported by Downer (2011) in America whose study revealed that individualized classroom assessment has the potential to provide an authentic contextualized assessment for young children's classroom behaviours. From the interview results it was evident that progress monitoring record method of assessment was very critical in giving learners remedial work. This concurs with Kerr (2013) whose study revealed that successful schools attend to their learning needs of its recipients by having qualified teachers in their subjects and by having the proper materials and facilities. The study further revealed that remedial course offerings and placement tests are in need of improvement in many different ways. Finally, majority of the participants in the study favoured progress monitoring record over other methods; some of the benefits of progress monitoring records that are generally believed by teachers include fast learning for pupils who received more appropriate instruction, help in tracking learners progress in reading, spelling and numeracy and design effective instructional methodology for the learners. This finding is supported by Kuram (2011) in Turkey who noted in his study that self management strategies developed in progress records enable the individuals with disabilities to control their own physical and socio- emotional behaviours.

6. Concluding Remarks

The study investigated Teachers' perception on progress monitoring record as a method of assessment of holistic development of Kenyan Early Childhood Learners. The study found that progress monitoring record was perceived to be effective in assessing emotional, cognitive, social moral spiritual and physical development hence holistic development. In addition, the study further revealed that progress monitoring record method of assessment is very effective when teachers want to trace performance of individual learner and in organizing remedial work.

Based on the findings of the study there are various implications: First, Parents and teachers should be sensitized not to insist on written test as the only method of assessing ECDE learners for it is not assessing holistic development of these learners. In addition, all ECDE practitioners should be encouraged to embrace progress monitoring record method of assessment. Moreover, the ECDE teachers and school administrators should be encouraged to embrace progress monitoring record method of assessment to ensure individual attention and holistic development of ECDE learners is captured during the assessment process. Finally, the Kenya Institute of Curriculum Development should develop a policy that encourages the curriculum implementers (teachers) to embrace progress monitoring record method of assessment in all ECDE settings.

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