



Assessment Techniques Employed by Teachers and Their Influence on Teaching and Learning in Public Preprimary Schools in Sikonge District, Tabora Region, Tanzania

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Abstract : This study examined the assessment techniques employed by teachers and their influence on teaching and learning in public preprimary schools in Sikonge District, Tabora Region, Tanzania. The study was guided by constructivist learning theory developed by Jean Piaget (1970) and later expanded by Lev Vygotsky (1978). A mixed research approach with an explanatory sequential design was employed. The study involved 97 respondents, including 81 teachers, 11 head teachers, 4 Ward Education Officers (WEOs), and 1 District Education Officer (DEO). Stratified and simple random sampling techniques were used to select teachers, whereas purposive sampling was used for head teachers, WEOs, and the DEO. Data were collected through questionnaires, interviews, and observation methods. Instrument validity was established through face and content validity, whereas reliability was confirmed through a reliability coefficient of 0.769. Quantitative data were analysed using SPSS version 26, whereas qualitative data were analysed thematically. The findings revealed that most teachers in public preprimary schools lack adequate training and resources to effectively implement diverse assessment techniques. Commonly used assessment methods include observation, storytelling, and portfolios. Despite teachers recognizing the importance of assessment in supporting children's learning, challenges such as overcrowded classrooms, limited instructional resources, and insufficient professional development hinder effective assessment practices. The study concluded that teachers in public preprimary schools face significant barriers to implementing diverse and developmentally appropriate assessment techniques. This study recommends continuous professional development for teachers, a reduction in class size, and improvements in teaching and learning resources to enhance child-centered assessment practices and improve learning outcomes.

Keyword : Assessment Techniques, Teachers, Effective Teaching and Learning, Public Pre Primary Schools

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INTRODUCTION

The quality of early childhood education is heavily influenced by the pedagogical competencies of teachers, which play a crucial role in shaping the cognitive, social, and emotional development of young learners (Wang, 2024). Assessment in early childhood education has become a critical component in enhancing the quality of teaching and learning worldwide. As education systems worldwide evolve, recognition of the need for assessment techniques that go beyond traditional testing methods is growing. According to the Organization for Economic Co-operation and Development (OECD, 2022), assessments in early childhood education should focus on understanding the developmental needs of children and supporting their emotional, cognitive, and social growth. Formative assessment, including techniques such as observation, portfolios, and child-led reflections, is increasingly used to create a dynamic, child-centered learning environment. These assessment methods are essential for capturing the complexity of young children's learning processes and providing teachers with the information needed to tailor their teaching strategies effectively (Oliver-Barceló et al, 2025).

Countries across the globe have recognized the importance of early childhood education and have invested in developing teacher pedagogical competencies. For example, Finland, known for its high-performing education system, emphasizes the use of varied and continuous assessment methods that inform instructional practices and provide valuable insights into a child's developmental progress (Kangas et al., 2025). Similarly, in the United States, the National Association for the Education of Young Children (NAEYC) advocates for ongoing assessment practices that align with children's developmental

milestones, with a focus on understanding their growth in multiple domains, namely, cognitive, emotional, and social (Pal & Mohanty, 2024). These strategies support the shift away from high-stakes testing toward a more holistic and continuous form of assessment that values the learning process over just the end results.

Historically, assessments of early childhood education have focused primarily on measuring academic performance through standardized testing, often ignoring other critical aspects of child development. In the 20th century, as educational theory shifted toward more child-centered approaches, assessment methods evolved. Influential figures such as Maria Montessori, John Dewey, and Lev Vygotsky promoted the idea of assessment as an ongoing and integrated part of the learning process, with emphasis on formative assessments such as observation and individualized feedback (Sergeeva et al., 2019). Over time, these methods have been incorporated into educational frameworks worldwide, encouraging teachers to assess children not only on the basis of academic skills but also on their creativity, problem-solving abilities, and social-emotional competencies (Channa & Sahito, 2022).

In Africa, the importance of developing effective assessment techniques in early childhood education has been recognized, but challenges persist. Many countries across the continent have begun implementing policies that emphasize the need for diversified assessment practices. In Kenya, for instance, formative assessment techniques are integrated into teacher training programs to enable educators to assess children holistically and in real time (Murkatik et al., 2020). However, barriers such as limited resources, large class sizes, and inadequate teacher training have

hindered the widespread implementation of effective assessment strategies. Traditional assessment methods, such as tests and quizzes, still dominate many classrooms and fail to capture the full scope of children's developmental progress (Canuto et al., 2024).

In East Africa, including Tanzania, the importance of formative assessment in early childhood education has gained traction in recent years. Tanzania's Education and Training Policy (ETP) emphasizes the need for teachers to employ assessment techniques that are reflective not only of children's academic achievements but also of their social and emotional development (Mkimbili, 2023). However, many rural areas, such as Sikonge, face significant challenges in implementing these techniques because of limited resources and a shortage of well-trained teachers (Kamwela & Salvius, 2022). In many schools, teachers continue to rely on traditional assessment methods, such as written exams and oral tests, which are less effective at capturing the diverse needs and progress of young children. The absence of effective professional development in assessment strategies further limits teachers' ability to implement more dynamic and personalized methods of assessment (Herut & Setlhako, 2024).

In Sikonge District, the challenges surrounding assessment in public preprimary schools are particularly pronounced. The district faces issues such as large class sizes, insufficient teaching materials, and a lack of training in modern assessment techniques (Mkimbili, 2023). Teachers often resort to traditional assessment methods, such as written tests, which fail to address the full range of developmental needs of young children. Furthermore, many teachers lack knowledge of formative assessment techniques, such as

observational assessments and portfolio-based evaluations, which are more suited to the developmental needs of preschool children (Kamwela & Salvius, 2022). These limitations significantly hinder the ability of teachers to gauge children's progress effectively, impacting the quality of education in the district and preventing children from receiving the foundational skills they need for future academic success.

This study aims to examine the assessment techniques employed by teachers in public preprimary schools in Sikonge District and explore how these techniques influence the quality of teaching and learning. By investigating the specific assessment methods teachers use, this study seeks to identify the challenges they face and propose solutions for improving teacher training, resource allocation, and assessment practices. The findings from this research contribute to a better understanding of how assessment techniques can be enhanced in rural Tanzanian schools to improve the quality of early childhood education and ensure that children receive the support they need to thrive academically and developmentally (Sergeeva et al., 2019; Kamwela & Salvius, 2022).

EMPIRICAL REVIEW

Theoretical Review

This study was based on the constructivist learning theory developed by Jean Piaget (1970) and complemented by a social perspective developed by Lev Vygotsky (1978). The theory focuses on active, student-centered learning. According to Piaget's theory, individuals construct their knowledge through active personal experiences and interaction with the environment and build on what they already know. Vygotsky's social constructivism expands on this idea to

emphasize the importance of social interactions with more knowledgeable others, such as teachers and peers, with the introduction of the Zone of Proximal Development, ZPD, to describe the difference in what learners can do independently and with guidance. These ideas underlying problem-solving, collaboration, and critical thinking result in a deeper understanding and better retention of knowledge. In the context of public preprimary schools, these theories inform assessment techniques in encouraging teachers to design assessments that focus on active engagement and how children connect new knowledge with existing understandings. However, challenges arise, such as the time-intensive nature of constructivist approaches and the difficulty in applying them to large or resource-limited classrooms, as well as the readiness of younger children or those with learning difficulties to engage in independent learning (Alahmad, 2020; Lasmawan & Budiarta, 2020). These challenges must be considered when evaluating assessment strategies in early childhood education.

Empirical Review

Recent studies have highlighted the varied assessment techniques employed by early childhood educators across different regions, focusing on how these methods influence both teaching and learning processes. Peters et al. (2022) examined the pedagogical content views of early childhood educators in Germany, uncovering five distinct teacher belief profiles linked to their competence. They suggested that teacher education programs should integrate an understanding of how teachers' beliefs influence their practices and recommend tailored professional development programs. However, the study's quantitative approach limited the generalizability of its findings,

suggesting the need for further research to explore the dynamic nature of teacher beliefs in different educational settings.

In a Canadian context, Gangal and Yilmaz (2023) studied the impact of pedagogical documentation on preschool teachers' classroom management skills using a mixed-methods approach. Their findings indicated that pedagogical documentation positively influenced various aspects of classroom management, such as planning, behavior management, and time management. While the study's methodology was robust, a more detailed discussion on the sample size and national context would improve the applicability of the results. Their study also called for more research to understand the long-term impacts of such evaluation techniques, with particular attention to how these methods can be adapted to different educational settings.

The situation in Malaysia was explored by Ani et al. (2024), who investigated teachers' perspectives on school-based assessment (SBA) in preprimary schools. The study revealed that while teachers viewed SBAs positively, they faced significant challenges, such as increased workload and unclear guidelines. Teachers also indicated a lack of professional development and inadequate resources as barriers to effective SBA implementation. Despite these challenges, the research highlights the need for clearer guidelines and continued professional development to maximize the effectiveness of SBAs. However, the study's limitations, including its small sample size and focus on a single school, mean that its findings may not be broadly applicable.

In Africa, specifically in Ghana, Subbey et al. (2022) examined the difficulties that kindergarten teachers face when they use assessment

instruments with students, particularly those with intellectual disabilities. This study, which used a descriptive survey methodology, revealed that many teachers lacked confidence in administering authentic assessments and required more professional support. Similarly, Bitok (2020) explored the factors influencing assessment methods in Kenyan public early childhood education centers and revealed that while teachers regularly conducted assessments, they often lacked a clear focus on identifying learner strengths and weaknesses. This misalignment between assessment practices and effective learning outcomes underscores the need for more targeted professional development. Both studies emphasize the necessity of continuous support for teachers to refine their assessment techniques and improve learning outcomes.

In Tanzania, Mrutu and Kibga (2023) conducted a narrative review on the evaluation methods used in preprimary and primary science and math instruction. Their study highlighted teacher observation, classroom activities, and Q&A sessions as common assessment methods in preprimary classrooms. However, they noted that without sustained professional development and context-specific strategies, these methods might not lead to lasting changes in classroom practices. The study emphasized the importance of ongoing support for teachers, with an emphasis on collaborative learning and fostering a culture that values assessment for learning. However, the study's reliance on a literature review rather than empirical data limited its ability to draw actionable conclusions. Thus, their findings complement the focus of the current study on the assessment methods employed by teachers in public preprimary classrooms.

METHODOLOGY

This study employed a mixed research approach using an explanatory sequential research design. Quantitative data were collected and analysed first, followed by qualitative data collection and analysis to provide further explanation of the quantitative findings.

The target population comprised 941 respondents from Sikonge District, including 811 teachers, 109 head teachers, 20 Ward Education Officers (WEOs), and 1 District Education Officer (DEO). A sample size of 97 respondents was selected, comprising 81 teachers, 11 head teachers, 4 WEOs, and 1 DEO. Stratified and simple random sampling techniques were used to select teachers, whereas purposive sampling was used to select head teachers, WEOs, and DEOs. Data were collected through questionnaires, interviews, and observation methods.

Instrument validity was established through facial and content validity, while reliability was tested using the test-retest method, yielding a reliability coefficient of 0.769. Quantitative data were analysed using descriptive statistics with the aid of SPSS version 26, whereas qualitative data were analysed through thematic analysis. Ethical considerations included obtaining research permission from relevant authorities, ensuring voluntary participation, maintaining confidentiality, and adhering to the APA 7th edition guidelines.

RESULT AND DISCUSSION

Assessment Techniques Employed by Teachers in Teaching and Learning in Public Preliminaries

This paper aimed to examine the assessment techniques employed by teachers in teaching and learning in public preprimary schools. Data for this objective were gathered from teachers using a Likert scale questionnaire and analysed using a frequency distribution table showing frequency and percentage. The scale used was SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, and SA=Strongly Agree, as well as interviews conducted with headteachers, WEOs, and DPEO, as indicated in Table 1.

Table 1.
Teachers' Responses to the Assessment Techniques Employed by Teachers in Teaching and Learning in Public Preliminaries

Items	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Using various assessment techniques to monitor pupils' progress in the classroom enables them to understand the lesson.	31	38.3	25	30.9	11	13.6	9	11.1	5	6.2
Frequent assessment through play improves the development of pupils in the learning process.	14	17.3	33	40.7	7	8.6	23	28.4	4	4.9
Classroom assessment techniques help pupils to understand each child's learning needs better.	1	1.2	2	2.5	2	2.5	54	66.7	22	27.2
Do you keep records of each child's learning progress?	1	1.2	-	-	1	1.2	62	76.5	17	21

Source: Field Data (2026)

Table 1 shows how teachers use different assessment methods in public preprimary classrooms. Assessment is important because it helps teachers understand how much children are learning and what kind of help they may need.

Use of various assessment techniques

When asked if using different assessment techniques helps children understand lessons better, 31 teachers (38.3%) strongly disagreed, and 25 (30.9%) disagreed. Moreover, 11 teachers (13.6%) were undecided, 9 (11.1%) agreed, and only 5 (6.2%) strongly agreed. This finding shows that most teachers do not feel that using various methods helps improve learning. Furthermore, one interviewee added the following:

"Honestly, many teachers still use the same assessment techniques for all children. They do not try different ways to check if the child understands, such as using pictures or games or even asking simple questions during play. This is mostly because many teachers lack training in early childhood assessment. Even though these teachers work hard and try their best, they still need more training and support to understand how to assess young children". (H5, July 2025).

This finding shows that teachers do not have the right skills or training to use various assessment techniques. Teachers trained to use different, child-friendly assessment methods can better support every learner's needs. Research by Subbey et al. (2022) demonstrated that most kindergarten teachers were unconfident when they came to give authentic assessments, such as student responses in class, homework performance, observations of students, interview portfolios, and rubrics, to students with intellectual disabilities. This was mainly because they were not receiving enough professional guidance.

Constructivist learning theory further supports this approach, emphasizing the importance of understanding the learning process rather than only evaluating outcomes. In a constructivist framework, assessment is seen as an ongoing, dynamic process that helps teachers and students understand where learners are in their educational journeys. This perspective supports assessments that focus on how students learn and their strategies rather than only on the final product. Therefore, teachers must be equipped with the skills and resources to implement various assessment techniques to foster an effective learning environment. Providing targeted training in these areas will enable teachers to support each child's unique learning needs, leading to improved educational outcomes.

Frequent Assessment Through Play

With respect to whether frequent assessment through play improved learning, 14 teachers (17.3%) strongly disagreed, and 33 (40.7%) disagreed. Only 7 (8.6%) were undecided, 23 (28.4%) agreed, and 4 (4.9%) strongly agreed. These results indicate that more than half of the teachers do not see play as a useful assessment tool, despite its importance in early childhood learning. Similarly, one interviewee said the following:

“Some teachers believe that assessment means writing something on paper or asking direct questions. However, in preprimary, you can learn a lot just by watching how a child plays. You can see how they think, talk,

or work with others. Sadly, many teachers do not use play to assess, even though it is among the best ways to understand young learners”. (W3, July 2025).

This means a lack of awareness or training on the use of play-based assessment. Teachers need to show how simple classroom games, drawings, and role play can provide deep insights into a child's progress and development. Bitok (2020) highlights that common assessment methods in early childhood settings include learning stories, observations, checklists, anecdotal records, work samples, and individualized educational plans. These methods emphasize the importance of observing children's actions and interactions during play to assess their learning and development. However, many teachers conduct assessments without identifying children's strengths and weaknesses, which could contribute to learning outcomes.

Assessment Helps Understand Children's Needs

Most teachers agreed that assessment helps them understand what each child needs. Specifically, 54 teachers (66.7%) agreed, and 22 (27.2%) strongly agreed. Only 1 teacher (1.2%) strongly disagreed, 2 (2.5%) disagreed, and 2 (2.5%) were undecided. This means that most teachers believe in the importance of assessment in identifying children's learning challenges and strengths. Again, the interviewee's response is as follows:

“The good thing is that many teachers know that assessment is

not just about giving marks. It is about knowing each child and what they can do and where they need help. However, we still need to help teachers use this information well. It is not enough to assess; they need to use that feedback to adjust their teaching". (D, July 2025).

This finding shows that while teachers see the value of assessment, they may need support in the use of results to improve their lessons. More training on using assessment feedback to plan lessons is important. Furthermore, research by Mrutu and Kibga (2023) indicates that despite the availability of assessment principles and models, teachers struggle to implement them effectively without proper guidance. Their study suggests that integrated and focused professional learning initiatives are essential for helping teachers collaboratively explore and adopt new assessment practices. Such initiatives should be supported by knowledgeable individuals who require time and effort to develop learning cultures that recognize the value of assessment for learning and translate it into action.

Keeping Records of Children's Progress

With respect to the question of whether teachers keep records of children's learning progress, the majority answered positively. A total of 62 teachers (76.5%) agreed, and 17 (21%) strongly agreed. Only 1 teacher (1.2%) strongly disagreed, and 1 (1.2%) was undecided. This means that almost all teachers keep records of learners'

development. However, one interviewee stated the following:

" We have made it a habit here. Every teacher has a small book where they write down what each child is doing well or struggling with. It's not perfect, but it helps. During meetings with parents, it is easier to show how a child is doing, and if we see that a child always has trouble with language, we give them more support". (H6, July 2025)

This implies that record-keeping is being practiced, and it helps teachers and parents track a child's progress. However, teachers may need guidance on how to keep records in a way that is organized and useful for improving teaching. The habit of teachers recording what each child is doing well or struggling with aligns with constructivist learning theory, which emphasizes that learners actively build knowledge through experience and reflection. By observing and noting individual progress, teachers can support each child's unique understanding and needs, fostering deeper personalized learning. This ongoing interaction between teacher observations and student learning reflects the constructivist view that knowledge is constructed through social and contextual experiences.

The researcher observed that teachers kept records of each pupil in the classroom. They wrote down what the children were learning, how they behaved, and if they needed help. They also kept track of things such as attendance and classwork. These records help teachers understand each

child better and plan lessons that fit their needs. However, the researcher also noted that some teachers were unsure how to use the records to improve their teaching and learning processes. Therefore, keeping records is good, but teachers still need more help and training to use this information well to support each child's learning.

This implies that teachers understand the importance of keeping records and using them to track various aspects of each pupil's development. Record keeping is clearly valuable, as it helps teachers better understand pupils individually. This aligns closely with constructivist theory, which emphasizes individualized, student-centered learning. By keeping detailed records, teachers gain insight into each pupil's unique progress, strengths, and areas for growth. Record keeping also facilitates ongoing formative assessment, enabling teachers to adjust their teaching strategies in real time. Furthermore, it encourages reflection and helps foster stronger teacher-student relationships.

Nevertheless, the respondents were given open-ended questions to provide assessment techniques that are appropriate for teaching and learning. The responses are as follows.

In preprimary schools, assessments are simple and friendly to match how young children learn. One helpful technique is observation, where the teacher quietly watches children as they play, talk, or perform classroom activities. This helps the teacher understand the child's skills without interrupting their learning. Another method involves using checklists, where teachers mark specific skills observed in

pupils or behaviors, ranking their skills from 1 to 10 and giving them credit. Similarly, Puspita and Suyatno (2020) acknowledge that while some argue that teachers may struggle to make dependable assessment judgments on the basis solely of observations in natural settings, when handled carefully, such observations can provide critical evidence for assessing learning outcomes. In fact, observation may be the only effective way to gather meaningful assessment data for many practical skills, performance activities, 'real life' projects, and group work. Moreover, the interviewee said that:

"In our school, we mostly use observations. When children play, we watch how they solve problems or talk to others. You can learn so much just by watching. For example, we ask them to explain their pictures during the drawing time. That tells us what they understand. Storytelling also works well; some children explain things better when they talk freely. We have stopped using tests because they do not show the real picture in early years". (H2, July 2025).

This means that teachers prefer watching children during everyday activities to understand their learning. They do not use tests because children show more through play, talking, and drawing. It helps teachers see what each child knows naturally and comfortably. This approach reflects constructivist learning theory's core ideas, which emphasize that children construct knowledge actively through meaningful, real-life experiences rather than through

the passive reception of information. By observing children during play, talking, and drawing, teachers can see how children make sense of their world in a natural, comfortable setting, supporting the constructivist view that learning is a personal and social process. Instead of relying on formal tests, this method allows teachers to understand the child's thinking and development as it unfolds in context, which is consistent with theorists such as Piaget and Vygotsky.

In addition to those methods, two more important techniques are drawing and storytelling, where children can express their ideas through art or storytelling. This helps teachers assess both creativity and understanding. Finally, portfolios are useful, where teachers collect samples of a child's work over time, such as drawings, crafts, or handwriting practices. These findings show how the child is improving week by week. These techniques, observation, play-based assessment, checklists, drawing/storytelling, and portfolios, are appropriate because they are easy for children to perform and give teachers a full picture of their learning progress. Similarly, one of the interviewees said that:

"We support these methods because they help teachers understand children naturally. Drawing and storytelling are great because children often share their thoughts more openly through pictures and words. These activities also show how children think, create and explain ideas in their own way. Learning to feel fun and safe for young children is important". (W4, July 2025).

This shows that they value child-centered assessment methods that build confidence and encourage expression. It also suggests a focus on emotional safety and creativity in early education. These methods help children feel seen and heard rather than judged. As a result, children are more likely to enjoy learning and feel proud of their work. Similarly, Peters et al. (2022) reported that teachers hold various belief profiles shaped by their educational background and theoretical knowledge, influencing how they implement these practices. They recommend revising teacher education programs to raise awareness of how beliefs affect teaching and to enhance professional development with targeted interventions that support child-centered, emotionally supportive approaches.

Similarly, another interviewee added that:

"Portfolios are very useful for tracking a child's learning over time. Teachers can collect work such as drawings and writing to see how the child grows each week. This method also helps during meetings with parents to show clear progress. It is a simple but powerful way to understand each child's journey". (D, July 2025).

This implies that supporting ongoing, visual learning records helps teachers and parents. It also shows a commitment to understanding long-term progress instead of focusing on one-time test results. These tools allow more personal and accurate reporting of each child's development. They also

encourage teachers to reflect on and adapt their teaching methods to meet individual needs.

In addition, the respondents were asked to describe any challenges that teachers face while using different assessment techniques and how they address them. Their responses are as follows.

One of the greatest challenges faced when different assessment techniques are used is overcrowded classrooms. When there are too many children in one class, it becomes difficult for teachers to observe each child closely or spend enough time on activities such as storytelling or drawing. This means that some children may not receive the attention they need to express their ideas or show their learning fully. To address this, teachers try to organize small groups during activities to focus better and rotate attention among the children. Sometimes, we also involve teaching assistants or parent volunteers to help manage the groups and support the observation process. Research by Ani et al. (2024) highlights similar challenges in primary schools, where teachers reported increased workload, inadequate professional development, and unclear guidelines as barriers to effective school-based assessment. While administrative support was deemed adequate, the results of this study suggest that better resource allocation, clearer guidelines, and ongoing professional development are essential for enhancing the efficacy of school-based assessment.

These findings align with those of constructivist learning theory,

emphasizing the importance of a supportive and structured environment in facilitating active learning and cognitive development. In such environments, teachers are crucial in guiding and supporting children's learning experiences. However, to effectively implement diverse assessment methods, educators require adequate training, resources, and manageable class sizes to meet each child's learning needs.

Other challenges include a lack of trained teachers, limited teaching resources, and language barriers. Not all teachers are familiar or comfortable with creative assessment methods such as portfolios or storytelling; thus, ongoing training and mentoring are important. Limited resources such as paper, art supplies, or recording tools can make it difficult to document children's work consistently. Additionally, some children come from homes where different languages are spoken, making communication and assessment more difficult. To overcome these issues, we provide training workshops, seek donations or local support for materials, and use simple, flexible assessment tools. We also encourage teachers to be patient and use multiple methods to understand each child's learning. However, one of the interviewees revealed the following:

"In our schools, the main challenge is managing large class sizes. When there are many children, it is difficult for teachers to pay attention and observe each child individually. Sometimes, teachers feel overloaded in trying to balance teaching and

assessment at the same time. We try to solve this by grouping children during activities and encouraging teamwork among staff, but this is still not easy. Another issue is that some teachers lack training on creative assessment methods; thus, we organize regular workshops to help them feel more confident and skilled". (H8, July 2025).

This shows that the headteacher understands classroom struggles and values practical solutions. This implies a need for more resources, such as additional staff and ongoing professional development. The focus is on improving teaching quality and assessment so that children can be better supported. Overall, this highlights the importance of a strong support system for teachers to use varied assessment techniques successfully. The focus on improving teaching quality and assessment aligns with Gangal and Yilmaz's (2023) findings that pedagogical documentation positively affects preschool teachers' classroom management skills, including planning, behavior management, and time management. This is also supported by constructivist learning theory, which emphasizes the role of reflective practice and active teacher engagement in creating meaningful learning environments to meet children's needs. Overall, this highlights the importance of a strong support system that enables teachers to use varied assessment techniques and foster student-centered learning effectively.

Generally, the results show that while teachers in public preprimary schools

acknowledge the importance of assessment in understanding children's learning needs, various and developmentally appropriate assessment techniques are limited. Most teachers do not regularly employ varied methods such as play-based assessment or observation, often because of a lack of training, large class sizes, and inadequate resources. However, many maintain records of children's progress and recognize the value of assessment beyond grading. Preferred techniques among more aware educators include observation, storytelling, drawing, checklists, and portfolios, which align with child-centered learning. Challenges such as overcrowded classrooms, insufficient teacher training, and limited materials hinder effective implementation. Interviews with school leaders and education officers underscore the need for continuous professional development and systemic support to enhance assessment practices that genuinely support young learners' growth and development.

CONCLUSION

Despite this assessment for understanding and supporting children's learning needs, the use of various developmentally appropriate assessment strategies in practice is minimal. Most teachers do not use varied methods such as play-based assessment or observation consistently, mainly because of issues such as a lack of relevant training, overcrowded classrooms, and a general lack of resources. A fair proportion of these teachers, however, valued record keeping and recognized that assessment

was used for purposes other than grading. The more enlightened approaches to assessment preferred by better-informed teachers included child-centered approaches of observation, storytelling, drawing, checklists, and portfolios, clearly reflecting constructivist approaches to learning. Even when effective practices are recognized, there are considerable barriers, such as class size, a lack of training in creative assessment strategies, and a general lack of teaching resources. In-depth interviews with headteachers and education officers have also revealed that targeted professional development and system-wide support for teachers are necessary to improve assessment practices. This study thus calls for a supportive environment in which teachers are trained and supported with appropriate resources to employ different assessment strategies that are related to the individualized and meaningful learning of young children.

RECOMMENDATION

The results show that professional development should receive greater priority, involving continuous staff development to equip teachers to employ diverse child-centered approaches to assessment. These can include hands-on training workshops in play assessment, observation techniques, storytelling, and portfolio development, with specific emphasis on what can be done to modify these strategies to suit each child. Teacher training courses should provide better training on using constructivist principles in child assessment. Thus,

training for teachers should improve their ability to recognize the importance of continuous reflective child assessment, taking into consideration how children learn and what they produce. Teachers need to assess the issue of crowded classrooms and scarce resources to improve the process of child assessment. Teachers can reduce class size by employing teaching assistants or parents to assist them in having adequate time to attend to each child individually by providing direct answers to their needs. Class size reduction or the use of teaching assistants or parents to assist them will allow them to have adequate time to attend to each child individually to provide direct answers to their needs. Education officials must consult with school principals to provide them with adequate teaching resources such as teaching materials to carry out better child assessment.

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